

THE EFFECTS OF TEAM BUILDING ON
UNIVERSITY OF KANSAS RESIDENCE HALL STAFFS

by

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ABSTRACT

Organization developers purport to facilitate organizational change through the use of change interventions. One of the most popular OD interventions of the 1970s has been team building for organizational effectiveness, a proactive strategy consisting of formal programs and informal efforts for the improvement of an organization.

Team building has been used widely in the private, corporate sector. However, very little research has been done on effects of team building in the public sector, specifically a university setting. This study is limited to investigating the effects of a team-building intervention program on residence hall staffs at the University of Kansas.

The population sample involved in this study were the seven residential hall staffs from the major residence halls on the University of Kansas campus. The newly formed staffs for the 1980-81 academic year varied from 7 to 15 members which included a resident director, assistant resident director, and resident assistants. A total of 77 subjects were used to conduct this investigation. This field study used a pre-test/post-test design with a control group and an experimental condition group. The experimental group (n=56) received a team-building program. It was further divided into two sections: marathon (n=19) and regular (n=37) meetings. The control group (n=21) received only the test instrument. No team building was administered to the control condition.

The major test instrument used was the Team-Review Questionnaire (Francis and Young, 1979). This is a 108-item questionnaire which asks each subject to subjectively rate their group in regard to twelve variables: leadership, suitable membership, group commitment, climate, achievement, corporate role, work methods, organization, critiquing,

individual development, creative capacity, and intergroup relations. In addition to the questionnaire, the experimental group completed a pre-test/post-test survey (based on a summated rating) assessing attitudes about the team building experience and about their group's climate.

Results from both the Team-Review Questionnaire and the Attitude Survey were subjected to an analysis of variance to determine whether significant difference existed between conditions. In addition, both t-tests and difference scores were used to determine whether team building made a significant effect on the staffs.

The Attitude Survey results show a significant increase in positive attitude with regard to the team-building program. Significance at the 0.001 level was achieved on all four questions over all the halls. The analysis of variance on survey results revealed a 0.02 significance between conditions (marathon/regular sessions).

The hypothesis (The effects of team building will result in significant improvement in group functioning and perception of success) was supported at the 0.006 level of confidence. There was a significant change in how the experimental condition evaluated their group as opposed to the control condition. In individual analysis of each hall, the results varied in degree of significance attained. In terms of both t-tests of difference scores and an analysis of variance, significance was gained at the 0.05 level of confidence on four variables: leadership, climate, organization and intergroup relations.

In summary, team building improved overall effectiveness of the participating groups. Subjects attitudes about participating in a team-building program generally improved. In a follow-up survey, all five resident directors indicated that the team building was a successful program for their staffs.

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CHAPTER 1

INTRODUCTION

Due to rapid world change, past approaches to group and organization theory are no longer effective. People in education, business, and government are searching for ways to make their organizations more effective. From this continuing search, a discipline known as Organization Development (OD) has evolved. OD, a relatively new discipline in the field of management science, may be defined as "a planned, managed, systematic process to change the culture, systems, and behavior of an organization, in order to improve the organization's effectiveness in solving its problems and achieving its objectives" (McIntyre, 1981, p. 71). The objectives of OD are

1. to improve communications, trust, and support among groups and organizational members;
2. to enhance the ability to meet organizational problems rather than to hide or defer them;
3. to open up an organization, to increase the level of satisfaction and personal enthusiasm; and
4. to improve the operational climate and environment, especially by increasing the level of responsibility of individuals and groups as they display increased commitment and contributions to the group and organizational effort. (McIntyre, 1981, p. 71)

Organization developers achieve their objectives through planned interventions using behavioral-science knowledge. They intervene or move into the existing organization and help it, in effect, "stop the music," examine its present ways of work, norms, and values, and look at alternative ways of working, or relating, or rewarding (Beckhard, 1969, p. 13).

OD, a planned change strategy, emphasizes a more effective utilization of the human resources of the organization. Planned change, in these terms, can be defined by Bennis (1963, p. 125) as "a

deliberate and collaborative process involving a change-agent and client system." In the words of Sherwood:

Organizational development is an educational process by which human resources are continuously identified, allocated, and expanded in ways that make these resources more available to the organization, and therefore, improve the organization's problem-solving capabilities. The most general objective of organizational development is to develop self-rewarding, self-correcting systems of people who learn to organize themselves in a variety of ways according to the nature of their tasks, and who continue to cope with changing demands the environment makes on the organization. (Sherwood, 1972, p. 153)

The general assumption underlying OD is that the effectiveness of an organization depends largely on the ability of the organization to freely draw on the skills and the creativity of its human resources to cope with the problems generated by the everchanging internal and external environment. The effectiveness of an organization is greatly influenced by the quality of cooperation and communication among its groups and among its individual members (Francis and Young, 1979, p. iv).

As currently practiced, OD has four basic characteristics which help distinguish it from other approaches to improving organizations:

1. OD is a planned change effort.
2. OD increases the effectiveness of the organization.
3. OD works through planned intervention in processes and tasks.
4. OD deals primarily with groups.
(Ends and Page, 1978, pp. 188-189)

Bennis describes organization development as "...a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself" (1969, p. 3). One understands much about

the nature of OD by viewing it as an ongoing process. A process is an identifiable flow of interrelated events over time toward some goal or end (French and Bell, 1978, p. 68). In the OD process, the identifiable flow of interrelated events consists of interventions in the client system and responses to the interventions.

Organization Development as an approach to application of the field of organizational behavior, purports to facilitate organizational change through the use of a variety of change interventions. According to Dyer (1981, p. 62), when one examines an organization that has evidence of a "problem" or a condition that requires alteration, there are usually several different ways of approaching the analysis and the possible action interventions. These interventions, suggest French and Bell (1973), may be directed at one or more of several levels or targets - individual, interpersonal, intragroup, intergroup, or organizational.

Porras and Berg present a detailed overview of the current methods of intervention in the practice of OD. Types of interventions used are: Laboratory Training-Process Emphasis (27.2), Laboratory Training-Task Emphasis (commonly referred to as team building) (24.7), Survey Feedback (14.8), Process Consultation (8.6), Structural Change (7.4), Counseling (6.3), Cognitive Training (4.9), Managerial Grid (4.9), and Intergroup Relation Building (1.2) (Porras and Berg, 1978, p. 162). The percentage which follow each intervention technique represent the use of each intervention from 1959 to mid-1975 as reported by Porras and Berg. Whatever the strategy, organizational development almost always concentrates on the values, attitudes, relations, and organizational climate the "people variable" - as a point of entry rather than on the goals, structure, and technologies of the organization (Bennis, 1969, p. 11).

The OD change agent works to improve the organization's problem-solving capabilities by helping the members to learn to help themselves. This method involves assisting organization members to work out their interpersonal problems, communications, conflicts of interest, career plans, and other interpersonal issues. They use approaches such as team building, survey feedback, transactional analysis, and sensitivity training to reach their goals. One basic assumption is that efficiency will improve by increasing participation in decision making and changing the organization's "climate" (Hellriegel and Slocum, 1980, p. 42).

Classifying interventions is a difficult task. OD terminology is extremely inconsistent. What one author calls "confrontation meeting," another might call "team building." "For one author, 'survey feedback,' means 'data-handback,' and for another, 'survey-guided development'" (Porras and Berg, 1978, p. 161).

This study focuses on the OD intervention of team building as applied to the field of student personnel development. Team building interventions, according to Boss and McConkie (1981, p. 45), seek to build competent, collaborative, and creative work teams by removing barriers to effective group functioning and by helping participants better understand and utilize group processes.

OD practitioners tend to emphasize the importance of training interventions directed at groups rather than individuals. Among group development interventions, "team building," as French and Bell (1973, p. 112) suggest, is probably the most important.

Patten and Dorey (1977, p. 31) suggest that "one of the most popular OD interventions of the 1970s has been team building for organizational effectiveness, a definitely proactive strategy consisting of

formal programs and sustained formal and informal efforts for the improvement of an organization." Team building's purpose is increasing the effectiveness and efficiency of a group in pursuit of personal and organizational objectives (Solomon, 1977, p. 181).

Reilly and Jones (1974) consider team building a vital part of an OD effort:

It affords a work group the opportunity to assess its strengths, as well as those areas that need improvement and growth. A group's team building effort has definite implications for the total effectiveness of the entire organization (p. 227).

In most organizations the main reasons for building a strong team are recognition of the interdependence of employees and the need for cooperation among people to accomplish work (Patten, et al., 1977, p. 31). For a group to function effectively as a team, several characteristics must be present. First, the group must have a reason for working together that makes sense in its corporation, agency, or work organization. Second, the members of the group must be interdependent, needing each other's experience, abilities, and commitment in order to arrive at mutual goals. Third, group members must be committed to the idea that working together as a group rather than in isolation leads to more effective decisions. Last, the group must be accountable as a functioning unit within the larger organizational context (Reilly and Jones, 1974, p. 227).

The focus of team building, states Sherwood, "is on early identification and solution of the work group's problems, particularly interpersonal and organizational roadblocks which stand in the way of the team's collaborative, cooperative, creative, competent functioning" (1972, p. 155).

A group's work procedures can be made more effective by using different decision-making procedures for different tasks and treating leadership as a function to be performed by all members of the group, not just by an individual.

The interpersonal relationships within a team can be improved by working on communication skills and patterns, skills in open expression of what one thinks and feels, the degree of understanding and acceptance among team members, authority and hierarchical problems, trust and respect, and skills in conflict management.

Team building is a two-phase effort, designed to (1) identify those aspects of group functioning that are barriers to effective group effort and (2) introduce strategies to modify those aspects constructively. The primary strategy is increasing awareness of group members of their own processes as a group, i.e. focusing attention not only on "what" the group is doing but also on "how" it is doing it. More often than not, the "how" question leads to revelations of a number of dysfunctional norms that have been operating implicitly or covertly in the group and that have been preventing the group members from doing their best work together. Additionally, such analysis may also reveal the absence of needed social skills among the group members, a deficiency that subsequent training experiences could remedy (Solomon, 1977, p. 183).

Solomon continues by stating that "in a team building program, members of functionally interdependent groups are provided the opportunity to explore systematically the manner in which they relate to one another, the type of communication patterns that characterize their group interaction, the level of trust and openness that exists among

them, the way in which decisions are made within the group, the kind of influence that each exerts on the other, and the degree of satisfaction each group member feels with regard to such process issues" (1977, p. 183).

Team building is not a method used exclusively to help an existing unit improve its effectiveness; it is also a method that can help a completely new unit mold a group of "strangers" into a more workable team. The questions facing the unit are: How can we establish the kind of foundation, procedures, and programs that will maximize the possibility that we will be able to work together successfully? How can we set in motion the kinds of actions that will allow us to work together and get our goals accomplished and leave us feeling good about ourselves and each other?

These questions are not answered in a step-by-step process. In practice, issues are worked through as they block progress. If a blockage is worked through successfully, then the team becomes stronger. If the blockage is not cleared, then the team regresses.

"Team building involves the deliberate working through of all blockages to progress until a working group becomes an effective team. The idea of clearing blockages is the most important tool in the approach to team building. Another important idea is expressed by the term 'working through,' because time and focused effort is required to resolve blockages" (Francis and Young, 1979, p. 9).

The basic idea behind team development is that a group can learn to function more effectively in the future if it takes a good look at how it is functioning in the present.

PURPOSE OF STUDY

This study investigated the effects of a team-building program on residence hall staffs at the University of Kansas. The newly formed 1980-81 residence hall staffs varied from 7 to 15 members, which included a resident director (RD), assistant resident director (ARD), and resident assistants (RAs). The Office of Residential Programs is given the responsibility of supervising the personnel program in residence halls and the University Housing Office is given the responsibility for the maintenance and operations of the physical plant.

To achieve the goals set forth by the Office of Residential Programs (see Appendix A), the residence hall program must be planned and directed by competent and responsible staff. This staff includes part-time as well as full-time members, operating at different levels within the residence hall program. Student leaders, as well as full-time professional personnel managers are necessary for a residence hall program to operate at peak performance. The basic goal of collegiate residential hall programs is to assist the student's adjustment to the emotional, academic, social, financial and physical demands of college life and group living.

DeCoster and Mable add their perceptions of what a residence hall staff should be. "Residence staffs are teachers who must possess a variety of competencies as the focus within residential communities changes from administration to education. Persons with understanding as well as intelligence; doers instead of maintainers; proactors rather than reactors; creators; critics; group specialists (underscoring my own); and researchers can more effectively meet student needs." Gibb (1971) suggests that:

People grow, produce and learn best when they establish their own goals, choose activities that they see related to their own goals, and have a wide range of freedom of choice in all parts of their lives (p. 86). (DeCoster and Mable, 1974, p. 34)

Greenleaf's survey of residence hall objectives on a number of campuses concluded that the responsibilities of resident assistants range from assisting residents in developing guidelines for living in a group environment to balancing job responsibilities and personal life to encouraging self-growth as well as growth for residents.

"Because of this wide variety of professional responsibilities, it is of paramount importance to provide residence assistants with training and development in self-understanding, communication skills, sensitivity to and awareness of others, and group process." (Layne, Layne, and Schoch, 1977, p. 393).

The idea of using organization development and human relations training in residence halls is not new. Quirk (1976) reports that "Biggs (1971) has suggested that human relations training for the residence hall staff may be relevant to the development of relationship skills considered by Lynch (1970) and Tyler (1969) as fundamental to the group process" (p. 123). According to Kozell, Means, and Weichenthal (1980), staff and organization development have been studied as separate phenomena in a variety of settings. To a lesser extent, the two have been connected, with the emphasis on how efforts to encourage the professional development of staff members can produce positive organizational adaptation and change (p. 354). Hummers (1980) contends that this kind of in-service workshop experience is especially useful to the resident assistant. "As a student as well as a university staff member, the resident assistant is continuously in work situations demanding the

the kind of assurance that the program helps a work group to develop" (p. 367).

To explain the links, staff and organization development are defined as follows:

1. Staff development is a process that promotes comprehensive and continuing individual professional growth, in order to function effectively. Staff development and professional development are not interchangeable; the former assumes individuals will grow within the context of the employing and, therefore, sponsoring organization.
2. Organization development is a planned effort, organization-wide and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's "processes," using behavioral science knowledge. Organization development requires nearly total system involvement in planned-change efforts, under management direction. (Kozell, et al., 1980, p. 360).

Both of these efforts would bring residence hall staffs closer to their actual job roles and responsibilities.

OD had begun to be utilized in college and university settings. In fact, an entire issue of the Journal of Higher Education was devoted to organization development in higher education. "Group dynamics and other OD methods can be employed to change the content and process of teaching and learning processes" (Alderfer, 1977, p. 204). There is no doubt that the range of settings to which OD methods are applied is expanding significantly. This study assessed the OD intervention technique of team building with residence hall staff members.

JUSTIFICATION FOR STUDY

In order for this study to be justifiable, a few issues need to be addressed. This writer's observations during her experience as an

assistant resident director in a residence hall and as a current staff member indicated a need for staff team building. Throughout the 1979-80 academic school year, the various residential hall staffs underwent personnel and group difficulties. During this time several staff members resigned and one hall staff called for a work slow-down as a sign of protest, an unprecedented action for this organization. It should be noted here that it is not unique for an organization to experience personnel problems. "Every organization has problems/blockages, real or imagined, varying in degrees and areas of function" (McIntyre, 1981, p. 74).

In March of 1980, the Associate Director of the Office of Residential Programs, recognizing the problem, sent a memo to all staffs suggesting proposals for staff development for the 1980-81 academic school year. Support from higher administration for the implementation of an OD intervention is a step in the right direction according to Beckhard (1969). He points out that organization development must start from the top. "Since staff development changes people and - as a result - the institution, it must have top-leadership support" (p. 358). A major concern noted by the Associate Director was the need for staff team building. The various staffs were not providing an adequate support system for their members; cohesiveness, interdependence, and job satisfaction were lacking in some of the staffs. Left undiagnosed and untreated, the long term results could lead to personal antagonisms and reduced efficiency of the organization.

"In the business world it often spells failure. In education we seldom hear of organizational failures because there are so many ways of disguising the symptoms and results, and it seems unprofessional to

discuss failure. Yet, low morale, a general feeling of frustration, a lack of direction and complete hopelessness are real. Administrators and unit members alike must share in determining the "quality of health" of their organizations" (McIntyre, 1981, p. 71). This study attempted to meet the needs of the Office of Residential Programs by providing team building to the residence hall staffs.

The purpose of this investigation was to study the effects of a team building program on residence hall staffs. This investigation received the full cooperation and support from the Office of Residential Programs as well as a commitment from the Resident Directors of each participating hall.

This writer believed that certain benefits would evolve from team building with residence hall staffs.

1. Management of Complexity. The breadth of resources available to the team should enable complex situations to be creatively managed.
2. Rapid Response. Well-developed teams should be capable of responding quickly and energetically.
3. High Motivation. The team should meet the individual's need to have personal significance, and team processes should encourage activity and achievement.
4. High Quality Decisions. Mature teams should be capable of making better quality decisions than all but the most brilliant individual. Hence, the use of a team approach should improve the overall quality of decisions. Perhaps more importantly, the level of commitment of team decisions should be higher.
5. Collective Strength. Individuals often feel that it is hard to influence organizations and make any impact outside their immediate area. Team building should change this as team members extend their viewpoints to see what they, together, can achieve. (Francis, et al., 1979, p. 15)

According to Huse (1975), the result of team building activities can be classified in three categories. First, are results specific to

one or more individuals. Most team building efforts result in improvement of teammember understanding of the authority, control, and power which affect problem solving and data gathering; consequently, the team can begin to experiment with different alternatives. Second are results specific to the group's operation and behavior. Team-building activities are sometimes preceded by sessions for clarifying the team's purpose as well as for recording (or leaving open for reconsideration) long-and short-term priorities and objectives. Third are results affecting the group's relationships with the rest of the organization. As the team members gain a better understanding of themselves and become better able to diagnose and solve their own problems, they tend to focus on their role and role clarification within the larger organization (pp. 230-232).

HYPOTHESIS AND RESEARCH QUESTIONS

Researchers concerned with organization development have come to believe that team building is of major importance to the outcome of a work group. Additionally, residential hall staff development is a concern for the administration of residential programs in a living unit. The question to be posed now is, can team building as a form of staff development improve staff functioning? Can team building be successfully implemented in a student personnel setting at a university?

This writer administered team building to various residence hall staffs for an eight week period. The major hypothesis for this study was:

The effects of team building will result in significant improvement in group functioning and perception of success with regard to leadership, membership, commitment climate, achievement, corporate role, work methods, team organization, critiquing, individual development, creativity, and intergroup relations as measured by the Team-Review Questionnaire instrument (developed by Francis and Young, 1979).

The variables listed in the hypothesis can be operationally defined as follows:

Leadership - Appropriate leadership is where the team manager has the skills and intention to develop a team approach. Management in the team is seen as a shared function.

Suitable Membership - Team members are individually qualified and capable of contributing to the mix of skills and characteristics that provide an appropriate balance.

Commitment to the Team - Team members feel a sense of individual commitment to the aims and purpose of the team. They are willing to devote personal energy to building the team and supporting other team members. When working outside the team boundaries, the members feel a sense of belonging to and representing the team.

Constructive Climate - The team has developed a climate in which people feel relaxed, able to be direct and open, and prepared to take risks.

Concern to Achieve - The team is clear about its objectives, which are felt to be worthwhile. It sets targets of performance that are felt to be stretching but achievable. Energy is mainly devoted to the achievement of results, and team performance is reviewed frequently to see where improvements can be made.

Clear Corporate Role - The team has contributed to corporate planning and has a distinct and productive role within the overall organization.

Effective Work Methods - The team has developed lively, systematic, and effective ways to solve problems together.

Well-Organized Team Procedures Roles are clearly defined, communication patterns are well developed, and administrative procedures support a team approach.

Critique Without Rancor - Team and individual errors and weaknesses are examined, without personal attack, to enable the group to learn from its experience.

Well-Developed Individuals - Team members are deliberately developed and the team can cope with strong individual contributions.

Creative Strength - The team has the capacity to create new ideas through the interactions of its members. Some innovative risk taking is rewarded, and the team will support new ideas from individual members or from outside. Good ideas are followed through into action.

Positive Intergroup Relations - Relationships with other teams have been systematically developed to provide open personal contact and identify where joint working may give maximum payoff. There is regular contact and review of joint or collective priorities with other teams. Individuals are encouraged to contact and work with members of other teams.

The research questions to be answered during this investigation were:

1. Will the administering of a team building program improve the functioning of the work team in terms of the variables to be measured?
2. Will the administration of a team building program indicate an improved attitude score toward the process of team building, as measured by a pre/post attitude survey?
3. Will there be a significant difference between the administration of a marathon team building program (8 hour session) as opposed to a regular team building program (8-one hour sessions over eight weeks)?
4. Will a coed residence hall staff show a significant difference in team building results as opposed to a single sex residence hall staff?

DEFINITION OF ADDITIONAL TERMS

To provide for a relative level of consistency and to enhance understanding, the following definitions are utilized throughout this study:

team - an energetic group of people who are committed to achieving common objectives, who work together and enjoy doing so, and who produce high quality results.

team building the process of deliberately creating a team. Members of a single work group meet to improve interpersonal relationships and task effectiveness (Kur, 1981, p. 30).

residence assistant - a sophomore, junior, or senior who is a full-time student, employed by the Office of Residential Programs as a part-time employee. The RA works

under the supervision of the resident director of the hall, performing administrative, programming, and paraprofessional advising functions for approximately 40-100 residents.

assistant resident director - a 5th year senior or graduate student who is a full-time student employed by the Office of Residential Programs as a part-time employee. The ARD assists the director in the general supervision and coordination of all student personnel aspects of the hall.

resident director - a full-time, professional employed by the Office of Residential Programs. The RD is responsible for the general supervision and coordination of all student personnel aspects of a hall housing 300 to 900 students and for coordinating the work of the hall's student staff and other student employees. The position is limited to the persons with Masters Degrees in Counseling or Student Personnel.

CHAPTER REVIEW

This report contains five chapters. Chapter two reviews related literature on organization development, team building, and student personnel staff development.

Chapter three provides an in-depth discussion on the team building procedures and research methodology used in this study. In this chapter a field study time table is provided.

Chapter four provides the results of the investigation. The data was analyzed and result tables accompany this chapter.

Chapter five contains an interpretation of the analyzed data along with a discussion of the results. Included here is a discussion on the outcome of the hypothesis, research questions and limitations of the study.

An additional appendix is included to present the total team building program utilized in this investigation.

CHAPTER 2
LITERATURE REVIEW

OD: STATE OF THE ART

Organization development specialists maintain that their interventions usher in the kind of improved relationships and processes that bring about more energetic and goal-centered performance. States Barone (1981), "...productivity will rise. Reduction of anxiety, increased perception of competence, team effectiveness, nurturing of high potentials: these are some OD results" (p. 33).

Most of the OD management literature consists of anecdotal evidence concerning the results from single interventions. According to Powell and Posner (1980, p. 315) relatively few research studies systematically examine the comparative effects of change strategies in different organizational settings. Bowers (1973) compares the association of four OD techniques: sensitivity training, team building, managerial grid, and survey-feedback with improved functioning in twenty-three organizations. Only survey-feedback was associated with substantial improvement, with "organizational climate" (the ways in which other groups are perceived to operate slightly affecting the association.) Franklin (1976) extended the previous study to examine in greater detail the effect of characteristics of the organization on success of the OD effort. Organizations with more successful OD projects (1) were already more open to and involved with changes, (2) demonstrated greater interest in and commitment to the project, and (3) used internal change agents who were more carefully selected and had greater skills at managing the change effort. In their review of published OD studies, Porras

and Berg (1978) offer a rather dismal and discouraging evaluation of the effectiveness of OD. However, their analysis suggests that OD impacts task-oriented variables as often as it impacts people-oriented process variables and that OD affects individuals and individual-level change more than it affects overall organizational processes.

These studies demonstrate that - with the other approaches to organizational change - the success of OD depends, at least in part, on the situation to which it is applied. As with this general overview of OD intervention research, the team building literature also presents conflicting results.

TEAM BUILDING AS AN INTERVENTION

OD practitioners have emphasized the importance of the work group rather than the individual (Burke, 1971; Hornstein, Bunker, and Hornstein, 1971). In addition, descriptions of different forms of team building techniques are easily obtained (e.g., Clark, 1970; French and Bell, 1973; Fordyce and Weil, 1971; Golembiewski, 1972; Burke and Hornstein, 1972). However, this particular chapter will review literature which contains empirical evidence on team building interventions.

The literature contains results that team building interventions can produce positive changes in affect, such as improved climate, increased satisfaction, and better attitudes. According to Boss and McConkie (1981), examples from the public sector include data from a criminal-justice agency (Boss, 1975), a correctional institution (Shapiro and Ross, 1971), a large urban mass-transit system (Golembiewski and Keipper, 1976), and a suburban intergovernmental management consortium (Golembiewski, 1977). From the private sector, examples include data

from a banking system (Beckhard and Lake, 1978), the Corning Glass Works Corporation (Dowling, 1975), a hotel chain (Beckhard, 1967), and others whose business purposes remain unspecified (Harvey and Boettger, 1971), (p. 45).

As previously mentioned, the literature contains a number of descriptions of different forms of team building on a number of different organizations (e.g., Beer, 1974; Davis, 1967; French and Bell, 1973; Golembiewski, 1973; Burke and Hornstein, 1972). Beer (1974) has classified the different approaches to team building according to various issues that may be addressed: (1) goal setting activities; (2) interpersonal relations development to improve the quality of the interactions; (3) role analysis work for increased clarity about members' roles and responsibility; as well as (4) other activities directed at improving the ongoing task accomplishments of the group.

What do team building interventions accomplish over a period of time? Here we shall briefly review the rather scanty evidence available from quantitative data as well as impressionistic case studies.

The impact of team building activities has been explored systematically by several investigators. Argyris (1962) and Harrison (1962) report interview, observation, and questionnaire data from three groups of managers, two of which experiences T-group training, and a comparison group. The study was exploratory and suffers from a few methodological problems, but the data suggested changes in values and behavior of participants occurred according to Burke (1977, p. 75).

Burke further points out that the critical elements of the team building process remain only partially explored. Friedlander analyzed the data from his field experiment (1967) and found that the impact of

the team building effort varied greatly across the four participant groups (1968). Comparison of the most positively affected group with the two least positively affected led to the discovery that the context in which the team building took place was very important:

...the quality of integrated prework and postwork processes surrounding the laboratory is a far more potent determiner of developmental impact than are variations in trainer role and behavior or differences in climate and content of laboratory training sessions (1968, p. 395)

Another analysis of the same data (Friedlander, 1970) revealed that the impact of team building activities was also influenced by the level of intragroup trust at the outset. Initial intragroup trust was a better predictor of subsequent perceptions of group effectiveness and the worth of group meetings than the initial ratings of the same dimensions. But intragroup trust itself was not increased by the training except when pre-and postwork with the consultant occurred. Harvey and Boettger (1971) found that a brief "experiment" involving member confrontation of the group leader led to behavior change. They also found that the four participants who confronted the leader during the "experiment" were significantly more positive about him a year later than the eight participants who did not. Since those who confronted the leader selected themselves, we cannot be sure that the confrontation alone accounted for the differing perceptions, but the finding is consistent with the theory that confrontation is a critical element of successful team building, even if it cannot be considered unambiguous (Burke, 1977, pp. 76-77).

Morton and Wright (1964), in a study of three organizational training laboratories, compared members of six teams with those of six cousin groups; the team-trained managers reported more events in areas involving improved team functioning. Team-trained managers were more likely

to report resistance more within their usual work groups.

Using the same data, Morton (1965) reported that of 396 critical incidents reported three months after training by ninety-seven participants, 35 percent were related to strictly personal gains, 18 percent were related to difficulty in applying new concepts learned in the laboratory, and the remaining 47 percent were related to improved working relationships, improved organizational climate, and conflict reduction.

Beckhard and Lake (1971) used team building in a bank subsequent to an organizational diagnosis that looked at the appropriateness of five possible OD strategies. A pre-test/post-test nonequivalent control group design with one or more control groups was used. Results indicated improved morale, increased productivity, and reduced turnover and absenteeism. Bragg and Andrews (1973) using the same design also reported improved morale and climate, increased productivity, and reduced absenteeism subsequent to an eighteen-month team building program in a hospital laundry group.

Schmuck, Runkel, and Langmeyer (1969) attempted to build a team consisting of the staff, faculty and administration of a junior high school over a six-month period. Changes reported as a result of the team building effort included improved climate and morale, reduced turnover, and improved performance quality, as measured by behavioral changes reflecting OD values and norms.

Zenger (1969) studied the effects of two years of team building on a sales organization consisting of a six-man top team plus related subordinate teams. He found improvements in sales, income of sales agents, and company standing. He concluded that these changes were accompanied by improved perceptions of self, superior, the work group, and the organization.

Zand, Steele, and Zalkind (1969) studied the effects of cousin laboratories followed by team building. Cousin laboratories are a type of OD intervention matching like management groups within the same organization. For most managers, attitudes immediately after the cousin laboratories changed in the direction of less trust, openness, giving and receiving help, etc. Zand and his associates suggest this was the result of the managers' application of stricter judgement standards, but it is possible that things really did get worse.

Zand and his associates did show that managers who had been actively involved in the cousin labs were also actively involved in team development work later. However, one year later, although the managers said there had been an increase in the ability to face conflict and in willingness to ask for help, their subordinates said these factors had not changed. The program did not appear to change the managers' management philosophy, which was already oriented toward the "Theory Y" or collaborative side.

Argyris (1965) reports training in an executive group leading to greater interpersonal competence. A time series analysis of tape recordings provided evidence that training affected executive behavior; although, only partial evidence regarding any relationship between change behavior and increase effectiveness was reported.

McMillan (1975), using a one-shot case study, reported the failure of an attempted team building intervention in a school system. Reasons for the lack of success were (1) participants were told they would take part in the team building effort; (2) training leaders did not involve department chairmen in their roles as formal leaders; and (3) teacher identification with the program and its goals was lacking.

Golembiewski and Blumberg (1968) reported that a three-day confrontation experience was used as a part of a long-range organizational development effort. Results include indications of positive attitude changes towards members of other work groups.

Patten and Dorey (1977), in a team building seminar/workshop for organizational management, found that there was almost total agreement that a greater awareness of teamwork and receptivity toward others was obtained as a result of program participation. The increased awareness of working closely with others and openly searching for others' views in solving problems are two findings that were clearly evident. Cahn (1978) in an interview with John H. Zenger, reports Zenger as stating "The results of that research (1967 branch office study) demonstrated that team building changes people's attitudes and feelings about the organization. But most importantly, it really changed the group's performance in comparison to the control groups" (p. 100). Zenger also responded, "Not only does team building enhance collaboration, it also raises the level of excitement, enthusiasm, and commitment of individuals, probably making each a better performer in his own specific sphere of responsibility" (p. 101).

In a case of organizational blockages in a university Physical Education Department, McIntyre (1981) found that the results of the completed team building action plans offer potential to improve communication, to increase trust between group members, to heighten commitment to organization purposes, to decrease fear of meeting group problems head-on, and to increase individuals' job satisfaction.

Goodstein, in his book Consulting With Human Service Systems, reports that Friedlander and Brown (1974, p. 329), in summarizing the few

research studies of team building within organizations, conclude that there is "convergent evidence that group development (team building) activities affect participant attitudes and sometimes their behavior as well" (p. 139).

Though none of the research designs are flawless, there is convergent evidence that team building interventions affect group attitudes and behavior. "These effects may also 'spillover' in some fashion to other organization members. It remains unclear, however, what mechanism operates in successful team development activities, what critical conditions must be satisfied for successful generalization of learnings outside the team, or what effects group development has on actual task performance" (Burke, 1977, p. 77).

The team building picture has its shortcomings because there are clearly circumstances in which the relationship between team building interventions and behavioral change is tenuous, at best, according to Boss and McConkie (1981). In a recent review of the team building literature, Woodman and Sherwood (1980) found relatively little research that supported direct causal relationship between team building and behavioral changes. The research also indicates that some groups have purposely chosen not to improve their performance as a result of team building interventions (Woodman, 1978).

"Furthermore, there are circumstances in which a number of intervening variables clearly minimize the potentially positive impact of team building interventions. For example, leadership styles and/or the organizational climate can be more powerful than the effects of team building, thus rendering team building ineffectual (Lewis, 1975). Beckhard (1972) suggests that if the team leader fails to identify the right

priorities for the team's attention, team building will mire. Dyer (1977) agrees, adding that conflicts between individuals within a team can be similarly destructive" (Boss and McConkie, 1981, p. 46).

The literature seems to indicate that team building has a generally positive impact on the organization, in spite of the negative effects sometimes associated with team building, the difficulties in measurement, and the minimal empirical evidence supporting subsequent behavioral change. Much remains to be tested and learned, however, regarding its effects and applications states Boss and McConkie (1981).

It is clear from examination of these studies that the critical elements of the team building process remain only partially explored. Further, there remains limited evidence regarding the effects of team building external to the group developed. It must be noted that the number of studies which investigate the effects of organization development, specifically team building, on residential hall staffs is nonexistent. A study of the sparse literature on staff development or in-service training reveals little opportunity beyond the periodic large-group meeting (Kozell, Means and Weichenthal, 1980). After an extensive review of the literature, the most similar research to that proposed in this study is a study on process consultation with residence hall staffs by Hetherington and May (1980).

RESIDENCE HALL STAFF DEVELOPMENT

According to Hetherington and May (1980), process consultation is often used in work groups to produce more efficient group functioning. "This type of consultation is characterized by the consultees' active involvement in perceiving, understanding, and acting on process events

in their environment (Schein, 1969). A model for process consultation assumes that the consultees' involvement in diagnosing their own problems and generating solutions (Schein, 1978)" (Hetherington and May, 1980, p. 465).

Hetherington and May, using counseling assessment and data gathering tools, presented their observations of the residence hall staff's group functioning. "The group discussions of our observations led to diagnosis and problems solving related to numerous group concerns. The leadership style of a chairperson received considerable attention. The group reviewed its decision-making style and overinvolvement with detail. As the consultation progressed, an increased level of self-disclosure revealed several hidden agendas and unresolved conflicts. With the identification of each problem, the committee considered alternative solutions and implemented action steps. Ongoing evaluations of these action steps were made in future sessions" (p. 465). The outcome of this particular research indicated improved group functioning results.

Most student personnel research dealing with residence hall staff development focus on resident assistant and staff in-service training. Quirk (1976) did a study that was designed to determine whether resident assistants could develop the human relations skill of affective sensitivity within a short period through a teaching program integrating didactic and experiential techniques. Post-test data demonstrated significant improvement by the group who received training. Carkhuff (1971) found that systematic training was effective in improving a number of interpersonal relationships. Newton's (1974) work further indicates that effectiveness of upgrading the interpersonal communication skills of paraprofessional residence staff. By extending the implications of

the research conducted in communication skills, it would appear that more systematic training in programming and activities roles could result in more effective paraprofessional performance.

Layne, et al., (1977) researched group assertive training for resident assistants. Results indicated significant increases for the training group on assertion, self-concept and communication measures. Most importantly, Layne, et al., reports the need for resident assistants to be able to express their feelings and emotions in order to achieve success in this human relations position, as indicated by the study. Hutchins (1976) in a study with head residents found "the results suggest that a well-developed, systematic training program may be an appropriate vehicle through which undergraduate residents can acquire the skills and techniques vital to effective job performance" (p. 516).

Walker and Gill (1980) present a model for training peer helpers. The resident assistant is required to take a course which contains various topics for the paraprofessional student. States Walker and Gill, "The success of this training is evidenced by favorable outcomes of research, and student satisfaction has enabled the college to reduce professional staff in a time of limited budgets and to create more paraprofessional positions while maintaining quality in student services" (p. 173). Along this same line, Peterman, Pilato and Upcraft (1979) did a study that evaluated an academic course designed to increase the interpersonal effectiveness of resident assistants. The purpose of the course was to improve the job performance of resident assistants by increasing their level of interpersonal skills. Such systematic training in the improvement of interpersonal skills, according to Peterman and associates, resulted in increased job performance which offers evidence

of training effectiveness.

O'Brien and Bartnick (1981) contend that student personnel workers need to participate in intensive counseling for self development. They state, "Few positions in higher education are as multifaceted as student personnel. The calmness and equanimity to cope with a potential crisis situation in a residence hall, the imagination to organize and state programs...these are all aspects of the job. In dealing with these conflicting and sometimes contradictory roles, counseling is useful because it assists the trainees to concretize their own goals and aspirations as well as enabling them to see personal strengths and the interconnections among their own personalities, institutional demands, and student needs. Sorting through these various aspects of the employment situation allows for a more focused job performance (O'Brien and Bartnick, 1981, p. 81).

Finally, Hummers (1980) found supportive results that an assertive training program is necessary for the resident assistant to perform effectively. According to Hummers, this kind of in-service training is especially useful to the resident assistant. As a staff member, the resident assistant regularly faces situations requiring assertiveness (encounters with students that may involve helping, advising, and disciplining; relationships with supervisors on the job or with administrative or staff persons).

As has been indicated by this review of the literature in the field, personnel and professional growth opportunities for such work groups (residence hall staffs) generally have been limited.

Even though there has been no direct research involving residence hall staffs and team building, OD research has begun to be utilized in

college and university settings. It has been hypothesized by many researchers that OD interventions can be employed to change the behavior of subsystems and the university as a whole. Alderfer (1977, p. 205) reports research done by Plovnick, Steele, and Schein; Boyer and Bennis. Plovnick and colleagues described a workshop they conducted for architecture and urban planning students to help them understand system processes and apply those understandings to their own professional work. The results showed a slight significance of positive gain. Boyer reported a general program at the University of Cincinnati to help faculty members and students improve the quality of teaching and learning in the classroom. The results were not conclusive. Bennis used OD methods to intervene departmentally to help faculty groups function more effectively and university-wide to improve planning processes and the effectiveness of high level administrative teams. Generally, Bennis was very disappointed with his efforts at the University of Cincinnati.

SUMMARY

The range of settings to which OD methods (specifically team building) are applied is expanding significantly as reported by the research findings presented. In some cases, the intervention was simply a one-shot effort to test the technique, while in others a long-range program was incorporated into the organization. The intent of this study was to expand the settings for research on team building to residential hall staffs. The aim here is to test a specific team building program in terms of measureable outcomes. If the results of recent literature hold true, then it would follow that applying a team building training intervention to residential hall staffs would make a difference

in the functioning of the work groups. The literature points out that some type of intervention or in-service is necessary for residential hall staffs to perform their jobs effectively. In this case, the intervention was team building.

CHAPTER 3
METHODOLOGY

In order to test the hypothesis presented in Chapter One (The effects of team building will result in significant improvement in group functioning and perception of success), a field study was conducted to test team building interventions administered to selected residence hall staffs. A control condition was used to test significant differences between the experimental and control conditions. This chapter will present the procedures followed in preparing for and executing the research.

SUBJECTS

The population was seven of the eight residence hall staffs from the major residence halls on the University of Kansas campus - a total of 77 subjects. The small group distribution is presented in Table 3-1.

TABLE 3-1
Population Of Subjects Distributed By Hall And By Sex

| HALL | Ss | MALE | FEMALE | HALL POPULATION |
|---------------|----|------|--------|-----------------|
| McCollum | 15 | 7 | 8 | 900 |
| G.S.P.-Corbin | 14 | - | 14 | 750 |
| Oliver | 13 | 7 | 6 | 650 |
| Ellsworth | 12 | 7 | 5 | 650 |
| Hashinger | 8 | 5 | 3 | 350 |
| Lewis | 8 | - | 8 | 350 |
| J.R.P. | 7 | 7 | - | 350 |
| TOTAL | 77 | 33 | 44 | 4,000 |

Each residence hall staff consists of a Resident Director (RD), two Assistant Resident Directors (ARD) (except Hashinger, Lewis, and J.R.P. who have only one ARD), and Resident Assistants (RAs). Oliver Hall and Hashinger Hall have specially appointed Program Coordinators (PC) who are considered part of the staff. The sample groups vary in ages from 19 to 32. All subjects are students at the University of Kansas except the Resident Directors. All staff members were selected and trained by the Office of Residential Programs and were assigned to each hall according to the wishes of each resident director and their selection committee. McCollum Hall, Ellsworth Hall, Oliver Hall, and Hashinger Hall are all coed in student resident composition. Lewis and G.S.P.-Corbin are female halls, while J.R.P. is a male hall.

All subjects used in this research volunteered to participate. Of the 8 major residence hall staffs on campus, 7 chose to be subjects. There were several conditions placed on the subjects before volunteering. First, all staff members of each hall must have consensus agreement to participate. An "all or nothing" policy (Templin Hall, the eighth hall which contains 350 make residents, did not reach consensus among their staff and as a result did not meet the conditions necessary to participate in this project.) Second, each staff had to agree to give up at least eight hours to the team building intervention. Third, each member of a staff committed themselves, in writing, to being a willing participant in the program.

Based on the desires of each staff's decision, the groups were placed into control or experimental conditions as well as marathon or regular team building interventions. The assignment to the particular condition depended on whether the staff wanted to give eight hours (experimental)

to the team building program, or if they were only willing to take the pre/post questionnaire (control). In addition, each staff chose whether they wanted to have a one-shot (marathon) session, or a drawn out, segmented (regular) session.

DESIGN

This field study used a pre-test/post-test design with control groups and experimental condition groups. There were two "control" halls, Oliver and Hashinger, consisting of a total of 21 subjects. The remaining five halls consisting of 56 subjects, took part in the experimental condition - team building. Two halls, Ellsworth and J.R.P. participated in marathon sessions which involved a single eight hour meeting. McCollum, Lewis and G.S.P.-Corbin Halls participated in regular sessions which involved meeting one hour a week for eight weeks. Table 3-2 provides a description of each assigned group.

TABLE 3-2
Hall Staff-Member Distribution By Condition, Time, And Sex

| HALL | CONDITION | TIME | SEX |
|---------------|-----------------------------------|-------------------------------|---|
| McCollum | experimental | regular | coed |
| G.S.P.-Corbin | experimental | regular | female |
| Oliver | control | - | coed |
| Ellsworth | experimental | marathon | coed |
| Hashinger | control | - | coed |
| Lewis | experimental | regular | female |
| J.R.P. | experimental | marathon | male |
| TOTAL | n=56 experimental n=21 control | n=37 regular n=19 marathon | n=48 coed n=27 coed/experimental n=21 coed/control n=29 single sex |

The experimental design took this form:

A 0 X_m 0

A 0 X_r 0

A 0 - 0

In the above diagram, a symbol (A) indicates assignment to separate treatment groups as dictated by each staff decision. The symbol (0) refers to the process of observation or measurement. The measurement process consisted of a questionnaire and an attitude survey. The (X) represents the exposure of a group to the experimental treatment; the (m) signifying a marathon session and the (r) denoting a regular session. The (-) represents the control group which was not exposed to any experimental variable or event.

All subjects who participated in this study were administered a pre/post 108-item questionnaire before the experiment in team building started; after the experimental sessions each subject again filled out this questionnaire. These data were scored for diagnosis and data analysis purposes. Subjects who participated in the experimental conditions - team building - were given a pre-test/post-test attitude survey.

INSTRUMENT

Team-Review Questionnaire

The major data-collection instrument used in this study was the Team-Review Questionnaire developed by Dave Francis and Don Young as published in their book, Improving Work Groups: A Practical Manual For Team Building. This is a 108-item factor analyzed questionnaire which asks each subject to subjectively rate their group. The statements generate responses regarding twelve variables: leadership, suitable mem-

bership, group commitment, achievement, corporate role, work methods, organization, critiquing, individual development, creative capacity, and intergroup relations. The questionnaire asks for one of two responses: broadly true or not broadly true about each of the 108 statements. There are nine statements addressing each of the twelve variables.

These twelve variables were selected by Young and Davis as, in their opinion, the most important characteristics of an effective work group. These variables all affect the performance of the work group. They are interdependent, the behavior of the group is influenced not only by the nature and degree of each of the variables but by an array of relationships between them. McGregor (1967) points out that these variables "are among the characteristics of a group as a system that differentiates it from the mere sum of the individual subsystems which in their interaction create the group." Hence, "the significance of these variables for group performance could not be predicted on the basis of knowledge of the characteristics of individuals. Study of the group as a group reveals their existence, their nature, and their importance" (p. 175).

The Team-Review Questionnaire is an instrument designed specifically for use in team building. The instrument is used to identify the strengths and weaknesses (blockages) of a specific group. When scoring the instrument, a low number of "broadly true" answers (0-3) is considered a healthy group outlook while a high number (6-9) of "broadly true" responses to the statements is considered an unhealthy group outlook. (See Appendix B for sample of Team-Review Questionnaire.)

The purpose of administering the Team-Review Questionnaire, according to Francis and Young (1979), is threefold: (1) to help a work team

address its strengths and weaknesses; (2) to determine whether the group has the desire and the energy to begin a team building program; and (3) to help a team understand the characteristics of effective team work. As William Dyer (1981) states, "...an effective intervention depends on a good diagnosis" (p. 62). Not only was this instrument to be used as a diagnostic tool to determine what type of team building intervention each residence hall staff required, but it was also used as a measurement tool to gather data for the study of pre and post intervention group behavior.

The materials used for the administration of this instrument were the Team-Review Questionnaire, the Team-Review Questionnaire Answer Sheet, and the Team-Review Questionnaire Interpretation Sheet. Specific instructions for completing these materials are given in the examples in Appendix B. A minimum of one hour was needed to administer the questionnaire.

Attitude Survey

The second instrument, used with the experimental condition only, was an attitude survey based on a summated rating scale designed by William Dyer (1977). The four items on the survey inquire about attitudes concerning participation in the experimental condition and general reactions about the group climate. (See Appendix C)

The purpose for this attitude survey was to set the norm that the team-building program was based upon data gathered, data analyzed, open sharing, and trying to plan with data. According to Dyer (1977), "this allows group members to test the water about here-and-now data rather than more sensitive work group issues, to see how people will respond

and react to the questions" (p. 55). In addition, the survey was used to determine the attitude of the participants about the program both before and after the team building intervention.

Participants were asked to fill out and share their immediate "here-and-now" feelings about the meetings by responding to the following questions handed out on a sheet of paper.

1. How confident are you that any real change will result from these meetings?
2. To what degree do you feel the people really want to be here and work on team-development issues?
3. How willing do you think people are to actually make changes that may be suggested?
4. How willing do you think you and others will be to express real feelings and concerns?

(See Appendix C for a sample copy of the survey.) Participants called out their answers (to set the norm of open sharing of data) and the experimenter charted the responses. The group was then subdivided into smaller groups of two and three to discuss the results. The administration of this survey took a minimum of 30 minutes.

PROCEDURE

This section will describe the procedure followed in this study. A field study time table and step-by-step procedure table are provided. An explanation of both the experimental and control conditions are given.

All pre-tests using the Team-Review Questionnaire were given in early October of 1980. The three experimental regular staffs (McCollum, G.S.P.-Corbin, and Lewis Halls) began their eight week sessions. In late November the experimental marathon staffs (Ellsworth and J.R.P.

Halls) participated in a one day, eight-hour session. All post-tests were administered in December of 1980. A field study time table (Table 3-3) and procedure table (Table 3-4) are given.

Control Condition

Oliver Hall (n=13) and Hashinger Hall (n=8) volunteered to participate in this program as control groups. The Resident Directors were informed of the purpose of this study and their role as a control group. Each hall was given the pre Team-Review Questionnaire in October at a regularly scheduled staff meeting. The results of the Questionnaire were not discussed and the groups did not interpret or prioritize their responses. No team building intervention was administered to either of these two halls. The staffs proceeded as normal. In December each hall staff was given the post Team-Review Questionnaire at a regularly scheduled staff meeting. At the completion of the study, results were shared with the Resident Directors.

Experimental Condition

Team building is ordinarily designed specifically to change and improve team operation, improve problem-solving skills, and improve group and organizational effectiveness (Sashkin, 1980). Team building uses an action-research approach to change. This implies that data is collected, then information is shared and specific actions planned to change behavior in desired ways.

The procedures for administering team building (the experimental condition) followed Dyer's (1977) "team development as a data-gathering, diagnostic, action-planning process" design. The design of this plan

TABLE 3-3
Field Study Time Table

| EVENT | DATE | | | | | | |
|--|------------------------------------|-----------|--------------------------------|--------------------------------|--------------|--------|-----------|
| | McCollum | Ellsworth | G.S.P. | Lewis | J.R.P. | Oliver | Hashinger |
| Individual Resident Director Meeting | 10/3/80 | 11/11 | 10/5 | 10/13 | 10/4 12/5 | 10/5 | 10/3 |
| Pre Team-Review Questionnaire | 10/13/80 | 11/16 | 10/16 | 10/20 | 12/7 | 10/6 | 10/5 |
| Pre Attitude Survey | 10/20/80 | 11/16 | 10/23 | 10/27 | 12/7 | -- | -- |
| Team Building Intervention | 10/27/80 11/3 11/10 11/17 | 11/16 | 10/30 11/6 11/13 12/5 | 11/3 11/10 11/17 12/1 | 12/7 | -- | -- |
| Post Team-Review Questionnaire | 12/1/80 | 12/2 | 12/12 | 12/8 | 12/7 | 12/10 | 12/5 |
| Post Attitude Survey | 12/1/80 | 11/16 | 12/12 | 12/8 | 12/7 | -- | -- |
| Resident Director Follow-Up Evaluation | 4/20/81 | 4/15 | 4/16 | 4/27 | 5/1 | -- | -- |

TABLE 3-4
Procedure Schedule

| STEP | ACTION |
|------|---|
| 1 | This researcher met with the Associate Director of the Office of Residential Programs to propose a Team Building research project using the residence hall staffs as a subject populations. Permission and support were given. |
| 2 | The prospectus for this study was presented to the Resident Directors at their weekly staff meeting. The RDs were asked to introduce this research proposal to their respective staffs to see if their hall would be willing to participate in the study. |
| 3 | Another meeting was held with the RDs to explain specific time commitments and staff responsibilities involved in the administration of this program. |
| 4 | RDs were contacted individually for their hall's decision. |
| 5 | A meeting was held with each Resident Director participating in the project to discuss the upcoming team building program. The role of the director in the administration of the team building program was clarified. |
| 6 | The Team-Review Questionnaire was administered to participating residence hall staffs. |
| 7 | The Attitude-Survey was administered to those halls participating in the experimental condition to team building. |
| 8 | Team Building interventions were administered to the five halls designated for the experimental condition. |
| 9 | The second Team-Review Questionnaire was administered to all participating residence hall staffs. The Attitude Survey was again given to the halls in the experimental condition. |
| 10 | All residence hall staffs participating in the team building interventions provided feedback about the program. |
| 11 | Four months after the program, a follow-up survey was given to the RDs. This meeting was used to share the data and results of the survey. |

TABLE 3-4
Procedure Schedule

| | |
|----|--|
| 12 | The final step was a six-month follow-up and evaluation from the Associate Director of the Office of Residential Programs. |
|----|--|

involved six phases:

1. preparation phase
2. start-up phase
3. group problem-solving and process analysis phase
4. interpersonal, subunit, and group feedback phase
5. action-planning phase
6. follow-up phase

Team building activities usually use an action-research model of intervention. There are three processes involved in the activity: collection of information, feedback of the information to the team, and action-planning from the feedback. These processes take different forms in different situations, but are a common characteristic of most team building activities whether focused on relationships or work tasks (Beckhard, 1969).

This writer, with the assistance of the resident directors, administered the team building program. The next section of this chapter, Team Building, will give an in-depth description of the six-phase team building program.

The subjects in the experimental condition were subdivided into two sections: regular and marathon. The regular section required that those staffs involved (McCollum, Lewis, and G.S.P.-Corbin Halls) meet one hour a week for eight weeks. All three halls agreed that the team building program would coincide with regularly scheduled staff meetings. The time schedule followed by each staff is presented in Table 3-5.

TABLE 3-5
Residence Hall Staff Team-Building Program Time Schedule

| HALL | DAY OF THE WEEK | TIME |
|---------------|-----------------|----------------|
| McCollum | Mondays | 6:30 - 7:30 pm |
| G.S.P.-Corbin | Thursdays | 5:30 - 6:30 pm |
| Lewis | Mondays | 7:45 - 8:45 pm |
| Ellsworth | Saturday | 12:00- 8:00 pm |
| J.R.P. | Saturday | 11:00- 7:00 pm |

The regular experimental condition, because of weekly meetings, provided an opportunity for this writer and the Resident Director to work more closely together. A meeting was arranged each week before each team-building session where the Resident Director has the opportunity to select and provide input into all phases of the team-building intervention. In some cases, this writer would suggest three exercises to address a particular blockage and the Resident Directors would select what they felt was the most appropriate experience for their particular staff. Appendix D presents a breakdown of each team-building program for the five experimental condition residence hall staffs with supplemental handouts to exemplify the process each staff underwent.

The marathon experimental condition (Ellsworth and J.R.P. Halls) met for one eight-hour session. Each hall met on separate Saturdays. Ten minute breaks were provided on the hour. Because of the nature of the marathon session, the Resident Director did not have as much input into the selection of particular team-building interventions. This researcher did, however, during each tenminute break inform the Resident Director of the next step in this program and solicited feedback about

the session up to that point. The major difference between each condition was one of continuity of the team-building intervention. Research question three addresses this issue.

All five halls participating in the team-building program followed the same program design even though specific interventions were different. (See Appendix D for specifics.)

Each experimental condition group was administered the pre Team-Review Questionnaire. The results were recorded and interpreted according to the instrument's instructions. Each of the twelve variables were assigned a total number of points according to the subjective responses of each individual staff member. The higher the total number, the greater the weakness, while a lower total number indicated a strength. Each of the twelve variables were addressed. The group was asked to prioritize the blockage (weakness) areas they wanted to focus on during the team-building intervention. The priority listing of each group appears in Table 3-6.

TABLE 3-6
Intervention Variable* Priority List

| HALL | PRIORITY 1 | PRIORITY 2 | PRIORITY 3 |
|---------------|--------------|--------------|--------------|
| McCollum | commitment | critiquing | organization |
| Ellsworth | organization | critiquing | leadership |
| G.S.P.-Corbin | organization | critiquing | commitment |
| Lewis | climate | critiquing | commitment |
| J.R.P. | organization | work methods | critiquing |

The twelve variables are: leadership, suitable membership, commitment, climate, achievement, corporate role, work methods, organization, critiquing, individual development, creativity, and intergroup relations.

The second step in the experimental condition procedure was the administration of the Attitude Survey. Each group had the opportunity to respond and discuss the survey questions and answers.

The next step involved group problem-solving. Each staff was subdivided into groups of two and three. The groups were instructed to brainstorm on the three selected variables following the problem-solution model presented below.

1. What is the problem related to this particular weakness?
2. What are the causes of this particular problem?
3. What are the results of this problem?
4. What are the possible solutions to this problem?
5. What action-step is the group willing to take to overcome this problem?

Thirty minutes were allowed for this brainstorming process. The group then reconvened and each group's results were shared. A discussion followed. (See supplements in Appendix D for each hall's results for this exercise.)

Once each hall had identified the blockage areas, specific team-building interventions were used to address each of the three selected variables. Each intervention selected was hall-specific.

The next step in the process was action-planning. This required each staff to develop concrete solutions to the problems introduced. The solutions had to be action-oriented, i.e., have dates, deadlines, and specific staff responsibilities designated. Group and individual contracts were developed to ensure the implementation of each action-plan. (See supplements in Appendix D for the action-plans of each hall.)

The final step in this team-building program involved the administration of the post Team-Review Questionnaire as well as the Attitude Survey. Final feedback concerning the team-building program was solicited.

Four months after the program was completed this writer met with the Resident Directors for the purpose of having a follow-up, feedback session. The Resident Directors were asked to respond to a follow-up survey. (See Appendix E.)

TEAM BUILDING PROGRAM

Team-building activities are ordinarily designed to enhance the effective operation of system teams. They may relate to task issues, such as the way things are done, the needed skills to accomplish tasks, or the resource allocations necessary for task accomplishment; or they may relate to the nature and quality of the relationships between the team members or between members and the leader. A wide range of activities is possible. In addition, consideration is given to the different kinds of teams that may exist in the organization, such as formal work teams, temporary task forces teams, and newly constituted teams (French and Bell, 1978, p. 107).

An important perspective in planning the team-building program in this study was envisioning the activity as a process of getting members together and involving them in a total program of problem-solving and development. Data-gathering, diagnosis, and action-planning activities were the initial steps in the team-building program; with action-taking and evaluation as follow-up activities. Data was gathered to determine the group's strengths and weaknesses. The data were then analyzed and a diagnosis made of what was causing group process blockages. Following the diagnosis, each team engaged in appropriate planning and problem solving. Actions were planned and assignments made. The plans were then put into action and the results evaluated.

However, prior to beginning the team-building program, the Resident Directors spent time with their staffs discussing the rationale behind team building, clarifying the activities that would be involved, agreeing on the time demands, and arriving at a commitment of all group members to participate. Since it is difficult to build a team if certain members are absent, every person who was an integral member of the team was involved.

There was no one way to plan a priori the specifics for a team-building program. The format must depend on the experience, interests, and needs of the team members, the experience and needs of the Resident Director, and the nature of the situation that has prompted the meeting. Thus, each residence hall staff had a somewhat different team-building program. It was custom designed to meet the needs of each staff. However, the programs all followed the general program design outlined below. The results of the Team-Review Questionnaire and the priorities set by each group determined how each group was to proceed.

Preparation Phase

The specific assignment of the preparation phase was to review the group's effectiveness by gathering data and planning for change. The data was generated from the Team-Review Questionnaire. When the data was available, the researcher worked with each group to summarize the data and list priorities for specific attention. The priority listing followed the process outlined in the book, Improving Work Groups: A Practical Manual for Team Building (Francis and Young), pages 39-56. The results were charted for visualization purposes so that individual results could be pictured as a whole. A discussion of the characteris-

tics of each variable was held. Through consensus vote, each team selected three variables which they felt were blockages to their effective team development. The main purpose of this exercise, according to McGregor, is to provide each member of the group with feedback about how others perceive the group in relation to him/herself and feedback about how group effectiveness can be improved.

GOALS: The goals of this phase were to explain the purpose of team building, get commitment for participation, and do preliminary work for the program.

Start-Up Phase

During the start-up phase of the team-building program, people came together and began the process of establishing a climate for work. First, the researcher reviewed the goals set by the group. Norms of positive, open, honest behavior were reaffirmed. Palleschi and Heim (1980) state, "Awareness of norms in four key areas can help you build effective teams. For team spirit to emerge, individual group members must feel that they all have the same level and type of knowledge, the same territory, the same status, and the same ability to communicate with one another. Lack of any one of these erects a hidden team-building barrier" (p. 15).

Next, the role of the researcher was explained. Finally, the participants filled out and shared their immediate here-and-now feelings about the meetings by responding to the Attitude Survey. This type of beginning set the norm that the whole program was centered on data gathering, data analysis, open sharing, and trying to plan with data. According to Barone (1981), OD consultants make broad use of "structure

reducing technologies." That is, "they open up a system by temporarily removing (normative) constraints on thoughts, feelings and behavior, making it legitimate to raise sticky questions about every part of the system" (p. 33).

GOALS: The goals of this phase were to create a climate for work; to get people relaxed and loosened up; to establish norms for being open, for planning, and for dealing with issues; and to present a cognitive framework for the whole experience.

Group Problem-Solving and Process-Analysis Phase

The group problem-solving and process-analysis phase usually involved two parts: (1) the team began to engage in the problem-solving process; and (2) the researcher helped each group to look at its skill in working on problems as an effective team. (The problem-solving process used initially for this team-building project is described on page 44 of this report.) The researcher helped each team explore designated blockages and to transform them into goals for improvement. The selected activities used were determined by the results of the Team-Review Questionnaire and the group's priority list of issues. Each staff chose three of the twelve variables on which to concentrate.

GOALS: To begin to take action on the problems identified. To practice better problem-solving, decision-making, planning, objective setting, and delegation skills.

Interpersonal, Subunit, and Group Feedback Phase

Often, a major issue following the identification of problems was the sharing of feedback to individuals, subparts of the team, or to the

work group as a whole. Certain actions, functions, or personal styles and strategies on the part of one or more people sometimes hinder the teamwork and prevent goal achievement and satisfaction for certain other team members. For this reason, feedback session activities were used. These activities were selected in the same manner as the problem-solving activities mentioned earlier.

GOALS: This phase was designed to share feedback to help individuals and work units improve their effectiveness.

Action-Planning Phase

The end result of all the activities mentioned above was to help each team identify conditions blocking both individual and group effectiveness, so that each group could begin to develop plans for action and change. Decisions for action were made with a commitment to carry such action to completion. During this phase, plans were developed, assignments given, procedures outlined, and dates set for completion and review of tasks.

GOALS: The goal of this phase was to confirm and pinpoint changes, goals, assignments, and dates for completion of tasks.

Follow-Up Phase

Unless the decisions made and actions planned were actually implemented, the functioning of each team will not improve. It was important that follow-up meetings were scheduled and a review conducted of decisions and actions. The Resident Director in charge was responsible for these follow-up efforts.

GOALS: The major goals in this phase were to establish a system that would ensure that actions agreed upon and agreements made were, in fact, implemented. Clear deadlines were set and the regular processes of management followed to ensure completion. A major goal was to see that continual team building became a part of the ongoing activities of the work group.

(The above six-phase team-building program was based on the perspectives outlined by William G. Dyer in Team Building: Issues and Alternatives (pp. 41-70) and Dave Francis and Don Young in Improving Work Groups: A Practical Manual for Team Building.)

SUMMARY OF DATA ANALYSIS

To test the hypothesis and explore the research questions, several statistical analyses were performed using SPSS computer programs available at the University of Kansas Academic Computer Center. T-tests of difference scores and one-way analysis of variance were used to analyze the data.

In order to test the hypothesis posed in Chapter One, data from the 108-item questionnaire were subjected to a one-way analysis of variance to determine if significant difference existed between the experimental and the control conditions. In addition, t-tests of difference scores were also used to determine significance of difference between the pre and post team-building condition variables of each residence hall staff.

Research Question one is concerned with positive significant change between variables selected for the team-building condition. T-tests of difference scores were used to determine significance of

difference.

Results from the attitude survey (the focus of Research Question two) from both the pre and post-test were subjected to one-way analysis of variance to determine whether significant differences existed between conditions. T-tests of difference scores were also used to determine whether significance of difference existed on each question on the survey.

Research Question three is concerned with whether a difference existed between the marathon team-building sessions and the regular team-building sessions. Results from the Team-Review Questionnaire were subjected to t-tests and data generated from the Attitude Survey were subjected to an analysis of variance and t-tests as well.

Research Question four, concerning differences between the coed and single sex residence hall staffs, was tested using data from the Team-Review Questionnaire and the Attitude Survey. For the questionnaire, t-tests of difference scores were used to determine whether significance of difference existed between the two conditions. In addition to t-tests, results from the survey were subjected to one-way analysis of variance to determine whether significant differences existed between the coed/single sex residence hall staff conditions.

Data from subjects' responses to the Team-Review Questionnaire and the Attitude Survey were coded and then transferred to punched computer cards for data analysis. The analyses described above were performed on a Honeywell 6000 computer using the SPSS package program. The next chapter will provide a discussion of the results of the specific analyses in detail.

SUMMARY

In order to test the hypothesis presented in Chapter One, residential hall staff subjects (n=77) at the University of Kansas were given a 108-item questionnaire. The control group (n=21) was administered a pre/post Team-Review Questionnaire. The experimental group (n=56) were given both a pre/post Team-Review Questionnaire and an Attitude Survey. This group also participated in a six-phase team-building program. This chapter described the study, explaining the procedures, the nature of the instrument and the experimental team-building treatment.

CHAPTER 4

RESULTS

The results of the experiment conducted to test the hypothesis presented in Chapter One (The effects of team building will result in significant improvement in group functioning and perception of success in regard to leadership, suitable membership, commitment, climate, achievement, corporate role, work methods, organization, critiquing, development, creativity, and intergroup relations.) are reported in this chapter. The results of the study were obtained by means of t-tests, one-way analyses of variance and pre/post difference scores.

Data from the 108-item Team-Review Questionnaire were subjected to a one-way analysis of variance to determine if significant difference existed between experimental and control conditions. In addition, t-tests of difference scores were also used to determine significance of difference between marathon/regular experimental conditions and the coed/single sex residence hall staff conditions.

Results from the Attitude Survey from both pre and post tests were subjected to one-way analysis of variance to determine whether significant differences existed between conditions. T-tests of difference scores were also used to determine whether significance of difference in the marathon/regular experimental conditions and in the coed/single sex residence hall staff conditions.

While the .05 level was adopted in advance as the criterion of minimum statistical significance, the results are presented in terms of the actual levels detected.

The results from this investigation will be presented in terms of the hypothesis and research questions posed in Chapter One.

HYPOTHESIS

The Team-Review Questionnaire is composed of 108 items which can be broken down into twelve categories: leadership, suitable membership, commitment, climate, achievement, corporate role, work methods, organization, critiquing, individual development, creativity, and intergroup relations. The Team-Review Questionnaire was used in this study to measure work group effectiveness in terms of the twelve variables listed above. The questionnaire was used to measure an individual's subjective evaluation of the functioning of their group. The Team-Review Questionnaire was administered both pre and post the team-building experiment to the experimental groups (team-building intervention) as well as the two control condition groups. Appendix C provides a copy of the questionnaire.

The hypothesis in Chapter One states: The effects of team building will result in significant improvement in group functioning and perception of success in regard to leadership, suitable membership, commitment, climate, achievement, corporate role, work methods, organization, critiquing, development, creativity, and intergroup relations as measured by the Team-Review Questionnaire instrument. This hypothesis was proven correct to the 0.006 level of significance (using t-tests) as is indicated in Tables 4-1 and 4-2. Table 4-1 reports differences between pre and post-test scores for both the experimental and the control conditions. Table 4-1 indicates significant difference on all twelve variables between testing periods. Table 4-2 provides results for those residence hall staffs who participated in team-building activities. Individually broken down, each of the twelve variables which compose the Team-Review Questionnaire showed acceptable degrees of

TABLE 4-1

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Work Group Functioning For Seven Residence Hall Staffs.

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 2.0260 | 2.090 | 0.238 | > .001 |
| | Post | 1.1299 | 1.816 | 0.207 | |
| Membership | Pre | 0.9481 | 1.111 | 0.127 | .002 |
| | Post | 0.5065 | 0.719 | 0.082 | |
| Commitment | Pre | 1.0909 | 1.523 | 0.174 | .001 |
| | Post | 0.5455 | 0.940 | 0.107 | |
| Climate | Pre | 2.0779 | 2.025 | 0.231 | > .001 |
| | Post | 1.2338 | 1.477 | 0.168 | |
| Achievement | Pre | 1.1948 | 1.225 | 0.140 | > .001 |
| | Post | 0.6623 | 1.083 | 0.123 | |
| Corporate Role | Pre | 1.5584 | 1.832 | 0.209 | > .001 |
| | Post | 0.7532 | 1.137 | 0.130 | |
| Work Methods | Pre | 1.6494 | 1.745 | 0.199 | > .001 |
| | Post | 0.8701 | 1.174 | 0.134 | |
| Organization | Pre | 2.3117 | 1.789 | 0.204 | > .001 |
| | Post | 0.9481 | 1.266 | 0.144 | |
| Critiquing | Pre | 2.2078 | 1.772 | 0.202 | > .001 |
| | Post | 1.1818 | 1.430 | 0.163 | |
| Development | Pre | 1.7273 | 1.586 | 0.181 | > .001 |
| | Post | 0.8571 | 1.325 | 0.151 | |
| Creativity | Pre | 0.6623 | 1.034 | 0.118 | .001 |
| | Post | 0.2468 | 0.566 | 0.064 | |
| Intergroup Relations | Pre | 1.9610 | 1.788 | 0.204 | .006 |
| | Post | 1.3506 | 1.476 | 0.168 | |

^a_n = 77

TABLE 4-2

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Work Group Functioning For Five Experimental Condition Residence Hall Staffs.

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 1.7857 | 1.875 | 0.251 | > .001 |
| | Post | 0.5000 | 0.809 | 0.108 | |
| Membership | Pre | 1.0000 | 1.144 | 0.153 | .001 |
| | Post | 0.4464 | 0.658 | 0.088 | |
| Commitment | Pre | 1.2857 | 1.670 | 0.223 | .001 |
| | Post | 0.5893 | 0.968 | 0.129 | |
| Climate | Pre | 2.0893 | 1.670 | 0.274 | > .001 |
| | Post | 1.0000 | 1.160 | 0.155 | |
| Achievement | Pre | 1.2500 | 1.283 | 0.171 | > .001 |
| | Post | 0.6071 | 0.928 | 0.124 | |
| Corporate Role | Pre | 1.6964 | 1.953 | 0.261 | > .001 |
| | Post | 0.8214 | 1.208 | 0.161 | |
| Work Methods | Pre | 1.4107 | 1.385 | 0.185 | .001 |
| | Post | 0.7679 | 1.027 | 0.137 | |
| Organization | Pre | 2.4464 | 1.694 | 0.226 | > .001 |
| | Post | 0.8214 | 1.097 | 0.147 | |
| Critiquing | Pre | 2.1964 | 1.742 | 0.233 | > .001 |
| | Post | 0.9664 | 0.980 | 0.131 | |
| Development | Pre | 1.7500 | 1.587 | 0.212 | > .001 |
| | Post | 0.7500 | 1.031 | 0.138 | |
| Creativity | Pre | 0.6964 | 1.094 | 0.146 | .001 |
| | Post | 0.1786 | 0.471 | 0.063 | |
| Intergroup | Pre | 2.3214 | 1.770 | 0.236 | .001 |
| | Post | 1.4464 | 1.451 | 0.194 | |

^a_n = 77

significance (0.05 level of confidence or better).

In individual analyses of each residence hall staff, a t-test indicated some interesting results. In Ellsworth Hall (Table 4-3) it can be seen that significant differences were achieved on four variables: leadership ($p < 0.002$), organization ($p < 0.040$), critiquing ($p < 0.015$), and individual development ($p < 0.005$). The level of confidence of these four variables indicate that a significant difference in scores occurred between pre and post-tests; a difference in the desired direction. Three of these four variables were the focus of the team building program: leadership, organization, and critiquing.

In McCollum Hall (Table 4-4) it can be seen that the desired level of confidence was gained for changes on six variables: leadership ($p < 0.000$), suitable membership ($p < 0.014$), organization ($p < 0.002$), critiquing ($p < 0.004$), achievement ($p < 0.019$), and intergroup relations ($p < 0.001$). These results indicate that a significant positive difference in score occurred between pre and post-test. Only two of these variables were the focus of the team-building program: organization and critiquing. The commitment variable, which was addressed during team building did not show a change at the desired level of confidence (0.155).

In Lewis Hall (Table 4-5) the desired level of confidence was achieved on only one variable - corporate role ($p < 0.020$). The corporate role variable was not an area of focus during the team-building program. The designated weakness areas focused on during the team-building intervention were climate (0.065), organization (0.060), and critiquing (0.161). None of the three variables addressed during team building showed significant pre-post difference changes as the

TABLE 4-3

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Experimental Condition Residence Hall Staff.

ELLSWORTH HALL

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 2.9167 | 2.193 | 0.633 | .002 |
| | Post | 0.4167 | 0.669 | 0.193 | |
| Membership | Pre | 0.8333 | 1.030 | 0.297 | .191 |
| | Post | 0.3333 | 0.492 | 0.142 | |
| Commitment | Pre | 0.6667 | 1.155 | 0.333 | .111 |
| | Post | 0.1667 | 0.389 | 0.112 | |
| Climate | Pre | 2.0833 | 1.832 | 0.529 | .053 |
| | Post | 1.0000 | 1.279 | 0.369 | |
| Achievement | Pre | 1.0000 | 1.348 | 0.389 | .152 |
| | Post | 0.4167 | 0.669 | 0.193 | |
| Corporate Role | Pre | 1.8333 | 2.290 | 0.661 | .089 |
| | Post | 0.8333 | 1.679 | 0.490 | |
| Work Methods | Pre | 0.6667 | 0.985 | 0.284 | .463 |
| | Post | 0.4167 | 0.793 | 0.229 | |
| Organization | Pre | 2.0000 | 1.651 | 0.477 | .040 |
| | Post | 0.7500 | 0.754 | 0.218 | |
| Critiquing | Pre | 2.2500 | 1.712 | 0.494 | .015 |
| | Post | 0.9167 | 0.900 | 0.260 | |
| Development | Pre | 2.0833 | 1.730 | 0.499 | .005 |
| | Post | 0.5833 | 0.900 | 0.260 | |
| Creatvitiy | Pre | 0.9167 | 1.505 | 0.434 | .152 |
| | Post | 0.3333 | 0.651 | 0.188 | |
| Intergroup Relations | Pre | 1.8333 | 1.642 | 0.474 | .615 |
| | Post | 1.6667 | 1.614 | 0.466 | |

^a Leadership, Organization, and Critiquing were the three variables which team building focused on.

^b $\underline{n} = 12$

TABLE 4-4

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Experimental Condition Residence Hall Staff.

McCOLLUM HALL

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 2.1333 | 1.552 | 0.401 | > .001 |
| | Post | 0.5333 | 0.640 | 0.165 | |
| Membership | Pre | 1.6000 | 1.183 | 0.306 | .014 |
| | Post | 0.6667 | 0.617 | 0.159 | |
| Commitment | Pre | 2.2000 | 1.971 | 0.509 | .155 |
| | Post | 1.3333 | 1.113 | 0.287 | |
| Climate | Pre | 2.8667 | 2.416 | 0.624 | .066 |
| | Post | 1.4667 | 1.060 | 0.274 | |
| Achievement | Pre | 2.4667 | 1.060 | 0.274 | .019 |
| | Post | 1.4667 | 1.246 | 0.322 | |
| Corporate Role | Pre | 2.2000 | 2.274 | 0.587 | .177 |
| | Post | 1.4000 | 0.986 | 0.254 | |
| Work Methods | Pre | 2.0000 | 1.464 | 0.378 | .164 |
| | Post | 1.6000 | 1.242 | 0.321 | |
| Organization | Pre | 3.6000 | 1.682 | 0.434 | .002 |
| | Post | 1.7333 | 1.335 | 0.345 | |
| Critiquing | Pre | 3.0667 | 1.981 | 0.511 | .004 |
| | Post | 1.3333 | 1.113 | 0.287 | |
| Development | Pre | 2.4667 | 1.727 | 0.446 | .066 |
| | Post | 1.6000 | 1.183 | 0.306 | |
| Creativity | Pre | 0.7333 | 1.163 | 0.300 | .104 |
| | Post | 0.2000 | 0.561 | 0.145 | |
| Intergroup Relations | Pre | 3.0000 | 1.773 | 0.458 | .001 |
| | Post | 1.2000 | 1.521 | 0.393 | |

^a Organization, Commitment, and Critiquing were the three variables which team building focused on.

^b $\underline{n} = 15$

TABLE 4-5

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Experimental Condition Residence Hall Staff

LEWIS HALL

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 1.8750 | 2.416 | 0.854 | .102 |
| | Post | 0.5000 | 0.926 | 0.327 | |
| Membership | Pre | 0.8750 | 1.126 | 0.398 | .476 |
| | Post | 0.5000 | 0.535 | 0.189 | |
| Commitment | Pre | 0.5000 | 0.926 | 0.327 | .451 |
| | Post | 0.2500 | 0.463 | 0.164 | |
| Climate | Pre | 2.5000 | 2.070 | 0.732 | .065 |
| | Post | 1.3750 | 1.302 | 0.460 | |
| Achievement | Pre | 0.6250 | 0.744 | 0.263 | .451 |
| | Post | 0.3750 | 0.518 | 0.183 | |
| Corporate Role | Pre | 1.0000 | 1.069 | 0.378 | .020 |
| | Post | 0.2500 | 0.707 | 0.250 | |
| Work Methods | Pre | 1.2500 | 1.282 | 0.453 | .451 |
| | Post | 0.7500 | 1.165 | 0.412 | |
| Organization | Pre | 1.7500 | 1.389 | 0.491 | .060 |
| | Post | 0.5000 | 0.926 | 0.327 | |
| Critiquing | Pre | 1.7500 | 2.188 | 0.773 | .161 |
| | Post | 0.6250 | 1.061 | 0.375 | |
| Development | Pre | 1.3750 | 1.598 | 0.565 | .213 |
| | Post | 0.5000 | 0.756 | 0.267 | |
| Creativity | Pre | 0.5000 | 1.069 | 0.378 | .227 |
| | Post | 0. | 0. | 0. | |
| Intergroup Relations | Pre | 1.5000 | 1.927 | 0.681 | .351 |
| | Post | 0.7500 | 0.886 | 0.313 | |

^a Organization, Climate and Critiquing were the three variables which team building focused on.

^b $\underline{n} = 8$

result of the team-building intervention.

In G.S.P.-Corbin Halls (Table 4-6) it can be seen that the desired level of confidence was achieved for changes on seven variables: commitment ($p < 0.004$), climate ($p < 0.019$), achievement ($p < 0.033$), work methods ($p < 0.010$), organization ($p < 0.002$), critiquing ($p < 0.020$), and individual development ($p < 0.028$). The level of confidence of these seven variables indicate that a significant positive difference in scores in the desired direction occurred between pre and post-tests. All three variables worked on during team-building interventions (commitment, climate, and organization) indicated a significant change between testing periods.

In J.R.P. Hall (Table 4-7) the desired level of confidence was achieved for changes on only two variables: organization ($p < 0.003$) and creativity ($p < 0.038$). The results indicate a significant difference in scores occurred between pre and post-tests. The work methods (0.108) and critiquing (0.094) variables which were the focus of the team-building program, did not show significant change.

The two control halls, Oliver and Hashinger (Tables 4-8 and 4-9) showed no significant difference between the pre and post-test scores. Neither hall gained the desired .05 level of confidence.

Only Hashinger Hall staff showed a significant positive difference between pre and post-tests on the individual development variable ($p < 0.007$).

These results generally support the hypothesis that team building can make a significant difference in team effectiveness.

In comparing the differences between the pre/post results of both the control and the experimental conditions, limited significance

TABLE 4-6

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Experimental Condition Residence Hall Staff.

G.S.P.-CORBIN HALLS

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 1.0714 | 1.439 | 0.385 | .373 |
| | Post | 0.7143 | 1.139 | 0.304 | |
| Membership | Pre | 1.0000 | 1.240 | 0.331 | .110 |
| | Post | 0.5000 | 0.941 | 0.251 | |
| Commitment | Pre | 1.7857 | 1.847 | 0.494 | .004 |
| | Post | 0.5714 | 1.158 | 0.309 | |
| Climate | Pre | 0.8571 | 0.916 | 0.512 | .019 |
| | Post | 0.7857 | 0.122 | 0.300 | |
| Achievement | Pre | 0.7143 | 0.994 | 0.266 | .033 |
| | Post | 0.0714 | 0.267 | 0.071 | |
| Corporate Role | Pre | 1.3571 | 1.499 | 0.401 | .068 |
| | Post | 0.5714 | 0.514 | 0.291 | |
| Work Methods | Pre | 1.4286 | 1.399 | 0.374 | .010 |
| | Post | 0.4286 | 0.514 | 0.137 | |
| Organization | Pre | 2.5000 | 1.698 | 0.454 | .002 |
| | Post | 0.5000 | 0.855 | 0.228 | |
| Critiquing | Pre | 2.0000 | 1.359 | 0.363 | .020 |
| | Post | 1.0000 | 0.877 | 0.234 | |
| Development | Pre | 1.2857 | 1.069 | 0.286 | .028 |
| | Post | 0.5000 | 0.855 | 0.228 | |
| Creativity | Pre | 0.4286 | 0.646 | 0.173 | .272 |
| | Post | 0.2143 | 0.426 | 0.114 | |
| Intergroup Relations | Pre | 2.2857 | 1.773 | 0.474 | .288 |
| | Post | 1.6429 | 1.550 | 0.414 | |

^a Commitment, Organization and Critiquing were the three variables which team building focused on.

^b $\underline{n} = 14$

TABLE 4-7

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Experimental Condition Residence Hall Staff.

J.R.P. HALL

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 0.4286 | 0.535 | 0.202 | .172 |
| | Post | 0.1429 | 0.378 | 0.143 | |
| Membership | Pre | 0.1429 | 0.278 | 0.143 | .356 |
| | Post | 0. | 0. | 0. | |
| Commitment | Pre | 0.2857 | 0.488 | 0.184 | .356 |
| | Post | 0.1429 | 0.378 | 0.142 | |
| Climate | Pre | 0.4286 | 0.787 | 0.297 | .200 |
| | Post | 0. | 0. | 0. | |
| Achievement | Pre | 0.8571 | 1.069 | 0.404 | .356 |
| | Post | 0.4286 | 0.535 | 0.202 | |
| Corporate Role | Pre | 1.8571 | 2.340 | 0.884 | .066 |
| | Post | 0.7143 | 1.113 | 0.421 | |
| Work Methods | Pre | 1.5714 | 1.618 | 0.612 | .108 |
| | Post | 0.2857 | 0.488 | 0.184 | |
| Organization | Pre | 1.4286 | 0.787 | 0.297 | .003 |
| | Post | 0. | 0. | 0. | |
| Critiquing | Pre | 1.1429 | 0.378 | 0.143 | .094 |
| | Post | 0.4286 | 0.787 | 0.297 | |
| Development | Pre | 1.0000 | 0.378 | 0.577 | .134 |
| | Post | 0. | 0. | 0. | |
| Creativity | Pre | 1.0000 | 1.000 | 0.378 | .038 |
| | Post | 0. | 0. | 0. | |
| Intergroup Relations | Pre | 2.7143 | 1.604 | 0.606 | .394 |
| | Post | 2.0000 | 1.291 | 0.488 | |

^aWork Methods, Organization and Critiquing were the three variables which team building focused on.

^b $\underline{n} = 7$

TABLE 4-8

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Control Condition Residence Hall Staff.

OLIVER HALL

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 2.8462 | 2.410 | 0.668 | .781 |
| | Post | 3.0000 | 2.345 | 0.650 | |
| Membership | Pre | 0.8462 | 0.801 | 0.222 | .844 |
| | Post | 0.7692 | 1.013 | 0.281 | |
| Commitment | Pre | 0.6923 | 1.032 | 0.286 | 1.000 |
| | Post | 0.6923 | 1.032 | 0.286 | |
| Climate | Pre | 2.3077 | 2.250 | 0.624 | .337 |
| | Post | 2.0000 | 1.780 | 0.494 | |
| Achievement | Pre | 1.3846 | 1.121 | 0.311 | .760 |
| | Post | 1.2308 | 1.691 | 0.469 | |
| Corporate Role | Pre | 1.2308 | 1.301 | 0.361 | .273 |
| | Post | 0.7692 | 1.013 | 0.281 | |
| Work Methods | Pre | 2.9231 | 1.301 | 0.361 | .057 |
| | Post | 1.8462 | 1.519 | 0.421 | |
| Organization | Pre | 2.6154 | 2.103 | 0.583 | .144 |
| | Post | 1.7692 | 1.833 | 0.508 | |
| Critiquing | Pre | 2.6923 | 2.057 | 0.570 | .279 |
| | Post | 2.1538 | 2.444 | 0.678 | |
| Development | Pre | 2.0000 | 1.915 | 0.531 | .700 |
| | Post | 1.8462 | 2.154 | 0.597 | |
| Creativity | Pre | 0.8462 | 0.987 | 0.274 | .367 |
| | Post | 0.5385 | 0.877 | 0.245 | |
| Intergroup Relations | Pre | 0.9231 | 1.382 | 0.383 | .527 |
| | Post | 1.2308 | 1.833 | 0.508 | |

^a_n = 13

TABLE 4-9

T-Test Of Pre-Test/Post-Test Results Of Questionnaire Measuring Group Functioning For A Single Control Condition Residence Hall Staff.

HASHINGER HALL

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Pre | 2.3750 | 2.825 | 0.999 | .903 |
| | Post | 2.5000 | 3.071 | 1.086 | |
| Membership | Pre | 0.7500 | 1.389 | 0.491 | .598 |
| | Post | 0.5000 | 0.535 | 0.189 | |
| Commitment | Pre | 0.3750 | 0.518 | 0.183 | .080 |
| | Post | 0. | 0. | 0. | |
| Climate | Pre | 1.6250 | 1.598 | 0.565 | 1.000 |
| | Post | 1.6250 | 2.440 | 0.865 | |
| Achievement | Pre | 0.5000 | 0.756 | 0.267 | 0.197 |
| | Post | 0.1250 | 0.345 | 0.125 | |
| Corporate Role | Pre | 1.1250 | 1.727 | 0.611 | .231 |
| | Post | 0.2500 | 0.707 | 0.250 | |
| Work Methods | Pre | 1.2500 | 2.053 | 0.726 | .129 |
| | Post | 0. | 0. | 0. | |
| Organization | Pre | 0.8750 | 1.356 | 0.479 | .442 |
| | Post | 0.5000 | 0.756 | 0.267 | |
| Critiquing | Pre | 1.5000 | 1.414 | 0.500 | .775 |
| | Post | 1.2500 | 1.488 | 0.526 | |
| Development | Pre | 1.1250 | 0.835 | 0.295 | .007 |
| | Post | 0. | 0. | 0. | |
| Creativity | Pre | 0.1250 | 0.354 | 0.125 | .598 |
| | Post | 0.2500 | 0.463 | 0.164 | |
| Intergroup Relations | Pre | 1.1250 | 1.727 | 0.611 | .763 |
| | Post | 0.8750 | 0.991 | 0.350 | |

^a_n = 8

was found between the two conditions in terms of variable changes. Tables 4-10 and 4-11 present these results. Table 4-10 presents the analysis of variance between experimental condition residence hall staffs and control condition residence hall staffs with regard to results from the Team-Review Questionnaire. Table 4-11 presents the t-test of differences between the experimental condition and the control condition residence hall staffs with regard to the Team-Review Questionnaire.

The one-way analysis of variance (Table 4-10) indicates significant difference was found between the experimental and control condition on four variables: leadership ($p < 0.0043$), climate ($p < 0.0446$), organization ($p < 0.0341$), and intergroup relations ($p < 0.0444$). The level of confidence of these four variables indicate that a significant difference in scores occurred between the experimental condition and the control condition. Note that the four variables identified in Table 4-10 using a one-way analysis of variance were the same variables which showed a significant change in Table 4-11 using t-tests. Thus, through an analysis of variance, it was shown that the team building condition did affect the team's effectiveness with regard to leadership, climate, organization, and intergroup relations when comparing control variable results with experimental condition variable results.

In order to confirm the results of the analysis of variance, t-tests of difference scores were used to support the findings of significant difference between the team-building program and the control condition with respect to the Team-Review Questionnaire.

In terms of a t-test (Table 4-11), significant difference was achieved on four variables to the desired level of confidence:

TABLE 4-10

Analysis Of Variance Between Experimental Con-
 dition Residence Hall Staffs And Control Condition
 Residence Hall Staffs With Respect To The Team-
 Review Questionnaire

| VARIABLE | SUM OF SQUARES | D.F. | MEAN SQUARE | F | SIGNIFICANCE |
|-------------------------|----------------|------|-------------|-------|--------------|
| Leadership | 31.169 | 1 | 31.169 | 8.658 | 0.0043 |
| Membership | 2.576 | 1 | 2.576 | 1.782 | 0.1859 |
| Commitment | 4.680 | 1 | 4.680 | 2.397 | 0.1257 |
| Climate | 12.338 | 1 | 12.338 | 4.172 | 0.0446 |
| Achievement | 2.502 | 1 | 2.502 | 1.555 | 0.2162 |
| Corporate Role | 1.001 | 1 | 1.001 | 0.377 | 0.5411 |
| Work Methods | 3.818 | 1 | 3.818 | 1.690 | 0.1976 |
| Organization | 14.027 | 1 | 14.027 | 4.690 | 0.0341 |
| Critiquing | 10.305 | 1 | 10.305 | 3.456 | 0.0669 |
| Development | 3.463 | 1 | 3.463 | 1.652 | 0.2027 |
| Creativity | 2.148 | 1 | 2.148 | 1.951 | 0.1666 |
| Intergroup relations | 14.377 | 1 | 14.377 | 4.180 | 0.0444 |

^a_n = 77

TABLE 4-11

T-Test Of Differences Between Experiment Condition
And Control Condition Halls With Respect To The
Team-Review Questionnaire.

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-------------------------|-----------|--------|-----------------------|-------------------|--------------|
| Leadership | Treatment | 1.2857 | 1.755 | 0.235 | 0.004 |
| | Control | 0.1429 | 2.243 | 0.489 | |
| Membership | Treatment | 0.553 | 1.159 | 0.155 | 0.186 |
| | Control | 0.1429 | 1.315 | 0.287 | |
| Commitment | Treatment | 0.6964 | 1.464 | 0.196 | 0.126 |
| | Control | 0.1429 | 1.195 | 0.261 | |
| Climate | Treatment | 1.0893 | 1.852 | 0.247 | 0.045 |
| | Control | 0.1905 | 1.289 | 0.281 | |
| Achievement | Treatment | 0.6429 | 1.197 | 0.160 | 0.216 |
| | Control | 0.2381 | 1.446 | 0.316 | |
| Corporate Role | Treatment | 0.8750 | 1.641 | 0.219 | 0.541 |
| | Control | 0.6190 | 1.596 | 0.348 | |
| Work Methods | Treatment | 0.6469 | 1.341 | 0.179 | 0.198 |
| | Control | 1.1429 | 1.878 | 0.410 | |
| Organization | Treatment | 1.6250 | 1.743 | 0.233 | 0.034 |
| | Control | 0.6667 | 1.713 | 0.374 | |
| Critiquing | Treatment | 1.2500 | 1.643 | 0.220 | 0.067 |
| | Control | 0.4286 | 1.938 | 0.423 | |
| Development | Treatment | 1.0000 | 1.502 | 0.201 | 0.203 |
| | Control | 0.5238 | 1.289 | 0.281 | |
| Creativity | Treatment | 0.5179 | 1.062 | 0.142 | 0.167 |
| | Control | 0.1429 | 1.014 | 0.221 | |
| Intergroup Relations | Treatment | 0.8750 | 1.840 | 0.246 | 0.044 |
| | Control | 0.0952 | 1.895 | 0.413 | |

^aTreatment $\bar{n} = 56$

^bControl $\bar{n} = 21$

leadership ($p < 0.004$), climate ($p < 0.045$), organization ($p < 0.034$), and intergroup relations ($p < 0.044$).

RESEARCH QUESTION ONE

Research Question one asks: Will the administering of a team-building program improve the functioning of the work team in terms of the variables to be measured? In response to this question, the results indicate that the Ellsworth Hall staff improved on all three variables addressed; G.S.P.-Corbin Halls improved on all three variables addressed; McCollum Hall improved upon two of the three variables addressed; J.R.P. Hall improved on only one of the three variables addressed; and Lewis Hall showed no significant improvement on the three variables addressed. The results are presented in Tables 4-3 through 4-7.

RESEARCH QUESTION TWO

The Attitude Survey, which is composed of four questions, was administered to the residence hall staffs in the experimental condition. The instrument was given both before and after the experimental condition - team building. The purpose of the survey was to measure the immediate reactions and feelings of residence hall staff members regarding participating in the team-building program. Appendix B provides a copy of both the pre and post-survey.

Research Question two asks: Will the administration of a team-building program indicate an improved attitude score toward the process of teambuilding as measured by a pre/post attitude survey? The

responses to this question show that there was a significant increase in positive attitude regarding the team-building program where the pre and post data were compared. Table 4-12 presents the results of a one-way analysis of variance of the experimental condition's responses to the attitude survey. On all four questions, the level of confidence was achieved at .05 or better.

In order to confirm the results of the analysis of variance, t-tests of difference scores were used to support the findings of significant difference between the team-building program and the control condition with respect to the Attitude Survey.

T-tests were used to determine if the difference between the pre and post scores were significant. Table 4-13 shows at least 0.001 level of confidence on all four questions where pre-post data is compared across all the halls combined.

On question one of the Attitude Survey (How confident are you that any real change will result from team building?), Table 4-14 shows that Ellsworth, G.S.P.-Corbin and J.R.P. Halls each showed significant difference in a positive direction at better than the .05 confidence level. Of these three halls, J.R.P. and Ellsworth participated in marathon sessions, while G.S.P.-Corbin participated in the regular session.

For question two of the Attitude Survey (To what degree do you feel the people really want to be here and work on team-development issues?) Table 4-15 indicates that only Ellsworth Hall showed a significant positive difference between pre-test attitude survey and post-test attitude survey (at the 0.001 level of confidence).

On question three of the Attitude Survey (How willing do you

TABLE 4-12

Analysis Of Variance Of Experimental Conditon
Groups Survey Of Attitudes With Respect To The
Team-Building Program Of Staff Members In Five
Residence Halls.

| QUESTION | SUM OF SQUARES | D.F. | MEAN SQUARE | F | SIGNIFICANCE |
|----------|----------------|------|-------------|--------|--------------|
| 1 | 38.118 | 4 | 9.529 | 12.545 | 0.0001 |
| 2 | 17.987 | 4 | 4.497 | 4.033 | 0.0064 |
| 3 | 15.243 | 4 | 3.811 | 4.545 | 0.0032 |
| 4 | 14.821 | 4 | 3.705 | 3.228 | 0.0195 |

^a $\bar{n} = 56$

TABLE 4-13

T-Test Of Pre-Test/Post-Test Four Question Survey Of
Attitudes With Respect To The Team-Building Program
Of Staff Members In Five Residence Halls.

| QUESTION NUMBER | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|--------------------|--------|-----------------------|-------------------|--------------|
| 1-Pre | 2.9821 | 0.726 | 0.097 | 0.001 |
| 1-Post | 3.8393 | 0.781 | 0.104 | |
| 2-Pre | 2.9107 | 0.900 | 0.120 | 0.001 |
| 2-Post | 3.5536 | 0.685 | 0.092 | |
| 3-Pre | 3.4821 | 0.632 | 0.084 | 0.001 |
| 3-Post | 3.9821 | 0.726 | 0.097 | |
| 4-Pre | 3.6250 | 0.843 | 0.113 | 0.001 |
| 4-Post | 4.2321 | 0.738 | 0.099 | |

^a $\bar{n} = 56$

TABLE 4-14

T-Test Of Pre-Test/Post-Test Survey Of Attitudes With
Respect To The Team-Building Program Of Staff Members
In Five Residence Halls For Question #1

How Confident Are You That Any Real Change Will Result From Team Building?

| HALL | QUESTION NUMBER | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-----------------------------------|--------------------|--------|-----------------------|-------------------|--------------|
| Ellsworth (<u>n</u> = 12) | 1-Pre | 2.5833 | 0.515 | 0.149 | 0.001 |
| | 1-Post | 4.1667 | 0.577 | 0.167 | |
| McCullum (<u>n</u> = 15) | 1-Pre | 3.3333 | 0.617 | 0.159 | 0.546 |
| | 1-Post | 3.2000 | 0.775 | 0.200 | |
| Lewis (<u>n</u> = 8) | 1-Pre | 3.5000 | 0.535 | 0.189 | 0.732 |
| | 1-Post | 3.3750 | 0.518 | 0.183 | |
| G.S.P.-Corbin (<u>n</u> = 14) | 1-Pre | 2.7143 | 0.914 | 0.244 | 0.001 |
| | 1-Post | 4.2143 | 0.579 | 0.155 | |
| J.R.P. (<u>n</u> = 7) | 1-Pre | 2.8571 | 0.378 | 0.143 | 0.001 |
| | 1-Post | 4.4286 | 0.535 | 0.202 | |

TABLE 4-15

T-Test Of Pre-Test/Post-Test Survey Of Attitudes With
Respect To The Team-Building Program Of Staff Members
In Five Residence Halls For Question #2.

To What Degree Do You Feel The People Really Want To Be Here And Work
On Team-Development Issues?

| HALL | QUESTION NUMBER | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-----------------------------------|--------------------|-------|-----------------------|-------------------|--------------|
| Ellsworth (<u>n</u> = 12) | 2-Pre | 2.333 | 1.073 | 0.310 | 0.001 |
| | 2-Post | 4.000 | 0.603 | 0.174 | |
| McCullum (<u>n</u> = 15) | 2-Pre | 3.333 | 0.617 | 0.159 | 0.334 |
| | 2-Post | 3.533 | 0.516 | 0.153 | |
| Lewis (<u>n</u> = 8) | 2-Pre | 3.500 | 0.756 | 0.267 | 0.763 |
| | 2-Post | 3.625 | 0.518 | 0.183 | |
| G.S.P.-Corbin (<u>n</u> = 14) | 2-Pre | 2.571 | 0.756 | 0.202 | 0.068 |
| | 2-Post | 3.071 | 0.616 | 0.165 | |
| J.R.P. (<u>n</u> = 7) | 2-Pre | 3.000 | 0.816 | 0.309 | 0.140 |
| | 2-Post | 3.714 | 0.951 | 0.360 | |

think people are to actually make changes that may be suggested?), Table 4-16 shows that the staffs for Ellsworth and J.R.P. Halls each showed a positive significant difference pre and post attitude measure at better than the .05 confidence level.

With question four (How willing do you think you and others will be to express real feelings and concerns?), Table 4-17 shows that the staff of Ellsworth Hall was the only group to show positive significant difference between pre and post attitude measures (at the 0.004 level of confidence).

On each of the four individual questions, in isolated form, only two of the residence hall staffs indicated positive significant difference in attitude scores before and after the experiment. However, when the attitude data for all halls were combined, the results show a positive significant difference between pre/post attitude surveys. Only Ellsworth residence hall staff reported a mean score with a significant change on each separate attitude question in terms of differences between pre and post measure scores.

RESEARCH QUESTION THREE

Research Question three asks: Will there be a significant difference between the administration of a marathon team-building program (eight-hour session) as opposed to a regular team-building program (eight - one-hour sessions over eight weeks)? The results indicate that across all variables, there was no significant difference between the marathon and regular sessions as measured by the questionnaire. The level of designated confidence was not achieved (see Table 4-18 for results).

TABLE 4-16

T-Test Of Pre-Test/Post-Test Survey Of Attitudes With
Respect To The Team-Building Program Of Staff Members
In Five Residence Halls For Question #3.

How Willing Do You Think People Are To Actually Make Changes That May
Be Suggested?

| HALL | QUESTION NUMBER | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-----------------------------------|--------------------|--------|-----------------------|-------------------|--------------|
| Ellsworth (<u>n</u> = 12) | 3-Pre | 3.2500 | 0.622 | 0.179 | 0.004 |
| | 3-Post | 4.2500 | 0.622 | 0.179 | |
| McCollum (<u>n</u> = 15) | 3-Pre | 3.6667 | 0.617 | 0.159 | 0.334 |
| | 3-Post | 3.4667 | 0.516 | 0.133 | |
| Lewis (<u>n</u> = 8) | 3-Pre | 3.5000 | 0.535 | 0.189 | 0.351 |
| | 3-Post | 3.7500 | 0.463 | 0.164 | |
| G.S.P.-Corbin (<u>n</u> = 14) | 3-Pre | 3.6429 | 0.633 | 0.169 | 0.055 |
| | 3-Post | 4.2143 | 0.893 | 0.239 | |
| J.R.P. (<u>n</u> = 7) | 3-Pre | 3.1429 | 0.690 | 0.261 | 0.022 |
| | 3-Post | 4.4286 | 0.535 | 0.202 | |

TABLE 4-17

T-Test Of Pre-Test/Post-Test Survey Of Attitudes With
Respect To The Team-Building Program Of Staff Members
In Five Residence Halls For Question #4.

How Willing Do You Think You And Others Will Be To Express Real Feelings
And Concerns?

| HALL | QUESTION NUMBER | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-----------------------------------|--------------------|--------|-----------------------|-------------------|--------------|
| Ellsworth (<u>n</u> = 12) | 4-Pre | 2.8333 | 0.718 | 0.207 | 0.004 |
| | 4-Post | 4.4167 | 0.793 | 0.229 | |
| McCollum (<u>n</u> = 15) | 4-Pre | 3.8000 | 0.775 | 0.200 | 0.265 |
| | 4-Post | 4.1333 | 0.743 | 0.192 | |
| Lewis (<u>n</u> = 8) | 4-Pre | 3.5000 | 0.535 | 0.189 | 0.170 |
| | 4-Post | 4.0000 | 0.535 | 0.189 | |
| G.S.P.-Corbin (<u>n</u> = 14) | 4-Pre | 3.8571 | 0.770 | 0.206 | 0.336 |
| | 4-Post | 4.1429 | 0.864 | 0.231 | |
| J.R.P. (<u>n</u> = 7) | 4-Pre | 4.2857 | 0.756 | 0.286 | 0.457 |
| | 4-Post | 4.5714 | 0.535 | 0.202 | |

TABLE 4-18

T-Test Of Differences Between Marathon And Regular Sessions Of The Five Residence Hall Staffs With Respect To The Team-Review Questionnaire.

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------------------|-----------|--------|--------------------|----------------|--------------|
| Leadership | Marathon | 1.6842 | 1.974 | 0.453 | 0.260 |
| | Regular | 1.0811 | 1.622 | 0.267 | |
| Membership | Marathon | 0.3684 | 1.012 | 0.232 | 0.368 |
| | Regular | 0.6486 | 1.230 | 0.202 | |
| Commitment | Marathon | 0.3684 | 0.831 | 0.191 | 0.146 |
| | Regular | 0.8649 | 1.686 | 0.277 | |
| Climate | Marathon | 0.8421 | 1.463 | 0.336 | 0.433 |
| | Regular | 1.2162 | 2.029 | 0.334 | |
| Achievement | Marathon | 0.5263 | 1.219 | 0.280 | 0.609 |
| | Regular | 0.7027 | 1.199 | 0.197 | |
| Corporate Role | Marathon | 1.0526 | 1.649 | 0.278 | 0.567 |
| | Regular | 0.7838 | 1.652 | 0.213 | |
| Work Methods | Marathon | 0.6316 | 1.461 | 0.335 | 0.966 |
| | Regular | 0.6486 | 1.296 | 0.213 | |
| Organization | Marathon | 1.3158 | 1.529 | 0.351 | 0.318 |
| | Regular | 1.7838 | 1.843 | 0.303 | |
| Critiquing | Marathon | 1.1053 | 1.410 | 0.323 | 0.617 |
| | Regular | 1.3243 | 1.765 | 0.247 | |
| Development | Marathon | 1.3158 | 1.493 | 0.243 | 0.265 |
| | Regular | 0.8378 | 1.500 | 0.247 | |
| Creativity | Marathon | 0.7368 | 1.195 | 0.274 | 0.306 |
| | Regular | 0.4054 | 0.985 | 0.162 | |
| Intergroup Relations | Marathon | 0.3684 | 1.499 | 0.344 | 0.111 |
| | Regular | 1.1351 | 1.960 | 0.322 | |

^aMarathon $\underline{n} = 19$

^bRegular $\underline{n} = 37$

This research question was applied to the Attitude Survey as well as the Team-Review Questionnaire. With respect to the Attitude Survey, a positive significant difference was achieved between the marathon and the regular session.

The experimental condition was divided into two groups, the marathon session and the regular session. The marathon session met one time for eight-hours while the regular session met one-hour once a week for eight weeks. In an analysis of variance to determine if significant difference existed between marathon and regular session team building participants on the attitude survey measure, it was found that there was a 0.02 level of confidence as reported in Table 4-19. Participants reported a greater change occurred with regard to confidence that real change would occur (as opposed to people wanting to put time out for team building and being able to express real feelings and concerns during the sessions).

In order to confirm the results of the analysis of variance, t-tests of difference scores were used to support the findings of significant difference between the marathon session and the regular session with respect to the Attitude Survey.

Table 4-20 presents the results of a t-test to compare pre and post survey of team building attitudes between the marathon session and the regular session. This was a test to determine if a difference existed between differences on pre and post scores. It was found that over all four questions, there was a significant difference between attitudes toward marathon and regular team-building sessions, with the marathon condition showing significantly more positive change in attitudes (see Table 4-20) after the team-building process. Question one

TABLE 4-19

Analysis Of Variance Of Experimental Condition
Groups To Marathon And Regular Session Condition
Between Five Residence Hall Staffs With Respect
To Survey Of Team Building Attitudes.

| QUESTION | SUM OF SQUARES | D.F. | MEAN SQUARE | F | SIGNIFICANCE |
|----------|----------------|------|-------------|--------|--------------|
| 1 | 14.982 | 1 | 14.982 | 13.076 | 0.0007 |
| 2 | 13.022 | 1 | 13.022 | 11.372 | 0.0014 |
| 3 | 10.535 | 1 | 10.535 | 11.985 | 0.0011 |
| 4 | 7.135 | 1 | 7.135 | 5.818 | 0.0193 |

^a $\underline{n} = 56$

TABLE 4-20

T-Test Of Difference Scores Between Marathon And
Regular Sessions Of The Experimental Condition
For Five Residence Hall Staffs With Respect To
Survey Of Team Building Attitudes.

| QUESTION NUMBER | GROUP | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-----------------|----------|--------|--------------------|----------------|--------------|
| 1 | Marathon | 1.5789 | 0.769 | 0.176 | 0.001 |
| | Regular | 0.4865 | 1.193 | 0.196 | |
| 2 | Marathon | 1.3158 | 1.336 | 0.306 | 0.006 |
| | Regular | 0.2973 | 0.909 | 0.149 | |
| 3 | Marathon | 1.1053 | 0.994 | 0.228 | 0.002 |
| | Regular | 0.1892 | 0.908 | 0.149 | |
| 4 | Marathon | 1.1053 | 1.243 | 0.285 | 0.030 |
| | Regular | 0.3514 | 1.003 | 0.170 | |

^a Marathon $\underline{n} = 19$

^b Regular $\underline{n} = 37$

on Table 4-20 indicates the greatest amount of change ($p < .000$ level of confidence) for the participants. In other words, the participants were more convinced after participating in the team-building program that real change would occur in the team's functioning.

RESEARCH QUESTION FOUR

Research Question four asks: Will a coed residence hall staff show a significant difference in team building results as opposed to a single sex residence hall staff? Table 4-21 indicates that there is only a significant difference on the leadership variable ($p < 0.003$) in terms of attaining the desired level of confidence. Therefore, there is no significant difference between sex types of residence hall staff with respect to the effectiveness of the team-building program.

This research question was addressed using the data of the Attitude Survey as well as the Team-Review Questionnaire. Thus, with respect to the Attitude Survey, a subsequent question can be asked: Will a coed residence hall staff show a significant difference in attitude survey results as opposed to a single sex residence hall staff? The results indicate no significant difference of change of attitude on any of the four questions with regard to the coed/single sex residence hall staff issue. Table 4-22 presents these results.

CONCLUSION

HYPOTHESIS: Confirmed. The effects of team building did reflect a significant improvement in group functioning as reported by team members. ($p < 0.001$)

TABLE 4-21

T-Test Of Differences Between Coed And Single Sex
Residence Hall Staffs With Respect To The Team-Review
Questionnaire.

| VARIABLE | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|-------------------------|-----------|--------|-----------------------|-------------------|--------------|
| Leadership | Coed | 2.0000 | 1.732 | 0.333 | 0.003 |
| | Single | 0.6207 | 1.522 | 0.283 | |
| Membership | Coed | 0.7407 | 1.259 | 0.242 | 0.250 |
| | Single | 0.3793 | 1.049 | 0.195 | |
| Commitment | Coed | 0.7037 | 1.259 | 0.341 | 0.972 |
| | Single | 0.6897 | 1.137 | 0.211 | |
| Climate | Coed | 1.2593 | 2.297 | 0.442 | 0.521 |
| | Single | 0.9310 | 1.334 | 0.248 | |
| Achievement | Coed | 0.8148 | 1.388 | 0.267 | 0.310 |
| | Single | 0.4828 | 0.986 | 0.183 | |
| Corporate Role | Coed | 0.8889 | 2.006 | 0.386 | 0.953 |
| | Single | 0.8621 | 1.246 | 0.231 | |
| Work Methods | Coed | 0.3333 | 1.074 | 0.207 | 0.092 |
| | Single | 0.9310 | 1.510 | 0.280 | |
| Organization | Coed | 1.5926 | 1.907 | 0.367 | 0.895 |
| | Single | 1.6552 | 1.610 | 0.299 | |
| Critiquing | Coed | 1.5556 | 1.783 | 0.343 | 0.185 |
| | Single | 0.9655 | 1.476 | 0.261 | |
| Creativity | Coed | 0.5566 | 1.219 | 0.235 | 0.802 |
| | Single | 0.4828 | 0.911 | 0.169 | |
| Intergroup Relations | Coed | 1.0741 | 1.591 | 0.306 | 0.436 |
| | Single | 0.6897 | 2.055 | 0.382 | |

^a Coed $\underline{n} = 27$

^b Single $\underline{n} = 29$

TABLE 4-22

T-Test Of Differences Between Coed And Single Sex
Staff Members In Five Residence Halls With Respect
To Survey Of Attitudes On Team Building.

| QUESTION | CONDITION | MEAN | STANDARD DEVIATION | STANDARD ERROR | SIGNIFICANCE |
|----------|-----------|--------|-----------------------|-------------------|--------------|
| 1 | Coed | 0.6296 | 1.214 | 0.234 | 0.168 |
| | Single | 1.0690 | 1.132 | 0.210 | |
| 2 | Coed | 0.8519 | 1.292 | 0.249 | 0.203 |
| | Single | 0.4483 | 1.021 | 0.190 | |
| 3 | Coed | 0.3333 | 1.038 | 0.200 | 0.245 |
| | Single | 0.6552 | 1.010 | 0.188 | |
| 4 | Coed | 0.8889 | 1.281 | 0.247 | 0.081 |
| | Single | 0.3448 | 0.181 | 0.181 | |

^a Coed $\underline{n} = 27$

^b Single $\underline{n} = 29$

RESEARCH QUESTION ONE: Mixed Results

Ellsworth Hall. Confirmed. There was improvement in group functioning with respect to the variables addressed during team building. (p 0.001)

G.S.P.-Corbin Halls. Confirmed. There was improvement in group functioning with respect to the variables addressed during team building. (p 0.001)

Lewis Hall. Not Confirmed. There was no change in group effectiveness in the variables addressed during team building. (p= n.s.)

McCollum Hall. Not Confirmed. Of the three variables addressed during team building, only two indicated a change in group effectiveness improvement. (p= n.s.)

J.R.P. Hall. Not Confirmed. Of the three variables addressed during team building, only one indicated a change in group effectiveness improvement. (p= n.s.)

RESEARCH QUESTION TWO: Confirmed. Staff members in all five residence halls who participated in team building indicated a significant positive attitude change toward the team-building process. (p 0.001)

RESEARCH QUESTION THREE: Not Confirmed. There is no difference between the result of administration of a marathon team-building program and the administration of a regular session team-building program. (p= n.s.)

RESEARCH QUESTION FOUR: Not Confirmed. There is no difference between the effective functioning of a coed residence hall staff as opposed to a single sex residence hall staff with regard to team building. (p= n.s.)

CHAPTER 5

DISCUSSION

The intent of this study was to investigate whether work teams can learn to be more capable of defining their goals, developing their group roles and skills, and becoming committed to a system of values, norms, and role behaviors that optimize team effectiveness through team building. The major overall purpose of team building is the application of behavioral science knowledge and technology to improvement of the team's effectiveness (Lau, 1979).

Research on team building shows that it does, in most cases, make a significant improvement in work group effectiveness (Boss, 1975; Shapiro and Ross, 1971; Golembiewski and Keipper, 1976; and Beckhard and Lake, 1978). "Probably the most important single group interventions in OD are the team-building activities the goals of which are the improvement and increased effectiveness of various teams within the organization" (French and Bell, 1973, p. 119). However, as was indicated in Chapter Two, the field of College Student Personnel has not used team building for developing their residence hall work teams. The focus for College Student Personnel administrators has been on residence hall staff training rather than residence hall staff development. Such training has focused on student development, that is, how an individual residence hall staff member can enhance the emotional, educational, and physical culture of a student's living environment (DeCoster and Mable, 1974).

The underlying assumption of this study is that team building is an important intervention for the positive development of residence hall staff work groups, and that an effective staff team can affect

the entire functioning of the residence hall community. This assumption led to the positing of the hypothesis in Chapter One.

The hypothesis raised in this study was that the implementation of a team-building program for residence hall staffs would improve functioning of that staff as a work group (as defined by the individual team members in a self-reporting instrument devised by Davis and Young, the Team-Review Questionnaire).

The remainder of this chapter discusses in detail the implications of the results as they bear upon the hypothesis and principle research questions of the study. This discussion is carried out by (1) reviewing the specific findings, (2) pointing out the significance of these findings, (3) noting the limitations of the study, and (4) suggesting future areas of research.

A REVIEW OF SPECIFIC FINDINGS

This study attempted to measure two issues: the attitudes that participants had regarding their participation in a team-building program, and the team's self report on how effective they are as a work group. The attitudes were measured by a pre/post Attitude Survey. The purpose of this survey was to measure immediate reactions and feelings to participating in the team-building program. (See Appendix B.)

The major instrument, the Team-Review Questionnaire, measured an individual's subjective evaluation of the functioning of his/her group. This was administered both pre and post treatment. A work team's effectiveness was measured by twelve variables: leadership, suitable membership, commitment, climate, achievement, corporate role, work

methods, organization, critiquing, individual development, creativity, and intergroup relations.

Both instruments were statistically treated by using t-tests to determine whether a significant change between pre/post scores existed. Analysis of variance were used to determine the significance of difference there was between scores, and t-tests of difference scores were utilized to support and verify the analysis of variance scores. These tests provided data to determine if significant changes occurred between the administration of pre and post instruments.

In reviewing the results, the hypothesis was supported. The effects of team building did result in significant improvement (at the 0.006 level of significance) in group functioning and perception of success with regard to the twelve variables measured. While those residence hall staffs who participated in team building improved their effectiveness, the two control residence hall staffs found no such improvement. In fact, in the areas of leadership, climate and organization, their scores worsened.

In terms of the research questions posited in Chapter One, there were mixed results. The first research question asked if the variables which were chosen for focus during the team-building experiments showed an improved score on the Team-Review Questionnaire. For two halls, Ellsworth and G.S.P.-Corbin, this was the case. They indicated improved scores with respect to the variables addressed in team building session. However, for Lewis, McCollum, and J.R.P. Halls this was not true. Lewis did not show any change in group effectiveness in terms of the variables addressed. McCollum Hall showed improvement on just two variables (organization and critiquing), while J.R.P. Hall reflected

change on only one variable - organization.

The second research question asked if there would be any type of attitude change as a result of participating in the team building sessions. This was the case for all five residence hall staffs; they did show an increased positive attitude as was measured by the Attitude Survey toward the team building process. Results also indicated that the staff of Ellsworth Hall, who participated in the marathon session, showed the greatest improvement in attitude score.

The results relevant to research question three proved negative. This writer was interested in finding out whether the administration of a marathon team-building program would be more effective in terms of increased change of scores than the regular session team-building program. The results indicated that there was no significant difference between the two programs. However, it is important to point out that even though there was no significant difference in results in terms of the Team-Review Questionnaire, there was a difference with respect to the Attitude Survey. Those participants who were involved in the marathon session showed greater change in positive attitude regarding the team building process. So, in terms of the marathon session, participants attitudes improved even though their performance did not.

The final research question asked if the particular sex of the residence hall staff would make a difference in their ability to achieve improved results by using team building. The results show there is no difference between the effective functioning of a coed staff as opposed to a single sex staff with regard to team building. It should be mentioned here that there was a slight difference in scores between the

scores between the coed staffs and the single sex staffs on the leadership variable only. The coed residence hall staffs (Ellsworth and McCollum Halls) showed a slight improvement in their leadership variable at the .05 level of confidence or better. Why this score developed is not understood; Ellsworth had a female Resident Director and McCollum had a male Resident Director.

Probable reasons for the trends shown in the data are various. It is difficult to generalize the conclusiveness of the results to the entire residence hall system. Rather, the results must be looked at for each staff hall-specifically. Both Ellsworth Hall and G.S.P.-Corbin Halls staffs made the most significant change as a result of the administration of the team-building program. One is a coed hall, the other an all-women's hall. One participated in a marathon session, the other in a regular session. This writer believes that there is a common thread between these two halls in that they thought they needed team building and they utilized the process well.

In looking at Lewis and J.R.P. Halls, it could be generalized that neither hall improved significantly. However, in looking closely at their scores, results show that neither hall thought themselves to be in particularly bad shape. Those halls who thought they had unproductive group processing seemed to show greater improvement with team building while those who felt they had a relatively effective group improved only slightly.

Interestingly enough, the leadership variable seemed to improve in almost all halls; however, only one hall (Ellsworth) addressed that particular variable in team building activities. This writer contends that the Resident Director, when working as an equal in the team

building activities, was seen in a more positive light. It may be inferred that the residence hall staff had a better understanding of their Resident Director as a result of the team-building program.

The intergroup relations variable proved interesting also. All five residence hall staffs participating in the experimental condition felt that this variable was unimportant in the functioning of their own group. They pointed out that the assumption underlying this variable was not valid for their situation. The work teams felt that how they saw other residence hall staffs and how others saw them was insignificant in the group processing. However, the results indicate that intergroup relations improved because of team building. Maybe the group felt better about themselves as a result of team building, and thus, felt the other staffs saw them as an improved team. A self-fulfilling prophecy of sorts may have taken effect.

There can be many reasons why team building was successful for the University of Kansas residence hall staffs. According to Davis (1970), for team building to be effective, three elements are necessary: (1) time, (2) participation by all members of the team, and (3) a consultant who is not a complete stranger to the group.

The willingness to give up eight hours to participating in the team-building program is an investment for any individual. For the residence hall staffs, time is important, and if they were going to participate in staff development then they were determined to make it work.

One condition was placed on the administration of team building for each work team - each individual members of the team had to agree to committing themselves to willingly participate in the team building

sessions. If any member did not give such commitment, then team building would not have taken place. It was all or nothing. Perhaps team building was effective because all the team members were committed to participating in the program.

The third element necessary for successful team building is a consultant who is familiar with the work group being studied. This was the case in this study. The writer had worked as a residence hall staff member previously. This gave the consultant an added insight into the mechanics and culture operating in the work groups. Probably being familiar with the participants helped to establish rapport and trust among the consultant and team members. These are just three possible reasons why team building was successful for the University of Kansas residence hall staffs.

Aside from the elements mentioned by Davis, another probable reason for the trends shown in the data may be attributed to the design of the team-building program. It was mentioned in Chapter Three that there is no one way to plan a priori, in detail, a team-building program. The format depends on the experience, interests, and needs of the team members, the experience and needs of the manager, and the nature of the situation that has prompted the meeting. Thus, each residence hall staff had a different team-building program. The program was custom designed to meet the needs of each staff. However, for the sake of reliability and generalizability, all programs followed the general program design as outlined in Chapter Three.

Three design elements may have made a difference in the success of the team building: choice of variables to be addressed, the initial problem-solving exercise, and the final action-planning. Each residence

hall staff decided which three weakness areas they wanted to work on based on their diagnostic scores from the Team-Review Questionnaire. The work team, not the consultant, made the choice of what blockage variables were to be addressed. The element of choice was crucial for the team-building program to be effective. The basic value underlying all team building theory and practice is that of choice. Through focused attention and through the collection and feedback of relevant data to relevant people, more choices become available and hence better decisions are made. That is essentially what team building is: an educational strategy employing the widest possible means of experience-based behavior in order to achieve more and better organizational choices in a highly turbulent world (Bennis, 1969).

Each residence hall staff which participated in team building went through what is labeled the "Problem-Solution" exercise. This exercise is explained in detail in Chapter Three. This exercise was the first of several in the team-building program. The purpose was to acquaint the work team with perceived problems affecting the functioning of the team. Why is this particular exercise important to the success of a team-building program? Steele and Jenks (1977) provide some insight:

In our own use of survey data, we generally communicate the data patterns to all (including the managers) who provided the basic responses, for we feel that one of the biggest payoffs from surveys comes from the pattern they help establish, not just from the identification of specific problems. This pattern is the increased discussion of issues, problems, and possibilities by all levels of the system. The matter-of-fact feeding back of summaries of identified problems, if it includes more than the top managers, can help everyone feel more comfortable with topics that have been scary or taboo (or both). The structured process helps legitimize the sharing of information about problems and makes those who do it less vulnerable

to changes of disloyalty, backstabbing, or power-hunger; the formal process therefore reduces the personal cost of breaking taboos. It also tends to increase peoples' expectations that some concrete improvement will come about. (p. 162)

The "Problem-Solution" exercise did what Steele and Jenks suggested; it provided a structure to help legitimize the sharing of information about problems which previously were uncomfortable to discuss as a team. This exercise set the climate of open, honest disclosure among team members. Such preparatory exercises may have paved the avenue for successful team building to occur.

The last element in team building design for this study which may possibly account for the results in this research project is action-planning. Action-planning was the final step in the team-building program. It focused on the development of plans for action and change. The objective was to create commitment for carrying out plans of action. This phase of the team-building program provided the team members with (1) an answer to problems which are blocking individual and group effectiveness, and (2) closure to the session. Examples of action plans developed by the University of Kansas residence hall staffs are given in Appendix D. Action-planning gave the residence hall staffs an opportunity to "work on" their problem areas outside of the team building session. It is a contract to fulfill in order to make the team more effective. Such a contract, if viewed as binding, could have been a possible reason for the trend in the results.

SIGNIFICANCE OF THE PRESENT STUDY

This study exposed some common trends to problems experienced by all residence hall staffs participating in this research project.

Each team was to select three variables of which they were to work at improving. The results show that of the three variables selected by each staff to be addressed, all five residence hall staffs chose organization and critiquing to work on. Commitment, climate, and work methods were also common themes chosen to be addressed. Why was it that organization and critiquing were problem areas for all five residence hall staffs? This writer would suggest three answers: (1) these particular problems are common to all organizations, (2) the inherent structure and administration of the Office of Residential Programs at the University of Kansas fosters such weaknesses, and (3) the focus of staff orientation held at the beginning of the school year does not emphasize the importance of team development with respect to organization (communication and role and responsibilities), critiquing, climate, commitment and work methods.

The first explanation suggests that issues of organization (which are characterized by communication and understanding of roles and responsibilities) and critiquing are common to all organizations. This is supported by several studies. Slocum and Hellriegel (1980) found that OD change agents (such as those engaged in team building) are more likely to work directly on the client's organization's climate and feedback systems, as opposed to other interventions which focus on individual and psychological factors. Team building theory lends itself to the issues of climate and feedback problems in an organization.

Zander (1973) maintains that most work groups will focus on the issue of communication because group members tend to believe that more communication among members leads to a stronger desire for the group's success. Essentially the assumption is that more communication is

better; thus, if a group has problems, increased communication will solve them. Such was the case in this study. All five residence hall staffs during the "Problem-Solution" exercise suggested that the common solution to their problems was better communication.

In addition to communication, the organization variable deals with procedural difficulties which interfere with the efficiency of a work group. Zander (1973) suggests that there are three familiar kinds of difficulties which face every organization: (1) insufficient interaction among participants, (2) confusion caused by varied views among members, and (3) difficulty in making an urgent decision in the face of a crisis (p. 77). These difficulties were listed as problems by all five residence hall staffs during the "Problem-Solution" exercise. (See Appendix D for specific examples of such difficulties in this area.)

Thus, the explanation for all residence hall staffs selecting the same weakness areas may be attributed to the fact that the problems that arose are inherent in all organizations. It appears that all members of an organization have predetermined expectations of how a work team is to work effectively. In addition, group members may have preconceived ideas about the functional causes and symptoms of a work group.

A second possible explanation provided for the problem areas chosen for emphasis in this study may be with the manner in which the Office of Residential Programs at the University of Kansas is organized and administered. The general philosophy of the Office of Residential Programs supports the concept of student development - the development of the holistic college student. While this is an admirable philosophy, the residence hall staff worker is burdened with a double task: to provide the best environment possible for each individual student, and

to be a member of a productive work team. The first task is well explained and the roles and responsibilities are clearly set forth. In fact, the residence hall staff member receives many hours of training in the various areas of student development. Training is provided in such areas as crisis intervention, programming, student conduct concerns, referrals, etc. However, the residence hall staff member is not given the opportunity to develop skills in team work: decision-making, confrontation, leadership, conflict resolution, or group norm setting.

The organization of the Office of Residential Programs does not arrange for group members to work on team development issues, that is, time is not set aside for ongoing development of the work group. In the past, the effort has been made to initiate some type of staff development program, but the attempt is usually a one-shot affair with no continued follow-up. This point is a good indicator to both Resident Directors (as team managers) and administrators alike that such issues as organization, critiquing, climate, commitment and work methods should be dealt with in staff training.

The final explanation for why there may have been a duplication of themes chosen to be worked on by each residence hall staff may be that the focus of staff orientation and the staff training course does not emphasize the importance of team development within each work group.

This explanation was not just posited as the result of this research project. Since completing this study, the writer has conducted subsequent team-building sessions with residence hall staffs at the University of Kansas as well as another state university. The findings were the same as was indicated in this study. Subsequent work in team

building showed that residence hall staffs found that organization, climate, and critiquing were major weaknesses which influenced the effectiveness of their particular work group.

This writer was looking for some type of pattern to emerge concerning the needs and concerns of each residence hall staff that participated in team building. All staff members took the same questionnaire and results were tallied. It was found that over 75% of the group members agreed to the following statements as were presented in the Team-Review Questionnaire:

- #4. People in this team often are not really frank and open with each other. (climate)
- #21. Members often restrain their critical remarks to avoid "rocking the boat." (critiquing)
- #28. It would be helpful if the team could have "clear-the-air" sessions more often. (climate)
- #56. Much improvement is needed in communication between team members. (organization)
- #57. We would benefit from an impartial assessment of how we work. (critiquing)
- #67. We often seem to get bogged down when a difficult problem is being discussed in team meetings. (organization)
- #81. Performance would improve if constructive criticism were encouraged. (critiquing)
- #93. Little time is spent on reviewing what the team does, how it works, and how to improve it. (critiquing)

The variable in parentheses indicates which variable that statement is characteristic of. Appendix B gives the Team-Review Questionnaire. It appears that the major issues facing the residence hall staff deal with climate, critiquing, and communication concerns.

The significance of this study has only been briefly addressed. In an attempt to verify the immediate results which were received after

the team building experience, this writer sent a survey to the Resident Directors (team managers) three months after the teams had participated in team building. The intent of the survey was to determine if the short-term positive effects of team building had carried over to long-term results. In addition, the surveys were used to find out if the action-planning had been followed through with and the Resident Directors were asked if they felt team building made a significant difference in the functioning of their work group. This survey and the Resident Directors responses are given in Appendix E.

The major findings from the Resident Director follow-up survey indicated that team building was a successful program for the residence hall staffs. All five Resident Directors believed that team building should be a recommended practice for residence hall staffs in the future. In addition to these findings, the following comments were given:

"Staff became more open and honest and more cooperative" (Lewis)

"More open, direct criticism. More input offered during staff meetings" (McCollum)

"I do feel that the general attitude had improved" (Ellsworth)

"We were able to isolate and identify some real concerns that we sensed but were unable to articulate" (G.S.P.-Corbin)

"My awareness, and the subsequent communication of job expectations has resulted in an improvement in production level and time management and the increased involvement of staff members in day-to-day operations of the residence hall" (J.R.P.)

"Action plans have been informally implemented" (G.S.P.-Corbin)

"Team building made a positive difference, primarily by team support and communication" (McCollum)

"With respect to action-planning, I cannot speak for others, but I did not follow through with mine" (Lewis)

"Because of team building, some staff members have developed better relationships. I feel better about some of the staff members than before" (Ellsworth)

"Staff meetings were better organized, more productive, less time consuming. There has been more emphasis on team problem solving, less emphasis in individuals wasting other staff members time" (J.R.P.)

In most of these team building methods used during this study, people who work together on a day-to-day basis were helped directly to work together more effectively. A team-building effort examines the ways in which the group members collaborate or compete, the way they make decisions, the way they set agenda items, the amount of openness with which members relate to one another, and so forth.

"The most sophisticated versions of team building, however, do not assume that all the problems arise from the group's emergent behavior but may be traced back to background factors, such as the company's culture and reward system, or to the required system and the way in which it determines influence and interactions" (Cohen, Fink, Gadon, and Willits, 1980). Thus, teams and work groups are considered to be fundamental units of organizations and also key leverage points for improving the functioning of the organization (French and Bell, 1973, p. 118). This is the case for the University of Kansas Office of Residential Programs. The team building which occurred in separate residence halls affected the total organization.

According to the Associate Director of Residential Programs, "...significant differences appeared not only on paper but in improved job performance and satisfaction on the part of staffs....there was significant change for the better in the halls where the program was implemented. Feedback was most positive, from the directors as well as the resident assistants and assistant resident directors who participated. They appreciated the fact that they understood each other better and were better able to work together; a real sense of team emerged." With respect to the entire organization, the Associate Director stated, "My hope is that the hall staffs of this coming year

can experience a similar team building program." Appendix F contains a letter from the Associate Director commenting on the team-building program implemented in the residence halls.

Another significant finding from the study points out that the residence hall staffs ordinarily do not participate in expectation and priority setting, nor in needs sharing. These three constructs, expectations, priorities and needs, are the overriding dominant force of actions of individual members within a work group. It was found that much dissention occurred between members because of unrealistic or unshared expectations, differing degrees of job priorities, and lack of expressing personal needs concerning work functions.

Work groups develop a style of functioning. The particular style embraces the expectations team members have toward meetings and job related functions. The patterns of expectations that accompany each of these styles become so frozen in the minds of the members that they cannot be changed without considerable effort, frequently only with the assistance of outside expertise (Lau, 1979, p. 290).

Gerald Wacker supports this approach in his paper on cognitive methodology of organizational assessment (1981). He poses the following propositions:

First, let us consider the proposition that behavior in organizations is primarily a function of members' construed goals rather than of their fixed needs. A person's organizational behavior, then, is to be viewed with reference to his or her abstract understandings-of personal and organizational objectives, of the organizational structure, and of strategies for linking objectives with structure (Argyris, 1964; Kanter, 1977). A related proposition is that the observable structure of the organization rests on a collective cognitive infrastructure, consisting of those constructs which most members used to make sense of events. Thus, whatever might seem to be a piece of direct empirical evidence about an organization's structure--a constitution, an organization

chart, a job description, a title on an office door--derives its behavioral effect from employees' common understanding and acceptance of its meaning (Schon, 1971)." (p. 135)

A variety of sources suggest that employees' behavior is quite dependent on their cognitive constructs. Realizing the importance of team members' "cognitive maps" is crucial for establishing the basic relationship between group members. Golembiewski, Billingsley, and Yeager (1976) attempted to show that organizational change-agent interventions can affect employees' conceptual structures (Wacker, 1981, p. 118). Argyris and Schon (1978) proposed that team building interventions should enable the organization to engage in "double loop" learning - i.e. organizational self-examination of policies, processes, objectives, structure, and so forth as well as individual self-examination. Argyris and Schon elicit critical incidents and use these to develop a "map" of the organization process (Wacker, 1981, p. 127).

The team-building design used in this study allowed for the use of such critical incidents. One particular exercise, "Team Communications", uses a critical incident format to foster self-examination of the organization and the individuals involved. This exercise is found in Appendix D. The use of a critical incident exercise when administering team building allows individual team members to share past incidents when dissention took place because of not sharing feelings, expectations, needs, and job priorities. In this study, such exercises proved to be valuable for the work group in terms of sharing cognitive maps.

Another significant finding from this research revolves around climate. As was mentioned earlier in this chapter, climate was one area that most of the residence hall staffs chose to work on. Climate issues brought out were: people in this team often are not really

frank and open with each other; it would be helpful if the team could have "clear-the-air" sessions more often; disagreements between team members are seldom worked through thoroughly; and individual viewpoints are not fully heard.

Often the internal climate of a system--the characteristics that provide the day-to-day environment for those who work in the system (Steele and Jenks, 1977, p. 3) are overlooked. Team building is used in this study to help develop a positive, open climate. This is possible by encouraging open and honest communication. Communication, as influenced by the level of disclosure that people practice with one another, can significantly affect an organization's climate. By disclosure we mean the process often associated with "openness": sharing information (ideas or feelings) with other members of the system (Steele and Jenks, 1977, p. 141). The results of this study have indicated that team building did indeed enhance the organizational climate within each residence hall staff. This was verified through the research data as well as comments from Resident Directors and the Associate Director of Residential Programs.

During the various team-building sessions it became apparent that weaknesses in staff relations tended to effect the residence hall functioning as well as the students. Group members had a tendency to take their problems with the group to outside members where such behaviors as gossip, backbiting, and unprofessional behaviors were addressed. The realization that the effectiveness of a work team directly affects its surrounding environment by group members that their behavior in a group reflects on their behavior outside of a group.

Finally, the research in this report indicates that the implemen-

tation of a team-building program for residence hall staffs was successful in improving the effectiveness of the work group. Other research supports this finding. Jones (1981) presented results of a survey which indicated that of forty different OD interventions, team building is one program activity predicted to increase in its use. This survey prediction is the result of successes found with the use of team building.

LIMITATIONS OF THE STUDY

Several limitations of the present study should be noted.

1. The degree of participation or involvement of the residence hall staffs varied. Thus, it makes the generalizability of the research findings difficult. Several work groups were more enthusiastic and positive about participating in the team-building program than others. Therefore, the amount of involvement of each individual perhaps effected the overall results of the team-building program. Because this was a field study, it was not possible to get subjects who all had the same desire for involvement.

2. It is difficult to generalize all results between the residence halls. Each residence hall staff must be analyzed separately. There are circumstances in which a number of intervening variables clearly minimize the potentially positive impact of team building interventions. For example, leadership styles and/or the organizational climate can be more powerful than the effects of team building, thus rendering team building ineffectual. In some other instances, team building seems to have both positive and negative effects (Boss and McConkie, 1981, p. 46). Beckhard (1972) suggests that if the team

leader fails to identify the right priorities for the team's attention, team building will mire. Dyer (1977) agrees, adding that conflicts between individuals within a team can be similarly destructive.

Team building, like other OD interventions, depend on group members believing that it will work in order to be successful. If enough key people think team building will not be useful, then it will not be (Barone, 1981, p. 34).

3. The present research represents only a single study. Theory building is a long process, and involves many studies. The findings reported in this paper represent only a single aspect of the field of research in team building. Nothing "conclusive" can be drawn from these results as they stand alone. It is only when they are put together with other findings that we can begin to develop a suitable framework for evaluating team building for residence hall staffs.

4. Another major limitation of the study is the methodology of self-report of the group members' perceptions of how the work team functions. The issue of one-sided self-report is a critical one. When tabulating the results, one team could have a wide variance of scores on the same measure. In this case, the instrument was subjective and revealed how each individual rated the performance of the group. In very few cases (communication, climate, and critiquing) did the group have unanimous results. In addition, each group member had a different perception and interpretation of what an effective group is. The Team-Review Questionnaire set boundaries for what is meant by an effective group.

5. Because random assignment to treatment was not possible, the results of the study are only partially generalizable. The control

groups chose to be control groups rather than participate in the team-building program. The reasons for their choice could be many: not wanting to invest the time; perhaps they thought they were already effective; or perhaps they knew they were an ineffective work group and did not want this revealed; and so on. The point is that the comparison between the experimental condition and the control condition needs to be made with qualifications.

6. The fact that this writer was not impartial to the system could have effects the results, perhaps especially in Ellsworth Hall where the writer was a former staff member and knew half the staff including the Resident Director very well. In addition, the staffs may have felt that the writers close connection with the Office of Residential Programs could influence their position with the administration. In other words, the writer cannot be sure the results were not influenced because of previous exposure to the system.

7. All the residence hall staffs are required by their contact to participate in a residence hall staff class. This means that all staff members met with one another each week during the administration of the team-building program. There were no controls placed on the participants to insure that the experimental and control groups remained separated. By various staff members talking among themselves, a type of comparison affect may have taken place. There were no provisions in this study to allow for such interaction among residence hall staffs.

8. The marathon session participants showed a greater attitude change for the positive and also indicated a greater difference score between pre and post tests. One possible reason for this could have

been the 'marathon high' which resulted from long and intense sessions of open and honest disclosure. Specifically, the group members of Ellsworth Hall appeared to be "drained" from their eight hour experience. Perhaps they were operating on increased energy while taking the Attitude Survey.

9. Because of the limited number of subjects participating in the study, it was not possible to factor analyze the statements in the Team-Review Questionnaire. It would have been reassuring to validate the instrument in this manner.

SUGGESTIONS FOR FUTURE STUDY

The present study was the first to investigate the effects of team building on residence hall staffs. The method seems to be a viable one, but improvements in the design and implementation can increase the quality of the results. The following improvements are suggested:

1. Use of longitudinal study

A longitudinal study, which recorded the results of group performance before and after the team building would be the best way for detecting team building effects. Rather than administering only one post-test immediately after participation in the team-building program, a series of post-tests could be administered at monthly intervals to test the long-term effect of team building on residence hall staffs. In addition, since team building is an ongoing process, rather than a one-shot affair, monthly team-building sessions and action-planning could be implemented over the year. In this way, the team would focus on long-term effects rather than short-term effects.

2. Pre-testing the instrument

Unless a study has already been run to determine the validity and reliability of the instruments (Team-Review Questionnaire and the Attitude Survey), an analysis should be performed to determine the accuracy of the selected variables. This writer did not do a pre-test nor a pilot study with the instrument, so there is no past research by this writer to support the accuracy of the instruments. Therefore, as part of future studies it is suggested that attempts be made to confirm the reliability of the instruments.

3. Use of different methodologies

Further research might be undertaken using different methodologies, For instance, rather than having an outside consultant administer team building, the team manager would implement the team-building program. The design used in this study was just one of many techniques elsewhere used to implement a team-building program. What would happen to the results if action-planning and the "Problem-Solution" exercise were not used? Would other exercises produce the same effects? In addition, other means than the Team-Review Questionnaire could be used to gather diagnostic information. For example, personal interviews with each group member could have generated different data than a paper and pencil test. The Team-Review Questionnaire allowed for only two responses: broadly true and not broadly true. A suggestion would be to use a Likert-type scale, a summated rating scale, or a continuum scale. The Team-Review Questionnaire used all negative statements to describe the functioning of a work group. Perhaps a questionnaire which did not blatantly reveal such biases have been preferable.

It should be clear that a whole host of factors might act to influence one's attempts to measure the effectiveness of team building for residence hall staffs. The task now is to begin researching these factors. Subsequent team building at other colleges and universities would provide additional direction for the College Student Personnel administrator interested in staff development in residence halls.

Team building: where does it go from here? Many skeptics will raise the question, "Isn't team building just another of the current fads in organization and management?" After all in the last fifteen years we have seen MBO, Motivation-Hygiene, OD, T/A, Theory X and Y, The Managerial Grid, T-groups, Gestalt Therapy, and on and on. Will team building end up like the rest? Hopefully yes. All of those cited above have now found their appropriate place in the body of literature, training, and education for new managers (Dyer, 1977, p. 137).

Team building will probably have such a future. Probably it will be built into the management practices of organizations to such a degree that managers will just take it as a matter of fact that one of their responsibilities is to ensure cohesion, collaboration, and joint planning and decision making as needed. For administrators of College Student Personnel, the realization is needed that staff development is just as crucial as staff training. For residence hall staff members to be effective with their residents and the hall, they must be effective as work group members.

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APPENDIX A

UNIVERSITY OF KANSAS RESIDENCE HALL GOALS
(As Developed By The Office Of Residential Programs)

DIVISION OF STUDENT AFFAIRS
STATEMENT OF MISSION AND GOALS

Mission

The Division of Student Affairs is central to the University's mission of assisting students in their intellectual, physical, emotional, social and moral development. It derives its mission from the objectives of the University.

Students seek self-development, the pursuit of their interests and the development of their talents so that they might live fuller lives and so that they may be prepared to engage in occupations of their choosing. Hence, the University includes among its objectives the intellectual and cultural development of students, the opportunity for students to choose from a wide variety of programs in a broad spectrum of fields and the preparation of students to occupy positions in society and in business, industry and the professions.

Society seeks a cultivated and trained citizenry, knowledgeable of its heritage and able to sustain a democratic government, as well as young people trained to occupy the positions it has available in its various fields of endeavor and walks of life. These in turn become objectives of the University.

The Divisions of Student Affairs is responsible for the quality of the informal learning environment that students experience in the university community which includes the design and implementation of programs and services that enhance the formal academic mission of the University. Its functions are both administrative and educational and include:

Meeting basic needs such as housing, food service, and medical assistance.

Providing essential services such as financial assistance, academic registrations and skill improvement.

The promotion of a healthy environment on campus by caring for psychological and developmental needs through counseling and advising.

¹The University of Kansas. Statement of Institutional Mission and Objectives. p. 3.

Augmenting the academic experience through the provisions of productive recreational, cultural and social activities.

The primary concern of the Division of Student Affairs is the student. The very nature of student services fosters this focus on the individual. In cooperative efforts with students, faculty and other staff members, it endeavors to provide the atmosphere and humane relationships that will give all students an equal opportunity to realize their potential as individuals and as enlightened and responsible members of society.

The mission of the Division of Student Affairs is the enrollment and retention of students, their welfare, and their development. Implicit in this mission is the need to remain cognizant of changing interests and needs of students, to identify current and future needs of students, to consult with faculty, staff and students on matters related to student development, and to adapt its programs appropriately to assist students in maximizing their potential for human development while affiliated with the University of Kansas.

Goals

I. Student Services

1. To offer services that will enable students to meet their physical needs.
2. To offer services for students that will enhance their ability to meet their psychological and developmental needs.
3. To offer services for groups of students with unique needs.

II. Student Environment

4. To provide a positive and healthy residential and institutional environment through a balanced and diversified program of social, cultural, and recreational activities.
5. To promote equity in educational opportunity for students.

6. To promote student identification with the University through participation in community and governance activities.

III. Student Enrollment and Retention

7. To provide full and complete information about the University's programs and services to new and prospective students.
8. To identify and promote institutional factors which contribute to student retention.
9. To provide students with the necessary support services to realize successfully their academic objectives.

IV. Student Development

10. To assist students in developing and realizing their personal, academic, and career goals through participation in growth-enhancing activities.
11. To assist students in examining and developing their beliefs and values.
12. To assist students in understanding their rights, opportunities, and responsibilities.

OFFICE OF RESIDENTIAL PROGRAMS

Goals and Objectives

(as coordinated with thoses of the Division of Student Affairs)

I. Student Services

1. To offer services that will enable students to meet their physical needs. To meet the housing needs of students in the residence-scholarship hall system,..., and in various off-campus housing units.
2. To offer services for students that will enhance their ability to meet their psychological and developmental needs. To develop educational programs that will assist residence hall students in their growth toward maturity.
3. To offer services for groups of students with unique needs. To assist student groups with unique needs within the residence halls to personal and educational areas.

II. Student Environment

4. To provide a positive and healthy residential and institutional environment through a balanced and diversified program of social, cultural and recreational activities. To promote residence hall students' awareness of themselves through growth

enhancing activities. To provide opportunities for residence hall students to plan and participate in programs of academic and cultural enrichment.

5. To promote equity in educational opportunity for students. To promote equity in housing opportunities for all students.
6. To promote student identification with the University through participation in community and governance activities. To encourage students to identify with their residence halls by developing programs which provide opportunities for leadership development.

III. Student Enrollment and Retention

7. To provide full and complete information about the University's programs and services to new and prospective students. To provide prospective students with information and programs orienting them to residence hall living.

IV. Student Development

8. To assist students in examining and developing their beliefs and values. To enhance residence hall students' awareness of themselves through programs focusing on their beliefs and values.

APPENDIX B
TEAM-REVIEW QUESTIONNAIRE

Improving Work Groups: A Practical Manual for Team Building

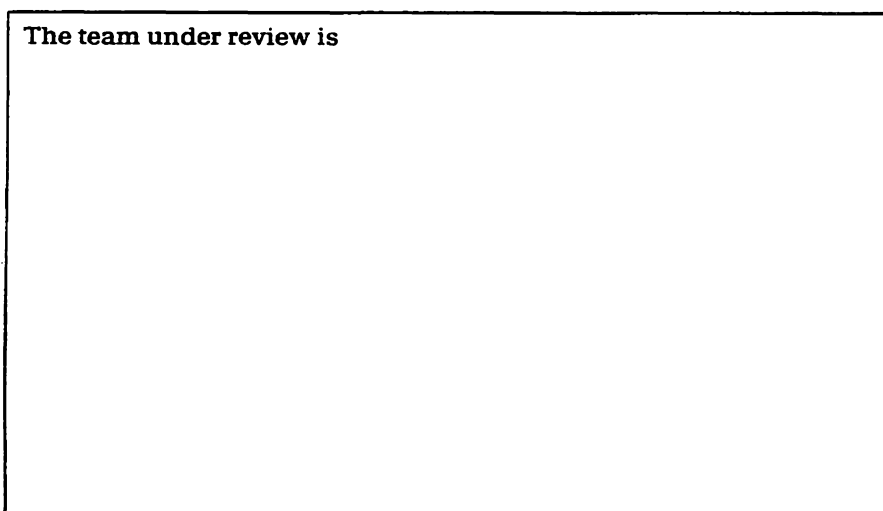
THE TEAM-REVIEW QUESTIONNAIRE

Instructions

PART 1

Write in the following space a precise definition of the team under review. Either write the names of all those included or a designation that is unmistakable.

The team under review is



PART 2

You will find 108 statements listed below. Think about each statement in relation to the identified team. Use the Team-Review Questionnaire Answer Sheet to respond to the statements. If you feel that a statement is broadly true, mark an *X* on the appropriate number in the answer sheet grid. If you feel that a statement is not broadly true, then leave that number blank.

Work methodically through the questionnaire, answering each question. There may be times when you find it difficult to answer a particular question but come to the best answer you can. It might be useful to note in the margin the numbers of these difficult questions.

Remember that the quality of the result is directly related to your own openness when answering the questions. This is not meant to be a scientific survey, but rather it serves as a tool to provoke thought and discussion.

The Team-Review Questionnaire

1. The team's manager and members spend little time in clarifying what they expect and need from one another.
2. The work of the team would improve if members upgraded their technical qualifications.
3. Most of the members feel that the aims of the team are hardly worthwhile.
4. People in this team often are not really frank and open with each other.
5. The objectives of our team are not really clear.
6. Team members are unsure about the team's contribution to the wider organization.
7. We rarely achieve much progress in team meetings.
8. The objectives of some individual team members do not gel with those of other members.
9. When team members are criticized, they often feel that they have lost face.
10. New members often are just left to find their own place in the team.
11. Not many new ideas are generated by the team.
12. Conflicts between our team and other groups are quite common.
13. The team manager rarely tolerates leadership efforts by other team members.
14. Some team members are unable to handle the current requirements of their work.
15. Team members are not really committed to the success of the team.
16. In group discussion, team members often hide their real motives.
17. In practice, the team rarely achieves its objectives.
18. Our team's contribution is not clearly understood by other parts of the organization.
19. When the team is having a meeting, we do not listen to each other.
20. Team members are uncertain about their individual roles in relation to the team.
21. Members often restrain their critical remarks to avoid "rocking the boat."
22. The potential of some team members is not being developed.
23. Team members are wary about suggesting new ideas.

Improving Work Groups: A Practical Manual for Team Building

24. Our team does not have constructive relationships with some of the other teams within the organization.
25. Team members are uncertain where they stand with the team manager.
26. Our mix of skills is inappropriate to the work we are doing.
27. I do not feel a strong sense of belonging to the team.
28. It would be helpful if the team could have "clear-the-air" sessions more often.
29. In practice, low levels of achievement are accepted.
30. If the team were disbanded, the organization would not feel the loss.
31. The team meetings often seem to lack a methodical approach.
32. There is no regular review of individual objectives and priorities.
33. The team is not good at learning from its mistakes.
34. Team members tend not to show initiative in keeping up-to-date or in developing themselves.
35. We have the reputation of being stick-in-the-muds.
36. The team does not respond sufficiently to the needs of other teams in the organization.
37. The team manager gets little information about how the team sees his performance.
38. People outside the team consider us as unqualified to meet work requirements.
39. I am not prepared to put myself out for the team.
40. Important issues often are "swept under the carpet" and not worked through.
41. Individuals are given few incentives to stretch themselves.
42. There is confusion between the work of this team and the work of others.
43. Team members rarely plan or prepare for meetings.
44. If team members are missing, their work just does not get done.
45. Attempts to review events critically are seen as negative and harmful.
46. Little time and effort is spent on individual development and training.
47. This team seldom innovates anything.

The Team-Review Questionnaire

48. We do not actively seek to develop our working relationships with other teams.
49. The team would get better quality decisions if the team members took the initiative.
50. The team's total level of ability is too low.
51. Some team members find it difficult to commit themselves to doing the job well.
52. There is too much stress placed on conformity.
53. Energy is absorbed in unproductive ways and does not go into getting results.
54. The role of our team is not clearly identified within the organization.
55. The team does not set aside time to consider and review how it tackles problems.
56. Much improvement is needed in communication between team members.
57. We would benefit from an impartial assessment of how we work.
58. Most team members have been trained only in their technical discipline.
59. Good ideas seem to get lost.
60. Some significant mistakes would have been avoided if we had better communication with other teams.
61. The team manager often makes decisions without talking them through with the team.
62. We need an input of new knowledge and skills to make the team complete.
63. I wish I could feel more motivated by working in this team.
64. Differences between team members rarely are properly worked through.
65. No time is devoted to questioning whether our efforts have been worthwhile.
66. We do not have an adequate way to establish our team's objectives and strategy.
67. We often seem to get bogged down when a difficult problem is being discussed in team meetings.
68. The team does not have adequate administrative resources and procedures.

Improving Work Groups: A Practical Manual for Team Building

69. We lack the skills to review our effectiveness constructively.
70. The team does not take steps to develop its members.
71. New ideas from outside the team seldom are accepted.
72. In this organization, teams and departments tend to compete rather than collaborate.
73. The team manager does not adapt his style to changing circumstances.
74. New people coming into the team sometimes lack the necessary qualifications.
75. No one is trying hard to make this a winning team.
76. Individuals in this team do not really get to know each other as people.
77. We seem more concerned about giving a good appearance than achieving results.
78. The organization does not use the vision and skills that the team has to offer.
79. We have team meetings, but do not properly examine their purpose.
80. We function in rather a rigid manner and are not sufficiently flexible in using team resources.
81. Performance would improve if constructive criticism were encouraged.
82. Individuals who are retiring or uncertain often are overridden.
83. It would be fair to say that the team has little vision.
84. Some of the other teams/departments seem to have a low opinion of us.
85. The team manager is not sufficiently sensitive to the different needs of each member.
86. Some team members are not adapting to the needs of the team, despite efforts to help them.
87. If a team member gets into difficulties, he usually is left to cope with them by himself.
88. There are cliques and political maneuvering in the team.
89. Nothing that we do could be described as excellent.
90. The team's objectives have not been systematically related to the objectives of the whole organization.

The Team-Review Questionnaire

91. Decisions made at meetings are not properly recorded or activated.
92. Team members could collaborate much more if they examined the possibilities of doing so on a person-by-person basis.
93. Little time is spent on reviewing what the team does, how it works, and how to improve it.
94. A person who questions the established practices in the team probably will be smartly put back in place.
95. Only a few members suggest new ideas.
96. We do not get to know the people working in other teams in the organization.
97. I do not know whether our team is adequately represented at higher levels.
98. Some team members need considerable development to do their work effectively.
99. Team members are committed to individual goals at the expense of the team.
100. Disagreements between team members are seldom worked through thoroughly and individual viewpoints are not fully heard.
101. We often fail to finish things satisfactorily.
102. We do not work within clear strategic guidelines.
103. Our meetings do not properly resolve all the issues that should be dealt with.
104. We do not examine how the team spends its time and energy.
105. We make resolutions but, basically, we don't learn from our mistakes.
106. Individuals are not encouraged to go outside the team to widen their personal knowledge and skills.
107. Creative ideas often are not followed through to definite action.
108. If we worked better with other teams, it would help us all to be more effective.

*Improving Work Groups: A Practical Manual for Team Building***TEAM-REVIEW QUESTIONNAIRE ANSWER SHEET**

- Follow the instructions at the beginning of the questionnaire.
- In the grid shown here there are 108 squares, each one numbered to correspond to the statements on the questionnaire.
- If you think a statement is broadly true about your team, mark an *X* through the square. If you feel a statement is not broadly true, then leave the square blank.
- Fill in the top line first, working from left to right; then fill in the second line, etc.
- Be careful to respond to each statement, but mark an asterisk next to the numbers of statements that you find especially significant or difficult to answer. These can be explored later.

Answer Grid

| | | | | | | | | | | | |
|--------|----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |
| 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 |
| 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 |
| 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 |
| 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 |
| Totals | | | | | | | | | | | |
| I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |

Please do not turn the page until you have completed answering all the questions. When you have responded to all 108 statements, total the number of *X*'s in each vertical column, write the total in the space shown at the bottom of the column, then turn to the next page.

*The Team-Review Questionnaire***TEAM-REVIEW QUESTIONNAIRE INTERPRETATION SHEET**

When you have totaled all the X's in each of the twelve vertical columns of the Answer Grid, copy these totals next to the appropriate Roman numerals on the chart shown here.

| | Your Score | Your Ranking | Team Average | Team Ranking | |
|------|------------|--------------|--------------|--------------|--------------------------------|
| I | | | | | Inappropriate Leadership |
| II | | | | | Unqualified Membership |
| III | | | | | Insufficient Group Commitment |
| IV | | | | | Unconstructive Climate |
| V | | | | | Low Achievement Orientation |
| VI | | | | | Undeveloped Corporate Role |
| VII | | | | | Ineffective Work Methods |
| VIII | | | | | Inadequate Team Organization |
| IX | | | | | Soft Critiquing |
| X | | | | | Stunted Individual Development |
| XI | | | | | Lack of Creative Capacity |
| XII | | | | | Negative Intergroup Relations |

APPENDIX C
TEAM BUILDING ATTITUDE SURVEY

TEAM BUILDING ATTITUDE SURVEY

PRE-SURVEY

1. How confident are you that any real change will result from these meetings?

| 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|-----------------|---|--------------------|
| Not confident at all | | Some confidence | | High Confidence |

2. To what degree do you feel the people really want to be here and work on team-development issues?

| 1 | 2 | 3 | 4 | 5 |
|------------------------------------|---|-----------------------------------|---|--------------------------------|
| Don't really want to be here | | Some interest in being here | | High interest in being here |

3. How willing do you think people are to actually make changes that may be suggested?

| 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---------------------|---|---------------------------|
| Will be un- willing to change | | Some willingness | | Very willing to change |

4. How willing do you think you and others will be to express real feelings and concerns?

| 1 | 2 | 3 | 4 | 5 |
|---------------------|---|-------------------------------|---|-----------------|
| Not very willing | | Some degree of willingness | | Very willing |

TEAM BUILDING ATTITUDE SURVEY

POST-SURVEY

1. How confident are you that any real change has resulted from these meetings?

| 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|-----------------|---|--------------------|
| Not confident at all | | Some confidence | | High confidence |

2. To what degree do you feel that people really wanted to be here and work on team-development issues?

| 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|------------------|---|--------------------------------|
| Didn't really want to be here | | Some interest | | High interest in being here |

3. How willing do you think people were to actually make changes that were suggested?

| 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---|-----------------------------------|---|---------------------------|
| Were unwilling to change | | Some willingness to change- | | Very willing to change |

4. How willing to you think you and others were to express real feelings and concerns?

| 1 | 2 | 3 | 4 | 5 |
|---------------------|---|-------------------------------|---|-----------------|
| Not very willing | | Some degree of willingness | | Very willing |

APPENDIX D

THE TEAM BUILDING PROGRAM
(McCollum, Ellsworth, Lewis, J.R.P. and G.S.P.-Corbin Halls)

McCOLLUM HALL TEAM BUILDING PROGRAM

McCollum Hall has 900 residents, is coed and had a staff of 15 members. The staff participated in a regular team building program consisting of eight- one hour sessions every week. Beginning on October 13, 1980, we met weekly on Mondays from 6:30 to 7:30 pm. The program is outlined below. Supplemental handouts are on the following pages.

WEEK 1

This was a short orientation session where the Resident Director introduced the researcher. The researcher defined her role and also elaborated on the upcoming team building program. Individual staff responsibility and commitment were key issues discussed. A consensus vote was taken to decide that the group would commit themselves to the team building program.

WEEK 2

The Team-Review Questionnaire was distributed, scored and analyzed. A discussion of the results followed. The staff then decided on which three variables they wanted to focus on: organization, commitment, and critiquing.

WEEK 3

The Attitude Survey was distributed. The focus of this session was on establishing climate through problem-solving. The staff was broken up into groups of two and three. For ten minutes each, the small groups brainstormed about the three blockage areas using the following problem-solving format: problem, cause of problem, results of problem, possible solution, and action steps. A discussion followed. (See Supplement A-1 for results of exercise.)

WEEK 4

This session focused on organization. The results from the problem-solving exercise concerning organization were shared. A discussion resulted. Then the staff participated in an exercise labeled "Team's Mission Sheet." (See Supplemental A-2 for copy.) A group consensus provided a final mission statement for the group.

WEEK 5

This session focused on commitment. The results from the problem-solving exercise concerning commitment were shared. A discussion resulted. Then the staff participated in an exercise labeled "Commitment Chart." (See Supplemental A-3 for copy.) Each individual shared their interpretation and expectations about various levels of group commitment.

WEEK 6

This session focused on critiquing. The results from the problem-solving exercise concerning critiquing were shared. The researcher then gave a mini-presentation on how to critique using a handout labeled "Giving Feedback Statement Sheet." (See Supplement A-4 for copy.) A discussion resulted. Then the staff participated in an exercise labeled "Like and Don't Like Sheet." (See Supplement A-5 for copy.) Each staff member shared their likes and dislikes concerning the group on both the task and interpersonal levels.

WEEK 7

This was the action-planning session. The purpose was to design both individual and group plans to strengthen the blockages of organization, commitment, and critiquing. A plan was developed and each member signed the contract to commit themselves to the accomplishment

of the designed plan. (See Supplement A-6 for McCollum action-plan.)

WEEK 8

This session was the evaluative session. The post Attitude Survey was given as well as the Team-Review Questionnaire. A final discussion was held discussing the merits of the team-building program.

A - 1

Small Group Feedback

ORGANIZATION

Problem:

1. roles not understood
2. channels of communication unknown
3. lack of experience
4. "too many fingers in too many pies"
5. don't know where to start
6. people not willing to devote time and energy
7. disorganized during emergencies
8. lack of necessary technical knowledge
9. too much of "individualism" - lack of group "focus"
10. not feeling comfortable with certain staff members

Causes of Problem:

1. the large number of people involved in planning
2. trouble with setting priorities
3. lack of commitment
4. insecurity (uncertainty) about roles and what should be achieved
5. uncertainty about hall-wide roles
6. not enough time together
7. people making decisions independently after plans were set as a group
8. bad and/or lack of communication
9. time is scarce to get together
10. unaware of amount of planning necessary
11. procrastination
12. lack of experience and practice in these matters
13. lack of clearly defined goals

Results of Problem:

1. have to have last minute decisions can't get full potential
2. all gets piled onto one person (breeds resentment)
3. lack of commitment
4. communication channels break down
5. lack of general information for all
6. effectiveness of group falls apart
7. residents suffer
8. hall staff gets bad reviews from ORP
9. confusion
10. chaos
11. ineffective procedures
12. lack of real results (programs, etc.)
13. goals distorted

Possible Solutions:

1. clear, direct communication
2. each member's role clearly defined
3. agendas, calendars, plan out what needs to be done
4. communicate via board or mail your need for help

5. work together
6. pool ideas first (start program planning later)
7. be consistent
8. clearly discuss available options - do not pass the buck
9. be neat
10. to do lists
11. prioritize
12. have more "open" discussion at staff meetings to let people know what's happening
13. set deadlines
14. work for more reinforcing times together

Action Steps:

1. clearly delegate responsibilities in functions - write them down
2. find limits of jurisdiction for RAs
3. know each other job descriptions
4. determine specific things each individual will be responsible for - reach closure on individual tasks
5. get together, at ease - to gain rapport
6. make sure everyone knows what you are doing
7. create a feeling among residents that the staff is organized
8. use bulletin board
9. learn to care about things - what's going on is important
10. read the log book

COMMITMENT

Problem:

1. lack of time and energy
2. misinformation
3. lack of support among staff
4. too wrapped up in one's own projects
5. difference in attitudes between new and old staff members
6. insecurity about how well I'm doing my job
7. tardiness/absenteeism
8. unwillingness to help
9. unwillingness to involve other staff
10. unsupportive attitudes
11. invisibility
12. "My idea/solution is best" - lack of commitment to the method decided upon as a group
13. group/public response is really different than what you really feel/think
14. lack of role-identification
15. lack of motivation
16. overworked
17. laziness - lack of energy
18. feeling left out
19. lack of feeling comfortable with certain staff members

Causes of Problem:

1. academic pressures
2. extracurricular activities and interests
3. too much to do, so do a half-baked job on everything
4. self interests (my programs are more important than someone elses)
5. lack of interdependence
6. personal problems
7. uncertainty about value of contribution
8. accepting responsibility when you do not agree with what you are doing
9. avoidance of tasks/problems at times when the individual is burnt-out
10. lack of priorities (evaluating) self vs. group needs
11. simple lack of interest
12. apathy
13. no personal investment
14. burn out
15. people are unorganized - can't budget time

Results of Problem:

1. a few people do all the work
2. programming likely to fail
3. hurt feelings
4. people will feel left out in later programs
5. no organization
6. feel disgusted have to "bother" - keep after someone always to do their part
7. start to feel like you are alone

8. loss of enthusiasm
9. bad mouthing and rumors
10. drop in self esteem
11. inefficient programming
12. residents suffer
13. hostility abounds
14. affects relationships in general
15. negative intr-group relations
16. lack of unity and cohesiveness

Possible Solutions:

1. everybody attends all programs
2. everyone follows through with plans
3. showing support to each member verbally
4. need to offer to help as well as verbally support
5. talk each other's program up on wing meetings
6. be optimistic that programs will be good
7. listen to each others ideas
8. time management
9. create enthusiasm
10. include everyone in social get-togethers
11. re-analyze your reasons for being on the staff
12. figure out group goals
13. have more social get-togethers within staff to promote sense of closeness
14. have positive attitude about changing

Action Steps:

1. to on time to staff meetings
2. attend other RAs functions whenever possible
3. show interest in program that are upcoming
4. "talk up" everyone elses programs with residents
5. show interest in other staff members activities
6. don't commit yourself to help if you can't
7. get together socially
8. empathy to the problems the other person is going through
9. generate a positive attitude
10. budget time more carefully so you can work with/attend some programs
11. say "thank you" - acknowledge efforts of others

CRITIQUING

Problem:

1. lack of interpersonal skills and confidence in being able to express criticism
2. lack of empathy
3. lack of listening skills
4. people unwilling to stick out their necks or make waves
5. don't notice problems or don't consider it really important
6. insecurity about self
7. don't do it
8. defensiveness
9. not want 'post humous' critiquing
10. attempt to rationalize, defend own method.reasons rather than really listening to critique
11. do not want to invest the time in dealing with a problem
12. personality conflicts
13. not knowing how to say it
14. might be misplacing frustrations onto them

Causes of Problem:

1. don't know each other well enough
2. don't see each other often enough
3. not totally informed
4. fear of hurting feelings
5. not knowing how to constructively criticize
6. not seeing oneself as equal to others
7. afraid of what they'll say about you later
8. not knowing how to take criticism
9. don't know if your critique is valid
10. you don't know the 'whole story' so you don't want to say anything
11. afraid because of who they are - age, sex, nationality, position
12. don't know how to approach person to begin critique
13. fear of rejection/or creating a larger problem
14. let problem fo to far before approaching it

Results of Problem:

1. not talking to the person
2. it is hard to take criticism
3. problem keeps going on
4. no feedback to do it right
5. hurt feelings (bad critiquing)
6. feelings kept inside leads to frustration
7. apathy
8. damage to self effects many aspects of personal life
9. don't correct problems so you may have to keep repeating same ones
10. bad thoughts in general
11. no change or growth
12. hidden agendas lead to disunity
13. uncomfortableness with other members

Possible Solutions:

1. create comfort with whole group - get to know one another better

2. never hesitate to say what one thinks
3. must be constructive criticism
4. must be relevant criticism
5. have bull sessions
6. have staff formally evaluate each other
7. write notes to one another

Action Steps:

1. encourage open and honest feedback
2. allow time in staff meetings for evaluation of group
3. meet individually with one another
4. get together more often
5. provide feedback regarding programs
6. encourage feedback from others
7. use critiquing in a timely fashion
8. make sure your criticism is founded - don't rely on heresay

A - 2
TEAM'S MISSION SHEET

The major reasons for the existence of this team are to achieve the following: (talk in terms of roles, goals, expectations, responsibilities)

INDIVIDUAL OBJECTIVE SHEET

Over the next (three months, six months, nine months, as appropriate)
I wish to achieve the following in my work:

| STATEMENT OF DESIRED ACHIEVEMENT | BY WHAT DATE | HOW I WILL KNOW I HAVE SUCCEEDED | PART OF TEAM'S MISSION IT RELATES TO |
|--|-----------------|--|--|
|--|-----------------|--|--|

1.

2.

3.

4.

A - 3

COMMITMENT CHART

Instructions: This Commitment Chart lists a number of factors that may affect a member's positive or negative feelings of commitment towards the team and its work. These may be regarded as forces working for or against a satisfactory level of communication.

1. Review the commitment statements listed below and mark any items that you think are relevant to you.
2. At the end of the list, write (and number) any additional factors that you feel are affecting your level of commitment to the team.
3. Enter in the "Forces Affecting The Commitment of the Team" columns the numbers of the factors you have identified as relevant. Forces identified as contributing to high commitment should be entered on the right side of the center line, and those contributing to a lack of commitment should be entered on the left.

COMMITMENT STATEMENTS:

1. Your identification with the whole team
2. Your belief in the team's aim
3. The ability of the team to produce in accordance with these aims
4. The team's support for individuals
5. The time and energy spent in developing the team
6. Clarity about what the team is trying to achieve
7. Feedback and approval among team members
8. Feedback and approval from the rest of the organization
9. Identification of worthwhile role in the wider organization

Add any other factors relevant to your team:

FORCES AFFECTING THE COMMITMENT OF THE TEAM:

Low Commitment

High Commitment

| Low Commitment | High Commitment |
|----------------|-----------------|
| | |

1. Giving Feedback

GIVING FEEDBACK STATEMENT SHEET

Useful feedback is:

1. *Given with Care.* To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback—to want to help, not hurt the other person.
2. *Given with Attention.* It is important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.
3. *Invited by the Recipient.* Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines; and it also gives the receiver an opportunity to identify and explore particular areas of concern.
4. *Directly Expressed.* Good feedback is specific and deals clearly with particular incidents and behavior. Pussy-footing or making vague and wooly statements is of little value. The most useful help is direct, open, and concrete.
5. *Fully Expressed.* Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of his behavior.
6. *Uncluttered by Evaluative Judgments.* Often it is helpful not to give feedback composed of judgments or evaluations. If you wish to offer judgments, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.
7. *Well Timed.* The most useful feedback is given when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in his mind. Storing comments can lead to a build-up of recriminations and reduces the effectiveness of feedback when it is finally given.
8. *Readily Actionable.* The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.
9. *Checked and Clarified.* If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.

A - 5
LIKE AND DON'T LIKE SHEET

What I like about this team is:

1.

2.

3.

4.

5.

What I don't like about this team is:

1.

2.

3.

4.

5.

A - 6
McCOLLUM HALL STAFF
Team Building 1980-81
Action-Planning

Team Plan:

ORGANIZATION

1. Programming Meeting with the purpose of working on organization, pre-planning, specific concerns, deadlines. (December 1)
2. Learn to develop and follow through with individual agenda (deadlines) for programs. Carol will provide a model.
3. Four-hour training meeting: discuss, clarify, develop role expectations, relationships, plan semester's programming. Specific questions regarding work expectations will be prepared individually in advance of the meeting. (Spring orientation week)

COMMITMENT AND CRITIQUING

1. Explore, develop, resolve: insecurity, support for group, commitment to the group. (Spring orientation week)
2. Limit staff meetings to one hour and fifteen minutes - may negotiate for additional time.
 - a) Allow each staff member the opportunity to relate what problems s/he has dealt with, what programs s/he did or is planning, what concerns s/he has currently.
 - b) After the meeting has been adjourned, interested individuals may remain to discuss/share whatever.

ELLSWORTH HALL TEAM BUILDING PROGRAM

Ellsworth Hall has 750 residents, is coed and has a staff of 12 members. The staff participated in the marathon team-building program consisting of one - eight-hour session. This was held on Saturday, November 16, 1980. The program is outlined below. Supplemental hand-outs are on the following pages.

HOUR 1

This was a short orientation session where the Resident Director introduced the researcher. The researcher defined her role and also elaborated on the upcoming team building program. An agenda for the days activities was presented. Individual staff responsibility and commitment were the key issues discussed. A consensus vote was taken to decide that the group would commit themselves to the team-building program.

HOUR 2

The Team-Review Questionnaire was distributed, scored and analyzed. A discussion of the results followed. The staff then decided on which three variables they wanted to focus on: leadership, organization and critiquing.

HOUR 3

The Attitude Survey was distributed. The focus of this session was on establishing climate through problem-solving. The staff was broken up into groups of two and three. For ten minutes each, the small groups brainstormed about the three blockage areas using the following problem-solving format: problem, cause of problem, results of problem, possible solutions, and action steps. A discussion followed. (See Supplement B-1 for results.)

HOOR 4

This session focused on leadership. The results from the problem-solving exercise concerning leadership were shared. A discussion resulted. Then the staff participated in an exercise labeled "Leadership Style Profile." (See Supplement B-2 for copy.) Results of exercise were shared with the leader.

HOOR 5

This session focused on organization. The results from the problem-solving exercise concerning organization were shared. A discussion resulted. Then the staff participated in an exercise labeled "Team Communications." (See Supplement B-3 for copy.) Each individual shared their feelings and expectations about the lack of communication in the group.

HOOR 6

This session focused on critiquing. The results from the problem-solving exercise concerning critiquing were shared. The researcher then gave a mini-presentation on how to critique using a handout labeled "Giving Feedback Statement Sheet." (See Supplement B-4 for copy.) A discussion resulted. Then the staff participated in an exercise labeled "Like and Don't Like Sheet." (See Supplement B-5 for copy.) Each staff member shared their likes and dislikes concerning the group on both the task and interpersonal levels.

HOOR 7

This was the action-planning session. The purpose was to design both individual and group plans to strengthen the blockages or leadership, organization and critiquing. A plan was developed and each member signed the contract to commit themselves to the accomplishment of

the designed plan. (See Supplement B-6 for Ellsworth action-plan).

HOUR 8

This session was the evaluative session. The post Attitude Survey was given as well as the Team-Review Questionnaire. A final discussion was held discussing the merits of the team building program.

B - 1
Small Group Feedback

LEADERSHIP

Problem:

1. more team input into policy changes
2. staff fears opposing leader
3. staff doesn't know where they stand individually with leader
4. differing priorities between staff and leader
5. it seems that leader feels obligated to place herself apart from rest of staff in order to maintain a "professional" atmosphere
6. lack of communication
7. lack of diffusion of responsibility
8. roles aren't clear
9. personality conflicts
10. everyone thinks they know how it ought to be done
11. people aren't willing to understand what goes into being a leader
12. lack of honesty from everyone

Causes of Problem:

1. not understanding the leader's feelings towards us as individuals
2. leader not getting our feelings towards her
3. personality conflicts
4. priority differences
5. unwillingness of leader to adapt to new situation or personalities
6. unwillingness of leader to make changes
7. unwillingness to relinquish power to subordinates
8. leaders feel they have total responsibility
9. not knowing how to critique or understanding of critiquing
10. staff unwillingness to understand what goes into leadership
11. lack of time commitment
12. power play for leadership roles

Results of Problem:

1. loss of respect for leader
2. loss of direction
3. splintering of the team
4. a lot of politics going on
5. lack of feeling of leadership role
6. fear of going to leader with problems because you know you probably won't be backed up
7. lack of commitment to the job
8. problem with organization, climate
9. negative attitude toward job
10. lack of shared decision making leads to credibility loss with residents
11. actions of leader result in hurt feelings and bad working relationships
12. inability to understand leader's feelings, needs, and personal perceptions and vice versa

Possible Solutions:

1. leader should trust members of the staff to handle change
2. much more communication
3. explanation/definitions
4. clearer definition of ARD role
5. time commitment to being at staff meetings
6. sharing decision making when appropriate
- more freedom and respect for individual and staff judgement
7. more confidence in staff and its abilities to be held by manager
9. manager backs up staff member when staff member makes decisions rather than manager contradicting staff member
10. more autonomy and power for staff members in making administrative and disciplinary decisions on individual floors
11. acceptance of outside ideas that could improve Ellsworth
12. understanding on the part of the staff that the leader has a personal life to lead too

Action Steps:

1. setting up more individual meetings
2. time commitment from everyone
3. explanation why/how decisions are made at staff meetings
4. call special meetings when needed
5. opportunity for open constructive criticism of leader's actions and policies without fear of bad or negative feelings
6. establish a more friendship status with staff
7. if manager has specific ideas of roles for each staff member, have manager communicate this to members immediately
8. set aside time for periods when staff can be real informal with manager and times when staff should be professional with manager
9. more sharing of personal parts of each others lives if each person is willing and feels comfortable
10. more team communication in supportive roles

ORGANIZATION

Problem:

1. lack of communication of new policies
2. poor working relationship with desk and security
3. not sure of role distinction between RA and ARD
4. Lack of consistency between staff in relations to policies
5. lack of communication in specific policy changes from senior staff to RA
6. consistent lack of input allowed by senior staff in policy-making
7. misinterpretation of job responsibilities
8. have little way to check up on security monitors at night
9. takes too long to fire bad DAs and SMs
10. don't understand where one sits with staff
11. personality conflicts
12. role distinction of RAs and residents
13. lack of time commitment from everyone

Causes of Problem:

1. not knowing the impact of our output
2. varying degrees of dedication to the job
3. differing interpretations of the job role and responsibilities
4. lack of administrative support in the system
5. lack of dedication
6. unwillingness to adapt
7. unwillingness to express new ideas
8. tunnel vision instead of global effect
9. lack of time commitment (e.g., watching watch at staff meetings)
10. hesitancy to share certain problems

Results of Problem:

1. ideas aren't followed through
2. team does not perform to total capacity
3. uneven and unfair distribution of workload
4. members of the team do not perform responsibly
5. less motivation toward job
6. problems with critiquing and leadership
7. lost
8. not knowing one's role
9. misunderstanding of team members
10. friction between desk/security and RAs
11. friction between RAs and ARDs

Possible Solutions:

1. more definition of relationships between members of our group
2. conscientiousness toward living up to responsibilities
3. clearer definition of ARD role
4. more commitment between members
5. more time commitment
6. removing vagueness or "other" from job descriptions
7. more willingness on the part of all the staff to stick their necks out for each other and to respect and defend a decision a staff member chooses to make

8. accept the fact that there are going to be problems

Action Step:

1. 15 mins. to talk about support/organization with the group
2. time commitment from everyone
3. discuss hypothetical problem and how it relates to organization
4. job description clarified
5. meeting with DAs and SMs
6. constantly critiquing policies and changing when needed
7. more consideration of each staff member when passing information
8. review some policies
9. ORP should give an accurate picture of the job

CRITIQUING

Problem:

1. lack of positive constructive criticism
2. we do nice jobs too, need positive reinforcement
3. not wanting to ruin interpersonal relationship
4. no guts to help others improve in the long run if hurt is caused in the short term
5. no guts to accept criticism
6. atmosphere and pervasive feeling that an individual attitude or action isn't important enough to warrant criticizing another team member
7. no opportunities to regularly critique other members in a one to one relationship
8. there is not any time commitment from anyone to critique
9. frustration from those who are committed and know how to get others committed
10. personality conflicts
11. lack of time commitment from everyone
12. lack of honesty from everyone

Causes of Problem:

1. fear of hurting people's feelings
2. fear of having your feelings hurt
3. don't care about criticizing others
4. no guts to criticize
5. no need to criticize
6. feeling that you have no right to criticize others about their job as a whole
7. how does one do it?
8. tunnel vision
9. lack of time commitment
10. will my criticism make a difference?

Results of Problem:

1. blockage of communication
2. talking behind people's backs
3. frustration and therefore poorer performance
4. hard feelings
5. not realizing your job strength and weakness
6. problem with shared leadership
7. lack of honesty
8. lack of caring attitude
9. repeating mistakes
10. loss of respect for one another
11. not knowing where one stands in his/her position
12. misperceptions of feelings between staff members

Possible Solutions:

1. more soft critiquing
2. respect helpful criticism
3. more interaction/more social interaction
4. no critiquing at staff meetings

5. one-on-one critiquing
6. time commitment
7. more commitment between members to tell what's on our mind
8. more time spent during workshop and class and staff meetings for staff-to-staff relationships instead of always staff-to-residents
9. "gripe" board in office to air constructive comments
10. make it "ok" to get upset at other staff members when there is proper cause; rather than everyone attempting to maintain a facade of team happiness and "no problem atmosphere"

Action Steps:

1. 15 min. exercise on hypothetical situation - role playing
2. setting up individual meetings with one another
3. time commitment from everyone
4. bull sessions at staff meetings
5. strong differentiation between staff relations and individual/personal relationships
6. less small group "cut-down" of various staff members and more open confrontation and discussion with each other
7. have everyone critique themselves and then use this self-critique as the basis for further critiquing between staff members
8. more job evaluation procedure

B - 2

*Improving Work Groups: A Practical Manual for Team Building***LEADERSHIP STYLE PROFILE**

Name _____

Instructions: Please give your candid opinion of the leader of this team by rating the leader's characteristics on the seven-point scales shown below. Circle the appropriate number on each scale to represent your evaluation. If you would like the leader to display more of a particular characteristic, circle the description of that characteristic.

| | | | | | | | | |
|--|---|---|---|---|---|---|---|--|
| Delegates in order to develop people | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Delegates only to get tasks performed |
| Spends time collecting ideas and contributions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Spends most time selling ideas and persuading people |
| Involves members in all decisions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Involves members in minor decisions |
| Values and uses the full contribution of all team members | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Has not fully explored team members' contributions |
| Gains support through well considered and respected values | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gains support from the team by position, status, and influence |
| Allows autonomy within the team | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Allows discussions but then makes the major decisions |
| Has a consistent, well-grounded approach | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Is swayed by argument and situational problems |
| Has clearly analyzed his role and negotiated it with the group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Tends to keep his problems private and finds it difficult to be open |

7. Defining Leadership Style: A Sharing Activity

| | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|---|
| Recognizes his accountability for team work but leaves responsibility within the team | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Believes that the work of the team is his sole responsibility |
| Encourages creativity | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Tends to cut off members' creative contributions |
| Is prepared to take risks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Prefers to play safe at work |
| Encourages feedback in order to adapt his operating style | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Has difficulty in asking for and accepting feedback |
| Values learning and looks for learning opportunities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Usually operates in the same way without reviewing the lessons learned |
| Creates psychological distance from the team | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Is part of the team |
| Is consistent in behavior towards team members | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Behavior toward team is variable and difficult to predict |

B - 3

TEAM COMMUNICATIONS

List three examples of communication malfunction in the team.

EXAMPLES

EFFECT IT HAD ON ME

1.

2.

3.

Reasons for communication malfunctions

1. Giving Feedback

GIVING FEEDBACK STATEMENT SHEET

Useful feedback is:

1. *Given with Care.* To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback—to want to help, not hurt the other person.
2. *Given with Attention.* It is important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.
3. *Invited by the Recipient.* Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines; and it also gives the receiver an opportunity to identify and explore particular areas of concern.
4. *Directly Expressed.* Good feedback is specific and deals clearly with particular incidents and behavior. Pussy-footing or making vague and wooly statements is of little value. The most useful help is direct, open, and concrete.
5. *Fully Expressed.* Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of his behavior.
6. *Uncluttered by Evaluative Judgments.* Often it is helpful not to give feedback composed of judgments or evaluations. If you wish to offer judgments, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.
7. *Well Timed.* The most useful feedback is given when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in his mind. Storing comments can lead to a build-up of recriminations and reduces the effectiveness of feedback when it is finally given.
8. *Readily Actionable.* The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.
9. *Checked and Clarified.* If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.

B - 5

LIKE AND DON'T LIKE SHEET

What I like about this team is:

1.

2.

3.

4.

5.

What I don't like about this team is:

1.

2.

3.

4.

5.

B - 6
ELLSWORTH HALL STAFF

Team Building 1980-81

Action-Planning

Team Plan:

ORGANIZATION

1. The log book will be used more so that there will be less communication failures and more information passing.
2. All staff members will be more conscientious about office procedures (e.g., blue slips, gun cabinet, file cabinet locked, room changes, etc.).
3. There will be a full student staff meeting to discuss roles, expectations and responsibilities.
4. Staff will meet with hall senate to discuss issues of importance to staff and hall in general.

CRITIQUING

1. Provide a "bull board" for various comments, frustrations, etc.
2. Each staff member pledged to be more open and honest with one another.
3. To help facilitate feedback and getting to know one another, the staff will have informal social get-togethers (dinner once a month).

LEADERSHIP

1. When necessary, the RD will hold an impromptu meeting or write a note to staff members to keep them informed.
2. When a decision has to be made, but can't wait until next staff meeting, the RD will post an input deadline and it is the responsibility of the staff to give Jane their feedback.
3. The RD will make a concerted attempt to provide better explanations for her decisions.
4. Each staff member will take the responsibility to ask "why" when uncertain about anything.

LEWIS HALL TEAM BUILDING PROGRAM

Lewis Hall has 350 female residents and has a staff of 8 members. The staff participated in a regular team-building program consisting of eight - one-hour sessions every week. Beginning on October 20, 1980, we met weekly on Mondays from 7:45 to 8:45 pm. The program is outlined below. Supplemental handouts are on the following pages.

WEEK 1

This was a short orientation session where the Resident Director introduced the researcher. The researcher defined her role and also elaborated on the upcoming team-building program. Individual staff responsibility and commitment were key issues discussed. A consensus vote was taken to decide that the group would commit themselves to the team-building program.

WEEK 2

The Team-Review Questionnaire was distributed, scored and analyzed. A discussion of the results followed. The staff then decided on which three variables they wanted to focus on: climate, critiquing, and commitment.

WEEK 3

The Attitude Survey was distributed. The focus of this session was on establishing climate through problem-solving. The staff was broken up into groups of two. For ten minutes each, the small groups brainstormed about the three blockage areas using the following problem-solving format: problem, cause of problem, results of problem, possible solutions, and action steps. A discussion followed. (See Supplement C-1 for results.)

WEEK 4

This session focused on climate. The results of the problem-solving exercise concerning climate were shared. A discussion resulted. Then the staff participated in an exercise labeled "Team-Climate Questionnaire." (See Supplement C-2 for copy.) A discussion was held on individual's interpretations and expectations concerning the team climate.

WEEK 5

This session focused on critiquing. The results from the problem-solving exercise concerning critiquing were shared. The researcher then gave a mini-presentation on how to critique using a handout labeled "Giving Feedback Statement Sheet." (See Supplement C-3 for a copy). A discussion resulted. Then the staff participated in an exercise labeled "Like and Don't Like Sheet." (See Supplement C-4 for a copy.) Each staff member shared their likes and dislikes concerning the group in terms of both task and interpersonal issues.

WEEK 6

This session focused on commitment. The results of the problem-solving exercise concerning commitment were shared. A discussion resulted. Then the staff participated in an exercise labeled "Commitment Chart." (See Supplement C-5 for a copy.) Each individual shared their interpretation and expectations about various levels of group commitment.

WEEK 7

This was the action-planning session. The purpose was to design both individual and group plans to strengthen the blockages of climate, critiquing, and commitment. A plan was developed and each member signed the contract to commit themselves to the accomplishment of the designed

plan. (See Supplement C-6 for the Lewis Hall action-plan.)

WEEK 8

This session was the evaluative session. The post Attitude Survey was given as well as the Team-Review Questionnaire. A final discussion was held on the merits of the team-building program.

C - 1
Small Group Feedback

CRITIQUING

Problem:

1. fear of revealing one's actions
2. don't review each other's actions; get cutoff before finished
3. underlying disagreement not explored
4. problem times turn out to be blunt and one-sided - no real satisfaction is obtained
5. always afraid to say what you really think
6. don't feel that people are comfortable disagreeing with each other

Cause of Problem:

1. atmosphere was not set for critiquing
2. not honest with true feelings
3. afraid of hurting someone else's feelings and causing tension
4. not enough time to work through conflict

Results of Problem:

1. nothing constructive results from critiquing
2. can't help each other honestly
3. can't get closer to one another
4. no communication, no help with problems, no results or growth - just survival through your problems
5. cannot get past superficial relationships

Possible Solution:

1. break down the barriers
2. seek feedback from each other and give it
3. have more informal get-togethers
4. we must learn to loosen up around each other - trust the other team members
5. have a "gripe" session

Action Steps:

1. set up ways on how we should go about critiquing someone
2. critiquing
3. research meetings - find out about what each other is going through, like a lot of tests, problems on floor, problems with oneself - be an outlet for each other
4. introduce exercises that may facilitate confrontation

CLIMATE

Problem:

1. lack of personal interaction between members
2. too much "hunkey-dorey" attitude - never hear the bad stuff
3. not honest with true feelings
4. we are several individuals who all heppen to work in the same place but we really don't work together
5. too much divergence to develop cohesiveness

Causes of Problem:

1. do not see much of each other
2. nobody says what's really bothering them out of fear of rocking the boat
3. our meetings are too much like we're just checking in to see that everything is going OK - we don't see below the surface
4. lack of honest communication
5. not enough common time to develop rapport to talk about things other than the hall

Results of Problem:

1. slightly uncomfortable
2. don't find out real problem and can't correct them
3. we can never help each other because we never find out about the problems
4. feel as if I'm "probing" when trying to find out what the problem is - frustrations in not knowing when I could help but can't tell where there's a problem

Possible Solution:

1. see each other more often
2. be open and honest
3. we have to learn to trust each other
4. do spontaneous things together - go on a weekend retreat

Action Steps:

1. plan various events where we can get together
2. honesty session
3. let each other know that we exist - we can be of great help to each other as well as for the residents on our floors
4. again I think the buddy system mentioned under organization is a possible idea
5. try to find specific times we could get together; put name on calendar if you have time free during the day (1-2 hrs.) and check calendar to see who else does also and try to get together

ORGANIZATION

Problem:

1. variation in procedures
2. don't know what's going on
3. lack of support
4. no real communication between team members
5. need clear cut procedures to avoid confusion

Causes of Problem:

1. different styles
2. no two-way communication - always downward
3. team members are only assured of seeing one another at staff meetings; other times we hardly ever see each other, so there is no way to know what is happening in the hall
4. need to have policies defined and implemented consistently
5. we don't spend enough time together

Results of Problem:

1. uneasiness
2. confusion and appearance of disorganization
3. no group effort
4. the only things we find out about are the things written in the log
5. confusion - lack of credibility, tension, etc.

Possible Solutions:

1. come to a compromise
2. use upward and downward communication
3. tell what's going on and why
4. find out who's who
5. really get to know each other and the personality each of us offers the hall
6. revise procedures to eliminate ambiguity

Action Steps:

1. consistent procedures
2. create policy/method allowing for knowledge of what's going on (and use already existing mechanisms)
3. have a good buddy system between staff members (help each other out during test time or other hard times)
4. we have to get together more often with each other
5. more social get togethers

Improving Work Groups: A Practical Manual for Team Building

Risk Taking. Do individuals feel that they can try new things, risk failure, and still get support? Does the team positively encourage people to extend themselves?

| | | | | | | | | |
|--|---|---|---|---|---|---|---|--|
| Risk taking in work not encouraged | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Experimentation and personal exploration are the norm |
|--|---|---|---|---|---|---|---|--|

Shared Values. Have team members worked through their own values with others? Is time spent on considering the cause (Why?) as well as the effect (What?)? Is there a fundamental set of values shared by team members?

| | | | | | | | | |
|------------------------------|---|---|---|---|---|---|---|---------------------------------|
| No basis of common values | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Large area of common ground. |
|------------------------------|---|---|---|---|---|---|---|---------------------------------|

Energy. Do team members put sufficient energy into working on relationships with others? Does team membership act as a stimulus and energizer to individuals?

| | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|--|
| High level of positive energy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Little energy directed toward team |
|----------------------------------|---|---|---|---|---|---|---|--|

1. Giving Feedback

GIVING FEEDBACK STATEMENT SHEET

Useful feedback is:

1. *Given with Care.* To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback—to want to help, not hurt the other person.
2. *Given with Attention.* It is important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.
3. *Invited by the Recipient.* Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines; and it also gives the receiver an opportunity to identify and explore particular areas of concern.
4. *Directly Expressed.* Good feedback is specific and deals clearly with particular incidents and behavior. Pussy-footing or making vague and wooly statements is of little value. The most useful help is direct, open, and concrete.
5. *Fully Expressed.* Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of his behavior.
6. *Uncluttered by Evaluative Judgments.* Often it is helpful not to give feedback composed of judgments or evaluations. If you wish to offer judgments, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.
7. *Well Timed.* The most useful feedback is given when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in his mind. Storing comments can lead to a build-up of recriminations and reduces the effectiveness of feedback when it is finally given.
8. *Readily Actionable.* The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.
9. *Checked and Clarified.* If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.

C - 4
LIKE AND DON'T LIKE SHEET

What I like about this team is:

1.

2.

3.

4.

5.

What I don't like about this team is:

1.

2.

3.

4.

5.

C - 5
COMMITMENT CHART

Instructions: This Commitment Chart lists a number of factors that may affect a member's positive or negative feelings of commitment towards the team and its work. These may be regarded as forces working for or against a satisfactory level of communication.

1. Review the commitment statements listed below and mark any items that you think are relevant to you.
2. At the end of the list, write (and number) any additional factors that you feel are affecting your level of commitment to the team.
3. Enter in the "Forces Affecting The Commitment of the Team" columns the numbers of the factors you have identified as relevant. Forces identified as contributing to high commitment should be entered on the right side of the center line, and those contributing to a lack of commitment should be entered on the left.

COMMITMENT STATEMENTS:

1. Your identification with the whole team
2. Your belief in the team's aim
3. The ability of the team to produce in accordance with these aims
4. The team's support for individuals
5. The time and energy spent in developing the team
6. Clarity about what the team is trying to achieve
7. Feedback and approval among team members
8. Feedback and approval from the rest of the organization
9. Identification of worthwhile role in the wider organization

Add any other factors relevant to your team:

FORCES AFFECTING THE COMMITMENT OF THE TEAM:

Low Commitment

High Commitment

| | |
|--|--|
| | |
|--|--|

C - 6

LEWIS HALL STAFF

Team Building 1980-81

Action-Planning.

Team Plan:

ORGANIZATION

1. To facilitate better communication, the RD will post the meeting agenda ahead of time. All staff members should feel free to add any agenda items.
2. All staff members are to be more conscientious about using the log book.
3. To help with communication malfunctions, Kathy will create RA reports.

CRITIQUING

1. To avoid gossip and backbiting, go to the staff member involved with the problem - eliminate the middle person.
2. Leave space in the log book so that staff members can give program feedback.
3. Make an effort to ask for feedback.

CLIMATE

1. Rather than have staff meetings in the RD's apartment all the time, rotate location of meetings so that all staff members will host meetings in their rooms.
2. Plan a staff Christmas "creation." Kathy and Geri will plan a meeting.
3. Plan a staff activity every month. Have two staff members every month plan the activity. Ann and Linda will do the first month.

J.R.P. HALL TEAM BUILDING PROGRAM

J.R.P. Hall has 350 male residents and has a staff of 7 members. The staff participated in a marathon team-building program consisting of one - eight-hour session. This was held on Saturday, December 7, 1980. The program is outlined below. Supplemental handouts are on the following pages.

HOOR 1

This was a short orientation session where the Resident Director instriduced the researcher. The researcher defined her role and also elaborated on the upcoming team-building program. Individual staff responsibility and commitment were key issues disucussed. A consensus vote was taken to decide that the group would commit themselves to the team building program.

HOOR 2

The Team-Review Questionnaire was distributed, scored, and analyzed. A discussion of the results followed. The staff then decided on which three variables they wanted to focus on: organization, work methods, and critiquing.

HOOR 3

The Attitude Survey was distributed. The focus of this session was on establishing climate through problem-solving. The staff was broken up into groups of two. For ten minutes each, the small groups brain-stormed about the three blockage areas using the following problem-solving format: problem, cause of problem, results of problem, possible solutions, and action steps. A discussion followed. (See Supplement D-1 for results.)

HOOR 4

This session focused on organization. The results of the problem-solving exercise concerning organization were shared. A discussion resulted. Then the staff participated in an exercise labeled "Team Communications." (See Supplement D-2 for a copy.) Each individual shared their feelings and expectations about the lack of communication in the group.

HOOR 5

This session focused on work methods. The results from the problem-solving exercise concerning work methods were shared. A discussion resulted. Then the staff participated in an exercise labeled "Meetings Questionnaire." (See Supplement D-3 for a copy.) A discussion was held concerning the way their staff meetings were run.

HOOR 6

This session focused on critiquing. The results from the problem-solving exercise concerning critiquing were shared. The researcher then gave a mini-presentation on how to critique using a handout labeled "Giving Feedback Statement Sheet." (See Supplement D-4 for a copy.) A discussion resulted. Then the staff participated in an exercise labeled "Like and Don't Like Sheet." (See Supplement D-5 for a copy.) Each staff member shared their likes and dislikes concerning the group in terms of task and interpersonal issues.

HOOR 7

This was the action-planning session. The purpose was to design both individual and group plans to strengthen the blockages of organization, work methods, and critiquing. A plan was developed and each member signed the contract to commit themselves to the accomplishment

of the designed plan. (See Supplement D-6 for the J.R.P. Hall's action-plan.)

HOUR 8

This session was the evaluative session. The post Attitude Survey was given as well as the Team-Review Questionnaire. A final discussion was held concerning the merits of the team-building program.

D - 1
Small Group Feedback

ORGANIZATION

Problem:

1. communication problems (what we've done, what we will do)
2. not all striving toward same goal - lack of goal clarification
3. lack consistent policies between staff members
4. too many outside interests
5. lack of efficiency
6. apathy - at times we lose interest in what's going on
7. lack of hall government communication

Causes of Problem:

1. lack of listening
2. too many tangents
3. lack of questioning
4. expectations - or uncertainty of expectations
5. not including everyone - one person doing too much
6. lack of initiative - don't follow through
7. poor communication with DAs and hall government
8. discussing things in too much of a general content, rather than getting specific

Results of Problem:

1. lack of organization
2. no clear communication with DAs
3. failure to communicate with Dennis and Mrs. K
4. failure of staffs to interrelate
5. residents can recognize inconsistencies between staff
6. ORP not notified of accomplishments

Possible Solutions:

1. spare time staff activity - nonbusiness (promote personal relations)
2. make J.R.P. coed
3. staff party or social gathering at least once a month
4. post changes of duty

Action Steps:

1. small file for excessive RA propaganda (more organization)
2. communicate so we can work to a more consistent goal
3. part of staff meetings with hall government representative to encourage staff/hall government relations
4. evaluations
5. meet with housing staff of the hall
6. meet with food staff of the hall

WORK METHODS

Problem:

1. we don't know how to deal with communication problems
2. not enough concrete communication (not writing things down)
3. lack of initiative - not getting things done
4. inconsistent policies between staffs
5. we need to identify problem and cause of problem rather than just talking about it
6. apathy - at times we all lose interest in what's going on
7. staff does not develop better work methods in residents (DAs)
8. clowning around - wasting time and efficiency
9. lack of follow up

Causes of Problem:

1. overlapping responsibility
2. lack of applying individual efforts
3. poor in efficiency and time management
4. lack of written communication
5. procrastination
6. not involving everyone in on decisions

Results of Problem:

1. ambiguity of role
2. confusion
3. duplicating efforts
4. work doesn't get done
5. residents can recognize inconsistencies between staff
6. don't know what needs to be done or what has already been done
7. programs fail or don't turn out well

Possible Solutions:

1. spare time staff activity - non business
2. staff parties together
3. trade staff with another hall
4. follow through with problems
5. do write ups promptly

Action Steps:

1. more effective written communication
2. brainstorming sessions
3. get whole staff to help with an RA's area of responsibility, like hall government advisor, food committee, etc.
4. meet with the housing staff
5. meet with the food staff
6. follow up things in Hallways to see if programs went well or to see what it is
7. take breaks away from the hall

CRITIQUING

Problem:

1. communication failure
2. positive and negative feedback is not encouraged enough
3. identify problem and causes of it rather than just talking about it
4. lack of communication both on the individual and group basis
5. overgeneralization of the staff and residents
6. ambiguity
7. don't know how to critique

Causes of Problem:

1. overlapping responsibility
2. procrastination - imposition on the other's time
3. lack of critiquing
4. ambiguity - where do we stand with each other
5. lack of discussion of programs, problems, etc.

Results of Problem:

1. tension
2. not knowing where we stand
3. work doesn't get done because of poor communication
4. miss out on a lot of good ideas
5. not knowing or being able to deal with problems effectively

Possible Solutions:

1. spare time staff activity to promote personal relations
2. bringing up alternative, possible improvements to projects
3. being to the point (blunt)
4. open up your mouths
5. progress evaluations once a month or so (also for DAs)

Action Steps:

1. spend time after programs to evaluate and discuss results (also with residents)
2. work with other staffs - promotes interactions and both staffs can obtain new ideas
3. evaluation
4. work with other staffs to help evaluate each other
5. get feedback from residents

D 2
TEAM COMMUNICATIONS

List three examples of communication malfunction in the team.

| <u>EXAMPLES</u> | <u>EFFECT IT HAD ON ME</u> |
|-----------------|----------------------------|
| 1. | |
| 2. | |
| 3. | |

Reasons for communication malfunctions

D - 3

*Improving Work Groups: A Practical Manual for Team Building***MEETINGS QUESTIONNAIRE**

Instructions: Read the three scored headings and use them to evaluate each statement. Choose one score (4, 2, or 0) that corresponds to your opinion of how the statement applies to your meetings. Write the score in the appropriate blank.

| SCORE: | 4 | 2 | 0 |
|---|---------------------------|------------------------|------------------------------|
| | True (Usually) | Some- times | Not True (Seldom) |
| 1. The purposes of our meetings are not defined. | _____ | _____ | _____ |
| 2. We do not decide what we want to achieve by the end of a meeting. | _____ | _____ | _____ |
| 3. People do not prepare sufficiently for our meetings. | _____ | _____ | _____ |
| 4. We seldom review our progress during meetings. | _____ | _____ | _____ |
| 5. We do not allocate meeting time well. | _____ | _____ | _____ |
| 6. Ideas and views often are lost or forgotten. | _____ | _____ | _____ |
| 7. We do not decide which agenda items have priority. | _____ | _____ | _____ |
| 8. We allocate equal amounts of time to trivia and important issues. | _____ | _____ | _____ |
| 9. We often are diverted from the matter at hand. | _____ | _____ | _____ |
| 10. People lose concentration and attention. | _____ | _____ | _____ |
| 11. Sometimes there are several meetings when there should be one. | _____ | _____ | _____ |
| 12. We do not review and confirm what has been agreed upon and how those decisions will be activated. | _____ | _____ | _____ |

1. *Giving Feedback*

GIVING FEEDBACK STATEMENT SHEET

Useful feedback is:

1. *Given with Care.* To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback—to want to help, not hurt the other person.
2. *Given with Attention.* It is important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.
3. *Invited by the Recipient.* Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines; and it also gives the receiver an opportunity to identify and explore particular areas of concern.
4. *Directly Expressed.* Good feedback is specific and deals clearly with particular incidents and behavior. Pussy-footing or making vague and wooly statements is of little value. The most useful help is direct, open, and concrete.
5. *Fully Expressed.* Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of his behavior.
6. *Uncluttered by Evaluative Judgments.* Often it is helpful not to give feedback composed of judgments or evaluations. If you wish to offer judgments, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.
7. *Well Timed.* The most useful feedback is given when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in his mind. Storing comments can lead to a build-up of recriminations and reduces the effectiveness of feedback when it is finally given.
8. *Readily Actionable.* The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.
9. *Checked and Clarified.* If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.

D - 5

LIKE AND DON'T LIKE SHEET

What I like about this team is:

1.

2.

3.

4.

5.

What I don't like about this team is:

1.

2.

3.

4.

5.

D - 6

J.R.P. HALL STAFF

Team Building 1980-81

Action-Planning

Team Plan:

ORGANIZATION

1. Provide to each RA a notebook to be used as an "RA file" so that information and notices may be filed. Jim will see to this.
2. Duty changes will be posted on a memo board in the office.
3. To facilitate communication and sharing, once-a-month dinners for staff will be arranged. Marv Mickelson will see to this,
4. A Christmas party for staffs before semester is over. Marv Heyman will plan this.
5. Hall government will be invited to attend a staff meeting to clear up communication difficulties. Jim will arrange this.

WORK METHODS

1. A staff-DA meeting will be held so that problems, clarification, and general expectations will be discussed. Marv M. will arrange this.
2. To facilitate smoother and more organized meetings, a short agenda will be given at the beginnings of each meeting and a final follow-up/review will end the meeting.
3. It was decided that a better communication/note system was needed. Tom Bath will develop some type of appropriate system.

CRITIQUING

1. Each staff member will make a conscious effort to seek out and give feedback to individuals and the group as a whole.
2. Staff members will provide informal program evaluations to other staff members.
3. It was agreed upon that residents will have the opportunity to evaluate the staff. A committee of John Hadjis, Doug Busk, and Jim Chipman will formulate an evaluation form.

G.S.P.-CORBIN HALLS TEAM BUILDING PROGRAM

G.S.P.-Corbin Halls contain 750 female residents, and has a staff of 14 members. The staff participated in a regular team-building program consisting of eight - one-hour sessions every week. Beginning on October 16, 1980, we met weekly on Thursdays from 5:30 to 6:30 pm. The program is outlined below. Supplemental handouts are on the following pages.

WEEK 1

This was a short orientation session where the Resident Director introduced the researcher. The researcher defined her role and also elaborated on the upcoming team-building program. Issues of individual staff responsibility and commitment were discussed. A consensus vote was taken to decide that the group would commit themselves to the team-building program.

WEEK 2

The Team-Review Questionnaire was distributed, scored, and analyzed. A discussion of the results followed. The staff then decided on which three variables they wanted to focus on: organization, critiquing, and commitment.

WEEK 3

The Attitude Survey was distributed. The focus of this session was on establishing climate through problem-solving. The staff was broken up into groups of two and three. For ten minutes each, the small groups brainstormed about the three blockage areas using the following problem-solving format: problem, cause of problem, results of problem, possible solutions, and action steps. A discussion followed. (See Supplement E-1 for results.)

WEEK 4

This session focused on organization. The results from the problem-solving exercise concerning organization were shared. A discussion resulted. Then the staff participated in an exercise labeled "Team Communications." (See Supplement E-2 for a copy.) Each individual shared their feelings and expectations about the lack of communication in the group.

WEEK 5

This session focused on critiquing. The results from the problem-solving exercise concerning critiquing were shared. The researcher then gave a mini-presentation on how to critique using a handout labeled "Giving Feedback Statement Sheet." (See Supplement E-3 for a copy.) A discussion resulted. Then the staff participated in an exercise labeled "The Best and the Worst Activity Sheet." (See Supplement E-4 for a copy.) Each member shared what they felt were the best and worst accomplishments of the team.

WEEK 6

This session focused on commitment. The results from the problem-solving exercise concerning commitment were shared. A discussion resulted. Then the staff participated in an exercise labeled "Commitment Chart." (See Supplement E-5 for a copy.) Each individual shared their interpretation and expectations about various level of group commitment.

WEEK 7

This was the action-planning session. The purpose was to design both individual and group plans to strengthen the blockages of organization, critiquing, and commitment. A plan was developed and each member signed the contract to commit themselves to the accomplishment

of the designed plan. (See Supplement E-6 for the G.S.P.-Corbin Halls action-plan.)

WEEK 8

This session was the evaluative session. The post Attitude Survey was given as well as the Team-Review Questionnaire. A final discussion was held on the merits of the team-building program.

E - 1
Small Group Feedback

ORGANIZATION

Problem:

1. all spread across the hall
2. considered two halls - should be one
3. lack of communication
4. lack of planning
5. lack of group commitment
6. lack of ideas
7. lack of openness
8. lack of excitement
9. no goals
10. lack of community

Causes of Problem:

1. people are always gone
2. members live apart, have different schedules and different priorities
3. big staff
4. poor communication
5. cliques
6. two buildings to coordinate
7. no goals are ever identified
8. clash of interests

Results of Problem:

1. things don't get done
2. irritation results
3. stress
4. lack of communication
5. don't know what our responsibilities are
6. inconsistent communications
7. no goals are achieved - or even identified
8. start disliking each other
9. no staff support for each other's programs or ideas
10. no respect from residents
11. inconsistent regulation in hall policies from staff member to staff member
12. things don't get done

Possible Solutions:

1. mandatory meetings
2. write a letter to each staff member each day telling them our agenda
3. each week program something for staff
4. more spring staff training
5. ensure open communication lines
6. give ARDs and RD chance to work on the floors
7. one RA per wing (30 girls)
8. trading jobs with other staffs

Action Steps:

1. a staff newsletter
2. use staff calendar
3. Corbin office as well as GSP office
4. staff dinners
5. on important things - telephone calling system (chain system)
6. deliver announcements to individual rooms
7. staff project

COMMITMENT

Problem:

1. outside priorities
2. not interested in same things
3. not coming to meetings
4. not carrying out specific jobs
5. lack of ideas
6. better things to do
7. lack of real friendships
8. scared to become good friends with residents
9. lack of excitement - burnt out
10. different levels of commitment
11. trouble relating all the time with residents

Causes of Problem:

1. dislike of some responsibilities
2. different priorities
3. different ideas of extent of responsibility
4. time management
5. personal problems
6. want the money - but not the job
7. disinterest in certain aspects of the job
8. don't understand responsibilities
9. different commitment levels
10. different skill levels
11. different interests

Results of Problem:

1. things don't get done
2. irritation results
3. stress
4. job responsibilities aren't accomplished
5. don't assign enough importance to work
6. "why bother" attitude
7. no staff support for each other's programs or ideas
8. start disliking each other
9. no respect for other staff members
10. lack of respect and trust from residents
11. lack of caring attitude

Possible Solutions:

1. candid rap session
2. secret pals among one another
3. don't air dirty laundry to wrong people (residents)
4. goal setting
5. more money
6. air dirty laundry at right time and right place
7. monthly evaluations (and firing process if necessary)
8. free room and board
9. once a month get together with other staffs

Action Steps:

1. meeting for sharing ideas and problem solving
2. staff social time (without meetings)
3. positive feedback
4. stiffer penalties for not doing proper job
5. food at meetings

CRITIQUING

Problem:

1. too polite
2. don't want to take the time to say what bothers us
3. don't get enough feedback
4. not being specific
5. not being tactful
6. don't want to risk the outcome
7. not truthful enough
8. people too sensitive
9. too critical
10. scared of results
11. not enough positive feedback

Causes of Problem:

1. people are not willing to reveal their personal opinions
2. afraid of hurting feelings - getting people mad
3. "is it my place to criticize?"
4. not having the opportunity to criticize
5. not knowing how to go about it
6. saying the truth
7. different levels of assertiveness
8. different commitment levels

Results of Problem:

1. pentup feelings
2. no improvement
3. irritation results
4. critiquing isn't effectual
5. stress
6. keep making the same mistakes
7. get mad - frustration builds up
8. don't know your mistakes

Possible Solutions:

1. make more human element in evaluations
2. more secretive surveys
3. a more positive atmosphere for feedback (both positive and negative)
4. fireside chats once a month to air feelings/good as well as bad
5. write anonymous notes
6. if you're having problems with follor - ask another staff member for support
7. once a month frustration-letting session
8. be able to admit you're wrong
9. put yourself in the other person's position
10. critique training (work on timing of critique)

Action Steps:

1. more informal evaluations with RD and ARDs
2. notice good jobs that are done and comment on it

3. meeting for sharing ideas and problem solving
4. give positive feedback
5. don't criticize when your emotions will get in the way - calm down first
6. be direct in communication
7. empathy for others
8. ask for feedback on your suggestions

E - 2
TEAM COMMUNICATIONS

List three examples of communication malfunction in the team.

EXAMPLES

EFFECT IT HAD ON ME

1.

2.

3.

Reasons for communication malfunctions

1. Giving Feedback

GIVING FEEDBACK STATEMENT SHEET

Useful feedback is:

1. *Given with Care.* To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback — to want to help, not hurt the other person.
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3. *Invited by the Recipient.* Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines; and it also gives the receiver an opportunity to identify and explore particular areas of concern.
4. *Directly Expressed.* Good feedback is specific and deals clearly with particular incidents and behavior. Pussy-footing or making vague and wooly statements is of little value. The most useful help is direct, open, and concrete.
5. *Fully Expressed.* Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of his behavior.
6. *Uncluttered by Evaluative Judgments.* Often it is helpful not to give feedback composed of judgments or evaluations. If you wish to offer judgments, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.
7. *Well Timed.* The most useful feedback is given when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in his mind. Storing comments can lead to a build-up of recriminations and reduces the effectiveness of feedback when it is finally given.
8. *Readily Actionable.* The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.
9. *Checked and Clarified.* If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.

E - 4

THE BEST AND THE WORST ACTIVITY SHEET

Name _____ Period Under Review _____

During the period under review, the five best things this team has achieved are:

- 1.
- 2.
- 3.
- 4.
- 5.

During the same period, the five worst failures or mistakes of the team have been:

- 1.
- 2.
- 3.
- 4.
- 5.

E - 5

COMMITMENT CHART

Instructions: This Commitment Chart lists a number of factors that may affect a member's positive or negative feelings of commitment towards the team and its work. These may be regarded as forces working for or against a satisfactory level of communication.

1. Review the commitment statements listed below and mark any items that you think are relevant to you.
2. At the end of the list, write (and number) any additional factors that you feel are affecting your level of commitment to the team.
3. Enter in the "Forces Affecting The Commitment of the Team" columns the numbers of the factors you have identified as relevant. Forces identified as contributing to high commitment should be entered on the right side of the center line, and those contributing to a lack of commitment should be entered on the left.

COMMITMENT STATEMENTS:

1. Your identification with the whole team
2. Your belief in the team's aim
3. The ability of the team to produce in accordance with these aims
4. The team's support for individuals
5. The time and energy spent in developing the team
6. Clarity about what the team is trying to achieve
7. Feedback and approval among team members
8. Feedback and approval from the rest of the organization
9. Identification of worthwhile role in the wider organization

Add any other factors relevant to your team:

FORCES AFFECTING THE COMMITMENT OF THE TEAM:

Low Commitment

High Commitment

| Low Commitment | High Commitment |
|----------------|-----------------|
| | |

E - 6

G.S.P.-CORBIN HALLS STAFF

Team Building 1980-81

Action-Planning

Team Plan:

ORGANIZATION

1. To help facilitate knowing where and when people are gone, new tags for both halls will be made. Also, the G.S.P. tag board will be re-located for better tagging in and out.
2. Have every other staff meeting a discussion time about problems (both personal and professional).
3. Allow time at the beginning and the end of each business staff meeting for agenda setting.

COMMITMENT

1. To get to know one another better, a monthly staff social committee will be formed - starting second semester.
2. Make an effort to see the RD and other staff members more often.

CRITIQUING

1. Ask for feedback from the RD.
2. Be honest and open with one another - get rid of gossip and backbiting.

APPENDIX E
RESIDENT DIRECTOR FOLLOW-UP SURVEY RESULTS

RESIDENT DIRECTOR FOLLOW-UP SURVEY

Name Mike Johnston Hall McCollum

Please answer the following questions, being as specific as possible. Use of examples would be appreciated.

1. What are your general impressions of the effects of team building on your staff?

More open, direct criticism. More input offered during staff meetings.

2. Do you feel that quality of programming and/or the amount of staff attendance at programs has changed since team building?

About 3/4 of the staff has attended most programs (the major ones). The quality of the programs was about the same but the organization was much better.

3. Have individual staff members shown a changed level of motivation and productivity during duty time since team building?

Motivation and interest have remained fairly high throughout the year. I have not observed individual productivity; they do what is required while on duty.

4. Have you noticed any difference in the functioning of staff meetings since team building (e.g. tardiness, attendance, attitude, clock, watching, etc.)?

We waste less time because we limited ourselves to 1½ hours; more cooperation and listening, definitely less tardiness. Attendance was good before and remains the same.

5. Do you feel that team building could make any difference in semester staff turnover?

Yes. One member talked with me about quitting due to stress and mentioned loyalty to the group. Also, group support noticeably increased during and after team building.

6. Have the action plans developed by the staff been implemented?

Yes, because I wrote and gave copies of them to each member, reminded them that we committed ourselves to them.

7. Do you feel team building made a difference (positive or negative) in the task and interpersonal functioning of your staff?

Made a positive difference, primarily by team support and communication.

8. Would you recommend team building for future staffs?

Definitely yes.

RESIDENT DIRECTOR FOLLOW-UP SURVEY

Name Jane Tuttle Hall Ellsworth

Please answer the following questions, being as specific as possible. Use of examples would be appreciated.

1. What are your general impressions of the effects of team building on your staff?

Positive. Excellent opportunities for sharing.

2. Do you feel that quality or programming and/or the amount of staff attendance at programs has changed since team building?

The programming has been good all year and attendance has been good, but I do think team building helped.

3. Have individual staff members shown a changed level of motivation and productivity during duty time since team building?

I didn't see duty time being a problem; so, I feel team building made little difference.

4. Have you noticed any difference in the functioning of staff meetings since team building (e.g. tardiness, attendance, attitude, clock watching, etc.)?

Not much. Two are still late, I still miss staff meetings periodically. However, I do feel that the general attitude has improved.

5. Do you feel that team building could make any difference in semester staff turnover?

No, no one quit.

6. Have the action-plans developed by the staff been implemented?

We do have a monthly dinner as a result of team building. We also used a "buul board" for a while, but it has stopped. The feedback to staff and from staff did improve, but isn't as strong as it was. The dinner idea really helped.

7. Do you feel team building made a difference (positive or Negative) in the task and interpersonal functioning of your staff?

Yes! Positive! Some staff have developed better relationships. I feel better about some of the staff persons than before.

8. Would you recommend team building for future staffs?

Yes.

RESIDENT DIRECTOR FOLLOW-UP SURVEY

Name Ann Rieser Hall Lewis

Please answer the following questions, being as specific as possible. Use of examples would be appreciated.

1. What are your general impressions of the effects of team building on your staff?

Staff became more open and honest and more cooperative.

2. Do you feel the quality of programming and/or the amount of staff attendance at programs has changed since team building?

No improved attendance at programs or increase in number of programs.

3. Have individual staff members shown a changed level of motivation and productivity during duty time since team building?

No.

4. Have you noticed any difference in the functioning of staff meetings since team building (e.g. tardiness, attendance, attitude, clock watching, etc.)?

Yes. People have accepted the staff meeting time as important and do less clock watching and listen to one another.

5. Do you feel that team building could have made any difference in semester staff turnover?

No chance to indicate.

6. Have the action-plans developed by the staff been implemented?

I cannot speak for the other staff members, but I did not follow through with mine.

7. Do you feel team building made a difference (positive or negative) in the task and interpersonal functioning of your staff?

I think team building made staff more aware of the importance of working cooperatively. I don't think there were other effects.

8. Would you recommend team building for future staffs?

Sure.

RESIDENT DIRECTOR FOLLOW-UP SURVEY

Name Jim Chipman Hall J.R.P.

Please answer the following questions, being as specific as possible. Use of examples would be appreciated.

1. What are your general impressions of the effects of team building on your staff?

Team building had an immediate, positive effect on the staff at J.R.P. Its primary impact was in the area of increasing open communication between staff members, identifying of individual needs, and efforts to create opportunities to meet needs. The long term effect was more limited, as one might expect.

2. Do you feel the quality of programming and/or the amount of staff attendance at programs has changed since team building?

No. As a staff during team building we did not concretely address ourselves to programming; hence no particular change. Staff attendance has always been above a satisfactory or "to be expected" level.

3. Have individual staff members shown a changed level of motivation and productivity during duty time since team building?

Yes. In part, as director I became more aware of the manner in which I was impacting staff, all to frequently doing their job. My awareness, and the subsequent communication of job expectations has resulted in an improvement in production level and time management and has increased the involvement of staff members in day-to-day operations of the hall.

4. Have you noticed any difference in the functioning of staff meetings since team building (e.g., tardiness, attendance, attitude, clock watching, etc.)?

Staff meetings are better organized, more productive, less time consuming. There has been more emphasis on team problem solving, less emphasis on individuals wasting other staff members time.

5. Do you feel that team building could have made any difference in semester staff turnover?

I don't believe this question applies to J.R.P. All have high commitment levels, there has been no staff turnover, and only one staff member is leaving next year.

6. Have the action-plans developed by the staff been implemented?

For the most part the action-plan has been implemented - staff commitment to each other and for the mostpart carried through.

RESIDENT DIRECTOR FOLLOW-UP SURVEY

Name Jim ChipmanHall J.R.P.

Several things were not accomplished most probably due to insufficient effort on the staff member's part and insufficient pressure on the staff members to produce emanating from his peers.

7. Do you feel team building made a difference (positive or negative) in the task and interpersonal functioning of your staff?

Team building made an initial positive impact however, the team addressed procedural matters primarily. A number of personal issues existed - and exist - which could perhaps have been dealt with more appropriately - had staff been willing to risk discussing personal issues.

8. Would you recommend team building for future staffs?

No question. Team building in a continual basis would be/is a definite must for staffs. It is an excellent means of analysis and education.

RESIDENT DIRECTOR FOLLOW-UP SURVEY

Name Margie greenfield Hall G.S.P.-Corbin

Please answer the following questions, being as specific as possible. Use of examples would be appreciated.

1. What are your general impressions of the effects of team building on your staff?

We were able to isolate and identify some real concerns that we had sensed but were unable to articulate. Also, it made us feel really positive about ourselves as a team.

2. Do you feel that quality of programming and/or amount of staff attendance at programs has changed since team building?

Not particularly. I don't think that the staff here really considers programming an important part of being a strong team.

3. Have individual staff members shown a changed level of motivation and productivity during duty time since team building?

No. However, they have been more motivated and productive in staff support and concern for each other.

4. Have you noticed any difference in the functioning of staff meetings since team building (e.g., tardiness, attendance, attitude, clock watching, etc.)?

Yes. One of the concerns we identified was a rowdiness and lack of attention at staff meetings. We have made a point of 'programming' in more social, rowdy time so meetings have been a little more orderly.

5. Do you feel that team building could make any difference in semester staff turnover?

Hard to say. We had one resignation at Christmas and I feel that this staff member realized the difference in her level of commitment during our team building sessions.

6. Have the action-plans developed by the staff been implemented?

They have been informally implemented. I wish I had been more active in encouraging a more formal implementation.

7. Do you feel team building made a difference (positive or negative) in the task and interpersonal functioning of your staff?

Task - no. Interpersonal - yes. Very positive.

8. Would you recommend team building for future staffs?

Definitely. I'm beginning at the spring workshop this week.

APPENDIX F

ASSOCIATE DIRECTOR OF RESIDENTIAL PROGRAMS

RESPONSE TO THE RESIDENCE HALL STAFF TEAM-BUILDING PROGRAM



THE UNIVERSITY OF KANSAS

Office of Residential Programs
123 Strong Hall
Lawrence, Kansas 66045
913-864-3611

August 5, 1981

TO WHOM IT MAY CONCERN:

During 1980-81, Kathy Simons, as a master's thesis project, did team-building with several of the residence hall staffs which are supervised by this office. I worked with her in getting the program implemented with the residence hall staffs of the University of Kansas. She did an excellent job, and the significant differences appeared not only on paper but in improved job performance and satisfaction on the part of the staffs.

Because Kathy has been a staff member herself, she understands the needs of a hall staff in general and was able to tailor-make a program which would fulfill those needs; in addition, she showed great flexibility in adapting the program in terms of format, areas to concentrate on, and her role in administering the program. This willingness to be flexible and her own bubbling enthusiasm made the program well-accepted by the staffs, in spite of the fact that this meant extra, uncompensated hours for them.

As Kathy's results indicate, there was significant change for the better in the halls where the program was implemented. Feedback was most positive, from the directors as well as the resident assistants and assistant directors who participated. They appreciated the fact that they understood each other better and were better able to work together; a real sense of team emerged.

I am not familiar enough with the details to suggest any changes. From my observation, it was fine as was. My hope is that the hall staffs of this year can experience a similar team-building program, this time with Kathy as consultant rather than implementer, and we have begun steps to facilitate this happening. As I have told Kathy, I feel such a program would be marketable for university residence hall administrators if it were to be published.

If I can provide any further feedback, please do not hesitate to contact me.

Sincerely,

Ruth Mikkelson
Associate Director, Office of
Residential Programs

RM:tl