

Team building in an Elementary School: A Descriptive Case Study

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(ABSTRACT)

The purpose of this study was to examine the team-building process implemented in an elementary school. Research questions were developed on what team-building activities took place, when the activities took place, what expenses were involved, what the outcomes were, and what the reactions of the staff were towards team building activities implemented at the school.

Twenty-five members of the staff including the principal, several teachers, a secretary, several custodial workers, and several cafeteria workers were interviewed to answer the questions above. The responses were categorized and organized into data matrices by question. School documents were reviewed to corroborate responses. A list of these documents was compiled. Information from the data matrices and document review were used to develop findings which formed the basis for the conclusions of this study.

Several conclusions were drawn. The study indicated that team-building was an on-going process. Major activities took place at all-day team-building sessions with follow-up sessions during the year. Team building required a commitment of time. Most team-building activities took place outside of regular school hours. The principal facilitated the team-building process. The problems of expenses and meeting locations for team-building activities were handled by the principal. The team-building methods and outcomes in this study were similar to those found in current literature. The majority of the staff in this study reacted positively to the team-building process. Many staff members noted that it was a worthwhile experience.

DEDICATION

This paper is dedicated to the memory of Christine Kornick, a grandmother, mother, and life-long educator.

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Thank you to Viola Bodin and Katie Owen, fellow office workers who took over tasks at my building while I was attending classes.

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CHAPTER I

Introduction

Teachers work in a flat, craft-style organized structure, their work is primarily with students, they are physically isolated from the continuous interactions with other adults that characterize most business work and are faced with qualitatively based, subjective judgments of effectiveness. (Barnabe & Burns 1994, p. 172)

In a study of influences on teachers, Goodlad (1984) referred to classrooms as “cells” where teachers are isolated from discussions of educational improvement. When asked to participate in problem solving not directly related to their individual classrooms, teachers have argued, “I’m paid to teach, that’s not my job!” Their work environment itself does not encourage professional interaction except for routine staff meetings. Interaction between co-workers frequently consists only of quick conversations in the teachers’ lounge during lunch or infrequent planning periods. Is there a management style which can encourage teacher participation in the decision-making process?

Team building is one type of management style which stresses involvement in educational improvement. The theory behind this style is that involvement results in ownership, and as ownership is developed, cooperative decisions follow. The study of an elementary school which practices this style may be useful in assessing the influence of team building on the staff.

Research in this area is contradictory. Frase and Sorenson (1992) conducted a study on motivation and job satisfaction, and found that few teachers were upset with the lack of professional interaction. Many were content and preferred to be left alone. Only those who were “high growth” teachers enjoyed the chance to work with their peers. Frase and Sorenson (1992) concluded that teachers are not trained in decision making outside of their classrooms.

Benton and Bulach (1995), however, incorporated team building as a major component in improving school climate in an elementary school. They identified the areas needing the most improvement and then introduced team-building techniques. The entire staff was involved in these activities. Community and curriculum teams were established. The end results showed gains in all the areas deemed important. These diverse findings indicate the need for further study in the area of team building.

Significance

The data gathered and studied will be of potential use to educational administrators who are considering the implementation of local team-building plans. The analysis will contain information on the team-building activities conducted, the costs for the activities, when the activities were conducted, the expected outcomes from the activities, the actual outcomes, and the reactions of the staff toward team-building activities. These data will be compiled through the study of an urban elementary school which has implemented a team-building program.

Research Questions

1. What team-building activities have occurred at this school?
 - a. What expenses were involved with team-building activities at this school?
 - b. When were team-building activities held at this school?
2. What were the expected outcomes from team-building training at this school?
3. Did the expected outcomes occur in this school?
4. How did the staff in this school react to the team-building activities?

Definition of Terms

Staff

Staff refers to the principal, teachers, custodians, secretary, cafeteria workers and all others employed at the school under study.

Team-Building Activities

Team-building activities refers to the planned activities on the concept of team building that the staff participated in at the urban elementary school under study. These activities were coordinated by the principal.

Expected Outcomes

The expected outcomes of this study are the changes in skills, knowledge, and attitudes noted by the staff as the purpose of the team-building activities.

Chapter II

Literature Review

Wesner (1995) has traced the history of team-building as far back as 1900. Her study is divided into three time periods. The first period, 1900 to 1950 resulted in the discovery of the value of teams. The second period, 1950 to 1969, resulted in an increased focus on the social interactions of managers, supervisors, and workers. The third period, 1970 to the present, has resulted in team-building becoming a stand-alone educational process focused on solving productivity and quality problems.

Of all the tasks of management, managing the human component is the central and most important task, because all else depends on how well it is done. (Likert, 1967, p. 1)

Likert (1967) stated that high levels of job satisfaction are likely to produce the best results. Lipka and Goulet (1979) conducted a study of teachers which indicated that: altruistic needs were rated more important than pragmatic needs. Poppleton (1992) conducted a study using teachers from five countries, concluding that teaching is a profession that is either spoiled or enhanced by working conditions. Barnabe and Burns (1994) conducted research using a job characteristics model to study job satisfaction and noted that programs designed to improve job satisfaction should not be implemented until those factors affecting personnel motivation can be determined.

Observations on team building

Schneider (1993) explains that in any type of school change there is a need for administrators who are effective consensus builders, since several driving forces must be addressed. The first area is school restructuring. A second area is the trend in states such as New York and Kentucky toward mandating involvement with parents and the community in shared decision-making. A third area involves partnerships with major corporations which have shared team-building practices with the school district. The last area is that of taxpayer revolt. School budgets will not be approved without taxpayer support. Governing such support entails involving citizens in the budgetary process.

Schneider (1993) notes that team building is cost effective and necessary to meet these demands. He suggests that several strategies must be taught for teams to be effective; knowledge of problem-solving and decision-making skills, shared roles and responsibilities, strategies to start dialogue - not discussion, structures for equal participation, common definitions to promote clarity and focus, data analysis techniques, ground rules for communication, monitoring initiatives, and team evaluation of the decision-making process. It is noted that the biggest stumbling block to this process is

time. However, the time spent initially on team building pays off when decisions must be made.

Maeroff (1993) provides arguments that team building is an effective method for attacking real problems facing a school. Team building may not be accepted by all in the school. However, when those teachers who are more inclined towards change take part in team building, it often encourages new practices that could permeate the rest of the school.

Maeroff (1993) further notes some outcomes of team building. Team spirit is generated through common goals. Process skills allow teachers to work productively. Teachers begin to realize that they have useful knowledge to contribute. Networks and partnerships can grow out of team efforts in solving problems. Staff development can become more linked towards the needs of the students. Maeroff (1993) warns that team building should be directed towards solving serious problems and not be adopted as another “sideshow” as education has had enough of these.

Team-building training will influence goals such as communication, trust, and support which are examples of skills and attitudes (Pritchett, 1992). Blase and Kirby (1992) published the following remarks made by teachers in a study of teacher involvement which fit into the model of team building:

1. “I know others depend on me to bring back information.”
2. “I am more willing to compromise when we don’t agree.”
3. “I am supportive of ideas that develop through dialogue and will implement them whether I have been directly involved in the development of the task or not.”
4. “If people give me responsibility, I feel compelled to carry it out well. I don’t want to let the others down.” (Blase & Kirby, 1992, pp. 45-46)

The first comment implies support and trust. The second implies communication. The third implies support and trust. The last implies support and dedication to the team.

Snyder and Anderson (1986) predicted the changes that are beginning to take place which involve team building.

School organization in the years ahead will include various permanent and temporary groups whose work has both a direct and indirect effect on student achievement. An ecological organizational design will engage teachers in collaborative teaching teams and task forces, where individuals assume responsibility for portions of the school's tasks. The small group will dominate school work life as teachers function together on tasks that link to selected school improvement priorities. The concepts of holism, synergism, cohesiveness, dialogue, conflict, trust, sharing, responsibility, flexibility, alternative planning, time lines and accountability, will all take on new meaning as groups develop skill in accomplishing tasks together. (Snyder & Anderson, 1986, pp. 208-209)

Methods of team building

Johnson (1993) noted that activities and exercises in team building are designed to develop synergy and trust. The facilitator, leader, and team members get to know one another in a playful, informal way. Joseph Juran, an expert in total quality management, advocated training groups in problem solving, brainstorming, group dynamics, and teamwork (Oberle, 1990). Teams must also understand the social processes of leading a meeting, of conflict resolution, of generating creativity, of self management, and of leadership. (Sims, 1995).

Kezsbom (1995) has broken team building into a seven step process. These steps are cyclical in nature. The first step is to provide a positive environment. This is accomplished by eliminating fear of serious reprisal for failure. The second step is to develop a sense of interdependence within the group. This can be accomplished by assigning roles to team members such as that of recorder. The third step is to establish the goals of the team. The fourth step is to equalize relationships. This can be accomplished by eliminating barriers such as job titles. The fifth step is to develop procedures for action. The sixth step is to develop a system of decision making. The last step is a regular review of all proceeding steps.

Another method of team building focuses on three basic areas; the quality concept, training in the use of quality tools, and training in special topics. Quality concept training is based on the theories of experts such as Dr. W. Edwards Deming. Such training can last from eight to twelve hours and is intended to generate enthusiasm for the quality concept. Training for the use of quality tools involves giving employees the skills and knowledge to work together in their environment. Tools such as Pareto charts, cause-effect diagrams, and control charts are demonstrated as methods for problem solving. The final stage is training for the specific needs of the organization (Brown et al., 1994).

Another method of team building involves four stages; forming, storming, norming, and performing (Morgan & Ben-Salas, 1993). The forming stage is putting together a team and selecting a team leader. This team will make suggestions and ask questions.

Conflict and competition occur. This is the beginning of the storming stage. Application of conflict resolution techniques take place. (Goddard (1986) notes that groups with disagreeing members are likely to get more done than those in which everyone is in agreement.) The norming stage is reached when members are communicating effectively. The final stage of performing is reached where the team is loyal to each another and the team collectively. In this four-step process of team building, team development can move back and forth between stages when problems arise.

Allied Signal (Friedland, 1993) has designed a specific plan for team building. One component of the plan is PACER. PACER provides a method for conducting team meetings. It is an acronym for purpose, agenda, code of conduct, expectations, roles and responsibilities. Another important aspect of the team building at Allied (Friedland, 1993) is their training in building team relationships. This is done using a variety of activities. The activities include paired introductions, things in common, work mapping, workplace visits, team name and logo development, and writing expectations. These ideas should be used at early team meetings to help members better understand those with whom they will be working.

Akenhead (1991) provides some basic methods for team building. This approach views the administrator as a coach. The coach must perform several team-building duties to ensure victory. The first is getting everyone involved. As an example this might mean involving the P.E. teacher in other activities like sponsoring the school newsletter. In effect, this is cross training the staff. Another idea is to insist on teamwork. Administrators will have to provide time for team building. Goals should be clear when forming a team. Time must be spent in practice. This can be done by planning retreats or workshops on team building or specific issues to be tackled. A key point is that the team must be rewarded with recognition from the school and the community for their efforts. New players on the team must also be coached. This can be done by assigning mentors. A good coach always anticipates injuries. The administrator can be prepared by having a pool of replacements ready. The coach must insist that everyone plays by the rules. Finally, the coach should keep in touch with the “owners.” This entails sharing the efforts of the team, successful and not successful, with community and school board. Akenhead (1991) closes by noting that coaching is not easy, but that creating a sense of teamwork in the staff will increase their effectiveness.

Effective instructional leadership can be delivered through the implementation of an instructional team (Anders et al., 1987). Anders et al. (1987) argue that administrators are often consumed with the day-to-day jobs of managing the school and lack the time to be effective instructional leaders. It is proposed that instructional teams be formed to address this problem. A great deal of thought is necessary to build an effective team. Some of these strategies are explained below. It is important that the members agree there is a need for the team. The team should be formed on feelings of trust and mutual respect. Time should be spent on defining roles within the team. Team members should be

coached as they perform the duties determined by their roles. Finally, progress should be evaluated periodically to make changes in the decision-making process or to address any other problems the team is encountering.

Anders et al. (1987) list obstacles involved in forming teams; absence of trust among team members, dissent arising from the inability to compromise or make a decision, lack of team commitment, amount of time spent by different team members, failure to adhere to the process, and system constraints, such as lack of support from superiors. For a team to be successful, the problems noted above must be anticipated, realized, and consequently eliminated.

Grosso and Robertson (1992) propose team building as group process skills. The first priority in developing group process skills is to develop communication and trust. Teachers have worked in isolation and often feel no ownership of the school. Consensus-building skills must be developed to solve problems. Problem-solving skills and strategies must be taught as well. Ground rules must be established on how meetings will be conducted. Once these areas are addressed, communication will have been expanded, and increased motivation for teachers to initiate other group activities will follow. The role of the administrator changes from supervisor to consultant. The administrator must be an educated advisor on group dynamics and theory to prepare the staff with training to address anticipated changes in the school environment.

Business successes in team building

Perhaps the single most persuasive argument for the implementation of a team-building program in any organization is the success of many major organizations and corporations using this method. Dr. W. Edwards Deming, who popularized the idea of Total Quality Management, noted that vigorous education and training is needed in the area of teamwork if an organization is going to thrive (Deming, 1982). Frederick Mosher (1982) noted that teamwork produces better decisions, better morale, greater self-actualization, greater efficiency and effectiveness, and better employee development. Swezey and Salas (1992) stated that the success of organizations depends on the ability of individuals to work together as a team. A survey of young business professionals, ages 25 to 35, indicated that thirty-two percent picked the category of "team-player" as their first choice when hiring the perfect worker (Laabs, 1994). Outlined below are several examples of organizations that met with great success after adopting team-building practices.

Honda has been recognized in recent years as a major competitor in motorcycle and automobile production and sales. Honda organizes workers on the basis of teams and not on assignments. The team method is used in every aspect of company planning. Every member of the team is cross-trained. Each team has a leader. Honda bridges the gap between labor and management through the teaming approach. Ownership and empowerment are ideals that are achieved, not dreamed of, it is claimed (Hitchner, 1994).

The Xerox corporation totally restructured its management process in the early 1980's as a result of huge losses in their world-wide share of the copier market. Between 1976 and 1982, Xerox saw its market share drop from eighty-six percent to twenty percent. The management restructuring scheme focused on moving decision-making downward from management to the production line. Team building was a major component in facilitating this idea. When a plant was slated to be closed, workers at all levels were given the opportunity to work collectively to turn the facility into a profit-making plant once more. As new plants were designed and built, line workers were asked to join in the design of efficient production operations. Because of the successes with this undertaking, Xerox won the Malcolm Baldrige National Quality Award for its commitment to quality (Marshall & Tucker, 1992).

The Motorola corporation took team building to a new level in 1985. Motorola was opening a new plant, ready to implement all the strategies of Total Quality Management, using teams made up of front line workers and fewer managers than ever before. However, they quickly learned that a majority of the front line workers were weak in the math and reading skills essential for working with the high-tech computers and communication equipment. They also found out that many college graduates lacked the skills which their degree studies had attempted to provide. Motorola formed partnerships with local educational institutions. They offered financial help and equipment sharing in return for the training of present and future workers in the job skills needed for success in Motorola plants. Motorola also won the Malcolm Baldrige Quality Award for commitment to quality (Marshall & Tucker, 1992).

Losing ground to the Japanese imports, Ford Motor Company took drastic measures to bolster its lagging sales in 1984. Ford also adopted Deming's plan for Total Quality. Henry Ford II explained in a speech to top management officials that the source of the company's strength lay in its staff, who could establish its reputation and earn a livelihood for the company. Therefore, the company would provide the education and training necessary for effective teams to achieve these purposes. After these principles were introduced, warranty repairs and new car problems dropped approximately fifty percent. Ford enjoyed a twenty-two percent increase in market share during the next few years (Walton, 1986).

The Florida Department of Transportation also experienced success after implementing team building. They established a new management plan based on a quality initiative in 1984. The Florida DOT goal was to provide high quality management throughout the organization, not just in production. The plan included three goals: team building, quality of work life, and efficiency. Seven years later a survey was conducted that showed positive results from the team-building program. Seventy percent of those surveyed felt that the department had met its team-building goals (Bowman & French, 1992).

Allied Signal, a corporate leader in chemical and fiber production, has implemented team building as one of its four key elements of total quality. Allied believes their workers should communicate goals, ask for ideas, involve everyone, reinforce teamwork and participation, and provide active support. Allied has outlined when teams should not be used: when one person can accomplish a task; when team members are not owners of the operation or process; when management has already decided the issue; when no one wants to serve on the team; when potential members of the team have not been trained; when the problem is political; or when the activity of the team cannot be tied to business results. The team-building training at Allied has become so successful that a nearby police department sought team-building training from Allied trainers (Friedland, 1993).

Problems with team building

There are many stumbling blocks associated with the implementation of team building. If a team becomes consumed with a task, it may encounter problems in group dynamics. When individual needs are not accounted for, frustration and anxiety will arise within the team (Clark, 1994). Team building requires training in a new set of thinking skills demanding change from both the organization and the individual. External forces such as management attitudes and time availability are not always favorable to the team's effort. Internal factors, such as the individual egos of members, may retard the achievements of the team. Groupthink (Neck & Manz, 1994) is another problem that can destroy team effectiveness. This occurs when team members plan ideas around pleasing the team instead of focusing on the problem which needs to be solved. It is important to realize that these problems can occur in the best planned team-building practices, and must be anticipated.

Schools utilizing team building

Greece Central School District in Rochester, New York, implemented site-based management in every school with team building as the core for all change (Wood & Caldwell, 1991). Committees were formed at each school to include the principal and several teachers selected by their peers. The committees received training in team building, research on shared decision making, group process, problem solving, conflict resolution, effective communications, and developing commitment and involvement of others. The committees were charged with the forming of mission statements, the setting of goals, the monitoring of progress, and the conducting of team-building exercises with the rest of the faculty. An evaluation of the district's efforts was conducted eighteen months later. Many positive results were noted as well as lessons learned. The data showed that the more team building done, the greater the impact on areas of ownership, commitment, participation, and teacher-administrator relations. Several problems were also noted: lack of time; lack of clarity about roles and purposes; lack of funding; and lack of enough training.

Martin and McGrevin (1990) reported that teaming, staff development, and frequent communication are key factors in improving instruction. A school district in the Dallas-Forth Worth area of Texas decided to attack the problem of changing a math curriculum by forming teams in elementary schools to share, discuss, and implement ideas. Several teachers were practicing innovative ideas, but because of the isolated nature of teaching, the ideas were never shared. Teachers leading the teams were given fifty-four hours of staff development. Administrators were required to attend many of the meetings. A primary goal was to encourage sharing of ideas among the staff members. Administrators were pleased with the program and shared the efforts with the school board. Communication is needed among teachers to ensure that best practices are utilized for instruction (Martin & McGrevin, 1990).

In Pennsylvania, special needs students found success in the regular classroom through an initiative known as the Instructional Support Team (Kovaleski et al., 1996). The IST program was designed to ensure that certain classroom strategies were applied before a referral for evaluation for special services was made, to provide support and problem solving strategies for teachers under a team-based structure, to provide screening for students who may need a referral, and to provide help to teachers who have students with special needs in their classrooms. The program was implemented in 1400 schools in Pennsylvania over a five-year period.

The first of the five training components when forming IST teams was to provide collaboration and team building. Collaboration is the core of positive instructional support. Team building provides the means of instilling collaboration. Maintenance procedures to keep the team on track were also included. Problem-solving strategies were taught to aid in setting measurable goals and identifying the most effective instructional strategies. The results of the program have shown an increase in the percentage of students served by the IST yearly. There have been one-third to one-half fewer referrals for special services at schools with IST programs than for those without. Retention rates have dropped in some schools by as much as sixty-seven percent. The emphasis on training is noted as one of the primary reasons for the success of the IST.

Implications

A chart (Chart 1) has been developed to understand the information that has been compiled above. The first column lists problems or stumbling blocks that have been encountered in team building. The second column lists methods of team building discussed that could solve the problems. The last column lists outcomes that are desired or have been achieved by using the methods of team building.

Chart 1

Problems, methods, and outcomes of team building.

Problems and stumbling blocks to team building.	Team-building methods that address the problem.	Desired or achieved outcomes of team- building methods.
Lack of time for team-building (Clark, 1994; Schneider, 1993).	<ul style="list-style-type: none"> • Identify team leaders (Morgan & Ben-Salas, 1993). • Make team-building a priority (Akenhead, 1991; Schneider, 1993). 	<ul style="list-style-type: none"> • Efficiency of teams will improve (Mosher, 1982).
Lack of support from superiors (Anders et al., 1987; Clark, 1994; Wood & Caldwell, 1991).	<ul style="list-style-type: none"> • Involving team members from different levels (Akenhead, 1991; Friedland, 1993). • Reporting progress and efforts to superiors (Akenhead, 1991; Martin & McGrevin, 1990). 	<ul style="list-style-type: none"> • Support of team-building efforts (Pritchett, 1992; Schneider, 1993).
Extensive training demands commitment (Anders et al., 1987; Maeroff, 1993; Wood & Caldwell, 1991).	<ul style="list-style-type: none"> • Provide a positive environment (Kezsbom, 1995). • Teach skills in self-management (Sims, 1995). • Establish interdependence (Kezsbom, 1995). 	<ul style="list-style-type: none"> • Higher morale is attained (Mosher, 1982). • Teamwork is realized (Maeroff, 1993).
Individual needs are not addressed (Clark, 1994).	<ul style="list-style-type: none"> • Provide a positive environment (Kezsbom, 1995). • Develop team loyalty (Grosso, 1992; Wood & Caldwell, 1991). • Reward individual and team efforts (Akenhead, 1991). 	<ul style="list-style-type: none"> • Self-actualization is greater (Mosher, 1982). • Employee development is attained (Mosher, 1982).
Team members with ego	<ul style="list-style-type: none"> • Conduct training in 	<ul style="list-style-type: none"> • Communication

Problems and stumbling blocks to team building.	Team-building methods that address the problem.	Desired or achieved outcomes of team- building methods.
problems stall the process (Clark, 1994).	<p>group dynamics (Oberle, 1990).</p> <ul style="list-style-type: none"> • Establish codes of conduct and procedures for action (Friedland, 1993; Gresso, 1992). • Develop team loyalty (Gresso, 1992). 	<p>methods will be enhanced (Gresso, 1992; Pritchett, 1992).</p> <ul style="list-style-type: none"> • Better decisions will be made (Mosher, 1982).
“Groupthink” becomes a problem (Neck & Manz, 1994).	<ul style="list-style-type: none"> • Conduct training in group dynamics (Oberle, 1990; Wood & Caldwell, 1991). • Conduct exercises in brainstorming (Oberle, 1990). • Develop exercises to promote creativity (Sims, 1995). • Training on quality concepts is held (Brown et al., 1994). 	<ul style="list-style-type: none"> • New ideas are developed (Gresso, 1992; Maeroff, 1993). • Ownership of ideas is developed (Hitchner, 1994; Wood & Caldwell, 1991). • Teams work collectively (Maeroff, 1993).
Team-building becomes a “sideshow” with no real purpose (Maeroff, 1993).	<ul style="list-style-type: none"> • Team members agree on the need for the team (Anders et al., 1987). • Training is held on developing goals (Kezsbom, 1995). • Time is spent on developing clarity of terms (Schneider, 1993). • Training is held on specific problems the team will address (Brown et al., 1994). 	<ul style="list-style-type: none"> • Ownership develops (Hitchner, 1994). • Team loyalty rises (Wood & Caldwell).
Dissent evolves from inability to solve problems (Anders et al., 1987).	<ul style="list-style-type: none"> • Intensive training in decision making and problem solving (Kezsbom, 1995; Oberle, 1990; Schneider, 	<ul style="list-style-type: none"> • Communication is enhanced (Gresso, 1992; Pritchett, 1992). • The efficiency of the team is greater (Mosher,

Problems and stumbling blocks to team building.	Team-building methods that address the problem.	Desired or achieved outcomes of team- building methods.
	1993; Wood & Caldwell, 1991). <ul style="list-style-type: none"> • Training is conducted on leading a team meeting (Sims, 1995). • Conflict resolution skills are taught (Morgan & Ben-Salas, 1993; Sims, 1995). 	1982). <ul style="list-style-type: none"> • Better decisions are made (Mosher, 1982). • Trust is developed (Johnson, 1993; Pritchett, 1992). • Team members feel empowered when reaching decisions (Hitchner, 1994).
Team commitment is not high (Anders et al., 1987).	<ul style="list-style-type: none"> • Provide a positive environment (Kezsbom, 1995). • Reward group achievements (Akenhead, 1991). • Define roles (Anders et al., 1987; Schneider, 1993). 	<ul style="list-style-type: none"> • Synergy will develop (Johnson, 1993). • Teamwork will be developed (Maeroff, 1993). • Ownership will be developed (Hitchner, 1994; Wood & Caldwell, 1991).
Some team members work harder than others (Anders et al., 1987).	<ul style="list-style-type: none"> • Team members will define their roles (Schneider, 1993). • Equal participation will be expected from all (Kezsbom, 1995; Schneider, 1993). • Establish interdependence (Kezsbom, 1995). 	<ul style="list-style-type: none"> • Team members learn to work collectively (Maeroff, 1993). • Teams learn to manage themselves (Kezsbom, 1995).
The team is not following the plans (Akenhead, 1991; Anders et al., 1987).	<ul style="list-style-type: none"> • The process of regular evaluation is taught (Anders et al., 1987; Schneider, 1993). 	<ul style="list-style-type: none"> • Teams remain focused (Anders et al., 1987; Schneider, 1993).

The information in Chart 1 is representative of the literature that was reviewed. Many observations can be made. First, the external factors of time for conducting team-building activities and support from superiors are obstacles that must be dealt with early in the process of team building. The element of time is crucial to the success of any training. If necessary time is not provided and team building is not held as a priority, training cannot

be successful. A desired outcome of team building is to provide empowerment and ownership for the members. Without support from superiors, team commitment and morale will plummet. These two variables are the hardest to control. Second, it is apparent that the other problem areas should be controlled by properly employing team building. Many of the problems noted in the literature, such as dissent evolving from the inability to solve problems, were the exact problems for which team building provides training.

Schools must be careful when implementing any form of team building. They must start by controlling for the external factors, making team building a priority, providing time within schedules for training, and gaining the support of superiors and the school board. The next step schools should take is to be cognizant of the common problems associated with team building. This will enable a proactive approach and a keener awareness in anticipating problems before they assume major proportions.

Chapter III

Design

Case Site

The school is located in a large county with schools that can be categorized as rural, suburban, or urban. There were eight high schools, eight middle schools, thirty-eight elementary schools, two technical centers and one special education center to serve the student population at the time of the study. The case site served an elementary student population which was mainly urban with a small suburban population. The principal noted in a preliminary interview that thirty-eight percent of the 500 students in the school were economically deprived. The case site served a student population which was ninety-five percent African American, three percent white, and two percent other.

There were thirty teachers, one principal, and several non-instructional personnel who participated in team-building activities at this school. The breakdown follows:

1. two pre-kindergarten teachers
2. three kindergarten teachers
3. three first grade teachers
4. four second grade teachers
5. three third grade teachers
6. three fourth grade teachers
7. two fifth grade teachers
8. five special education teachers
9. five resource teachers
10. one guidance counselor
11. one principal
12. two secretaries
13. three custodians
14. five cafeteria workers

Six of the pre-kindergarten to fifth grade teachers were African American. Four of the pre-kindergarten to fifth grade teachers were male. Classroom sizes ranged from twenty-one to twenty-six. Students were not assigned by ability grouping.

The case site was chosen for a variety of reasons. The school is only two years old, currently in its third year of operation. The principal had the opportunity to hire two-thirds of the staff before the school opened. During interviews, the principal gained

commitments from individuals to participate in two days of team building during their summer vacation. This school was also named after a deceased public celebrity from the area who was an avid supporter of education. Because of this, the school has been the subject of substantial media coverage since its opening. Finally, the school has received state-wide recognition from a major university honoring one of the many team-building activities the principal has conducted.

Data Collection and Verification

The principal was interviewed on three occasions. The first interview was conducted to explain the purpose of the study, elicit information on why the site should be studied, and gain permission to conduct the study. The second interview was conducted to gain demographic information on the school system and case site. Since the first two interviews elicited specific responses, notes were taken. The third interview was conducted using the questions from Table 1. The questions were correlated with the research questions mentioned earlier. The interviews were scheduled before or after school hours at the principal’s convenience. The last interview was audio-taped and transcribed by the researcher.

Table 1
Interview Questions

Question No. 1	Principal	Staff
What team-building activities have occurred at this school?	<ol style="list-style-type: none"> 1. What team-building activities have occurred at this school? 2. Elaborate on the team-building activities that have occurred at this site. 	<ol style="list-style-type: none"> 1. What team-building activities have you participated in at this school? 2. Elaborate on the team-building activities you have participated in at this school.
Question No. 1 (A)	Principal	Staff
What expenses were involved with team-building activities in this school?	<ol style="list-style-type: none"> 1. What expenses were incurred by conducting the team-building activities at this school? 2. Where did the funds come from to pay for 	<ol style="list-style-type: none"> 1. Can you name any expenses involved with team-building activities in this school?

	the team-building activities at your school?	
Question No. 1 (B)	Principal	Staff
When were team-building activities held at this school?	1. When and how often have you met for team-building activities at this school?	1. When and how often have you met for team-building activities at this school?
Question No. 2	Principal	Staff
What were the expected outcomes from team-building activities at this school?	1. What outcomes did you expect after conducting team-building activities at this school? 2. Some examples you gave during a pre-interview were improved communication, increased support, and increased trust. Can you give me any others?	1. What were the expected outcomes of team-building activities at this school?
Question No. 3	Principal	Staff
Did the expected outcomes occur in this school?	1. Of the expected outcomes you mentioned, can you give examples on those which may be occurring and those which still need work at this school ?	1. Of the expected outcomes you mentioned, can you give examples on those which may be occurring and those which still need work at this school?
Question No. 4	Principal	Staff
How did the staff in this school react to the team-building activities?	1. What were the reactions of the staff to the team-building	1. What was your reaction to the team-building activities done at this

	<p>activities at this school?</p> <p>2. Did certain groups or individuals react in a more positive or negative manner than others?</p> <p>3. Why do you think they reacted this way?</p>	<p>school?</p> <p>2. Why did you feel this way?</p> <p>3. What have been the reactions of other staff members to the team-building activities done at this school?</p> <p>4. Why do think they reacted this way?</p>
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The principal, secretary, three custodians, three cafeteria workers, and seventeen teachers agreed to be interviewed. Individual interviews of all staff members who agreed to participate were conducted based on the interview questions from Table 1. The questions were correlated with the research questions mentioned earlier. The staff was interviewed during the school day. A rotating substitute was hired by the researcher to cover classes for those being interviewed. The time spent conducting individual staff interviews lasted four days. Each interview lasted from twenty minutes to over an hour. The interviews were audio-taped and transcribed by the researcher.

Documents were reviewed to seek information which corroborated or contradicted interview findings. Some of the documents reviewed were the mission statement, faculty meeting agendas, and weekly bulletins. Each document was given an item number, title, location, date, and a note on what verifying information it contained. Appendix B contains information on twenty-six documents that were reviewed.

Figure 1 shows the sequential steps of the interview and data-collection process. The interviews with individual staff members served to validate or invalidate the responses from the principal interviews. Clues as to which document reviews to conduct grew from research and the interviews in each category.

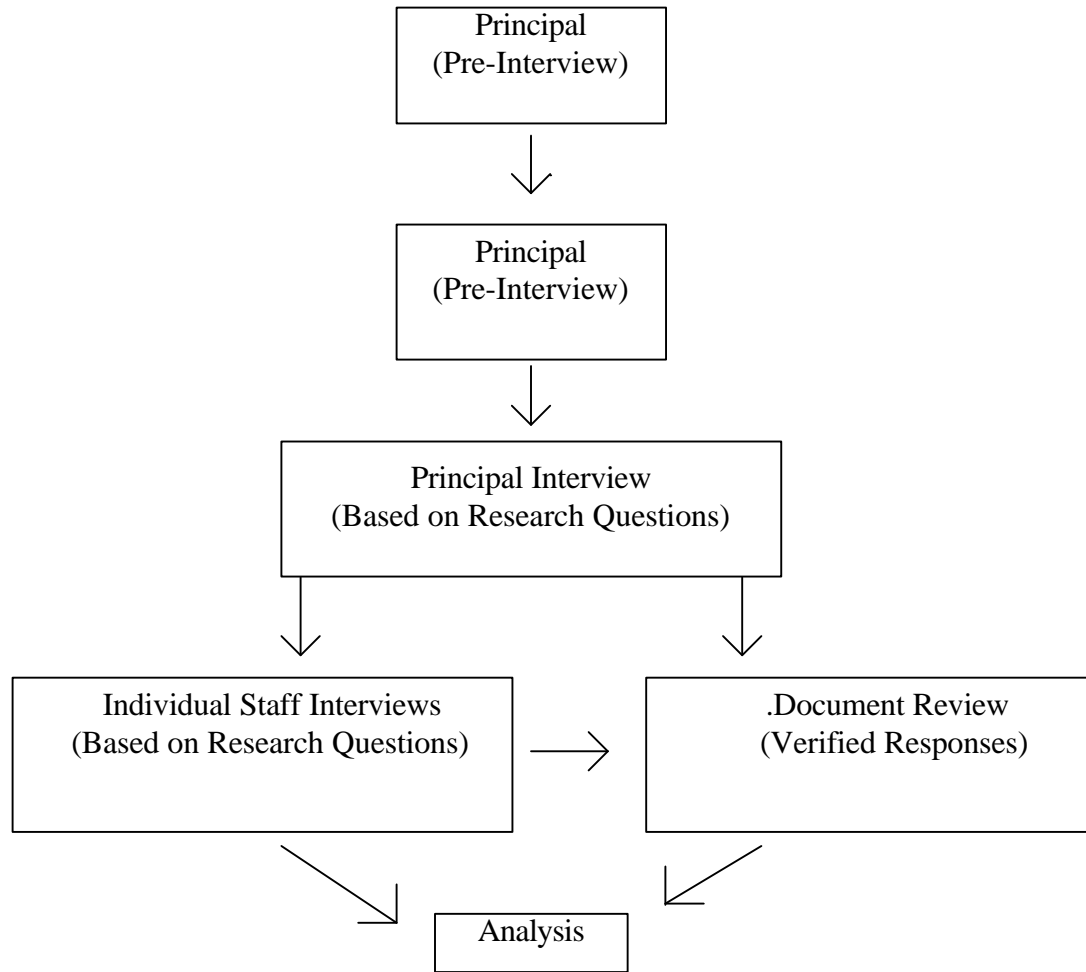


Figure 1
Data Collection

Organization

Interview responses were organized using a participant-by-question data matrix (Debranski, 1996) to parallel each of the six research questions. The matrix titles were participant-by-activities, participant-by-expense, participant-by-when, participant-by-expected outcomes, participant-by-occurred outcomes, and participant-by-reactions. The first column heading in each matrix identify the staff member (principal, teacher, etc.). The remaining columns in each matrix separate specific categories of responses to the question. The categories of responses emerged during the interview and transcription process. Exact quotes were entered in the cells under the appropriate category. The participant-by-question data matrices provided an orderly organization of data for retrieval and documentation. A hypothetical example of a participant-by-question data matrix (Table 2) follows:

Table 2

(Participant-By-Question Data Matrix)

Participant-By-Activities Data Matrix

Member	Familiarizing Activity	Introspective Activity	Educational Activity	Activity 4	Activity 5	Activity 6
Principal	“We wore T-shirts that had said something about our interests to a workshop.”	“All of us took a personality trait exercise.”	“We all learned skills in how to conduct a meeting.”			
Teacher 1	“We had to wear T-shirts about ourselves at one workshop.” “We had to walk around the room with a notecard naming our interests pinned to our chests.”	“We took this silly personality test.”				

Analysis

Tables of findings (Tables 3, 4, 5, 6, 7, and 8) were developed from each participant-by-question data matrix. The tables of findings were designed to tally the number of interview responses given in a category. Verifying items from the Document Review (Appendix B) were listed in a column where applicable. In several of the tables it was possible to separate and tally the categories into specific responses. Findings were listed and explained using quotes from the participant-by-question data matrices. The findings answer each research question.

Conclusions were drawn from the findings. Details supporting the conclusions uncovered through the interview and document review process were given. A chart was designed to compare team-building methods noted in current literature to the activities that occurred in this school. Impressions were then noted. These were speculations formed by the researcher during the study that could not be verified but were worth noting. Areas of further study emerged as the study neared completion. Finally, implications for principals contemplating team building were given.

Chapter IV

Findings

Explanation

Six research questions were addressed in this study. A matrix of interview responses was developed for each question. There are six tables of findings that were developed from the six corresponding interview matrices. Conclusions are based on these tables of findings.

Sections in this chapter are marked by the introduction of a table of findings. Each table of findings is headed by the corresponding research question. The tables have three columns. The categories of interview responses are contained in column one. The second column contains the number of times a response was given. The third column contains specific items from documents which verify the responses. An explanation of the categories in each table is then given.

Data Coding

There are two sources of data referenced in this chapter. The first source is the Document Review (see Appendix B). The Document Review contains actual responses made by the participants. This review contains twenty-six items which are numbered. These numbered items, and the title of the document are used in the tables of findings as sources.

The second data source referenced in this chapter contains the responses from the participants which are organized into six numbered participant-by-question data matrices. The participant responses are coded by the job title and a number assigned by the researcher. In this chapter, the participant code and matrix numbers are the sources. The matrices can be found in Appendix A.

For final verification, the page numbers from the actual interview transcripts is given after each quote used in the matrices. These interview transcripts will be kept by the researcher.

Research Question: What team-building activities have occurred at this school?

Table 3

Table of Findings

Research Question: What team-building activities have occurred at this school? (N=25)

Categories and Itemized Responses	Frequency of Responses	Verification by Document (See Appendix B)
<i>Familiarizing Activities</i>	43	
Sharing common interests	20	Item 22. Summer Team-building Agenda
Sharing a favorite T-shirt activity	11	Item 22. Summer Team-building Agenda
Celebrating at staff meetings	8	Item 21. Comprehensive Audit
Developing a team-picture handbook	4	Item 25. Team-Picture Handbook
<i>Decision-making Activities</i>	31	
Developing a mission statement	11	Item 1. Mission Statement
Developing a code of conduct	9	Item 2. Code of Conduct
Developing a discipline policy	5	Item 12. Weekly Bulletin Item 14. Weekly Bulletin
Implementing an action team	2	Item 6. Action Team Agenda
Planning a field day	2	Item 7. Faculty Meeting Agenda
General problem solving	2	Item 19. Comprehensive Audit
<i>Educational Activities</i>	26	
Learning the stages of team building	9	N/A
Learning how to make decisions	8	Item 22. Summer Team-building Agenda
Identifying roles of team members	5	Item 22. Summer Team-building Agenda
Defining team building	4	Item 22. Summer Team-building Agenda
<i>Introspective Activities</i>	18	
Taking the Myers Briggs Type Indicator	18	N/A
<i>Positive-reinforcement Activities</i>	11	
Utilizing the team board	6	Item 24. Team Board
Recognizing the staff member of the week	3	Item 10. Weekly Bulletin
“You are special because ...”	1	N/A
Writing a list of accomplishments	1	Item 23. Celebrations/Successes

Note: The items listed in the last column contain the item number and title of the document that verifies statements made in each category. Verifying documents were not available for all categories.

Finding 1: Familiarizing activities occurred.

A category that emerged was familiarizing activities. These activities were designed to help staff members learn about one another. Four types of familiarizing activities occurred:

1. Group activities were mentioned. These activities centered on finding common interests such as favorite television shows or movie stars. Staff members would discuss and write their favorite things as a group. The favorite things were then shared with the rest of the staff.
2. Another activity involved the staff wearing a favorite T-shirt. The T-shirt was supposed to reveal something about the person. Staff members shared the meaning of their T-shirts with others.
3. Celebrating at faculty meetings was mentioned. At the beginning of each meeting any staff member could share a personal or professional success. Items such as a pregnancy or completion of a degree were applauded.
4. Another activity, developing a team picture handbook, involved compiling pictures and biographical information on each staff member. The book was on display in the faculty lounge.

A total of forty-three responses were given in the category of familiarization. Most were recalled with smiles and chuckling by the participant. One teacher said: “It was just a really good time for everyone to get together and talk outside of the school setting about things that we liked and did not like” (Classroom Teacher 3, Table 9). Familiarizing activities were usually the first activities mentioned when the question was asked.

Finding 2: Decision-making activities occurred.

Decision-making was another category of team-building activity to emerge. These activities were designed to involve all staff members in school-wide decisions. Six types of decision-making activities occurred:

1. The first was the formation of a school mission statement which was to guide the educational process. The staff developed the mission statement during a summer team-building session. The principal included the thoughts of parents who had been polled about what the mission statement should reflect. Ideas were shared by the staff and the mission statement evolved after several brainstorming and editing sessions.
2. Another activity was the formation of a code of conduct for the staff. It included staff expectations for each other, such as promptness, cooperation, and courtesy. This was developed after several brainstorming and editing sessions during a summer session.
3. Another activity was to develop a common discipline policy for students. The need for a policy was noted by the staff after the first full year of operation at this school. Many members of the staff were concerned about the inconsistency of discipline applied by administrators and other teachers. Several workshops were held after

- school and many faculty meetings were devoted to developing a discipline policy. The policy was still under development at the time of this study.
4. Another activity was the development of an action team. This team was formed by the principal to include representatives from all the grade levels and special areas. The purpose was to address school wide concerns which could not be effectively managed in a large group setting. The findings from this committee were presented at staff meetings.
 5. Another activity, planning a field day, involved the participation of the entire student population in outdoor games and activities to bolster school spirit. This was an activity usually planned by the physical education teacher with the approval of the principal. However, the staff was presented with the plan at a staff meeting. They were asked for input on improving the plan. A new plan was developed by the physical education teacher using the suggestions of the staff.
 6. The last activity was general problem solving. Two respondents mentioned that they took part in problem solving, however; neither gave a specific example.

Decision-making activities were mentioned a total of thirty-one times by the participants. Most responded with comments that they appreciated the chance to be heard. One teacher responded:

You have the opportunity to speak your piece, and if you don't speak your piece, that's your own fault. If you get with the group and somebody offers you the opportunity to speak, you buy into decision making. Ideally, if you don't take part, then you don't complain either. (Classroom Teacher 17, Table 9)

Finding 3: Educational activities occurred.

Another category of team-building activities to emerge was educational activities. These activities involved explaining the team-building process. There were four types of educational activities:

1. Some activities explained the stages of team-building which were forming, storming, norming, and performing. These stages are explained in chapter II.
2. How to make decisions was taught. The staff learned about making decisions through consensus, majority, and decree. They were taught to recognize when these types of decision making were appropriate.
3. Some activities enabled the staff to identify the roles of team members, such as leader and recorder. The staff worked in groups on scenarios of problems and were given the chance to serve different roles.
4. Defining a team was another educational activity. The staff learned the differences between groups and teams. They learned that a team must have a purpose.

The two specific educational activities mentioned most were the stages of team building and how to make decisions. The following quote was a typical response about these two areas.

We learned about the stages that you go through as a team. The storming, the norming... I'm trying to think of the exact thing. I know there are ways that you can come to a decision. There can be a majority where everybody votes. There is a consensus and all those things. We try to use those things in making decisions for the school. (Classroom Teacher 6, Table 9)

Finding 4: Introspective activities occurred.

Another category that emerged was introspective activities. The participants took the Myers Briggs Type Indicator. This gave clues as to their personality types. Once personality types were identified, activities were conducted to encourage the different types of personalities to work together.

A total of eighteen staff members mentioned the Myers Briggs Type Indicator. All responded favorably when describing the test. Many participants mentioned the understanding of self and others they gained by taking the test. A typical response was:

I liked the personality test a lot. The Myers Briggs personality test. The personal style inventory. I think it is so important and one of the best games we played two extroverts got together with two introverts and that is one of the best things I've ever done in my life. (Special-area Teacher 4, Table 9)

Finding 5: Positive-reinforcement activities occurred.

Positive-reinforcement activities emerged as another category. These activities were designed to recognize staff members. Four types of positive-reinforcement activities were mentioned:

1. There was a dry erase board in the staff lounge referred to as the team board. The staff wrote words of thanks to each other on the board. Often positive quotes about life and general words of encouragement were included.
2. An activity was the naming of a staff member of the week. The principal chose a staff member each week and gave them a choice parking spot, a star for their door, and a bag of treats. At some point during the year, every staff member was recognized.
3. Another activity, "You are special because ...", involved pairs of staff members writing and sharing the positive qualities they saw in each other. Staff members were asked to participate in this exercise with a person they usually did not interact with daily.

4. A culminating activity was a list of accomplishments. This was a compilation of fifty-seven items noted by individual teachers as successes during the school year. The principal compiled this list and mailed each teacher a copy during the summer.

Positive-reinforcement activities were mentioned a total of 11 times. The activity that was mentioned most was the team board. The following was taken directly from the board, “Thanks for helping me on the surveys _____” (Document Review, Table 15, Item 24).

Research Question: What expenses were involved with team-building activities at this school?

Table 4

Table of Findings

Research Question: What expenses were involved with team-building activities at this school? (N=25)

Categories	Total Responses	Verification by Document (See Appendix B)
Refreshments	20	N/A
Facilitator	19	N/A
Mementos	16	N/A
Handbook	9	Item 26. The Team Member Handbook for Teamwork

Note: The items listed in the last column contain the item number and title of the document that verifies statements made in each category. Verifying documents were not available for all categories.

Finding 1: The staff mentioned refreshments as an expense.

Refreshments were mentioned a total of twenty times by the participants. In all cases the respondents indicated the refreshments were provided during the summer team-building days. The refreshments consisted of lunch and beverages at any time during the activities. According to the principal, the refreshments were paid for with her own funds or provided by the PTA.

Finding 2: A facilitator was hired to conduct team-building activities.

The facilitator was mentioned nineteen times by the participants. The facilitator was recognized as having worked previously in staff development for the school system. The

facilitator then went into a business consulting on educational processes such as team-building. The principal indicated that the facilitator was paid with central office funds. The following quote is representative of what most respondents felt about the facilitator.

I've done a lot of team-building stuff in my own history and recognize when a job is well done and when it isn't well done. I must compliment the person this summer. She was good. She was a real pro. (Classroom Teacher 13, Table 10)

Finding 3: Mementos were given as reminders of team-building activities.

Mementos were mentioned sixteen times by the participants. The mementos included sun-visors, wooden stars, and name tags. According to the principal, the mementos were paid for with her own funds as well as school funds. One quote illustrates the importance of the name tags. "So it was difficult and I knew no one's name. Thank heaven there were name tags. That was a good move" (Classroom Teacher 13, Table 10).

Finding 4: A handbook was given to all the staff.

A total of nine participants mentioned The Team Member Handbook for Teamwork by Price Pritchett. The principal indicated that the price of \$5.95 per book was paid for with school funds. The book is a collection of positive team-member experiences from individuals with different careers. One quote explains the book and its purpose. "We came away with a book. A team. A book of people with anecdoted quotes about how to be successful in a team" (Classroom Teacher 16, Table 10).

Research Question: When were team-building activities held at this school?

Table 5

Table of Findings

Research Question: When were team-building activities held at this school? (N=25)

Categories and Itemized Responses	Frequency of Responses	Verification by Document (See Appendix B)
<i>Total Summer</i>	24	Item 22. Summer Team-building Agenda
<i>Total On-Going (The activities below were noted by respondents as team-building activities that occurred during the school year.)</i>	43	
Workshop led by central office person	11	Item 11. Weekly Bulletin
Staff meetings	8	Item 8. Faculty Meeting Agenda
Celebrating at staff meetings	6	Item 9. Faculty Meeting Agenda
Utilizing a team board	4	Item 24. Team Board
Utilizing a team picture handbook	3	Item 25. Team Picture Handbook
Recognizing a staff member of the week	3	Item 10. Weekly Bulletin
Reviewing a code of conduct	2	Item 15. Weekly Bulletin
Reviewing a mission statement	2	N/A
“I don’t think there is.”	2	N/A
Reviewing action team information	1	Item 7. Faculty Meeting Agenda
“My class is a team.”	1	N/A

Note: The items listed in the last column contain the item number and title of the document that verifies statements made in each category. Verifying documents were not available for all categories.

Finding 1: Major team-building sessions were held during the summer.

Although everyone did not take part in the three years of summer team-building sessions, twenty-four respondents mentioned that the major team-building activities occurred during the summer at the principal’s home. The first team-building summer session was held on two separate days. Each of the following summer sessions was held one day after the school year ended at the principal’s home. “Mid-July the first year ... that was two days and last year it was June and then the second year I believe it was also June” (Classroom Teacher 8, Table 11).

Finding 2: Several team-building activities took place during the school year.

The second category contained on-going activities. These were activities that took place during the school year or activities that were developed during the summer and revisited during the school year. Eleven types of responses to on-going activities were given. There are only four of these areas which have not been previously defined. One activity was a workshop led by a central-office person. The purpose of the workshop was to revisit the stages of team building. Another activity involved staff meetings. Eight participants viewed these meetings every Monday afternoon as a team-building activity. Two participants did not think there were any on-going team-building activities. Finally, one teacher noted that her class uses team-building techniques.

Research Question: What were the expected outcomes from team-building activities at this school?

Table 6

Table of Findings

Research Question: What were the expected outcomes from team-building activities at this school? (N=25)

Categories	Frequency of Responses	Verification by Document (See Appendix B)
<i>To work together</i>	13	N/A
<i>To develop communication</i>	9	N/A
<i>To build trust</i>	6	Item 22. Summer Team-building Agenda
<i>To encourage familiarization</i>	5	N/A
<i>To provide support</i>	5	N/A
<i>To encourage a positive outlook</i>	2	N/A
<i>To encourage self-improvement</i>	2	N/A

Note: The items listed in the last column contain the item number and title of the document that verifies statements made in each category. Verifying documents were not available for all categories.

Finding 1: Being able to work together was mentioned as an expected outcome.

Thirteen participants mentioned working together as an expected outcome from the team-building activities. One staff member stated: “I think to me, to get everybody to be

working together and pulling in the same direction, to make everything a whole lot easier” (Cafeteria 2, Table 12). Another staff member mentioned: “I felt like the purpose of it is to get everybody in the school to work together as a team to learn how to do things together” (Classroom Teacher 7, Table 12).

Finding 2: Communication was mentioned as an expected outcome.

Communication was mentioned nine times as an expected outcome from the team-building activities. One staff member explains: “Well what I got out of the whole thing, what I believe is the purpose, what I really focused in on is how she was trying to get everybody to communicate. Positive and negative things” (Custodian 2, Table 12).

Finding 3: Trust was mentioned as an expected outcome.

Trust was mentioned six times as an outcome. Several participants simply stated that trust was developed. Another stated, “I think the purpose of it was to establish a bond and a trust among the new team members and to reestablish the bond and trust each year thereafter” (Classroom Teacher 8, Table 12).

Finding 4: Familiarization was mentioned as an expected outcome.

Familiarization was mentioned six times as an expected outcome. Several people said that they believed the purpose behind team-building activities was to develop a community and a cohesiveness within that community. One teacher said: “I think it was to bring us closer together as a faculty so that we’re not in our own little room all the time” (Classroom Teacher 3, Table 12).

Finding 5: Support was mentioned as an expected outcome.

Support was mentioned five times as an expected outcome. Most answered simply that there should be increased support. Support varied from emotional support during times of crisis to professional support for instructional needs. One teacher explained support more fully: “We didn’t realize how much support means to us until we did celebrations and you know how to pay a compliment. It’s a little thing but” (Special-area Teacher 15, Table 12).

Finding 6: A positive outlook was mentioned as an expected outcome.

The principal and one other teacher mentioned a positive outlook as an expected outcome. The teacher interviewed, however; had a hard time responding as indicated by the indecision in the following quote, “I think they were, I would say, the main, just to have a positive working atmosphere” (Classroom Teacher 6, Table 12).

Finding 7: Self-improvement was mentioned as an expected outcome.

Two individuals noted that personal growth was an expected outcome. One staff member stated: “It makes you grow as a person and understand each other” (Custodian 1, Table 12). Another explained:

Self-respect Now I understand why you do some things in your classroom and why I might do it in a different way. But it’s not the wrong way. It’s just the way that you are used to doing it and I respect it. (Special-area Teacher 15, Table 12)

Research Question: Did the expected outcomes occur in this school?

Table 7

Table of Findings

Research Question: Did the expected outcomes occur in this school? (N=25)

Categories	Frequency of Positive Responses	Frequency of Negative Responses	Verification by Document (See Appendix B)
<i>To work together</i>	12	6	Item 4. Biennial Action Plan/Discipline Item 13. Weekly Bulletin Item 16. Weekly Bulletin Item 18. Weekly Bulletin Item 20. Comprehensive Audit
<i>To develop communication</i>	10	3	Item 3. Written Communication Item 20. Comprehensive Audit
<i>To build trust</i>	5	2	N/A
<i>To encourage familiarization</i>	5	1	N/A
<i>To provide support</i>	5	2	Item 5. Action Team Agenda
<i>To encourage a positive outlook</i>	2	0	Item 24. Team Board
<i>To encourage self-improvement</i>	2	0	N/A

Note: This table contains a positive and a negative response column. Many of the negative responses were given by the same participants who gave positive responses.

Note: The items listed in the last column contain the item number and title of the document that verifies statements made in each category. Verifying documents were not available for all categories.

Table 7 contains the categories of expected outcomes found in Table 6. The number of positive responses is given for each category. A positive response indicated that the outcome was occurring. The number of negative responses is given for each category. Negative responses indicate that the outcome was not occurring.

Finding 1: Most, but not all staff members worked well together.

Twelve participants responded with favorable comments about working together. Several of those participants also indicated problems. There were six comments that indicated others did not work together well. A typical response was:

I think that it is very good. I think some grade levels work better than others. I can point to one or two that have personality conflicts, others work very closely, but overall, I would say it's good to very good. (Resource Teacher 14, Table 13)

Finding 2: Communication among the staff was occurring.

Ten participants gave favorable comments about communication. One staff member said: "Teachers speak more. In the past I wouldn't speak to them. Now it's more open. I have some friends. I open up to them more" (Custodian 1, Table 13). There were three comments indicating a need for improvement. The principal shared that she is working on having staff members go to the source of information instead of listening to rumors. A staff member in the cafeteria felt that the cafeteria manager did not communicate well. A special education teacher mentioned communication could be improved between special education teachers and classroom teachers.

Finding 3: Trust was developing.

Five participants stated that trust was present among the staff. One teacher stated: "As far as other teachers in my immediate team we definitely look out for each other. I definitely feel that trust" (Classroom Teacher 1, Table 6). The negative comments stated that more trust is always needed.

Finding 4: Familiarization was occurring.

Five participants gave positive responses about familiarization. One staff member remarked:

Yea, when you see them, it's a lot more comfortable passing somebody in the hall if you know them by name. If you know they have a child you can ask about the kid. It makes the school a whole lot more comfortable. (Classroom Teacher 16, Table 13)

The principal noted that more needed to be done to familiarize new staff members with others who had been working with the team-building concept.

Finding 5: Support was developing.

Support was mentioned positively five times. One teacher stated: “I feel very supported. I feel the team is very helpful and we support each other. It’s on-going. We get notes in our boxes every day for little things we have done” (Special-area Teacher 15, Table 13). One response indicated that support still needs to be developed. One participant noted that the principal supports the teachers, but not all of the teachers support the principal.

Finding 6: Positive outlook and self-improvement occurred.

Some individuals noted personal growth as an outcome. The following quotes explain their thoughts: “So my experience from when I come in here everyday and go to work, I say, yea, these things are working” (Classroom Teacher 6, Table 13). “I think I improved a lot. I am more confident in myself. How to take charge of things” (Custodian 1, Table 13).

Research Question: How did the staff in this school react to the team-building activities?

Table 8

Table of Findings

Research Question: How did the staff in this school react to the team-building activities?
(N=25)

Categories	Frequency of Responses
<i>Positive Comments</i>	21
<i>Positive Reactions of Others</i>	14
<i>Negative Reactions of Others</i>	11
<i>Comparisons</i>	6
<i>Problems</i>	4
<i>Suggestions</i>	4

Note: This table does not include a column for document verification as no documents were available.

Finding 1: The participants reacted positively to the team-building activities.

The positive comments refer to statements indicating that team-building activities were worthwhile for individuals. There were twenty-one positive comments on the team-building activities. Many mentioned that it was a worthwhile experience for them. The following quote was a typical response:

I thought that it was, for the most part, time well spent. We covered some ground that needed to be covered. And it, always when you know how precious your summers are and it was, you know, we had to give up a little bit of that time and make a commitment to do this. And I think it certainly helped. I think we are better off for doing it. (Classroom Teacher 6, Table 14)

Finding 2: Participants noted that not all staff members reacted positively to the team-building activities.

The positive reactions of others refer to statements indicating that team-building activities were seen as worthwhile to others. The negative reactions of others refer to statements indicating that the team-building activities were not seen as worthwhile by the entire staff. There were fourteen positive statements and eleven negative statements about how others reacted towards team-building activities. Most respondents began by stating that overall the staff appreciated the team-building activities, but there were some who thought it was a waste of time. The following is a typical response. “I think there are those that really feel good about it But I think ultimately, and you will never have everybody, they will feel good about it” (Secretary 1, Table 14).

Finding 3: Participants compared team-building activities to previous situations.

Comparison refers to statements by the staff which compare team-building activities at this school to other situations. Most participants compared their experiences at this school to those in previous schools. They all stated that they enjoyed this new school which had team-building activities. One teacher stated: “I worked at schools where there are not teams and people don’t work together.... So it is nice to be in a place where everybody is working together” (Classroom Teacher 7, Table 14).

One participant compared the stages of team-building activities to the stages of a marriage:

I think that it’s kind of like a marriage. You know the first couple of years you get to know each other then that third or fourth year can be rough. Because then you know each other but you are not ready to say that it bothers me that you don’t get dinner ready on time or whatever. And after you pass through that period you have a better more solid workable relationship. (Secretary 1, Table 14)

Finding 4: Participants mentioned problems with team-building activities.

Problems refer to the statements made by participants that indicated problems with team-building activities. Four problems were mentioned. One individual stated that it was hard to develop a team on grade level because teachers change levels from year to year. Another participant cited implementation of team building as a problem and explained that team building was given in “big doses” during the summer with little follow up (Classroom Teacher 13, Table 14). A special area teacher noted that it was “hard to do on a day-to-day basis” explaining that sometimes people have a bad day and begin griping about the team (Special Area Teacher 10, Table 14). Referring to sessions where scenarios were solved by groups, one teacher said, “I didn’t feel like it did very much for anyone” (Classroom Teacher 7, Table 14).

Finding 5: Participants offered suggestions for changes in implementing team-building activities.

Suggestions refer to the statements made to improve and further team-building activities. There were four suggestions offered as changes in implementing team-building activities. One respondent suggested that the summer team-building activities occur as an introduction to a new school year (Classroom Teacher 8, Table 14). Another participant suggested that team-building activities result in the completion of meaningful projects (Classroom Teacher 7, Table 14). One staff member mentioned that team building should be “interwoven” better during the school year (Classroom Teacher 13, Table 14). A special area teacher suggested that team-building activities be required of central office personnel and even required of college professors (Special-area Teacher 4, Table 14).

Chapter V

Final Interpretations

This chapter has four sections. Conclusions derived from the findings are explained in the first section. Impressions about team building in the school are in the second section. They are speculations and cannot be verified. Areas for further research are given. Implications principals should consider before planning team building are listed.

Conclusions

Conclusion 1: Team building was an on-going process with the staff involved in making decisions of school-wide importance.

The staff were involved in the following decisions:

- developing a mission statement
- developing a code of conduct
- developing a discipline policy
- planning a field day

There were specific team-building activities which encouraged staff involvement:

- The familiarizing team-building activities were designed to help staff members recognize and learn about each other. These activities took place at the beginning of each summer session and continued weekly at staff meetings.
- The Myers Briggs Type Indicator was given. Many staff members commented that they now understood why they and other staff members reacted differently to situations. Activities based on this test were held during each summer session.
- The staff was provided with educational team-building activities centered on the process of working as a team and making decisions as a team. The staff learned that certain decisions are best made by decree and that other decisions are best made in small groups, hence the formation of the school action team. This knowledge enabled the staff to recognize when their input was relevant. Educational activities were held during the summer session. Periodically these topics were revisited during staff meetings and workshops.
- The staff's ability to contribute to the decision-making process was evident from the comments made by the participants. Many mentioned that they were involved in decisions made by grade-level teams, and decisions made with the staff. Many of the major decisions, such as the formation of the mission statement, were developed during a summer session. The mission statement was then revisited periodically to

determine if the staff was following its message and to discuss if changes were necessary.

The on-going team-building activities provided the opportunity for the staff to learn with whom they would be making decisions, to learn about individual personality types, to learn the decision-making process, and to promote positive reinforcement. Table 9 shows that team-building activities were on-going each year and that activities were added when needed.

Table 9

On-going Team-building Activities by Year

(An X indicates that the activity occurred in that year.)

On-going Team-building Activities	Year 1	Year 2	Year 3
<i>Familiarizing Activities</i>	X	X	X
Sharing common interests	X	X	X
Sharing a favorite T-shirt activity	X	X	X
Celebrating at staff meetings	X	X	X
Developing a team-picture handbook		X	X
<i>Decision-making Activities</i>	X	X	X
Developing a mission statement	X	X	X
Developing a code of conduct	X	X	
Developing a discipline policy		X	X
Implementing an action team			X
Planning a field day		X	X
<i>Educational Activities</i>	X	X	X
Learning the stages of team building	X	X	X
Learning how to make decisions	X	X	X
Identifying roles of team members	X		
Defining team building	X	X	
<i>Introspective Activities</i>	X	X	X
Taking the Myers Briggs Type Indicator	X	X	X
<i>Positive-reinforcement Activities</i>	X	X	X
Utilizing the team board			X
Recognizing the staff member of the week	X	X	X
“You are special because ...”		X	
Writing a list of accomplishments	X	X	X

Conclusion 2: Team-building was a process which required an on-going time commitment from the staff.

Much time was involved in team-building activities at this school. The majority of the time spent on team-building activities occurred outside of regular school hours. The major team-building activities took place during the summer on selected days. The principal was able to get this time commitment from the majority of the teachers before the school began operation. Members of the custodial and cafeteria staff also attended these summer team-building activities. No compensation was provided. There were many activities during the school year that were on-going. Regular Monday afternoon staff meetings often lasted longer than required school hours. These meetings and other after-school workshops often involved revisiting the mission statement, noting problems with the code of conduct, or making decisions of school-wide concern. Some grade-level teams mentioned that they met during the summer over lunch to plan for the year. Being a member of a team required that everyone had the opportunity to voice an opinion. This required a commitment of time.

Conclusion 3: The principal facilitated the team-building process.

The principal was committed to team building and influenced the outcomes of this study. The principal facilitated the team-building process in many ways. The staff was included in making decisions typically made by the principal. There were expenses attributed to the team-building process. The principal acquired the funding for expenses from the central office, school funds, the parent-teacher organization, and personal funds. Listed below are other examples:

- During an interview, the principal explained that she had researched team building by meeting with a consultant, reading numerous articles, and gaining insight from books by Price Pritchett and Stephen Covey. (Interview Transcript, Principal 1, p. 1-2)
- The principal held summer team-building activities at her home.
- The principal used personal funds to provide lunch, drinks, and mementos for some of the summer team-building activities.
- The principal formed an action team to address concerns of the staff.
- The principal recognized the staff in news bulletins and activities.
- The principal encouraged celebrations at staff meetings.
- The principal used meeting time to revisit the code of conduct and to discuss issues such as field day and the discipline policy.
- The principal installed a team board in the staff lounge.

The principal in this study used the concept of team building whenever possible. Grade-level teachers were referred to as teams. The custodial staff was referred to as the

custodial team. The staff meetings were always referred to as team meetings. The principal referred to the entire staff as the “dream team.”

Conclusion 4: Team-building methods and outcomes found in this study were similar to those found in current literature.

The literature on team building includes the following potential outcomes: enhanced communication, trust, synergy, and collective work. In this study the findings indicated that communication was occurring, trust was developing, synergy was evolving, and teams were working together to make decisions. Team-building methods used in this school to achieve these outcomes are parallel to those in current literature (Chart 2).

Chart 2

A comparison of team-building methods in current literature with those found in the school under study.

<i>Team-building methods discussed in current literature.</i>	<i>Statement on whether or not the method occurred in the school under study.</i>
Identify team leaders (Morgan & Ben-Salas, 1993).	Educational activities were held to determine roles such as leader.
Make team-building a priority (Akenhead, 1991; Schneider, 1993).	Team-building activities were held at the principal’s home.
Involve team members from different levels (Akenhead, 1991; Friedland, 1993).	The secretary, custodial staff, and custodians all took part in the team-building activities with the teachers.
Report progress and efforts to superiors (Akenhead, 1991; Martin & McGrevin, 1990).	This cannot be determined with existing data.
Provide a positive environment (Kezsbom, 1995).	The staff was recognized with many positive reinforcement activities.
Teach skills in self-management (Sims, 1995).	There was no formal training except for awareness of personality types.
Establish interdependence (Kezsbom, 1995).	This cannot be determined with existing data.
Develop team loyalty (Grosso, 1992).	Many of the staff mentioned their need to support and depend on one another.
Reward individual and team efforts (Akenhead, 1991).	The staff was encouraged to share all successes.
Conduct training in group dynamics (Oberle, 1990).	Educational activities were conducted to define groups and teams.
Establish codes of conduct and procedures	The staff developed a code of conduct.

<i>Team-building methods discussed in current literature.</i>	<i>Statement on whether or not the method occurred in the school under study.</i>
for action (Grosso, 1992).	
Conduct exercises in brainstorming (Oberle, 1990).	This cannot be determined with existing data.
Develop exercises to promote creativity (Sims, 1995).	This cannot be determined with existing data.
Training on quality concepts is held (Brown et al, 1994).	This cannot be determined with existing data.
Team members agree on the need for the team (Anders et al., 1987).	Many of the participants noted that the team concept was strong and that they enjoyed being part of a team.
Training is held on developing goals (Kezsbom, 1995).	Many activities were held such as the development of a mission statement.
Time is spent on developing clarity of terms (Schneider, 1993).	Educational activities were conducted which defined groups and teams.
Training is held on specific problems the team will address (Brown et al., 1994).	Workshops on discipline were held as the staff began working on the discipline policy.
Intensive training in decision making and problem solving (Kezsbom, 1995; Oberle, 1990; Schneider, 1993; Wood & Caldwell, 1991).	How to make decisions by consensus, majority, and decree were explained..
Training is conducted on leading a team meeting (Sims, 1995).	The staff practiced different scenarios serving different roles such as leader.
Conflict resolution skills are taught (Morgan & Ben Salas, 1993).	This cannot be determined with existing data.
Team members will define their roles (Schneider, 1993).	The staff practiced different scenarios serving different roles such as leader.
Equal participation will be expected by all (Schneider, 1993).	This cannot be determined with existing data.
The process of regular evaluation is taught (Anders et al., 1987; Schneider, 1993).	The staff noted that they revisited the mission statement and made amendments if necessary.

Seventy-one percent of the team-building methods mentioned in recent literature were included in the team-building activities at this school. This may be due to two factors. The principal had researched team building and gained knowledge of successful methods. Second, a professional facilitator was hired to conduct the major team-building activities in the summer.

Conclusion 5: The majority of the staff in this school reacted positively to the team-building process.

Several facts support this conclusion:

- There were thirty-five positive comments about the team-building activities. Twenty-one positive comments were from participants interviewed on their reaction to the team-building activities. There were fourteen positive comments from participants about how others reacted to the team-building activities.
- There were eleven negative comments about how others reacted to the team-building activities. Most of these respondents mentioned that there were some who did not accept the team-building process.
- There were six comparisons in reaction to the team-building activities. Most of the participants compared this school favorably to a previous school. One special-area teacher mentioned that she used to be treated as a baby sitter, but at this school she was treated as a teacher (Special-area Teacher 2, Table 14).
- Four individuals mentioned problems and offered solutions.

After examining the findings and reviewing transcripts, it becomes clear that there were only a few who did not react favorably to the team-building activities done at this school. The principal stated that there was only one who was adamantly against team building. Most participants mentioned that it was a worthwhile experience but explained that there were one or two individuals who were not team players.

Impressions

There were two impressions gained by the researcher. First, several teachers indicated that not everyone on the staff viewed the team-building activities favorably. All of the staff members who were interviewed regarded the team-building activities as worthwhile, but it is possible that the staff members who chose not to participate in this study regarded the team-building activities unfavorably. It is also possible that the participants in the study elected not to voice negative opinions about team-building activities. Whatever the reason, the researcher did not have the opportunity to interview any staff members who personally viewed the team-building activities as not worthwhile. The impression can be formed only from the comments of those who said that others did not view team-building activities favorably. Those comments gave the researcher the impression that some members of the staff preferred to work alone and did not want to share information about themselves. They may have viewed team building as an infringement on their personal and professional time.

A second impression was that the participants considered themselves important members of the school team. Many of the respondents indicated a personal stake in the school's progress. They had shared in many of the decisions made for the school. The

team-building activities were never referred to as required activities. Rather, the activities were seen as a professional commitment where their input was valued. During the interview process, many participants gave the impression that they had an important role to play in how the school was to be managed.

Areas for Further Study

This study took place in a new school. Although there were a few administrative reassignments, the principal had the opportunity to hire most of the staff prior to the opening of the school. The principal made it clear during interview sessions with prospective teachers that they would be expected to work as a team. This permitted the principal to open the school with a staff committed to team building. The concept of team building could be studied in a school where it was being implemented with the existing staff. The results could be compared with the results of this study. This would provide insight as to whether the team-building concept would be accepted as well in an established school.

Another area for further study would be to investigate the results of the team decisions made in this school. Several types of teams have been mentioned; school team, grade-level team, action team, custodial team, and cafeteria team. It would be interesting to examine the results of the efforts of these teams. The mission statement, which was a school-wide development, could be examined to see if it has been put into practice. The school-wide discipline policy, could be examined to see if it is being used and whether it is effective in reducing discipline problems. The grade level teams' decisions on curriculum could be studied to determine if they are being implemented. Several participants noted that the purpose for working on a team is to make better decisions. Studying the effectiveness of decisions made using the team concept could provide information on whether that is occurring.

Evaluating the importance of familiarizing activities in the development of the team-building process is another area for further study. Of all the team-building activities at this school, these social activities elicited the most responses during the interview process. Other schools employing the team-building process could be studied to judge the value of these activities to the total process. For example, it might be proposed that an established school may need fewer familiarization activities than a new school.

Effectiveness of the educational activities employed is another area for further study. In this school, the educational activities involved defining the roles of team members, learning the stages of team-building, and learning to make decisions. The different types of teams functioning in this school could be observed to determine if the knowledge imparted from the educational activities is being implemented in their meetings.

Implications for practice

There are several items a principal should consider before implementing team building:

- The team-building plan should be based on research. Consult experts and review literature on team building. The principal hired a professional facilitator to implement team building. The principal implemented a team-building plan after reviewing literature on team building. As noted in the conclusions, several of the methods and outcomes from the literature were put into practice in this school.
- Team-building plans should contain opportunities for evaluation of the process. Team building is an on-going process. Items of concern such as the mission statement were revisited throughout the year in this school. Familiarizing activities were conducted weekly at staff meetings. It is important to maintain the team-building concept throughout the school year.
- Team-building plans should reflect the situation of the school. This was a new school with a new staff. Many familiarizing activities were held that allowed the staff to interact and learn about each other. An established school may not need as many familiarizing activities. This school recognized student behavior as a school-wide concern. Another school might note test scores as an area of school-wide concern. The situation of the school should dictate the formation of a team-building plan.
- Team building should be viewed as a priority. The principal should be a facilitator of the team-building plan. Plans for implementing team building should include a budget. In this school the principal found resources to cover the expenses for team-building training, at times using personal funds. The principal's home was used to hold summer team-building sessions. The principal referred to the staff as the "dream team." Lack of support from superiors is often noted as a stumbling block to team building in current literature.
- Team building requires a time commitment. Most of the team-building activities in this school took place outside regular school hours. This worked well because the principal gained the commitment of most of the staff before they were hired. In other situations, scheduling team-building activities will require delicate planning. Morale could falter if the staff was required to attend sessions outside regular school hours. Principals should explore other meeting times such as workdays scheduled in the division calendar.

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APPENDICES

APPENDIX A
Participant-by-Question Data Matrices

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
Principal (1)	<p>“We divided into groups and we were to list our favorite book, favorite TV show, a dream we had, a vision for teamwork, what we wanted to get out teamwork, and a fantasy that we had and everybody went around and shared” (p. 2).</p> <p>“I asked the teachers the second day to wear a T-shirt that would tell us something about them ... they explained their T-shirt and why they brought it” (p. 2).</p> <p>“I will say share a book you read this summer and something you learned from it ... we open every staff meeting with celebrations so that it is good things that happened to people they can tell the rest of the staff” (p. 2).</p> <p>“We have designed a team book that has pictures of each team member and questions that each team member answers” (p. 3).</p>	<p>“We wrote a mission statement” (p. 3).</p> <p>“We wrote a code of conduct” (p. 3).</p> <p>“This year I created an action team Representatives from each grade level and the different areas like the resource teachers and special education come together and meet with me once or twice a month” (p. 6).</p>	<p>“We talked about the roles of different team members” (p. 3).</p> <p>“We discussed the four stages of team-building ... and how we want to get through to the performing stage” (p. 4).</p>	<p>“... we did a modified Myers-Briggs inventory to get to know our personality types” (p. 4).</p>	<p>“We also have created a board in the teachers lounge and I put dry erase markers and an eraser and teachers are using that to communicate positive things to each other” (p. 7).</p>
Resource Teacher (14)	<p>“... I prepared a book, team book that has pictures of everybody in it and their biography in it” (p. 2).</p>	<p>“This year she instituted a sort of executive council type group. She called it the action team That has I think</p>	<p>“You know she lectured” (p. 1).</p>		<p>“The board is one thing” (p. 2).</p>

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
		helped considerably because it's given the faculty participation in decisions" (p. 1).			
Secretary (1)	"We broke up into groups and discussed the various questions that had been written" (p. 1).	"We talked about a code of conduct" (p. 1).	"We talked about things one needed to do if one was going to be part of a team" (p. 1)	"We did one each year to test our personality" (p. 1).	
Classroom Teacher (1)	"... We did an activity to share information about ourselves" (p. 1). "Then we had to name our favorite TV show. What we would do if we won a lot of money" (p. 1).	"Our mission statement and our vision statement we did that our first year" (p. 1). "We did our code of conduct. Everyone contributed to that" (p. 1). "... we spent a lot of time talking about how we wanted the children to behave" (p. 1).	"Actually recently we did have an inservice on team-building to revisit some of the topics that we have discussed before like the stages of a team" (p. 2).	"... we went through the Myers Briggs" (p. 1).	"At the end of our first year we had these sheets to fill out - THIS PERSON IS SPECIAL BECAUSE" (p. 2).
Classroom Teacher (3)	"We started off in groups. We usually got in not with our grade. Not with the usual team we work with. Different people" (p. 1). "It was just a really a good time for everyone to get together and talk ... about things that we liked and things that we did not like" (p. 1). "At staff meetings we usually start off with celebrations" (p. 2).		"We had a team-building leader who told us about the stages of team-building" (p. 1).	"We also took the Myers Briggs personality test" (p. 1).	
Classroom Teacher (5)	"... we got in small groups. We found out about each other personally" (p. 1).	"Our code of conduct list, we go back to that" (p. 1). "We do a lot of team decision	"We had a group leader who spoke about team-building and gave us an outline of the stages	"We had an inventory test and a personality test" (p. 1).	

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
	<p>“ ... we wore T shirts ... and then we could get up and share about our T shirt” (p. 1).</p> <p>“... we have celebrations at our faculty meetings” (p. 1).</p>	<p>making ... A perfect example this week is field day” (p. 2).</p>	<p>of team-building” (p. 1).</p>		
Classroom Teacher (6)	<p>“We have a big binder with everybody’s picture” (p. 1).</p> <p>“At every faculty meeting, the first thing we do is celebration” (p. 2).</p>	<p>“... we worked on a code of conduct for the faculty” (p. 1).</p> <p>“We worked on a mission statement” (p. 1).</p> <p>“... the way we worked on discipline was trying to use the strategies of working as a team” (p. 1)</p>	<p>“We learned about the stages ... the storming, the norming” (p. 1).</p> <p>“... there are way that you can come to a decision. There can be a majority vote. There is a consensus and all those things” (p. 1).</p>	<p>“And then we did ... I think the Myers Brigg thing” (p. 1).</p>	
Classroom Teacher (7)	<p>“Well I think we have a time which I think is different from staff meetings where we have time for celebrations” (p. 1).</p>		<p>“She was supposedly doing some team-building stuff where we were given a situation and we had to decide how we would solve that situation” (p. 1).</p>		
Classroom Teacher (8)	<p>“We did a lot of getting to know you activities” (p. 1).</p> <p>“We were paired with a person and we had to talk for five minutes about anything and then you stopped and the other person talked” (p. 1).</p> <p>“We had to respond to questions as a group and present it to the whole group” (p. 1).</p> <p>“Each group was asked to give some type of culminating</p>	<p>“We developed a school mission statement” (p. 1).</p>		<p>“We did a little ... it was like here are sixteen different scenarios pick the one you are most like” (p. 1).</p>	

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
	activity ... Our group decided that we would all get into the pool and like dive into the new year” (p. 1). “We were asked to wear T shirts that told something about our personality” (p. 2).				
Classroom Teacher (12)	“In the first team-building we did a lot of things in small groups where we were sharing information about ourselves” (p. 1).	“The second team-building I think we did more problem solving for the school” (p. 1). “The second time we met went over some of those things. We reviewed. We revised” (p. 1).	“... the leader she was working with the stages of the storming stage and then, it was kind of like where we were” (p. 1).	“... we did the Briggs personality thing” (p. 1).	
Classroom Teacher (13)	“We did feelings, we did favorite things, we had a chart that we collaboratively made up of all our favorite activities, favorite people, favorite places” (p. 1). “We wore T shirts that named a theme of a favorite of something of our that was special” (p. 1). “... we made up a chart of different categories of what our favorite things were, talked about them and then shared with the group” (p. 1).		“... they had taken the group through the various stages of what it takes to put a team together” (p. 1).		
Classroom Teacher (16)	“We got sheets of posterboard and we were to come up with lists based on the people we had in our groups based on		“We talked about the different stages of team-building” (p. 1). “That woman during the	“... she tested us on our personality styles the Myers Brigg” (p. 2).	

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
	<p>questions such as your favorite TV show” (p. 1).</p> <p>“We came to the summer team-building with a T shirt which was suppose to express some part of your character or personality” (p. 1).</p>		<p>summer did define team-building. She lectured us on what it was” (p. 2).</p>		
Classroom Teacher (17)	<p>“We had to wear a T shirt. Show something we liked on the T shirt something meaningful” (p. 1).</p> <p>“We did favorite movie star, favorite TV show” (p. 1).</p>	<p>“We got our codes of conduct” (p. 1).</p> <p>“Our mission statement” (p. 1).</p> <p>“You have the opportunity to speak your piece and if you don’t speak your piece that is your own fault” (p. 2).</p>	<p>“We talked about decision making, consensus, decree, what a team would decide upon. Confrontation, the fact that you confront your team members when you have conflicts” (p. 1).</p>	<p>“We did the Myers Brigg” (p. 1).</p>	
Special-area Teacher (2)	<p>“We worked on finding out about each other our like and dislikes” (p. 1).</p> <p>“We talked about families our personal family” (p. 1).</p> <p>“We had to wear a T shirt that said something about ourselves” (p. 4).</p>	<p>“We talked about where we were and why some of our actions caused some of the discipline problems” (p. 2).</p> <p>“... we developed a code of conduct” (p. 2).</p> <p>“We worked on our mission statement” (p. 2).</p> <p>“As a matter of fact, I was talking about field day Everybody agreed to do it by consensus” (p. 3).</p>	<p>“We talked about each team had to have several components. In our very first session, we all got a chance to play those roles” (p. 3).</p> <p>“We talked a lot about voting because we were in the storming stage the decision was it by decree or consensus” (p. 3)?</p>	<p>“We did the Myers Brigg test” (p. 1).</p>	<p>“There is a board in the lounge where if you have something positive about someone just write it up on the board” (p. 4).</p> <p>“We have two staff members of the week you get the parking spot closest to the building” (p. 4).</p> <p>“We made a list of all the things we had accomplished over the year and the principal mailed it to us over the summer” (p. 4).</p>
Special-area Teacher (4)	<p>“The first year we talked about getting to know one another.”</p> <p>“However since I am not a T</p>	<p>“We came up with a mission statement” (p. 1).</p>	<p>“... we talked about what makes a team, what you do, roles of the team, how to</p>	<p>“I liked the personality test a lot. The Myers Briggs personality test” (p. 2).</p>	

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
	<p>shirt person it didn't reveal much of me" (p. 1).</p> <p>"It was a way of getting comfortable with someone so I can rib somebody about their favorite their favorite movie star or their fantasy or whatever" (p. 1).</p> <p>'We start our faculty meetings off with celebrations" (p. 2).</p>		<p>improve it" (p. 1).</p> <p>"They did talk about approaching people directly" (p. 2).</p>		
Special-area Teacher (9)		"I've just participated in one ... and did an activity on the mission statement" (p. 1).			
Special-area Teacher (10)	<p>"Well we did some getting to know you activities. We broke into groups and had to do things like what's the last book you read" (p. 1).</p> <p>"Each faculty meeting starts with celebrations" (p. 1).</p>	<p>"We developed our code of conduct" (p. 1).</p> <p>"We developed our mission statement that first year" (p. 1).</p>	<p>"We talked a lot for example a team versus a group and what the difference is. A lot of trust issues. A lot of communication issues in building a team" (p. 1).</p>		<p>"We have staff member of the week where that person is honored with a star by their door and they get a little goody bag with stickers and pencils" (p. 1).</p> <p>"We have a board in the lounge where you just write if somebody did something nice then you write thanks for such and such" (p. 1).</p>
Special-area Teacher (15)	<p>"We did a lot of icebreakers getting to know each other" (p. 1).</p> <p>"In the beginning every meeting we always have a celebration" (p. 2).</p>	<p>"Then we devised our mission statement" (p. 1).</p> <p>"When we talked about discipline ... To work together as a team to find a solution was very strong" (p. 2).</p>	<p>"Other things we have done working on what things we need to do to be a team. How we would accomplish that. We talked about things called trust, respect, self-respect, and respect of others" (p. 1).</p>	"We did like a Myers Brigg" (p. 1)	
Special-area	"Well we did a lot talking	"We did a mission statement	"We learned about the stages	"We did a personality thing. A	"There is also a team board in

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
Teacher (18)	activities to know each of us. Like we named our favorite show. That kind of thing” (p. 1). “There is a picture book in the lounge” (p. 1).	and rules” (p. 1). “The code of conduct” (p. 1). “We have worked on our discipline policy” (p. 1).	of a team. We sometimes. It’s OK to be in the storming stage. Then we did learn about the roles of the team. We have learned after school about decision making. When it’s time to make decisions. You know” (p. 1).	Myers Brigg that told our personality” (p. 1)	the lounge for positive remarks” (p. 1). “The principal recognizes us with staff member of the week with goodies and stuff” (p. 1).
Cafeteria (1)	“I’m not real familiar with it. Yes I was invited but I did not go” (p. 1)				
Cafeteria (2)	“We broke down in groups and we did different group activities” (p. 1). “Everyone came in with a T shirt. We did a favorite T shirt” (p. 1).		“To realize that if we work together as a team, then we can more accomplished than working individually” (p. 1).	“And we took an evaluation like a personality thing” (p. 1).	
Cafeteria (3)	“Played games different things. What would you like to be if. You some people would say I’d like to be president and they would say why” (p. 1). “My favorite T shirt was my family” (p. 1).			“We had some type of game like whether you’re honest There was some kind of game on paper” (p. 1).	
Custodian (1)	“Back in June of last year we took part in a lot of activities. Most times getting to know each other We were outside and we had questions on the board about things you like to do or watch or see” (p. 1).		“Talked about if you had problems you could come to them” (p. 1).		
Custodian (2)	“We broke into groups ...	“We wrote down some things		“We had take a test on our	“Let’s say if I do something

Table 10

Participant-By-Activities Data Matrix

Research Question: What team-building activities have occurred at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarizing Activities	Decision-making Activities	Educational Activities	Introspective Activities	Positive-reinforcement Activities
	<p>emphasis on different programs or things like TV shows or programs see if like some people like these same programs” (p. 1). “It was more like the booklet with the pictures. That was very good. And you had our names and things that I like to do” (p. 1).</p>	<p>we want to see changed within the school” (p. 1).</p>		<p>capabilities as far as how we work together or how we stand out as individuals our level” (p. 1).</p>	<p>real nice for one of the teachers, that teacher may write on the board a thank you to myself for what I had done” (p. 1).</p>
Custodian (3)	<p>“We played games. We introduced ourselves. Then we started to get to know each other individually” (p. 1). “She had us in a group and then she would ask questions like five or ten and everybody picked the same things. We had a lot in common” (p. 1). “Everybody wore a T shirt and they had to say why they wore the T shirt” (p. 1).</p>		<p>“How to communicate with somebody else. Although you don’t agree with whatever he or she said, but at least you could come to an understanding or agreement” (p. 1).</p>	<p>“She gave us a test like a game actually and it let you know the other person, personality thing” (p. 1).</p>	

Table 11

Participant-By-Expense Data Matrix

Research Question: What expenses were involved with team-building activities at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Facilitator	Refreshments	Book	Mementos
Principal (1)	“Most of the costs went to pay the facilitator. I’m not sure how much she was paid by the county The second two summers we used a facilitator she was employed privately. She has her own consulting company. I know her fee is 1000 dollars a day but I’m not sure what our county paid her, I think she gave us a deal because she worked with us before” (p. 6).	“Personally I incurred some of the expenses because I fixed lunch for the teachers I provided soft drinks throughout the day The next summer the PTA bore the cost of the lunch. The third summer ... I paid for the lunch myself. Having just done my taxes it was \$149” (p. 6).	“I gave each person a copy of Price Pritchett’s THE TEAM MEMBER HANDBOOK. That was \$5.95 a piece and we paid for that out of school funds” (p. 8).	“I also bought visors for the staff to wear I purchased several paperback books that were given as door prizes and I think they were \$5.95 a piece and I also purchased name tags” (p. 6).
Resource Teacher (14)	“Well I am sure the facilitator charges a consultant fee” (p. 1).	“I know that the principal paid money out of her pocket to provide refreshments and meals and stuff like that” (p. 1).		
Secretary (1)	“I’m sure that she was paid. She had left the county _____. A really nice girl” (p. 1).	“Of course the principal provided lunch and rinks and that sort of thing” (p. 1).		
Classroom Teacher (1)	“Bringing in the speaker, the facilitator. That was probably an expense as well” (p. 1).	“The food that was provided. We didn’t have to bring in money to pay for our own lunches” (p. 1).	“Well last year we received a team-building book” (p. 1).	“We had visors that first year. That had to come from somewhere” (p. 1).
Classroom Teacher (3)	“Mrs. _____, she was in charge of getting the speaker. She use to work for the county but she was so good at it she does it independently now” (p. 1).	“Lunch was provided” (p. 1).	“We did have a team-building handbook, but I can’t remember the title of it” (p. 1).	
Classroom Teacher (5)	“Well I’m positive somehow the team leader she is a professional. That is what her job is. So I would imagine there is an expense” (p. 2).	“We had social time which was nice to lunch” (p. 1).		
Classroom Teacher (6)	“_____ did a lot of work with the	“I know that lunch was paid for		

Table 11

Participant-By-Expense Data Matrix

Research Question: What expenses were involved with team-building activities at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Facilitator	Refreshments	Book	Mementos
	principal ... And that is probably your biggest expense to get a person to come in and lead" (p. 2).	us" (p. 2).		
Classroom Teacher (7)	"No" (p. 1).			
Classroom Teacher (8)	"Well we had to pay the facilitator" (p. 1).	"I know that we had lunches... There were drinks all the time. There were drinks coke or water or whatever" (p. 1).		
Classroom Teacher (12)	"Yes I know that the leader is not free" (p. 1).	"The principal provided lunch" (p. 1).		"We had little visors" (p. 1).
Classroom Teacher (13)	"I believe that person had to be hired and paid I got the impression that that woman was paid" (p. 1). "I've done a lot of team-building stuff in my own history and recognize when a job is well done and when it isn't well done ... She was a real pro" (p. 2).	"And lunch was served" (p. 1).	"And the principal, I don't know where the money came from, gave us all books about team-building as well. An excellent book" (p. 1).	"There was a wooden star. It was painted silver and we are all the stars. I think that the principal's husband made those" (p. 1). "Thank heaven there were name tags. That was a good move" (p. 1).
Classroom Teacher (16)	"I believe she independently hired a lady to come in" (p. 1).	"The food I think" (p. 2).	"We came away with a book. A team. A book of people with anecdotal quotes about how to be successful in a team" (p. 2).	"We came away with. The principal's husband made us something. I think it was wooden stars" (p. 2).
Classroom Teacher (17)	"A facilitator was hired" (p. 1).	"I know there was a lunch involved" (p. 1).	"We do have a team-building book" (p. 1).	"We had visors" (p. 1).
Special-area Teacher (2)	"Also to pay for the facilitator" (p. 3).	"Yes I know that lunches were provided for each teacher. Drinks or soda all day long" (p. 3).	"She gave us a book on team-building we all received" (p. 4).	"The first year we had visors made" (p. 3). "Second year we had a star. The trivet" (p. 4).
Special-area Teacher	"I do believe that our trainer was	"Lunches were provided at her		"We had hats that all matched"

Table 11

Participant-By-Expense Data Matrix

Research Question: What expenses were involved with team-building activities at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Facilitator	Refreshments	Book	Mementos
(4)	paid" (p. 2).	expense" (p. 2).		(p. 2).
Special-area Teacher (9)	"No" (p. 1).			
Special-area Teacher (10)	"I'm sure our coordinator. I'm assumed she was paid to go" (p. 1).	"Yea well the principal fixed lunch for us each time in her house" (p. 1).	"We had a paperback book that we were given" (p. 1).	"The first year we got sun visors with our names on them" (p. 1).
Special-area Teacher (15)	"They had a facilitator to help us with the team-building" (p. 1).			
Special-area Teacher (18)	"We had a facilitator. _____ was great" (p. 1).	"Of course the food" (p. 1).	"We got a book" (p. 1).	"A little sun visor and name tags too" (p. 1).
Cafeteria (1)	"No" (p. 1).			
Cafeteria (2)		"Lunch was provided" (p. 1).		"She gave us a star" (p. 1).
Cafeteria (3)	"We had one guest speaker" (p. 1).	"The principal fixed lunch for us" (p. 1).		
Custodian (1)	"No I'm not" (p. 1).			
Custodian (2)		"She had some desserts and stuff" (p. 1).		"We also received a name tag with a star on it" (p. 1).
Custodian (3)	"She works for companies and all that. Doing the same thing. Like on team-building. I'm pretty sure it cost" (p. 1).	"Then on top of that she gave us lunch" (p. 1).		

Table 12

Participant-By-When Data Matrix

Research Question: When were team-building activities held at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Summer	On-Going
Principal (1)	“... we took two days the first summer before school opened to work on team-building” (p. 2).	“Right often times we do revisit and we have let people know that this is normal but it is easier to get through the storming when you have a code of conduct” (p. 4). There is no set time ... it takes place at staff meetings, you set up workshops, individual conferences” (p. 4).
Resource Teacher (14)	“I guess the biggest thing were with what the principal did with us the facilitator back at the beginning of the first year and last year and the school has been opened for three years. So we had a couple of days of team-building training of each of those two years” (p. 1).	“This past year we didn’t do anything big per se. We did have a person from the central office, she did one session way back at the beginning of the year” (p. 1). “The action team leaders go back and share with their team” (p. 2).
Secretary (1)	“In the summer. For me it’s primarily the one shot deal in the summer” (p. 1).	“But then the teachers have worked on it a number of times. They’ve had ____ out here and she worked with teachers one day. I think two. And then you know we have discussed it a number of times” (p. 1).
Classroom Teacher (1)	“The first time we met was in May of ninety-four again in late June or early July for our official team-building during the summer when we met for two days. The next year it was late June and last summer it was late June as well” (p. 1).	“Actually recently we did have an inservice on team-building to revisit some of the topics that we have discussed before like the stages of a team” (p. 2). “We do come out with the code of conduct every once and a while” (p. 2). “Or we’ll review our mission statement and our beliefs in terms of children” (p. 2). “We usually try to close out the year using a team type feeling at the end” (p. 2).
Classroom Teacher (3)	“The main one is during the summer” (p. 2).	“At staff meetings we usually start off with celebrations” (p. 2)

Table 12

Participant-By-When Data Matrix

Research Question: When were team-building activities held at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Summer	On-Going
Classroom Teacher (5)	“I’ve been to three sessions The three summer sessions. I attended all of those” (p. 1).	“We one of the things that we do, we have celebrations at our faculty meetings” (p. 1). “Actually the team concept is throughout the school ‘cause my classroom is considered a team” (p. 1). “A lot of times things are brought to the team and then the team itself makes a decision” (p. 2).
Classroom Teacher (6)	“The main one were just the day ones in the summer” (p. 2).	“We try to talk about what stage we’re in” (p. 2). “Well I think we at every faculty meeting the first thing we do is celebration” (p. 2).
Classroom Teacher (7)	“From what I know it is has been held at the principal’s house and I know that this summer there will be something at her house” (p. 1).	“It is interchanged because we have technology training and stuff like that too but yea and think we kind-a have it on-going” (p. 1). “... we have time for celebrations” (p. 1). “... there was somebody that came to our staff meetings from central office. We were given a situation and we had to decide how we would solve that situation” (p. 1).
Classroom Teacher (8)	“Mid-July the first year... that was two days and last year it was June and then the second year I believe it was also June” (p. 2).	“It had been pretty much a one shot deal but this year the principal asked someone from staff development to come and talk to us after school one day” (p. 2).
Classroom Teacher (12)	“Summer three” (p. 1).	“We did have one person come in this year and she was talking about some aspect of team-building” (p. 2).
Classroom Teacher (13)	“I participated in last summer’s team-building activity which was at the principal’s house” (p. 1).	“There was a woman here for an after school session just a few weeks ago” (p. 1). “Everyone did a short bio with a picture in a book in the teacher’s lounge” (p. 2).

Table 12

Participant-By-When Data Matrix

Research Question: When were team-building activities held at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Summer	On-Going
Classroom Teacher (16)	“We’ve done. I took part in last summer’s team-building at the principal’s home” (p. 1).	“I don’t think there is” (p. 2).
Classroom Teacher (17)	“Beginning of summer” (p. 1).	“Just recently we had a facilitator come in to. And she was here in a meeting I’m sure just to give us a little boost” (p. 1). “We have talked about the team again. It comes up frequently. As far as I’m concerned we have informal gatherings to address situations or conflicts that arise the word team always comes into play” (p. 2).
Special-area Teacher (2)	“The summer is really a relaxed setting” (p. 4).	“We talk about team-building all the time. Usually at the beginning of the year we come back we kind of revisit our code of conduct” (p. 4). “On our half days of staff development a few of them have been devoted to teaming, team-building” (p. 4). “There’s a board in the lounge” (p. 4). “We have two staff members of the week” (p. 4).
Special-area Teacher (4)	“Usually about a week after school lets out” (p. 2).	“We did have one not too long ago. I guess two months ago, where someone else came in and talked about team-building” (p. 2). “We start our staff meetings with celebrations” (p. 2).
Special-area Teacher (9)		“I’ve just participated in one... an activity on the mission statement” (p. 1).
Special-area Teacher (10)	“Well let’s see. Starting back the first year we were here the summer before we started which would have been the summer of ninety-three. I think then we did another one	“We have had a couple of team-building training sessions during the school year at a faculty meeting” (p. 1). “We have a staff member of the week” (p. 1).

Table 12

Participant-By-When Data Matrix

Research Question: When were team-building activities held at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Summer	On-Going
	the summer of ninety-four. Then another one the summer of ninety-five” (p. 1).	“We have a board in the lounge” (p. 1).
Special-area Teacher (15)	“Usually during the summer” (p. 1).	“In the beginning every meeting we have a celebration” (p. 2). “When we talked about discipline ... To work together as a team to find a solution was very strong” (p. 2).
Special-area Teacher (18)	“The main thing is in the summer” (p. 1).	“We have met a lot during the year” (p. 1). “There is a picture book in the lounge” (p. 1). “There is also a team board in the lounge” (p. 1). “The principal recognizes us with staff member of the week with goodies and stuff” (p. 1).
Cafeteria (1)	“I’m not familiar with it. Yes I was invited but I did not go” (p. 1).	
Cafeteria (2)	“The principal had a thing at the house that we went to on team-building” (p. 1).	
Cafeteria (3)	“We went to the principal’s house during the summer” (p. 1).	“Us being in the cafeteria, we don’t participate during the year” (p. 1).
Custodian (1)	“The one in the principal’s house back in June” (p. 1).	
Custodian (2)	“The summer time” (p. 1).	“There’s quite a few things. I know they have a lot of meetings at 2:30 and for instance ... they were asking us, why do we do what we do?... is our purpose just because it’s a job” (p. 1)? “It was more like the booklet with pictures” (p. 1). “Let’s say if I do something real nice for one of the teachers, that teacher may write on the board a thank you

Table 12

Participant-By-When Data Matrix

Research Question: When were team-building activities held at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Summer	On-Going
		to myself for what I had done” (p. 1).
Custodian (3)	“We had that team-building. It was nice though” (p. 1).	

Table 13

Participant-By-Expected Outcomes Data Matrix

Research Question: What were the expected outcomes from team-building activities at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Principal (1)	“We tried to provide activities to know each other better” (p. 2).	“Communication is the real key” (p. 4).	“... support that we are trying to build” (p. 7).	“... activities that build trust” (p. 2).	“... I wanted people that worked well together” (p. 6).	“... I wanted ... people that looked for the positive” (p. 6). “... I wanted people that celebrate successes” (p. 6).	
Resource Teacher (14)		“So to me the essence of teaming is communication” (p. 2).			“Obviously to get people to working together” (p. 2).		
Secretary (1)					“If we all work together we can accomplish more” (p. 1).		
Classroom Teacher (1)	“A sense of community” (p. 2).			“To build trust” (p. 2).			
Classroom Teacher (3)	“I think it was to bring us closer together as a faculty so that we’re not working in our own little room all the time” (p. 2).			“Trust was developed” (p. 2).			
Classroom Teacher (5)	“To create a oneness,						

Table 13

Participant-By-Expected Outcomes Data Matrix

Research Question: What were the expected outcomes from team-building activities at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
	cohesiveness in our faculty” (p. 2).						
Classroom Teacher (6)					“Where everyone works together toward a common goal which is educating the children” (p. 2).	“I think they were I would say the main just to have a positive working atmosphere” (p. 2).	
Classroom Teacher (7)					“I felt like the purpose of it is to get everybody in the school to work together as a team to learn how to do things together” (p. 1).		
Classroom Teacher (8)		“Reinforce ways we can communicate with one another” (p. 2).		“I think the purpose of it was to establish a bond and trust” (p. 2).			
Classroom Teacher (12)					“The whole goal is that working as a team you can get so much more done” (p. 2).		
Classroom Teacher (13)			“The other half is the emotional support to be		“A sense of being able then to be		

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Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
			able to accomplish that” (p. 2).		collaborative” (p. 2).		
Classroom Teacher (16)	“I think that one of the underlying purposes was to have everybody come together in a non-stressful, non-school situation and just get to know each other better” (p. 2).						
Classroom Teacher (17)					“You set your standards and your goals together” (p. 2).		
Special-area Teacher (2)					“To bring a group of people together so that we would we have one common goal ... so that we could learn more about working with people” (p. 4).		
Special-area Teacher (4)				“The common goal, I think that to have respect for each other”			

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Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
				(p. 3).			
Special-area Teacher (9)		“Communication is probably a big goal of team-building” (p. 1).			“If you work together as a team” (p. 1).		
Special-area Teacher (10)		“To communicate with each other” (p. 1).		“I think the goal was that we learn how to trust each other” (p. 1).			
Special-area Teacher (15)			“... support. We didn’t realize how much support means to us until we did celebrations” (p. 2).		“Learning how we can work together” (p. 2).		“...self respect” (p. 2).
Special-area Teacher (18)			“I think support was also a goal” (p. 1).		“To work collaboratively for the best of our kids” (p. 1).		
Cafeteria (1)	“Not really. No” (p. 1).						
Cafeteria (2)					“I think to me to get everybody to be working together” (p. 2).		
Cafeteria (3)		“I think the principal she like to keep a close communication with all of her workers” (p. 1).					

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Participant-By-Expected Outcomes Data Matrix

Research Question: What were the expected outcomes from team-building activities at this school?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Custodian (1)		“To communicate to each other” (p. 1).					“It makes you grow as a person” (p. 1).
Custodian (2)		“What I believe is the purpose what I really focused in on is how she was trying to get everybody to communicate” (p. 2).					
Custodian (3)		“It all has to do with communication” (p. 1).	“You need a helping hand. They are always backing you up” (p. 1).				

Table 14

Participant-By-Occurred Outcomes Data Matrix

Research Question: Did the expected outcomes occur in this school?

(Comments indicating an outcome has not been successful or still needs attention are noted in italics and underlined.)

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Principal (1)	<p>“We have designed a team handbook that has pictures of each team member and questions ... where they went to school, what really bugs them” (p. 3).</p> <p><u>“One thing we are working on is bringing new members into the team because it takes time to sit down with new people and catch them up to where we are”</u> (p. 8).</p>	<p>“This year I created an action team. Action stands for advisory communication team. Representatives from grade levels ... come together and meet with me once or twice a month like a mini faculty meeting Another thing with communication and that is important with the trust is we are doing much better on being able to address concerns This after the training that we had and the feeling of trust and support we are trying to build, they feel more comfortable going</p>	<p>“Say have you considered this instead of just fussing. So we are doing more problem-solving and that helps create support too. You know that we are in this together and we are here to help each other” (p. 7).</p>	<p>“I really try to foster an environment where teachers can say what they truly feel and not be afraid of repercussions or me holding it above their heads and then in turn I want to be able to say what is on my mind certainly in a non-threatening manner” (p. 6).</p> <p>“I think teachers are more comfortable coming to me now and telling me it bothers me when such and such happens” (p. 7).</p>	<p>“We looked up ways to improve student behavior. We developed a list of consequences We talked about ways to address team members we felt that they were not upholding the code of conduct” (p. 3).</p>	<p>“At the end of the year ... look at all the things you are doing right. What are some good things happening in your classroom. Teachers do this by grade level. We do it as a group” (p. 7).</p> <p>“We have also created a board in the team room or teachers lounge and I put dry erase markers and an eraser and teachers are using that to communicate positive things to each other” (p. 7).</p> <p>“We begin every single staff meeting with celebration. Where we talk about things we are celebrating whether it is</p>	

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
		to a colleague and saying, “Help me understand” (p. 7). <i>“We are still addressing communication with addressing personal concerns and going to the source rather than passing on rumors”</i> (p. 7).				personal or professional” (p. 7). “In my communications with teachers I try to give a big column of thanks for being on time, sending in reports on time” (p. 7).	
Resource Teacher (14)		“I think particularly this year it has improved significantly” (p. 2).			“I think that is very good. I think some grade levels work better than others. <i>I can point to one or two that have some personality conflicts</i> , others work very closely, but overall, I would say it’s good to very good” (p. 3).		
Secretary (1)					“One of the things that teachers were		

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
					reluctant about was that if they were walking down the hall with their students and if another teacher was and I passed by them or they passed by them and the students in the back of the line were cutting up, they didn't want to speak to them I think now we are doing more to help each other out" (p. 1).		
Classroom Teacher (1)	<p>"For the most part we enjoy doing things outside of school together" (p. 3).</p> <p>"So we share things not just in kindergarten, but I've come to a third grade or a teacher in second grade" (p. 3).</p>			<p>"As far as other teachers in my immediate team we definitely look out for each other" (p. 2).</p> <p>"I definitely feel that trust" (p. 3).</p>			

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Classroom Teacher (3)	“I met some people on the faculty I really hadn’t noticed before and we got together over the summer and talked about things we wanted to do” (p. 3).			<p><i>“We might need a little more work in the trust area”</i> (p. 3).</p> <p><i>“Just hearing some concerns of the other teachers. How certain people feel about others in the grade level below them”</i> (p. 3).</p>			
Classroom Teacher (5)	“I feel I do keep in touch with fifth grade and third grade teachers more because of the team-building we’ve had” (p. 3).						
Classroom Teacher (6)					“I think that on my grade level and on my hall ... it’s wonderful down there. We all get along. We constantly share materials and giving each other ideas” (p. 3).	“So my experience from when I come in here every day and go to work. I say yea these things are working” (p. 3).	

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
					<i><u>“But I think there are other grade levels where it is not going quite as well”</u></i> (p. 3).		
Classroom Teacher (7)					“I feel like that especially on my hall ... we are a great unit ‘cause I’m new to the school and the teachers have just been wonderful to me” (p. 2). “We have even ... a meeting where we worked with like well we met like first grade met with kindergarten and then first grade met with second grade” (p. 2).		
Classroom Teacher (8)		“... I think teachers communicate very well” (p. 2).		“Would I want them to go to the principal? No. Would I want them to talk to other people about it? No. I would			

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
				want them to come to me" (p. 3).			
Classroom Teacher (12)					<i>"Oh I think that it needs a lot of work. But I think that what I see. It's good. I think it's working" (p. 2).</i>		
Classroom Teacher (13)			"Yes there is support here <i>but it does need work</i> " (p. 3).		"I would say pretty good I <i>would feel better if I could share more with the primary</i> " (p. 3).		
Classroom Teacher (16)	"Yea when you see them it's a lot more comfortable passing somebody in the hall if you know them by name. If you know they have a child you can ask about the kid. It makes the school a whole lot more comfortable" (p. 3).						

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Classroom Teacher (17)					<p>“I think we have done a lot of good. <u><i>To be honest we got to a point where we seemed to stop Then you stagnate for a while</i></u>” (p. 2).</p>		
Special-area Teacher (2)					<p>“Some of us still have the team concept gun ho and then <u><i>we have some people who have decided at this point I don't want to be part of any team</i></u>” (p. 4). “I think we have all learned about working with people” (p. 5).</p>		
Special-area Teacher (4)				<p>“I just feel comfortable that we are all in this together. If I see a child in another person's class I feel perfectly comfortable going up to that child</p>			

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Research Question: Did the expected outcomes occur in this school?

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
				and correcting them without feeling I am insulting a teacher” (p. 3).			
Special-area Teacher (9)		<p>“When I look at everyone else, the line of communication seem to be pretty well. We get a lot of printed material... We have a weekly newsletter” (p. 2).</p> <p><i>“I always think communication could be better. Myself pulling children out of their regular classrooms. I think communication could definitely be better with myself and the regular classroom teachers”</i> (p. 2).</p>			<p>“But sharing ideas I see it going on all the time in the classroom , in the grade levels” (p. 2).</p>		

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Participant-By-Occurred Outcomes Data Matrix

Research Question: Did the expected outcomes occur in this school?

(Comments indicating an outcome has not been successful or still needs attention are noted in italics and underlined.)

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Special-area Teacher (10)		“With certain people on the staff I communicate a lot more I work with them every day. I think that those teachers have excellent communication skills” (p. 2).		<u>“Trust is an on-going thing that you can’t say, <i>vea</i> I trust everybody here”</u> (p. 2). “I think that our PE teacher showed us that she trusted us ... she showed that she trusted our opinion ... valued our judgment and didn’t just make this decree” (p. 2).			
Special-area Teacher (15)			“I feel very supported. I feel the team is helpful and we support each other. It’s on-going. We get notes in our boxes every day for little things we have done” (p. 2).		“I work a lot better with the resource teachers We do a lot of programs together” (p. 2).		“I learned a lot about different people. It was nice to understand where they were coming from Just talking about cultural differences and it was an eye opener for me. It was nice to know OK that’s where you come from” (p. 2).

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Special-area Teacher (18)			<p>“I know the principal is highly supportive of the teachers ... <i><u>Not all teachers support her and I don't know why</u></i>” (p. 1). “As far as someone needs a hug or materials, yes this is a super supportive staff” (p. 1).</p>				
Cafeteria (1)		<p><i><u>“We don't have very good communication in the kitchen. No. But the rest of the school. Yes”</u></i> (p. 1).</p>					
Cafeteria (2)					<p>“I pretty much think so. Like I said if we have a problem we can talk to them and iron it out and it's not a long period and it doesn't linger on” (p. 2).</p>		

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Research Question: Did the expected outcomes occur in this school?

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
Cafeteria (3)		"I think so. As far as the cafeteria workers and the teachers everybody gets along. We know each other on a one to one first names. Before we didn't know a lot of people" (p. 1).					
Custodian (1)		"Teachers speak more. In the past I wouldn't speak to them. Now it's more open. I have some friends. I open up to them more" (p. 1).					"I think I improved a lot. I'm more confident in myself. How to take charge of things" (p. 1).
Custodian (2)		"It worked for me because I had a situation with a program here. They was tracking mud and stuff on the carpets and I went to the principal and told her this was going to mess up the carpet. My point					

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Research Question: Did the expected outcomes occur in this school?

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Participant	Familiarization	Communication	Support	Trust	Working Together	Positive Outlook	Self Improvement
		was have people wipe their feet before they come in the school. Right then and there she talked to other people and brought me together with them... I'm familiar with all my teachers ... and I started that since that summer meeting" (p. 2).					
Custodian (3)		"Communication is there" (p. 2).	"Support is there" (p. 2).				

Table 15

Participant-By-Reaction Data Matrix

Research Question: How did the staff in this school react to the team-building activities?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
Principal (1)					<p>“The custodians and café people are very positive because they have never been included in any kind of what they see as professional growth kinds of activities and they feel real good about it. They have been to every team-building session” (p. 8).</p> <p>“A lot of the people think that the skills that they learned in team-building they carry over not only in the classroom but also into relationships with people other than the children-family relationships and even with your own children” (p. 8).</p>	<p>“So the first summer everybody came except ____ and she said she can’t make me do anything on my own time. So this was an attitude of a key member at the time and I did not hire this person, she was a transfer. That person has never come around to believing in the team concept which is unfortunate” (p. 7).</p> <p>“There is one person on the staff that indicated on my evaluation that the team member concept was a joke. It said the team consisted of me and a couple of key people” (p. 8).</p>
Resource Teacher (14)	<p>“The principal has been open for making some adjustments ... to make team-building have a little more essence and guts behind it rather than something we</p>					

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Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
	just talk about So I think it's coming along very well here and I feel positive about it" (p. 3).					
Secretary (1)	"So I enjoyed the people but so far as the team-building is concerned I think it is a good idea" (p. 2).			"I think it's kind of like a marriage. You know the first couple of years you get to know each other" (p. 2).	"I think there are those that really feel good about it" (p. 2).	"I think there are those who have net yet come out from the other side" (p. 2).
Classroom Teacher (1)	"I love it. I'm excited about it" (p. 3).			"I came from a school where we didn't do a lot together. There was a lot of bickering for me it was like I had gone to heaven to plan with teachers" (p. 3).	"Folks feel pretty good about the people they work with and being on the team" (p. 3).	
Classroom Teacher (3)	"I was really satisfied with it. Like I said, I had never been to one before last year and I left with a very good feeling" (p. 3).				"I haven't heard anybody talk negatively about it" (p. 3).	
Classroom Teacher (5)	"I like it. I think it's been most helpful to me. Good for me as an individual. I think it makes you feel a certain closeness to the faculty" (p. 3).			"In my previous school I taught with teachers I had taught with for many years. So you had many opportunities to build relationships but then	"I think overall people like knowing each other. I can't. I haven't heard any negative things within the faculty concerning team-	

Table 15

Participant-By-Reaction Data Matrix

Research Question: How did the staff in this school react to the team-building activities?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
				... I found that you really didn't make the effort. You just couldn't get to know someone" (p. 3).	building" (p. 4).	
Classroom Teacher (6)	"I thought that it was for the most part, time well spent" (p. 3).					"Some people might say it was a waste of time or a few people have and some people chose not to go either" (p. 3).
Classroom Teacher (7)		"I didn't feel like it did very much for us" (p. 2).	"I would like to be involved with some more team-building stuff where we had projects or something where people are working together on a project" (p. 2).	"... I worked at schools where there are not teams and people don't work together So it is nice to be in a place where everybody is working together" (p. 3).		
Classroom Teacher (8)			"Team-building should not be done at the end of the school year. It needs to be right before the next year begins" (p. 3).			"There was some people who just flat didn't want to go ... things around here had changed as far as the atmosphere it was almost as if people considered it a joke. I didn't but there were some people who did" (p. 3).
Classroom Teacher (12)	"I think it's good" (p. 2).	"I think on my grade level it's been hard.			"We are very close" (p. 3).	

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Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
		Because I don't have the same people twice" (p. 2).				
Classroom Teacher (13)	"I think the intentions are very good so I give good marks for intention" (p. 3). "I can only think of one person that doesn't seem to be a team player. That's remarkable" (p. 4).	"Implementation not as good marks" (p. 3).	"Somehow the team-building needs to be better woven throughout the year" (p. 4).			
Classroom teacher (16)	"I think it's a good day" (p. 3). "I have always enjoyed them" (p. 3). "It helped me ... Like I didn't have much of a reason or get a chance to talk to the gentleman that works in the kitchen. But his shirt was a Miami Dolphins shirt and I follow NFL so whenever I see him one of the second or third things I talk to him is how about those dolphins" (p. 4).				"I'd say the majority of the people realize the impact of team-building. If they don't they had to be ignorant" (p. 4).	"I know that some people would disagree. That we have a team-building thing in the afternoon. They would be disgruntled because it is taking away from time for planning" (p. 3).
Classroom Teacher (17)	"Number one I like it. I think it's					"Right now I think people are tired. I

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Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
	positive” (p. 3).					think morale is down. I think we have wonderful people but I don’t know how cohesive we are right now” (p. 3).
Special-area Teacher (2)	“Very excited to be or feel part of a team” (p. 5).			“Being a resource teacher is very difficult. Sometimes people look at you as a baby sitter They look at me as a teacher just like they are” (p. 5).	“I know that anyone here if I say I need this. I need you to help me with this. They are willing to help me” (p. 5).	“We might have some people that think it’s a farce” (p. 5).
Special-area Teacher (4)	“I’m thrilled to be a part of it” (p. 3).		“I wish not only at this level, but I wish at the university level when professors come in as a teacher they take the team approach to it instead of an authoritarian approach. I’d like to see more teamwork with administrations and want to see from central office” (p. 4).		“I think it’s good. I hear a lot of positive things” (p. 4).	
Special-area Teacher (9)	“That is really tough for me to talk about because I don’t know any of the other aspects that went into team-building” (p.					

Table 15

Participant-By-Reaction Data Matrix

Research Question: How did the staff in this school react to the team-building activities?

Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
	2).					
Special-area Teacher (10)	"I think the general principles and the general ideas that we talked about are very good" (p. 3).	"I think that it is very hard to do on a day to day basis" (p. 3).			"But then on the other hand, most of us buy into the team and work together to be on a team" (p. 3).	"I have heard some negative comments and people that preferred to be left alone" (p. 3).
Special-area Teacher (15)	"Team-building has really helped me" (p. 4). "I think for me. It really got me in gear" (p. 4).					"I don't think everyone will embrace it" (p. 4).
Special-area Teacher (18)	"I think it is wonderful" (p. 1).				"But I think overwhelmingly the team concept is strong here" (p. 1).	"Again for whatever reason some would rather not be part of a team fully" (p. 1).
Cafeteria (1)				"It's so much different than the regular schools. I think this school has tried to work with the kids a lot better than the other schools are" (p. 1).		
Cafeteria (2)	"I think it's been very positive to me because I just like the idea that even though we work in the cafeteria, they didn't just have a meeting and say they are just cafeteria" (p. 2).				"I think they pretty much respond in a positive way" (p. 2).	

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Note: The page numbers after each quote indicate where the quote can be found in the transcribed interview.

Participant	Positive Comments	Problems	Suggestions	Comparisons	Positive Reactions of Others	Negative Reactions of Others
Cafeteria (3)	"I really didn't think it was a waste of time. It's nice that the principal can get together with everybody" (p. 1).					
Custodian (1)	"I enjoyed myself ... I hope to keep going on with it every year. To learn more" (p. 1).					
Custodian (2)	"I think it's a wonderful idea" (p. 2).				"Most have said nothing negative so I think it's been positive" (p. 3).	"I know there are some kinks. I definitely know that" (p. 3).
Custodian (3)	"I feel great. I feel nice about it 'cause we do work as a team" (p. 2).				"We take pride in what we doing. Some might not, but I'm pretty sure the majority of them, yes" (p. 2).	

Appendix B
Document Review

Appendix B
Document Review

(The documents are listed by number and correspond to the items found in the tables of findings).

1. Mission Statement

Description: A statement of the school's purpose.

Location: Teacher handbook, page 2

Date: 1996-1997

Note: "Children are first at _____ School. Our mission is to ensure success, celebrate diversity, and promote life-long learning and wellness for all children by building on the strengths of students, their families, the staff and community."

2. Code of Conduct

Description: A code of behavior for staff members.

Location: Teacher handbook, page 53

Date: 1996-1997

Note: "We will: accept and respect members as individuals, support, cooperate, and help each other, be prompt for meetings and duties, set clear expectations, be courteous when others are speaking."

3. Written Communication

Description: Item from the teacher handbook.

Location: Teacher handbook, page 24

Date: 1996-1997

Note: "A faculty bulletin will be issued each Monday."

4. Biennial Action Plan/Discipline

Description: A two-year plan developed by the school staff.

Location: Teacher handbook, page 17

Date: 1996-1997

Note: "Review and refine school's code of conduct. All staff members. On-going."

Appendix B
Document Review

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5. Action-Team Agenda

Description: Agenda from an action-team meeting.

Location: Principal's files

Date: February 10, 1997

Note: "School opinion survey. 1 strongly agree - 4 strongly disagree. We need training in math manipulatives 3.4. We need training in cultural diversity 3.3. We have high expectations for student achievement 1.5. We have high expectations for student behavior 1.3. We support each other and work together as a team 1.6."

6. Action-Team Agenda

Description: Agenda from an action-team meeting.

Location: Principal's Files

Date: November 11, 1996

Note: "Review of agenda items 10/21/96. science resource room, student behavior, grade level concerns, substitutes."

7. Faculty-Meeting Agenda

Description: Agenda from a faculty meeting.

Location: Principal's files

Date: May 12, 1997

Note: "Celebrations, positive comment cards, volunteer reception, action team update, biennial school plan committee, audit survey results, field day update."

8. Faculty-Meeting Agenda

Description: Agenda from a faculty meeting.

Location: Principal's files

Date: March 24, 1997

Note: "Celebrations, team-building study optional, audit process, summer learning, OAP report, resource update-student behavior, report cards, turn off TV week, code of conduct."

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Document Review

(The documents are listed by number and correspond to the items found in the tables of findings).

9. Faculty Meeting Agenda

Description: Agenda from a faculty meeting.

Location: Principal's files

Date: December 16, 1996

Note: "Celebrations, code of conduct - lateness, discipline of students. Resource update-team book."

10. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: April 28, 1997

Note: "Staff member of the week: _____."

11. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: February 24, 1997

Note: "The team meeting on Monday is devoted to team building. All staff members are invited to participate."

12. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: February 17, 1997

Note: "Nine o'clock - discipline in the classroom."

13. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: December 9, 1996

Note: "12:15 teacher collaboration."

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Document Review

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14. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: November 11, 1996

Note: "Please bring the following materials to the staff development training on Thursday. Promoting good classroom management"

15. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: September 3, 1996

Note: "Code of conduct meetings. Grade one 8:30."

16. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: April 14, 1997

Note: "Grade level meetings 2:25."

17. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date March 4, 1997

Note: "Grade-level team meetings 2:25."

18. Weekly Bulletin

Description: Weekly newsletter of events and meetings.

Location: Principal's files

Date: February 10, 1997

Note: "Team meeting 9:30."

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Document Review

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19. Comprehensive Audit

Description: Findings from a review of the school's total educational program conducted by central office staff.

Location: Principal's files

Date: May 1,2 1997

Note: "Other opportunities for teachers and staff members to share in decision making include: providing vocabulary words for monthly calendar, making suggestions for improving morale, and providing input for the principal's evaluation."

20. Comprehensive Audit

Description: Findings from a review of the school's total educational program conducted by central office staff.

Location: Principal's files

Date: May 1,2 1997

Note: (Kindergarten) "Through collaborative planning and frequent communication with resource personnel and parents we work to meet the needs of" (First) "Our greatest strengths as a team include our high level of communication, sharing of ideas and materials, and supporting one another with classroom management." (Second) One of our greatest strengths is our ability to work well as a team in all areas." (Third) The third grade teachers feel that our strength is the collaborative planning sessions with the media specialist." (Fourth) "Strengths include differentiated instruction, the use of technology, and collaboration among the teachers." (Fifth) "The fifth grade teachers feel that their strengths are the instructional units they create from collaborative planning, with the media specialist almost always included."

21. Comprehensive Audit

Description: Findings from a review of the school's total educational program conducted by central office staff.

Location: Principal's files

Date: May 1,2 1997

Note: "Teachers and other staff are recognized in the following ways: Celebrations at staff meetings, team member of the week."

Appendix B
Document Review

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22. Summer Team-building Agenda

Description: Agenda from a summer team-building session.

Location: Principal's Files

Date: June 29, 1994

Note: "T-shirt explanation, trust activity, decision making four levels, changes in roles, celebrations, activity getting to know each other, favorite book, favorite TV show, goal, concern about being a team member, a fantasy, mission statement, developing a code of conduct for group activity, roles of team members, facilitator, recorder, definition of a team, difference between a team and a committee."

23. Celebrations/Successes

Description: A list of successes from the 1995-1996 school year.

Location: Principal's files

Date: 1995-1996

Note: Fifty-seven items were listed by teachers as successes from the 1995-1996 school year.

24. Team Board

Description: A board on which positive notes were written.

Location: Teacher's Lounge

Date: April 21-25, 1997

Note: "Thanks for the goodies _____." Thanks for helping on the surveys _____." Thanks for cleaning up my room _____."

25. Team Picture Handbook

Description: A collection of staff pictures and biographical information.

Location: Teacher's Lounge

Date: April 22, 1997

Note: The book contains pictures of all the staff members along with a short biography.

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Document Review

(The documents are listed by number and correspond to the items found in the tables of findings).

26. "The Team Member Handbook for Teamwork"

Description: Short publication explaining teamwork.

Location: All staff

Date: May14, 1997

Note: This is a book by Price Pritchett that was given to all staff members by the principal (64 pages).

VITA

David James Holleran was born on November 21, 1963. He is a graduate of the Portsmouth Public Schools System in Portsmouth Virginia, and received his undergraduate degree from Longwood College in Farmville, Virginia. He holds a master's degree from the University of Richmond in Richmond, Virginia, as well as a certificate of graduate studies from Virginia Polytechnic Institute and State University in Blacksburg, Virginia.

His educational career began in Prince George County, Virginia, where he taught sixth grade from 1985 until 1991. In 1991, he was appointed to his current position of principal of North Elementary School in Prince George County, Virginia.

He currently resides in Chester, Virginia with his wife, Cheryl, and his son, Ian.

David J. Holleran
