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An Evaluation of the Teampower! Program:
Experiential Team Development Training for Organizations

by

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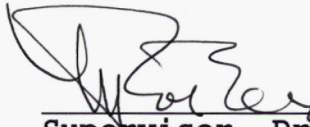
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Evaluation of the Teampower! Program: Experiential Team Development Training for Organizations" submitted by Annette A. Aubrey in partial fulfillment of the requirement for the degree of Master of Social Work.



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ABSTRACT

This quasi-experimental research evaluated a 2 1/2 day corporate team development seminar, the Teampower! program. Data were gathered from 2 corporate teams, totalling 21 participants in the Treatment group, and from 3 corporate teams, totalling 26 participants, in the Comparison group. Team feelings of Inclusion, Commitment, Loyalty, Pride and Trust were measured using the Team Development Inventory. The results indicate that participants in the Treatment group experienced significant increases in these team feelings, as compared to the Comparison group, and that these changes were sustained over time. Limitations to this study, as well as recommendations for future research are discussed.

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TABLE OF CONTENTS

APPROVAL	ii
ABSTRACT	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS	v
 CHAPTER ONE: INTRODUCTION	 1
Purpose of the Study	1
Rationale for the Study	1
Relevance to Social Work	5
 CHAPTER TWO: LITERATURE REVIEW	 8
Management Theory	8
A History of the Teaming Movement	14
The Efficacy of Teamwork	16
Outdoor Experiential Training	21
Experiential Learning Theory	22
Efficacy of Outdoor Experiential Training ...	25
Outdoor Experiential Training in Business ...	27
Efficacy of Outdoor Experiential Training in Business	28
Summary	36

CHAPTER THREE: METHODOLOGY	40
Program Objectives	40
Research Design	42
The Teampower! Program	45
Research Instrument	54
Sequence of Activities	58
Administration of Questionnaire	59
Research Questions	62
Limitations of the Research	62
Ethical Considerations	64
CHAPTER FOUR: RESULTS	66
Summary	69
CHAPTER FIVE: DISCUSSION	70
Discussion	70
Follow-Up Strategies	75
Implications for Practice	77
Recommendations for Further Research	79
Summary and Conclusions	82
BIBLIOGRAPHY	85
APPENDIX A	91
APPENDIX B	96
APPENDIX C	97

APPENDIX D		98
APPENDIX E		99
APPENDIX F		100

LIST OF TABLES

Table 3.1:	Research Design	43
Table 3.2:	Response Rate on Team Development Questionnaire	61
Table 4.1:	Results	66

CHAPTER I - INTRODUCTION

PURPOSE OF THE STUDY

The purpose of the following study is to examine the impact of outdoor experiential training on corporate work teams. More specifically, this research is being conducted to determine whether any changes occur in the following 5 aspects of team functioning after participation in a two and one-half day Teampower! seminar: feelings of Inclusion, Commitment, Loyalty, Pride and Trust.

RATIONALE FOR THIS STUDY

Since the advent of the Industrial Revolution, when groups of people larger and more diverse than family units began to come together for the purposes of labor and production, the issue of human resource management has been an issue worth looking at. It is well-known that in the mid-1800's, prior to a time when concern over human rights was an issue, men, women and children alike were forced to work very long hours under abhorrent working conditions.

In retrospect, we understand that not only was this practice morally and ethically repugnant, it was also a poor way to manage human resources in terms of output

and productivity. Following these shaky first efforts at human resources management, industry, corporations and organizations of all types have been active to varying degrees in finding more effective ways to manage human resources while at the same time meeting the production goals of their organizations. A history of these efforts will be reviewed in Chapter II.

The economic realities of the 1980's and 1990's has forced industry and other organizations to look at this issue even more closely. In the face of privatization of much of previously government-subsidized (or controlled) industry, a rapidly expanding and increasingly competitive global market, along with rapid technological changes, prevailing wisdom has recognized the limitations of traditional hierarchical organizational structures in creating the conditions for optimal human resources utilization. Centralized control and standardization of workers' activities, introduced by Taylor (1912), made sense in the industrial and corporate world earlier in this century; however, in the long run this approach served to disempower workers and eventually led to worker passivity, uninvolvedness and apathy.

Today's workers have heightened expectations for work-

related paybacks (Miller, 1994). Many are now concerned with more than high salaries and good benefits packages; they are demanding a satisfying work environment with opportunities for personal and professional growth. A higher quality of working life is now considered a reasonable demand. In addition, many want more input into decision making along with more responsibility and greater freedom in the implementation of plans (Shonk, 1992; Wellins et al., 1991).

A response of many organizations to the above has been to adopt a "team" approach, in the hopes of "empowering employees to more fully contribute and to increase organizational productivity" (Shonk, 1992). This approach, which has undergone much growth and change in recent years, has enjoyed popularity and its proponents have boasted great success (Kinlaw, 1991; Katzenbach & Smith, 1992; Wellins et al., 1991). The benefits of a team approach, from an organizational perspective, are summarized by Wellins et al. (1991) as follows:

1. Improved quality, productivity and service;
2. Greater flexibility;
3. Reduced operating costs;
4. Faster response to technological change;
5. Fewer, simpler job classifications;
6. Better response to workers' priorities;

7. Ability to attract and retain the best people.

From a worker's perspective, such advantages as increased worker empowerment (Torres & Spiegel, 1990), increased worker responsibility accompanied by greater commitment to quality output (Wellins et. al, 1991), and improved feelings of inclusion, commitment, loyalty, pride and trust (Kinlaw, 1991) are the results of successful teamwork.

One result of the favorable responses to team efforts has been a proliferation of resources aimed at assisting businesses and corporations to adopt a team approach. Publications, conferences, seminars, and inhouse training efforts have offered a wide variety of approaches to team-building or team development endeavors. Little has been done by way of evaluation of these resources, however.

This research evaluates the effectiveness of a specific team-building initiative. Teampower! is a professional development seminar-based program which provides experiential learning opportunities for corporate and other organizational groups, primarily in outdoor settings. This program provides specifically designed adventure activities aimed at meeting the learning needs

of each client group, based on the assumption that such experiences will have relevance to and application in the work setting. Issues such as trust-building, improved communication and leadership are explored within the context of outdoor, experiential exercises, with a view to assimilating learning derived from these experiences into on-the-job situations.

While feedback is solicited from participants at the conclusion of each program, no formal evaluation has been undertaken to determine the impact of such programming. This study is designed to determine program effectiveness by examining differences in selected indicators of team functioning among intact work teams as a result of their participation in a Teampower! program. The quasi-experimental design will enable me to determine whether any perceived changes in team functioning are sustained over time.

For the purpose of this study a "team" is defined as follows: "A functional group of people who share responsibility for a particular unit of production" (Torres & Spiegel, 1990).

RELEVANCE TO SOCIAL WORK

A major thrust in the profession and practice of Social

Work has been, and continues to be, the promotion of well-being in the lives of individuals, families and other groups. The preamble to the Social Work Code of Ethics states:

"Social workers are dedicated to the welfare and self-realization of human beings ... to the development of resources to meet individual, group, national and international needs and aspirations .."
(Canadian Association of Social Workers, 1994).

There is support in the literature for the notion that feelings of satisfaction, happiness and well-being in the work environment are related to overall feelings of life-satisfaction (George, 1991; Rice et al., 1992; Steiner et al., 1989; Winefield et al., 1991). As noted above, a team concept in the workplace has been widely purported to increase worker satisfaction. Teambuilding initiatives, such as the Teampower! program described earlier, should be subject to scrutiny to determine their impact on individuals and groups within the work environment.

Additionally, research on any efforts to increase the efficacy of groups of people working together should be of interest to Social Workers.

Finally, in these current times of economic restraint

and downsizing, accompanied by reduced budgets and, in many cases, increased workload, social workers and social service organizations need to find more effective ways to use their human resources. The cumbersome bureaucracies traditional in public sector management have proven themselves obsolete, ineffective and costly (Morley, 1992). In order to both meet the needs of our workers and achieve our production requirements, we must learn and benefit from the advances made in human resource management among private sector organizations.

CHAPTER II - LITERATURE REVIEW

MANAGEMENT THEORY

Modern management theory has its roots in our earliest attempts at organized living. However, the systematic examination of this art and science began within the last century, primarily during the past three to four decades (Koontz, 1978). The importance of finding effective ways to coordinate human and nonhuman resources to achieve desired goals (Duncan, 1989) has been established as our world has become increasingly dependent on groups of people working together.

Management has been defined as, "the art of bringing ends and means together - the art of purposeful action" (Blau & Scott, 1978); and "the process of reaching organizational goals by working with and through people and other organizational resources" (Certo & Appelbaum, 1986). As numerous authors point out, this is an interdisciplinary practice, appealing to principles of sociology, psychology, anthropology, economics, mathematics and science.

Various schools of thought regarding management practice have evolved during the past 150 years. Certo & Appelbaum, (1986) summarized them as follows:

1. The Classical approach, emphasizing efficient task accomplishment;
2. The Behavioral approach, emphasizing increased production through an understanding of people;
3. The Management Science approach, emphasizing improved organizational effectiveness through the application of scientific methods and mathematical techniques in problem solving;
4. The Contingency approach, emphasizing the application of various management approaches contingent upon circumstances;
5. The System approach, based upon general System theory, emphasizing the interdependence of parts functioning as a whole for some purpose.

Early writers in this area were primarily businessmen themselves. These writers sought to find better ways to accomplish tasks - as Fredrick Taylor proposed, they strove to find the "one best way" to get a job done (Taylor, cited in Certo & Appelbaum, 1986). Academics began to study and write about this emerging field in the early 1900's, beginning with the Hawthorne studies, which looked at such issues as motivation, communication and leadership (Duncan, 1989). This ushered in the beginnings of a study of the human factor in industry and production.

Underpinning the various schools of management thought are basic assumptions about human nature. Taylor's beliefs were evident when he stated "pig iron handlers were so 'stupid and phlegmatic' that they more closely resembled in their 'mental make-up the ox than any other type' of animal" (Taylor, 1914, quoted in Duncan, 1989). As Duncan (1989) points out, our progression toward a more humanistic view has been dramatic: "the ox in Taylor's steel mill becomes the social creature at Hawthorne and perhaps even an angel or some similar almost divine being in Maslow's humanistic view."

McGregor (1957) postulated that the management thinking and practices of his time arose out of a set of beliefs about the nature of human beings. He presented these beliefs and assumptions as Theory X:

1. Management is responsible for organizing the elements of productive enterprise - money, materials, equipment, people - in the interest of economic ends.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fit the needs of the organization.
3. Without this active intervention by management, people would be passive - even resistant - to

organizational needs. They must therefore be persuaded, rewarded, punished, controlled - their activities must be directed. This is management's task. We often sum it up by saying that management consists of getting things done through other people.

4. The average man is by nature indolent - he works as little as possible.
5. He lacks ambition, dislikes responsibility, prefers to be led.
6. He is inherently self-centered, indifferent to organizational needs.
7. He is by nature resistant to change.
8. He is gullible, not very bright, the ready dupe of the charlatan and the demagogue (p. 316).

Recognizing the inadequacies of a management approach which infantilizes workers, McGregor suggested a new approach to the management of human resources, which he called Theory Y. This theory was based on the following assumptions:

1. Management is responsible for organizing the elements of productive enterprise - money, materials, equipment, people - in the interest of economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a

result of experience in organizations.

3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.
4. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives (p. 321).

Ouchi (1981) attempted to move McGregor's work one step further with his introduction of Theory Z. He recognized the relative greater sophistication of Japanese human resource management, where employees "are treated as adults, as partners ... (and) are involved in making Japanese companies both efficient and innovative" (Daft, 1986, p. 530). Ouchi proposed a merging of American and Japanese organizational structures and processes which would reflect a value for employees' creativity, individuality, decision-making ability, and need for stability and diversity in task functions. His notions were supported by Pascale and Athos (1981) who urged American managers to become "less individualistic,

independent, specialized, macho, and stoical and more cooperative, interdependent, well-rounded, feminine, and supportive" (cited in Waring, 1991, p. 169).

Such movement has been met with some controversy, however, with critics contending that the selling of such ideas is in itself big business, and that management experts are more likely to become rich by selling advice than by using it (McCloskey, cited in Waring, 1991). Waring contends that the promises of such approaches have not been realized, and that while some management problems have been mitigated, others have taken their place. This conclusion is not surprising, as the art and science of managing people can at best be inexact.

The above notwithstanding, Daft (1986) points out that recent movements toward increased egalitarianism within organizations has contributed to their success. He outlines four factors associated with corporate success, including environmental, management, structural and human resources. In terms of management, Daft (1986) stresses a strong leadership vision, a bias toward action, and unplanned, intuitive decision making processes. In terms of the human resources factor, he stresses the importance of a climate of trust,

productivity through people and consensus, and a long term view of success. He further states, "One reason for excellence in corporations is the productivity through human resources, which has only recently been stressed in organization theory" (p. 539).

A HISTORY OF THE TEAMING MOVEMENT

A review of current literature reveals the development of the teamwork concept in the western world first appeared in the industrial world, a movement which began slowly but eventually "caught on like wildfire" (Wellins et al., 1991). Some authors point to the introduction of this concept as early as the 1950's, as Eric Trist (1951) experimented with different ways of organizing the work of British coal miners. The early successes of such industry giants as Procter & Gamble, General Foods, and Gaines Dog Foods (Shonk, 1992; Wellins et al., 1991) influenced numerous other corporations to follow suit during subsequent years; during the mid-1980's the concept of self-directed work teams took hold firmly in western, particularly American, corporations.

The rationale for the introduction of a team approach into business and industry was twofold. First, it was a response to a tremendous decline in profitability among

former leading world-market corporations in the west during the 1980's (Bowles et al., 1991; Kinlaw, 1991; Shonk, 1992; Wellins et al., 1991). They had lost their competitive edge, along with market share, to foreign industry, (particularly Japanese industry), falling short in quality and customer service and behind in effective production strategies (Bowles et al., 1991; Wagner & Roland, 1992). Western industry discovered that the success of its competitors was largely attributable to their business practices of the past forty years, which included a model of Total Quality Management. This model, characterized by an increased focus on quality and customer satisfaction, is organized around the notion of continuous improvement in all areas of production. In order to accomplish this, the model allows for:

- (a) approaches to task that are more flexible, adaptable and efficient;
- (b) revised approaches to human resources utilization.

Secondly, it was a response to a growing problem with worker apathy and discontent, which was evidenced by high levels of absenteeism, low productivity and an uncommitted workforce (Bowles et al., 1991; Shonk, 1992; Wellins et al., 1991; Varney, 1989). The traditional hierarchical model utilized by most western business and

industry was based on standardizing workers' activities into simple, repetitive tasks and then closely supervising them (Taylor, 1947, cited in Wellins et al., 1991). While this approach may have been appropriate for the time in which it was developed, in a workforce comprised largely of immigrants with language barriers, it was hardly satisfactory in the better educated and more highly sophisticated and enlightened workforce of the 1970's and 1980's. Workers, disempowered in this system, had little sense of personal ownership in the outcome of their work; their contributions were only valuable to the extent that they were a small cog in a very large wheel. Under such conditions, worker creativity and motivation to contribute to improved company results were understandably low. In their quest for higher profitability, corporations had focussed on improving technology but had been slow to recognize the need to harness their invaluable human resources to achieve this end.

EFFICACY OF TEAMWORK

Research-generated data on the efficacy of a team approach within organizations and businesses is difficult to find; case studies are abundant, however. Following is a summary of the empirically-based information discovered in recent literature, followed by

case examples.

1. In a study conducted by Near & Weckler (1990), self-directed work teams were found to score significantly higher than more traditional work units in the following factors: innovation, information sharing, employee involvement, and task/job significance.
2. Macy et al., (1990) "found that self-directed work teams correlated very highly with financial and behavioral outcomes such as increased organizational effectiveness, heightened productivity, and reduced defects" (cited in Wellins et al., 1991).
3. Cohen & Ledford (1994), in a quasi-experimental study, found that self-managing work teams performed more effectively in the areas of customer service, technical support, administrative support and managerial functions than did comparable traditionally managed groups performing the same type of work.
4. In a quasi-experimental study conducted among combat troops of the Israel Defense Forces, Eden (1986) found that an experimental group participating in a

team development initiative showed significantly improved teamwork, conflict handling and sharing of information compared to a control group.

While research-generated data on the efficacy of teamwork is relatively scarce, case studies are legion. Following are examples of the results of teamwork reported in recent literature:

1. A General Electric plant in Salisbury, North Carolina increased productivity by 250 per cent, compared with other plants producing the same products; their success has been attributed to the introduction of teamwork (Hoerr, 1989).
2. Blue Cross Blue Shield of Maine reported positive results in implementing flexible work schedules and improved departmental documentations as a result of concerted teaming efforts (Ayotte, 1994).
3. Perwaja Steel, Malaysia's national steel project, moved from being an unproductive recipient of government aid in 1988 to a profitable organization with pre-tax profits estimated at 30 to 40 million dollars U.S. in 1993. Its remarkable turnaround has been credited to "teamwork, collegiality and ... a

jungle survival course" (Tsuroaka, 1994).

4. Motorola, Inc., former recipient of the prestigious U.S. award for quality, the Malcolm Baldrige National Quality Award, cites teamwork as the catalyst which brought together two largely hostile groups of employees into a "creative, compatible working unit" (Buchanan, 1994).
5. Chrysler Corporation, currently the world's most successful automaker (Taylor, 1994), recorded 1993 profits at approximately 2 billion dollars. Chrysler, which requested and received a 1 billion dollar loan guarantee from the U.S. Congress in 1980, credits the introduction of teamwork with its remarkable recovery (Bowles et al., 1991; Taylor, 1994).
6. The highly successful completion of the 360 million dollar Sterling Winthrop Pharmaceuticals Research Division facility has been largely attributed to the project teams' management (DeMarco, 1993).
7. Illinois Tool Works, upon the acquisition of Paslode, set a goal of "being the best at meeting customer needs" (Stalcup, 1993, p. 59). They report

that the high levels of success they have encountered "are about teamwork, trust, respect, involvement, and accountability - about the business of empowering people to be the best they can be and then expecting the best" (Stalcup, 1993, p. 59).

The above findings indicate improved functioning in both task and process elements of the work groups as a response to the introduction of teamwork strategies. This is consistent with the findings of many group theorists during the past thirty years, who have found that the effectiveness with which a group attends to its task functions is dependent on how efficiently it is able to work through its process (Spich & Keleman, 1985).

The literature does not always indicate such positive results, nor such a positive reception to a team concept, although data and case studies outlining the unsuccessful application of teamwork are comparatively more scarce. Sinclair (1992) claims that the beneficial aspects of teamwork have been overstated, and warns that the notions and principles behind a team concept can be misused by "camouflaging coercion and conflict with the appearance of consultation and cohesion." Numerous

authors caution against the implementation of teaming as a panacea for all organizational ills, and indicate successful teaming efforts are limited by the following:

1. Adequate training (Zemke, 1993);
2. An organizational culture that creates and supports the conditions for teamwork (Clemmer, 1993);
3. Adequate time to allow for organizational changes;
4. Team leaders who can facilitate all aspects of the group's dynamics (Sinclair, 1992);
5. Clearly stated organizational goals, along with an expectation for achieving them (Zemke, 1993).

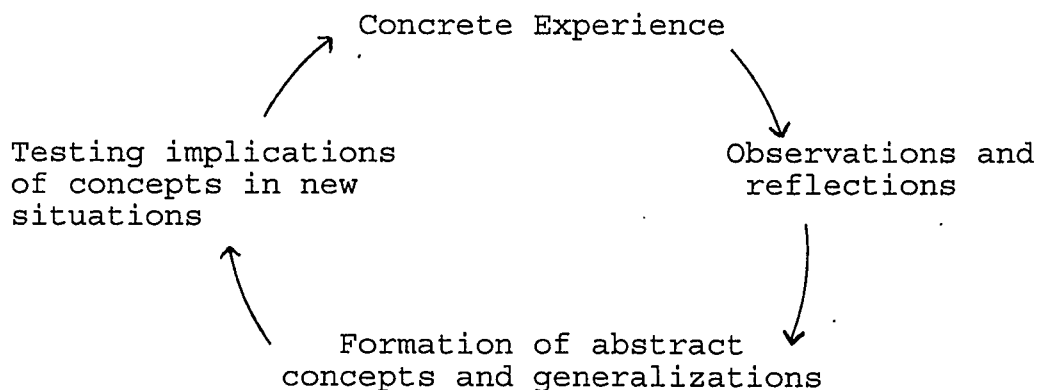
OUTDOOR EXPERIENTIAL TRAINING

Outdoor programming for groups and individual growth has its origins during World War II, when the first Outward Bound program was developed to teach British sailors marine and survival skills (Miles, 1987; Wagner et al., 1991). Adopted as a treatment modality for adolescents during the 1960's and 1970's, the use of such programming has more recently spread to adult populations, including adult survivors of sexual abuse (Bass & Davis, 1992; Ford & Radosta, 1992), couple and family units (Mason, 1987), along with individual growth and challenge programs for both men's (Brody et al., 1988; Miranda, 1985;) and women's groups (Aubrey & MacLeod, 1994; Bialeschki, 1992; Miranda & Yerkes, 1982;

Mitten, 1985; Warren, 1985; Yerkes & Miranda, 1985). Additionally, Wagner et al., (1992) reported plans to develop and test a model for experiential learning in a classroom setting. During the late 1970's and 1980's the corporate world began to express an interest in using this concept for professional development purposes; the popularity of this strategy has steadily grown during subsequent years (Miles, 1987; Wagner et al., 1991).

EXPERIENTIAL LEARNING THEORY

It would seem obvious that humans grow and learn from doing: one needs only to observe infants to make this sweeping statement. This notion also receives some solid support in the literature, however. Kolb (1979) conceptualized experiential learning in a four-stage cycle:



He states:

"Immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a 'theory' from which new implications for action can be deduced. These implications or hypotheses then serve as guidelines in acting to create new experiences" (pp. 539-540).

Kolb & Lewis (1986) further state that learners not only learn to learn from their experiences, but also to shape their own development.

Pfeiffer & Company (1990) published a five-stage cycle, not unlike Kolb's model and stated the following:

"Learning experiences that utilize the experiential learning model allow participants to confront basic psychological and behavioral issues that they have to deal with in their daily lives....(it) gives participants an opportunity to examine their feelings and behaviors related to interactions with other individuals. Examining their feelings and other reactions to situations helps to expand the participant's awareness and understanding of the function their emotions play in their behavior. Not only does this add to the interest and involvement of the participants, but it also contributes significantly to the transfer

of learning. No other type of learning generates this personal involvement and depth of understanding. The ultimate result is that participants accept responsibility for their own learning and behavior, rather than assigning that responsibility to someone else" (p. 8).

Experiential learning can be likened to the more recently developed concepts of informal and incidental learning. "Informal" learning occurs when a person decides he or she needs to know something and takes steps to learn it. It is self-motivated, self-directed and purposeful. "Incidental" learning refers to learning that takes place in the course of doing work...we form impressions, make assumptions and gather information (Sorohan, 1993).

Sorohan (1993) stated that informal and incidental learning can be enhanced by enabling three characteristics:

1. Proactivity, or self-direction, which is associated with employee empowerment;
2. Critical reflection, or learning to question assumptions;
3. Creativity, or learning to reframe problems and look at them from many different points of view.

Sorohan identifies the link between cognition and emotion in this type of learning, pointing out that "transformational" learning holds the greatest potential for growth but also requires a certain element of risk-taking on the part of the learner.

Researchers Berryman & Bailey, cited in Sorohan (1993) state that "intelligence and expertise are built out of interaction with the environment, not in isolation from it....effective learning engages both head and hand and requires both knowing and doing" (p.48). Such learning outside the classroom is of particular interest to corporations and other organizations, as they have been pushed by economic pressures and radical changes in the global market-place to "work, organize, think and learn in very different ways" (Watkins & Marsick, 1992, p. 287). Formal classroom training to meet the need for continuous learning, particularly in the technological arena, has proven to be inadequate. Capitalizing on informal and incidental learning....that is, learning by doing and experiencing, has been touted to be a more efficient and effective response to current organizational needs.

EFFICACY OF OUTDOOR EXPERIENTIAL TRAINING

Much of the research on outdoor, experiential

programming has focussed on the use of this modality in therapeutic endeavors. Primarily individually growth-oriented in this setting, outdoor, experiential programming has long been thought to have positive impacts on people; however, existing research has produced inconclusive results as to the exact nature of these benefits (Talbot & Kaplan, 1986). Much of the research that has been undertaken has been limited to populations of adolescents, making generalizations to more diverse groups difficult. While much of the published literature supports such programming, reports are often anecdotal (Davis-Berman & Berman, 1989) and rely on such sources as participants' journals (Talbot & Kaplan, 1986), therapists' structured observations (Davis-Berman & Berman, 1989), and client self-reporting (Mason, 1987). In addition, many of those studies reporting empirical data are "replete with design problems" (Davis-Berman & Berman, 1989).

In spite of the limitations identified above, some data is available. Increased self esteem is the most commonly reported positive change resulting from outdoor/wilderness programming (Davis-Berman & Berman, 1989; Gillett et al., 1991; Iso-Ahola et al., 1988; Mason, 1987). Additional findings indicate increased self efficacy (Brody et al., 1988; Davis-Berman &

Berman, 1989); and increased internal locus of control (Marsh et al., 1986).

OUTDOOR EXPERIENTIAL TRAINING IN BUSINESS

Wagner et al., (1991) have identified 2 types of outdoor programming offered in current practice: "wilderness" or "high impact" programs and "outdoor-centered" or "low impact" programs. The former involves primarily high risk, strenuous activities (i.e. rappelling, rock climbing, white-water rafting) in wilderness settings and are primarily accessed by executive groups. The latter consists of structured outdoor activities (i.e. ropes courses, individual and team problem-solving initiatives), are not necessarily located in wilderness settings, and are typically accessed by more diverse groups, such as middle to upper-management and mixed groups, such as entire project teams.

Team building is reported to be the most common reason corporations engage in experientially-based training and development programs (Wagner & Roland, 1992). Other goals of such programming include a focus on more individual changes, including increases in willingness to accept change and increased trust in peers (Galagan, 1987).

Criticisms of this model of training for businesses and corporations include the following:

1. Providers of this programming demonstrate a lack of a firm philosophical and/or theoretical foundation to the field of outdoor experiential training;
2. Concerns regarding safety, risk or accidents;
3. Inadequate skills, knowledge, and/or professionalism among facilitators (Miner, 1991).

EFFICACY OF OUTDOOR EXPERIENTIAL TRAINING IN BUSINESS

Much anecdotal evidence supports the effectiveness of outdoor training in corporate and business settings (Galagan, 1987; Gall, 1987; Long, 1987). Research-based reports on the efficacy of the "wilderness lab" (Long, 1987), or outdoor, experiential training for corporations are scarce, however: "Despite the impressive amount of money spent on these programs, there is almost no 'hard' evidence to justify their use by business" (Wagner, 1992, p. 2). This may be attributed, at least in part, to a lack of initiative on the part of organizations delivering such programming to submit their programs to the scrutiny of empirical research. Wagner et al., (1991) found that fewer than 10% of the organizations offering such programming used any kind of empirical data to evaluate their programs.

Wagner et al., (1992) stated that recent empirical research has consistently found experientially based training and development programs "can be effective in improving some organizationally-desired behaviors in some circumstances" (p. 5). Key elements in determining program effectiveness have been found to be:

1. The strength of the link between the stated organizational goals and the program design (Buller et al., 1991; Wagner et al., 1992). It is not only the experientially-based training which produces results, but also how well that program is integrated with organizational objectives that will determine program effectiveness.
2. Facilitator skills. In a quasi-experimental study done by Wagner & Roland (1992), results indicate that "soft" facilitator skills make a difference in determining the effectiveness of training efforts. Additionally, facilitators who participated in a "Train the Trainer" program, which focussed primarily on human behavior and group interaction skills (including debriefing and feedback), subsequently achieved significantly better results among their trainee groups in the following areas: locus of control, self-esteem, problem-solving, trust in peers, groups awareness and group effectiveness.

Wagner (1992) found support for the validity of experientially-based training and development programs in a study he conducted among 43 upper level managers in an electrical manufacturing business. He administered a pre/post self-report questionnaire immediately prior to and four months subsequent to participation in a 2 1/2 day program which integrated both classroom and experiential activities. The specific variables he evaluated were work locus of control, self-esteem at work, trust in peers, group awareness, group effectiveness and acceptance of change. He found change at the .01 level of significance among 2 variables in the experimental group: group awareness and acceptance of change. No changes were reported in the control group. These results led Wagner to conclude:

"Increases in group awareness would suggest that the work teams are able to function more smoothly as a unit, with increased cohesiveness, goal clarity, and homogeneity. Increases in acceptance of change would suggest that people are more willing to accept new ideas, and try new methods in the work place" (p. 4).

Wagner & Roland (1992) reported the following results gathered from evaluation studies which involved 6 organizations, 80 outdoor experiential training programs

and more than 1200 participants. The goal of the evaluation was to determine what behavioral changes occurred as a result of participation in the programs. Two types of behavior change were evaluated: individual behavior, including self-esteem, locus of control and faith and confidence in peers; and group behavior, including group cohesiveness, clarity, homogeneity, problem-solving and overall group processes. Data were gathered from participant self-report questionnaires, completed before and after the program, supervisory reports on work group functioning prior to and subsequent to participation in the programs, and interviews with managers. Results indicate significantly improved work-group functioning in all of the above-noted areas subsequent to participation the training for up to 18 months after the training was completed. No significant changes were reported in any of the individual behaviors, however. The authors note that their research was conducted almost exclusively amongst participants of low-impact programs; they speculated results would change if more high-impact programs were included in the study. In addition to the above, the researchers found the following variables to influence participant results:

1. Intact work teams benefit from participating in outdoor experiential training programs

significantly more than do non-intact teams;

2. Mixed-gender groups showed greater improvement in the areas of group problem solving and overall group effectiveness than did either all-male or all-female groups. They also reported enjoying the program more.

The variables studied which did not influence program effectiveness were volunteer/non-volunteer participation and presence/absence of the supervisor during the training. The researchers also found no correlation between the success of the programs and the amount of time spent outdoors.

Ewart (1991) measured the effects of outdoor, experiential education on group development among participants in 17 Pacific Crest Outward Bound courses. Participants were strangers to each other prior to their involvement in these programs. Using Jones' & Bearley's (1986) group development model, Ewart examined how groups participating in the above-noted programs moved through the group development phases of Latency, Adaptation, Integration and Goal Attainment. He found that over time groups demonstrated more advanced group task behaviors (open data flow and problem-solving) and more advanced group process behaviors (cohesion and interdependence). The author points out that the groups

studied were not part of courses specifically designed to promote group development and states, "This fact alone, would suggest that when experiential programs are geared to group development, the results would be even more dramatic" (p. 130).

Taragos (1993), in a doctoral thesis examined the impact of outdoor laboratory training and follow-up strategies on participants' self-esteem and work group climate. He used pre-test, post-test and follow-up surveys to identify changes in 4 dimensions of self-esteem and 5 dimensions of work group climate over a 6 month period.

An experimental group of 37 white collar workers in a large corporation participating in a 3 day outdoor laboratory training program, including follow-up strategies, were asked to complete a set of self-report measures at 3 points in time: just prior to training (01), at the completion of training (02), and at their worksites 6 months following the program (03). A control group of 35 participants was requested to complete the same self-report measures at 2 points in time during the 6 month period following. They did not experience the outdoor laboratory training.

Taragos used the 15 item Self-Actualization Index to

assess self-esteem. Subsections of Likert's Survey of Organizations addressed the following constructs, which measured group climate: peer support, team-building, work facilitation, work functioning and goal emphasis. The author indicates that both instruments have demonstrated reasonable levels of reliability and validity.

Taragos used one-sample paired t-tests and 2-sample t-tests to analyze the data; comparisons were made to identify changes occurring within and between the experimental and control groups before, immediately after and six months after the outdoor laboratory training experience.

The research results indicate significant changes immediately following training in overall group climate at the .05 level and on 3 subdimensions (group function, work facilitation and teambuilding) at the .01 level. These results led the author to conclude:

"....Outdoor laboratory training has an immediate and positive impact on group climate. It is possible that these results could be attributed to the experiential activities that required participants to experience various elements of team performance through their direct participation in

the outdoor and indoor experiential activities"
(pps. 52-53).

Results further indicate that these changes were maintained over the six month period following the training, but did not increase. Also, the experimental group had significantly higher levels of change in overall group climate at the .05 level as compared to the control group. Paired t-tests analyzing differences between pre-test and post-test scores on the Self-Actualization Index indicate significant changes in overall self-esteem in the experimental group at the .05 level of significance. The only subdimension that demonstrates significant change is tolerance of failure (at the .01 level). A one-sample t-test comparing post-test and follow-up scores indicate that significant change did not occur. A comparison of scores on the pre-test and follow-up scores also indicates no significant changes. Finally, a comparison between the experimental group and the control group indicates no significant difference on any self-esteem subdimension or individual item between the two groups, at the .05 level.

These results led the author to conclude:

"Measures of self-esteem after six months appear not

to be influenced by the outdoor laboratory training experience. These results indicate that, if there was a change immediately after the outdoor training laboratory, it is not maintained. This could be due to the training format, since this was a low events course that did not focus on high risk, high ropes experiences. The outdoor lab in this study placed a strong emphasis on group dynamics vs. individual change" (p. 57).

The above findings support Wagner & Rolands' (1992) research findings, cited earlier, which indicated significantly increased work group functioning but no significant changes in individual behaviors. As was earlier noted, they also attributed this to the fact that the dependent variable (outdoor, experiential training) did not include high risk activities and speculated that the results may have been different if the activities had included some high risk activities, such as white-water rafting or rappelling.

SUMMARY

A broad sweep of the literature on management theory and practices has revealed a steady move toward recognizing the importance of optimal human resource utilization to achieve organizational goals. The development of a

teamwork model has been largely a response to this movement. The literature indicates much support for the use of this model in promoting worker involvement and engagement, and by doing so, affecting organizational bottom lines.

Training organizations in a teamwork model has developed into big business for training and consulting groups; one training model that is currently increasing in popularity is an outdoor, experiential model. Based on the principles of Experiential Learning Theory, groups are led through a series of exercises wherein they are invited to challenge previously held notions and experiment with different behaviors around teamwork and leadership.

Support for this approach can be found in more recent writings in the area of adult learning. Research findings on the efficacy of outdoor, experiential training indicate some support for the use of this model. It is evident, however, that more research needs to be undertaken in this area. Some questions that remain unanswered are:

1. Does outdoor, experiential training positively impact a work team's ability to effectively deal with both task and process issues of group

functioning?

2. Is new learning attributable to outdoor, experiential training sustained over time?
3. What follow-up strategies would be helpful in sustaining new learning and changes that occur in the off-site training?

This research is designed to investigate how a team's ability to deal effectively with both task and process issues is reflected in members' perceptions of certain team feelings. More specifically, the research investigates whether the team feelings of Inclusion, Commitment, Loyalty, Pride and Trust change as a result of participating in a specific outdoor team development initiative, and whether these changes are maintained over time.

The research questions are posed as follows:

1. Is there a difference in team feelings with respect to Inclusion, attributable to participation in the Teampower! program, over time?
2. Is there a difference in team feelings with respect to Commitment, attributable to participation in the Teampower! program, over time?

3. Is there a difference in team feelings with respect to Loyalty, attributable to participation in the Teampower! program, over time?
4. Is there a difference in team feelings with respect to Pride, attributable to participation in the Teampower! program, over time?
5. Is there a difference in team feelings with respect to Trust, attributable to participation in the Teampower! program, over time?

CHAPTER III: METHODOLOGY

This study was conducted in co-operation with the Nova Corporation of Alberta (Nova Gas Transmissions), the Pacific Center for Leadership (PCL) of Canmore, Alberta and the Banff Center for Management of Banff, Alberta. Nova Corporation is a large organization which operates a natural gas pipeline within Alberta to transport natural gas from Alberta producers' wellheads to other pipeline companies outside of Alberta. The Pacific Center for Leadership is a management consulting firm which provides outdoor, experiential teambuilding and leadership challenge programs (for example, the Teampower! program) as part of its work with corporate groups and other organizations. The Banff Center for Management, an educational institution providing management training and development programs to corporations and other organizations, hosted the Teampower! program.

PROGRAM OBJECTIVES

As has been noted earlier (Chapter II), the primary purpose for the use of outdoor, experiential training has been to enhance team development. This was consistent with Nova Gas Transmission's training objectives, cited as follows.

To provide a forum wherein:

1. The use of individual team members' skills and personal qualities is ensured;
2. Resources are utilized to maximum advantage;
3. Team performance is maximized.

The objectives of the Teampower! program were to assist the client in meeting their objectives by providing opportunities to:

1. Examine their attitudes, opinions, assumptions and beliefs regarding teamwork and leadership;
2. Examine their individual functioning within the context of the group, with a view to assessing how this has helped and/or hindered them in being an effective team member or leader;
3. Experiment with new and/or different behaviors in a safe, non-routine setting;
4. Lead, follow, or do whatever they do in a group;
5. Perform as a team to their maximum capability and discover opportunities for improvement;
6. Consolidate and begin to integrate new learnings with a view to transferring new learning to the workplace.

The purpose in providing the above was to assist both the individuals and the team to become more effective in creating a high performing team. In addition, the course activities emphasized such notions as trust-building, risk-taking, problem-solving, effective

communication, continuous improvement, feedback, goal-setting, conflict resolution and developing a shared vision.

The outdoor, experiential training was initiated by Nova Gas Transmissions to enhance and support a wider company initiative toward Management by Objectives. While the participants had been exposed to a "team" concept since 1992, many had not received formal training in this area. None had been exposed to the Teampower! program, with the exception of the team leader, who had participated in a similar program as a member of his Team Leader's team in October of 1993.

RESEARCH DESIGN

This study was designed to determine whether members of work teams experience changes in feelings of Inclusion, Commitment, Loyalty, Pride and Trust after participating in a two and one-half day Teampower! program. Using a quasi-experimental design, participants were asked to complete a self-report measure at three points in time. The instrument was administered immediately prior to training (at the training site), (O1), immediately after completion of the training, two and one-half days later, (O2), and a third time six weeks later during a focus-group session

at the worksite, (03).

The comparison group employees were requested to complete the same instrument on three occasions as well, with the same time intervals between completion of the questionnaire. They did not experience the outdoor training.

Table 3.1: RESEARCH DESIGN

	<u>Day 1</u>		<u>Day 3</u>	<u>6 weeks</u>
Treatment Group	01	X1	02	03
Comparison Group	01		02	03
01	Team Development Questionnaire Pre-test			
02	Team Development Questionnaire Post-test			
03	Team Development Questionnaire Follow-up			
X1	Teampower! program			

The population of the Treatment Group was the Customer Projects and Quality Management Department of the Nova Corporation (Nova Gas Transmissions). The sample, a group of 21 participants, attended the seminar primarily as an intact work team, with the exception of 5 participants, who worked in the same department but had been unable to attend the seminar with their own team.

The Treatment Group consisted of a blend of individuals with a wide range of responsibilities, experience bases and educational levels.

For the purpose of delivering the program, the group of 21 was divided into two teams:

Team A: A group of 12, all members of an intact work team;

Team B: A group of 9, consisting of individuals who had been unable to attend previously with their own team and some members of the above intact work team who interacted frequently with them.

Random sampling and assignment to groups was not feasible due to the training needs and objectives of the participants. However, this group appeared to be representative of the population.

The Comparison Group was taken from a different department from within the Nova Corporation, the Mainline Projects Management Department. The functions of this department are different from that of the Treatment Group; however, the structure of the departments is similar between groups. The Comparison Group was comprised of 26 members of three intact work teams: a Team Leaders' team, consisting of 6

individuals, and two Project teams, one of 14 and one of 6 individuals. The team leaders of the two project teams were given the choice of participating in this study as either members of their Team Leaders' team or of their project team; one individual chose to participate as a member of his Team Leaders' team, one chose to participate as a member of his Project team.

Random sampling was again not possible, but was based on team leaders' and members' availability. The teams who participated appeared to be representative of this department and of the Nova Corporation.

THE TEAMPOWER! PROGRAM

Day One

The two and one-half day program began with an evening introductory and orientation session. The facilitators provided an outline of the upcoming activities and worked to set the tone for the following two days by engaging participants in a series of "ice-breaking" exercises. During this session a number of concepts were also introduced, with discussion ensuing, in order to provide participants with a context and a framework for the experiential exercises they would be engaged in the following day. The following concepts were introduced and discussed:

(a) Window frame

This notion challenges participants to be aware of their attitudes, opinions, assumptions and beliefs in any given situation, with a view to challenging these to obtain more satisfactory results.

(b) Hot teams

Participants were asked to generate a list of the characteristics of a high performing team, thus establishing a blueprint for their own ways of interacting during the days ahead.

(c) Continuous improvement

This concept was introduced with an activity entitled Warp Speed. Participants were given a tennis ball and were asked to develop a sequence for passing the ball to every person in the group as they stood in a circle. They were subsequently asked to increase their speed until they found the quickest and most efficient way to accomplish this task.

(d) Personal objectives

Participants were asked to identify 3 specific personal objectives (experiences they were looking for and learning they wanted). Along with this

they were asked to identify what they were willing to do to create these and what assistance they needed from others to create these. (This was presented as a homework assignment, to be done on an individual basis.) The purpose of this exercise was to both assist participants to become focussed on their own learning needs, and to assume responsibility for them.

This session ended with short reading assignments covering the following topic areas:

- (a) Teams in business
- (b) Trust building
- (c) High performance teams
- (d) Holding back
- (e) Coaching business teams
- (f) Risk-taking
- (g) Feedback.

These readings were intended to further establish a context and framework for the following two days' activities.

Day Two

The group of 21 participants was divided into two smaller groups for the remainder of the program.

Day Two consisted of a series of challenges and activities designed to provide opportunities for participants to further experience and explore the aforementioned concepts. The challenges and activities are detailed below; with the exception of the Trust Falls, they were not necessarily delivered in the order presented.

(a) The "Trust Falls"

This consisted of a series of three activities designed to explore the issue of trust. The first activity involved participants falling backwards into the arms of one other team member. The second activity involved a participant standing encircled by his teammates, falling into their arms, and being passed around the circle by his teammates. The third activity involved a participant standing on a 4 foot retaining wall and falling backwards safely into the outstretched arms of his teammates. Careful instructions were provided in order to ensure the safety of all participants.

Discussion following this exercise centered on risk-taking, perceived risk versus actual risk, comfort zones, trust-building in incremental steps and task role differentiation.

(b) The "Amazon"

Participants were required to rescue a "pot of

gold" from an "acid pit" in a specified time frame. The pot of gold (a coffee can with a handle attached, filled with candy) was placed approximately 20 feet from a 4 foot high rock retainer wall. Participants, who were positioned safely on top of the retaining wall, were given a 10 foot plank, a reaching device, and a rope to use as equipment. However, any person or piece of equipment which touched the ground in the "pit" would immediately be removed from play. As in all activities, participant safety was emphasized.

(c) The "Potential"

This activity involved placing a glass of "toxic waste" (water) into a "containment bucket" (ice bucket) and capping it, without spilling a drop. The toxic waste was located in the middle of a roped-off area, which participants were not allowed to enter into. Anyone who attempted to complete the task had to be blindfolded. Equipment included a 6 foot piece of 2" x 4" board, a long climbing rope and a blindfold.

(d) The "Toxic Waste Transfer"

This activity involved transferring containers of toxic waste (water) from one site to another

without spilling any of it. The containers of toxic waste were located in the middle of a roped-off area, which participants were not allowed to enter into. The activity necessitated dividing the team into two smaller teams to accomplish the task. The equipment provided was 8 short pieces of rope and a length of rubber tubing.

(e) The "Blindfold Square"

Participants were blindfolded and asked to stretch out their hands to hold on to a 30 foot rope. After being assured their safety would be monitored by the facilitator, participants were given the task of forming a perfect square with the rope. Their task would be complete when they had formed a perfect square and all members of the team were standing inside the square. Participants were not allowed to let go of the rope.

(f) The "Eggstravaganza"

Participants were challenged with removing an 8 inch length of firm 3 inch plastic tubing, with handles attached and uncooked eggs positioned in holes carved in the tubing, from the center of a roped off area. Equipment included a carribeaner, a 30 foot rope, a ball of string, fish hooks, a

pulley device, and the nylon bag they came in. The task would be complete when the plastic tubing, and intact eggs, were retrieved.

(g) The "Spider's Web"

A web was created between two trees with rope and string, with openings large enough for participants to be passed through. Their task was to move their entire team through the web without touching it. Openings could only be used once; however, a hole could be opened up if someone was passed back through it. Touching the web resulted in the person being passed through having to return to the front; participants were asked to monitor their own standards. Numerous touches could result in one or more team members being blindfolded.

"Debriefing" followed each of the above tasks, wherein participants were given opportunities to reflect on both the task and process elements of the exercise. They were asked to identify both the strengths and limitations of their approach to task, and develop strategies for improvement in the next task. They were also asked to reflect on group process and personal insights. Discussion centered on such issues as communication, trust, accountability, information

sharing, common goals, interaction styles, support, reframing failure and celebration of success. Finally, participants were asked how the activity was similar to their experiences on the job and how they could transfer learning in this setting to the workplace.

Day Three

The third day of the program began with the facilitator inviting the participants to bring forward unfinished business and further reflect on learnings of the previous day. This was followed by a final team challenge, described below. Participants were challenged to put all of their team skills to work in completing this task.

(a) The "Tower of Power"

Participants were asked to divide themselves into two equal sized groups and were directed to position themselves in two different rooms. In each room participants found a bag with identical equipment inside, consisting of 35 different sized and shaped wooden blocks, two straws, 2 balloons, and a walkie-talkie. Their task was to construct 2 identical towers, using only the walkie-talkies to communicate between teams. Their task would be complete when they agreed they had built identical towers. A two hour time limit was set on this

task, which was followed by a debrief.

The afternoon of the final day was devoted primarily to goal setting and action planning, on both a personal and a team basis. They were asked to identify their most significant ideas and learning, both individually and as a team, and also to specify how they would put these ideas and learning to use in the workplace. They were asked to identify the challenges they anticipated in putting their plans into action, as well as what resources/supports they would require to accomplish their goals. In addition, they chose a coaching partner, with whom they discussed strategies and collaborated to achieve their personal goals.

A feedback session completed the final day of the program. Participants were provided with a feedback model, outlined below, and were given opportunities to practice using this model with one or two other participants.

Feedback Model

1. When you want another team member to continue to do what they are doing; when someone else is doing something that helps your performance on the team:

- * Describe specifically what you appreciate, admire,

respect or find helpful.

- * Describe the value for you when they continue to do it.

2. When there is something you would like a team member to be doing differently:

- * Describe specifically what you want more of.
- * Describe the value for you if they were to do more of this.

RESEARCH INSTRUMENT

The instrument chosen for this study does not have the psychometric credentials that are usual in this type of undertaking. Following is a description of the instrument and a discussion of the rationale for choosing it.

The Team Development Questionnaire (TDQ) was created by Dennis Kinlaw, Ed.D., based on his and others' research on the characteristics of superior work teams. Kinlaw (1991) states that members of superior work teams consistently and pervasively report experiencing five team feelings:

1. Inclusion, created and maintained by both functional and symbolic aspects of a team's environment;
2. Commitment, demonstrated by an individual's and

team's focus on its goals, objectives and priorities, and the degree of sacrifice it is prepared to make to reach the goal;

3. Loyalty, demonstrated by team members' investment in the success of their peers and a willingness to give each other the benefit of the doubt in the face of failure;
4. Pride, generated by an increased sense of individual personal worth associated with superior performance, along with a sense of belonging in the team environment;
5. Trust, generated as a result of team processes that are fair, open, honest, dependable and reliable.

Kinlaw states, "these particular feelings are so pervasive and predictable that they can be used as baselines to assess team development and as targets for improving team development" (p. 124).

Kinlaw points out that these team feelings are the indirect consequences of the following persistent conditions that exist in a team's environment:

1. Clear purposes, values, work processes and individual responsibilities;
2. Recognition and appreciation for members' value to the team (both individually and collectively);
3. Ensuring that each person has sufficient knowledge

- and skills to perform to the highest standards;
4. Members have opportunities to have influence over their jobs, the team and the larger organization (Kinlaw, 1989).

He further sees them as an indicator of a team's functioning: the healthier the team, the more pervasive these team feelings will be.

This instrument was designed as an assessment instrument to be used by teams to assess their own functioning. It addresses team functioning processes over which individual teams and members have an influence. These process include:

1. Achieving superior team results by making maximum use of human resources, delivering outputs of superior services and products, showing continuous improvement and building enthusiastically positive customers;
2. Helping informal team process to emerge, including the day to day processes of communicating and contacting, responding and adapting, influencing and improving, and appreciating and celebrating;
3. Developing leadership that is focussed on both team development and team performance through the adoption of such leadership roles as initiator, model and coach;

4. Nurturing the previously-stated team feelings.

The TDQ is not designed to measure aspects of team functioning over which teams and members have no control, such as management support for team development initiatives and over-all corporate climate.

The Team Development Questionnaire (TDQ) is a 50 item self-report instrument. It makes a series of statements to which respondents are asked to identify their level of agreement on a five point scale. Items 1 through 10 measure team feelings of Inclusion; items 11 through 20 measure team feelings of Commitment; items 21 through 30 measure team feelings of Loyalty; items 31 through 40 measure team feelings of Pride; items 41 through 50 measure team feelings of Trust. No information is available regarding the validity and reliability of this instrument. The TDQ can be found in Appendix A.

Because the scope of the Teampower! program involves assisting teams and individual team members to improve team process and task functions, it is necessary to use an instrument that addresses only these issues, rather than larger organizational issues over which teams have no control. Other, validated instruments considered by this researcher address issues beyond the scope of the

Teampower! program, and have consequently been rejected. While numerous unvalidated instruments are available to choose from, it is felt that the TDQ best represents those elements of team functioning that are targeted for improvement by the Teampower! program.

SEQUENCE OF ACTIVITIES

After selecting the Team Development Questionnaire as the instrument for this study, the following steps were taken:

May 10, 1994

Administered TDQ pretest to Treatment Group,
immediately prior to commencement of the program.

May 12, 1994

Administered TDQ post-test to Treatment Group,
immediately following completion of the program.

June 23, 1994

Administered TDQ follow-up to Treatment Group,
45 days following their participation in the
program.

September 19, 1994

Delivered 2 copies of the TDQ for each member of
the Comparison Group, along with written

instructions to complete the instrument immediately and then again 3 days later, to a team leaders meeting. These were then distributed by selected team leaders to their respective teams; the Team Leaders team also participated as part of the Comparison Group.

November 3, 1994

Delivered TDQ follow-up to the Comparison Group.

November 10, 1994

Gathered completed TDQ follow-up of Comparison Group.

November, 1994

Analyzed data.

ADMINISTRATION OF QUESTIONNAIRE

The Team Development Questionnaire was administered to the Treatment Group by this researcher immediately prior to commencement of the Teampower! program. A cover sheet was attached to each questionnaire which outlined instructions for completion (Appendix B). The same instructions were given verbally. In addition, each participant was asked to complete a Consent form

(Appendix C) .

Each questionnaire was numbered. It was explained to participants that the number at the top of their sheet corresponded with name on a master sheet in my possession, in order to ensure the confidentiality of their responses.

The Team Development Questionnaire was again administered immediately following the Teampower! program. The same instruction sheet for completion of the questionnaire was attached, and the same numbering system was used.

The instrument was administered a final time 45 days later during a special team meeting for this purpose. At this time, a focus group session was also held, identifying further teambuilding needs of the participants. The focus group was not considered to be a part of this research.

Two copies of the TDQ were delivered for each member of the Comparison Group to a Team Leaders meeting, along with written instructions (Appendix D) to complete the instrument immediately and then again 3 days later. They were in a sealed envelope, with the respondent's

name on the outside and a numbered questionnaire on the inside. These were then distributed by selected team leaders to their respective teams; the Team Leaders' team also participated as part of the Comparison Group. A member of the team leader group volunteered to collect the completed questionnaires on my behalf. In addition, each participant in the Comparison group was asked to complete a consent form (Appendix E).

The questionnaire was again delivered to the above-mentioned member of the Team Leaders' group 46 days later, using the same measures for confidentiality noted above. An explanatory letter accompanied the questionnaire (Appendix F).

Mortality for the Treatment Group was nil. Mortality for the Comparison Group was 4..

Table 3.2: RESPONSE RATE ON TDQ

Group	Number	Number Returned	% Returned
Treatment	21	21	100
Comparison	26	22	85

RESEARCH QUESTIONS

1. Is there a difference in team feelings with respect to Inclusion attributable to participation in the Teampower! program, over time?
2. Is there a difference in team feelings with respect to Commitment attributable to participation in the Teampower! program, over time?
3. Is there a difference in team feelings with respect to Loyalty attributable to participation in the Teampower! program, over time?
4. Is there a difference in team feelings with respect to Pride attributable to participation in the Teampower! program, over time?
5. Is there a difference in team feelings with respect to Trust attributable to participation in the Teampower! program, over time?

LIMITATIONS OF THE RESEARCH

Campbell & Stanley (1963) identified the threats and limitations that commonly occur in this type of research as selection, mortality, history, and maturation.

Another limitation specific to this research is the use of an untested instrument.

Due to the training needs of the Treatment group and the time constraints of the researcher, both Treatment and Comparison groups were chosen on an availability basis. Also, because of the training needs of the client, participants were assigned to the two teams comprising the Treatment group in a non-randomized way. This may have led to unequal groups which, due to the dynamics within the groups, had somewhat different experiences of the program. Because of the size of the Treatment group, it was not possible to measure differences between the two teams which comprised it.

The program was delivered by two different facilitators, who have different facilitation styles, backgrounds and experience. While the intent in program delivery was to provide experiences and learning opportunities that were as similar as possible, it is inevitable that the program was not delivered identically to both teams. In addition, one team had an observer present, who may have offered insights that the other team did not receive.

The Team Development Questionnaire is an untested instrument. Information regarding its validity and

reliability is not available. As a result it is difficult to be certain that the TDQ accurately measured differences in team feelings and that differences shown reflected actual change rather than errors in measurement. Additionally, without data available regarding the validity of this instrument, it is not possible to state with certainty that changes in team feelings of Inclusion, Commitment, Loyalty, Pride and Trust reflect changes in overall team development, despite the fact that the author makes a good argument for this.

Finally, because the research was conducted by one of the facilitators delivering the Teampower! program, and because results indicating increased team development would reflect positively on the facilitator and the firm she works with, the possibility of researcher bias is increased. This would be a threat to the internal validity of this research.

ETHICAL CONSIDERATIONS

A concern for the possibility that team members would feel pressured or forced to participate in this study because their team or team leader support it prompted the researcher to include the following question at the end of the questionnaire:

Do you wish your responses to be EXCLUDED from this
research? _____ Yes _____ No

It is felt this afforded participants the option to
decline from taking part in the research in an
unobtrusive way.

In addition, maintaining participant confidentiality was
a high priority. The researcher was concerned about the
potential of jeopardizing the participants' status,
position, or feelings of security within the team if
his/her responses did not remain confidential. As a
result, participants were assigned a number, which was
paired with their names in the researcher's files.
Additionally, participants were assured their responses
would not be shared, except in aggregate form, with
their team.

CHAPTER FOUR: RESULTS

Data addressing the research questions under study are presented in this chapter. The method of statistical analysis chosen was Analysis of Covariance.

TABLE 4.1

Mean scores of Treatment Group at pre-test, post-test and follow-up, along with F values and probability values at post-test and follow-up comparing Treatment and Comparison Groups.

	Inclusion	Commitment	Loyalty	Pride	Trust
Pre-test	34.70	35.43	34.80	34.71	35.00
Post-test	38.57	41.55	38.75	40.29	41.33
Follow-up	38.29	40.00	39.53	38.81	38.71
ANCOVA (post)	F=6.377 P=.016	F=27.602 P<.0001	F=10.549 P=.002	F=29.635 P<.0001	F=26.058 P<.0001
ANCOVA (f/up)	F=5.054 P=.030	F=11.153 P=.002	F=15.404 P<.0001	F=10.992 P=.002	F=6.239 P=.017

RESEARCH QUESTION #1: Is there a difference in team feelings with respect to Inclusion, attributable to participation in the Teampower! program, over time?

The data indicate a significant change in team feelings of Inclusion in the Treatment group, as compared to the Comparison group, at the post-test. At follow-up, significant change from the pre-test score in the Treatment group, as compared to the Comparison group, was also shown. These changes can be attributed to participation in the Teampower! program.

RESEARCH QUESTION #2: Is there a difference in team feelings with respect to Commitment, attributable to participation in the Teampower! program, over time?

The data indicate a significant change in team feelings of Commitment in the Treatment group, as compared to the Comparison group, at the post-test. At follow-up, significant change from the pre-test scores in the Treatment group, as compared to the Comparison group, was also shown. These changes can be attributed to participation in the Teampower! program.

RESEARCH QUESTION #3: Is there a difference in team feelings with respect to Loyalty, attributable to participation in the Teampower! program, over time?

The data indicate a significant change in team feelings of Loyalty in the Treatment group, as compared to the

Comparison group, at the post-test. At follow-up, significant change from the pre-test score in the Treatment group, as compared to the Comparison group, was also shown. These changes can be attributed to participation in the Teampower! program.

RESEARCH QUESTION #4: Is there a difference in team feelings with respect to Pride, attributable to participation in the Teampower! program, over time?

The data indicate a significant change in team feelings of Pride in the Treatment Group, as compared to the Comparison Group, at the post-test. At follow-up, significant change from the pre-test score in the Treatment Group, as compared to the Comparison group, was also shown. These changes can be attributable to participation in the Teampower! program.

RESEARCH QUESTION #5: Is there a difference in team feelings with respect to Trust, attributable to participation in the Teampower! program, over time?

The data indicate a significant change in team feelings of Trust in the Treatment group, as compared to the Comparison group, at the post-test. At follow-up, significant change from the pre-test score in the

Treatment group, as compared to the Comparison group, was also shown. These changes can be attributed to participation in the Teampower! program.

SUMMARY

Significant changes were found in each of the team feelings of Inclusion, Commitment, Loyalty, Pride and Trust in the Treatment group, as compared to the Comparison group. Change from the pre-test score in the Treatment group as compared to the Comparison group remained significant at follow-up. These changes can be attributed to participation in the Teampower! program.

CHAPTER FIVE: DISCUSSION

The intent of this chapter is to review and discuss the results of the data collected in this study and presented in the preceding chapter. The intent of the research has been to determine whether the Teampower! program positively impacts certain aspects of team functioning. More specifically, the research questions are: Are there differences in team feelings with respect to Inclusion, Commitment, Loyalty, Pride and Trust attributable to participation in the Teampower! program, over time? The first section in this chapter addresses these questions; the subsequent section addresses related implications and recommendations.

DISCUSSION

This study applied a quasi-experimental research design to answer the above questions. Participants in the Treatment Group completed the Team Development Questionnaire (TDQ) on three separate occasions: immediately prior to participation in the Teampower! program, immediately after participation in the Teampower! program, and once again 6 weeks subsequent to participation in this program. This design was replicated in the Comparison group. The results were analyzed using an analysis of covariance: changes were

measured at post-test and follow-up while controlling for differences between the Treatment and Comparison groups at the pre-test.

The data indicate an observable pattern of strong increases immediately after participation in the program, at very high levels of significance. F-ratios were very high in all cases; probability values in three variables - Commitment, Pride and Trust - were $P < .0001$. The F-ratio was $P = .002$ for Loyalty and $P < .02$ for Inclusion.

At follow-up, the data indicates slight decreases in four variables - Inclusion, Commitment, Pride and Trust. These variables continued to have very high F-ratios, with probability scores of $P \leq .002$ in all cases, with the exception of Inclusion ($P = .030$) and Trust ($P = .017$). A fourth variable - Loyalty - indicated an even higher mean score at follow-up than at pre-test or at post-test; in this case the F-ratio remained very high, with a probability score of $P = .002$.

The Treatment group's scores on the TDQ at the pre-test ranged between a mean score on the variable Inclusion of 34.70 to a mean score on the variable Commitment of 35.43. Kinlaw's (1989) rating of these scores would

place the Treatment group in the "Average" functioning range of 30 to 38.5 in all variables.

Scores on the TDQ at the post-test ranged from a mean score on the variable Inclusion of 38.57 to a mean score on the variable Commitment of 41.55. These scores would place the Treatment group in a "High" performing category in all variables, according to Kinlaw's scale. The scores on the TDQ at follow-up range from a mean score of 38.29 on the variable Inclusion to a mean score of 40.00 on the variable Commitment. These mean scores would place the Treatment group in a "High" performing category in the variables Commitment, Loyalty, Pride and Trust, and in an "Average" performing category in the variable Inclusion at follow-up, according to Kinlaw's rating. Kinlaw would further identify the team feeling of Inclusion, and the factors that foster such feelings, are areas where the team needs to look for opportunities for improvement.

With the range of mean scores at the pre-test identified above, it is evident that the team was functioning from a position of relative strength prior to participating in the Teampower! program. In spite of the fact that this team had not participated to a large extent in team development initiatives prior to the Teampower! program,

they had been able to create the conditions within their team which fostered reasonable levels of feelings of Inclusion, Commitment, Loyalty, Pride and Trust. One could conclude that in participating in the Teampower! program this group was building on existing relative strengths in terms of team development.

In addition to this, as was noted earlier, the population from which the groups were taken for this study was undergoing a general, long term, corporate-wide initiative in Management By Objectives, with an emphasis on teamwork. This factor may have contributed indirectly to the success of the Teampower! initiative. Of interest would be a study determining whether teams participating in the Teampower! program experience significantly more positive results when Teampower! is part of a broader initiative as compared to when this program stands on its own.

In addition to the MBO initiative identified above, Nova Corporation was also planning a large-scale restructuring to be implemented in the fall or winter of the same year at the time this Teampower! session was conducted. Team members identified increased feelings of anxiety and uncertainty in anticipation of this restructuring. Some members expressed concern over

whether they would have a job after the changes had taken place, and identified that this interfered with their ability to set reasonable goals for themselves, both individually and on a team basis. These concerns were expressed primarily by Team B. (As noted in Chapter III, the Treatment group was comprised of 21 participants who were divided into two groups for purposes of this training. Team A was comprised entirely of members of an intact work team, none of whom had participated in the Teampower! program previously, with the exception of the Team Leader. Team B was comprised of 9 individuals, some of whom were attending this training because they had been unable to attend previous training sessions with their own teams and some of whom were usually members of Team A but were assigned to Team B for the purposes of the training program. Those members of Team A who were assigned to participate with Team B were chosen because they interfaced regularly with this group.)

The size of the Treatment group does not allow for a meaningful examination of differences between Team A and Team B. However, information regarding the impact of the way in which the team members were assigned to groups would be of interest. More generally, a study of how participating in the Teampower! program as part of

an intact vs. a non-intact team would be valuable. Of further interest would be an examination of how differing facilitator styles and skills impacts outcomes of the Teampower! program.

FOLLOW-UP STRATEGIES

The general pattern of increased feelings of Inclusion, Commitment, Loyalty, Pride and Trust at the post-test followed by a slight decline at the follow-up provides information for both the providers of the Teampower! program and the teams who participated. One could speculate that this pattern of decline would continue over time without periodic reinforcement of concepts and practices learned while participating in this program. It raises the question of how the scores on these team feelings can be maintained at the higher levels (indicating higher levels of team development.)

An obvious solution would be to provide a follow-up strategy that addresses ongoing team development. Taragos' (1993) research supports the notion of using follow-up strategies to maintain post-test results on outdoor laboratory training for corporate groups. In view of the discussion above, the group under study may find it beneficial to focus on worker feelings of anxiety and uncertainty due to organizational change;

in view of the research findings, they may benefit from a focus on continuing to create the conditions which foster strengthened team feelings of Inclusion, Commitment, Loyalty, Pride and Trust. The data would indicate that team feelings of Inclusion and Trust are the areas most needing attention. Both fall very slightly below Kinlaw's critical average score of 3.85, indicating areas of more limited team development. 8.5 While the team feeling of Trust made a dramatic gain at post-test, it fell substantially at follow-up, even though the difference from pre-test remained significant. In this writer's opinion it is entirely congruent that in an organization where restructuring is imminent and workers are afraid of losing their jobs, feelings of Inclusion and Trust would need attention.

Participants in the Treatment group identified a desire to develop follow-up strategies which would help them to increase the potential for a maximum transfer of their learning in the offsite training. One suggested strategy was to incorporate personal objectives identified during the Teampower! program into RIOS (responsibilities, initiatives and objectives) with respect to larger corporate goals. Such a strategy is consistent with the literature, which emphasizes the need to link training to specific organizational

objectives. Other follow-up strategies identified as being potentially helpful were:

1. Incorporating the practice of concepts and skills learned during the offsite training, including facilitating and both giving and soliciting feedback, into ongoing team functions, such as weekly team meetings;
2. Incorporate a practice of reviewing and evaluating the team's progress, on both process and task functions;
3. Make group norms more explicit;
4. Develop an ongoing practice of working with a coaching partner;
5. Have a formal, facilitated "mini-session" to act as a reminder and provide affirmation for what the team is already doing well, and to assist with further goal-setting;
6. To have more informal, social contact with other team members.

IMPLICATIONS FOR PRACTICE

The results of this research indicate that outdoor, experiential training positively impacts team development in organizations. Furthermore, these changes are sustained over time. Slightly declining scores at 6 weeks post-training suggest a need for

follow-up.

Participants in the Treatment Group were clear in identifying that they had most of the skills they needed to develop and practice their own follow-up strategies and indicated a desire for occasional outside consultation only.

This is consistent with current economic restraint policies in today's business community, and would suggest that the service provider focus on assisting their clients to develop teamwork skills along with a method for evaluating their own progress (identified by one team member as a "reality check"). A further implication for the service provider is to present an explicit team development model that can be used by teams, with minimal need for consultation services. A consultant acting in a coaching role may provide direction without usurping the teams' self-direction and without exorbitant consulting fees. This serves to set a high ethical standard for the service provider.

These research results have direct implications for social work agencies, including government, community and private organizations. Agencies which work to create the conditions for increased worker empowerment

and satisfaction are more likely to have employees who are committed to deliver consistently high quality results. Furthermore, social workers who have a sense that their contributions are valuable and who experience a sense of reward from their efforts may be less likely to "burn out".

It would seem that traditional heirarchical approaches to human resources management in such agencies have proven themselves obsolete and inefficient. The economic realities of the 1990's has dictated that we must be "leaner"; the challenge that remains for social service agencies is to provide quality services in spite of reduced financial resources. The experience of the private sector is that we must manage and use our human resources more effectively to accomplish this.

RECOMMENDATIONS FOR FURTHER RESEARCH

The literature review and the outcomes of this study point to a number of issues which warrant further exploration. First, determining the impact of different program designs on outdoor, experiential training would be helpful in providing interventions best suited for an organization's needs. For example, a one-day outdoor program may be sufficient for an organization already familiar with some aspects of teaming. However, a

longer program which provides a conceptual framework for team development along with the opportunity to experience and practice these concepts in an outdoor setting may be more helpful for an organization just beginning its team development efforts.

Second, research which determines how group composition affects outcomes of outdoor, experiential training would be useful in matching training objectives to organizational needs. For example, are executive or management teams more or less likely to experience positive results from outdoor training than project teams? Are teams with diversity in terms of education, experience and position more or less likely to experience positive results from outdoor training than teams with a more homogeneous composition?

Third, the literature review indicated that high level outdoor training programs are accessed more frequently by executive groups while low level programs are accessed more frequently by intact teams with a diverse composition. It also indicated that research to date has associated high level training programs to increases in self-esteem while low level programs have more often been linked to increased team development and group cohesiveness. Future research confirming such findings

would provide organizations and service providers with a more solid foundation on which to design programs to suit the specific needs of the organization.

Fourth, research on the impact of different facilitators delivering the outdoor training program, with respect to training and background, facilitator style, and gender would be useful. Future studies should assess training outcomes as related to these variables across different team types, such as executive teams, professional teams, project teams, and mixed gender vs. same gender teams.

Finally, the literature review and the results of this study indicate that follow-up strategies may be useful to assist teams in the transfer of outdoor, experiential training to the workplace over time. A broad range of follow-up strategies should be evaluated with respect to their impact on learning transfer and ongoing team development.

In summary, the recommendations for future research include determining the impact of different program designs in meeting specified organizational objectives; assessing differences in outcomes of outdoor, experiential training as related to team composition; evaluating the impact of different facilitators with

respect to style, background and training and gender as related to training outcomes; and further research on the differences in outcomes between high-level and low-level courses with respect to team development.

SUMMARY AND CONCLUSIONS

The economic realities of the 1980's and 1990's has forced western industry, business and other organizations to re-evaluate traditional methods of bringing labor and resources together for the purposes of production or output. Those schools of organizational thought based on hierarchical models of management and philosophies that ultimately disempower and even infantilize workers have gradually lost their influence in the face of a rapidly expanding and increasingly competitive global market, rapid technological changes and lost market shares. Filling the gap left by these "old ways" of organizing and managing are increasingly humanistic approaches to labor and production. Managers are beginning to realize that workers who feel empowered, are given the opportunity to share in decision making and who feel a sense of ownership in carrying out their responsibilities will ultimately contribute more, and more effectively, toward organizational goals.

Various management strategies, based on a revised approach to human resource management and such concepts as continuous improvement and increased customer satisfaction, many of which have been adopted and/or adapted from Japanese management practices, have been developed in response to this new understanding. The concept of teamwork was one of these. With its roots in the 1950's, teaming gradually gained in popularity during the next two decades and took hold firmly in North American organizations during the 1980's. Despite the widespread popularity of the movement toward teamwork in industry and other organizations, this approach is still in the process of being authenticated by research findings.

The purpose of this research has been to add to such research findings by evaluating a specific team development initiative, Teampower!, an outdoor, experiential team development program. In a quasi-experimental design this program was assessed with respect to changes in feelings of Inclusion, Commitment, Loyalty, Pride and Trust among teams participating in this program. Significant changes occurred in all areas immediately after participation in the program; changes remained significant in all areas at follow-up.

In summary, the Teampower! program was successful in assisting the teams under study to enhance their level of team development. In addition, these changes were maintained over time, albeit somewhat diminished. Follow-up strategies appear to be indicated in order to sustain enhanced team functioning over time.

The cost to organizations participating in outdoor, experiential training is high. In the leaner, more budget-conscious organizations of today, those who purchase such programs need to be acutely aware of receiving value for their training dollars. Further formal evaluations of such programs are necessary to establish this form of organizational consulting and intervention as both highly valuable and cost-effective.

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APPENDIX A

TEAM DEVELOPMENT QUESTIONNAIRE

IN MY TEAM	COMPLETELY AGREE			COMPLETELY DISAGREE	
1. My input is taken seriously when the team sets priorities.	5	4	3	2	1
2. I am regularly consulted before changes are made that affect me.	5	4	3	2	1
3. There are no cliques that create divisions.	5	4	3	2	1
4. We make sure that members are properly acknowledged for their performance.	5	4	3	2	1
5. We celebrate the success of our whole team as much as we do the successes of individual team members.	5	4	3	2	1
6. People with the less glamorous jobs are shown as much appreciation as those with the more glamorous jobs.	5	4	3	2	1
7. The team members who are closest to a problem typically get the first shot at fixing it.	5	4	3	2	1
8. We pay a lot more attention to what our members know than we do to their rank or position.	5	4	3	2	1
9. We typically get all the information we need to do our best work.	5	4	3	2	1
10. We treat every team member's ideas as having potential value.	5	4	3	2	1

11. I am quite clear about my team's major goals.	5	4	3	2	1
12. We are all fully committed to building our team into the best one possible.	5	4	3	2	1
13. I am quite clear about our team's immediate priorities.	5	4	3	2	1
14. We are all committed to the highest possible standards of quality in everything we deliver for someone else to use.	5	4	3	2	1
15. Team members rarely let their personal feelings get in the way of getting the job done.	5	4	3	2	1
16. Our team members rarely work by the clock; they do what's necessary to do the job right.	5	4	3	2	1
17. When we face a problem, everyone jumps in and works until its resolved.	5	4	3	2	1
18. We all believe that what we are doing is truly important.	5	4	3	2	1
19. Our team members often make significant personal sacrifices to insure the team's success.	5	4	3	2	1
20. Our team members are typically optimistic that we can get the job done -- regardless of the obstacles.	5	4	3	2	1
21. It's easy to get help from other team members, when I need it.	5	4	3	2	1
22. We go out of our way to ensure the success of our	5	4	3	2	1

fellow team members.

23. I never hear one team member criticizing another team member to a third party.	5	4	3	2	1
24. We spend a lot more time praising the work of team members than we do finding fault with it.	5	4	3	2	1
25. When one team member has a personal problem and wants help, he/she can count on help from other team members.	5	4	3	2	1
26. We never surprise a team member in public with comments that might embarrass the member.	5	4	3	2	1
27. When any team member can't carry his/her share of the workload, other team members take up the slack.	5	4	3	2	1
28. We regularly help each other to learn new competencies.	5	4	3	2	1
29. When we do get into conflicts, we typically resolve them right away.	5	4	3	2	1
30. We never take credit for someone else's work.	5	4	3	2	1
31. We pride ourselves on doing a better job than most people typically expect.	5	4	3	2	1
32. We never make excuses if anything our team does isn't right.	5	4	3	2	1
33. Our members feel strongly that everything our team does represents each member personally.	5	4	3	2	1

34. We expect that we will completely satisfy our customers and users (within and outside the company).	5	4	3	2	1
35. I derive a great deal of personal satisfaction from being a part of our team.	5	4	3	2	1
36. Team members typically any criticism of our team as a possible opportunity to improve.	5	4	3	2	1
37. We are our own most severe critics.	5	4	3	2	1
38. We know exactly how well we are doing at all times.	5	4	3	2	1
39. I am very clear how our team contributes to the total success of the organization.	5	4	3	2	1
40. We are typically very positive to others about our team's performance.	5	4	3	2	1
41. When a team member says he/she will do something, you can always count on it.	5	4	3	2	1
42. My fellow team members typically give me information that is 100 percent accurate.	5	4	3	2	1
43. When team members don't know something, they will always tell you they don't and not act like they do.	5	4	3	2	1
44. When a team member doesn't agree with another team member, he/she will let the other member know -- regardless of the other member's position or rank.	5	4	3	2	1
45. Our team members always	5	4	3	2	1

keep sensitive team business
within the team.

46. Our team members typically demonstrate the highest form of personal honesty and integrity.	5	4	3	2	1
---	---	---	---	---	---

47. Team members rarely conceal anything from another member that they feel the member should know.	5	4	3	2	1
--	---	---	---	---	---

48. When a member gives the team bad news, we never "shoot the messenger."	5	4	3	2	1
--	---	---	---	---	---

49. Our team members always assume that there are very good reasons if any member fails to fulfill a commitment.	5	4	3	2	1
---	---	---	---	---	---

50. You can get a straight answer from anyone about anything you want to know.	5	4	3	2	1
--	---	---	---	---	---

Are you participating in this TEAMPOWER! program with
your usual work team or work group?

NO _____ YES _____

Do you wish your responses to be EXCLUDED from this
research?

NO _____ YES _____

APPENDIX B**TEAM DEVELOPMENT QUESTIONNAIRE
INSTRUCTIONS**

Each item in the TDQ presents a characteristic that may describe this work team to some degree or that may not describe this work team at all. Please indicate the degree to which you believe the item accurately describes this work team by circling the appropriate number on the scale (5 to 1) that appears with each item.

"5" INDICATES THAT YOU COMPLETELY AGREE.

"1" INDICATES THAT YOU DO NOT AGREE AT ALL.

Please complete every item. When you have answered each item, please return the completed questionnaire to Annette Aubrey.

APPENDIX C

PARTICIPANTS' CONSENT

TREATMENT GROUP

I, _____, agree to take part in a study regarding Pacific Center for Leadership's TEAMPOWER! seminar. I give my consent to Annette Aubrey to include me in the study.

I understand that I will complete 1 questionnaire that indicates how I view my team's functioning. I will complete this questionnaire on three separate occasions within approximately a 45 day period. It will take approximately 15 minutes to complete the questionnaire each time.

I understand that the purpose of the study is to investigate how participation in the TEAMPOWER! program affects team functioning. A summary of the study's results will be made available to my team upon request.

I understand that my name will not be used in this study. Rather, it will be linked with a number on a master sheet, which will be used until the information gathering process has been completed. The results of this study will not be shared in any way in which I may be identified. Under no circumstances will the information that is gathered be shared with my employer except in aggregate form.

I understand my participation in this study is voluntary and that I may choose to not participate at any time.

Date

SIGNED

Date

WITNESSED

APPENDIX D

LETTER OF EXPLANATION TO PARTICIPANTS OF COMPARISON GROUP

September 19, 1994

Dear Participant,

Thank you for taking the time to read this letter and to participate as a member of the Comparison group in this research project.

I am Annette Aubrey and I am completing my Master's degree in Social Work at the University of Calgary. This project is being carried out in order to fulfill my thesis requirements.

This research involves evaluating a particular teambuilding initiative, TEAMPOWER!, by measuring participant responses on the Team Development Questionnaire (TDQ) on three separate occasions, in order to determine what differences, if any, occur among selected variables of team functioning.

Enclosed you will find a consent form along with 2 copies of the TDQ. Please sign and date the consent form; if I am not present, please have a colleague witness it. Please complete the TDQ now, again in 2 1/2 to 3 days from now, and once again in 45 days. I am enclosing two questionnaires at this point; I will return to your office to administer the final questionnaire in 45 days.

Please be sure to respond to the questions as a member of your usual working group. If you wish to respond as both a member of a work group and the Team Leaders' group, you will need to complete a separate TDQ for each.

The number on the top of the questionnaires you have been given has been randomly assigned to maintain confidentiality.

Thank you once again for your participation in this research.

Yours truly,

Annette Aubrey

APPENDIX E

PARTICIPANTS' CONSENT

COMPARISON GROUP

I, _____, agree to take part in a study regarding Pacific Center for Leadership's TEAMPOWER! seminar. I give my consent to Annette Aubrey to include me in the study.

I understand that I will complete 1 questionnaire that indicates how I view my team's functioning. I will complete this questionnaire on three separate occasions within approximately a 45 day period. It will take approximately 15 minutes to complete the questionnaire each time.

I understand that the purpose of the study is to investigate how participation in the TEAMPOWER! program affects team functioning. A summary of the study's results will be made available to my team upon request.

I understand that my name will not be used in this study. Rather, it will be linked with a number on a master sheet, which will be used until the information gathering process has been completed. The results of this study will not be shared in any way in which I may be identified. Under no circumstances will the information that is gathered be shared with my employer except in aggregate form.

I understand my participation in this study is voluntary and that I may choose to not participate at any time.

Date

SIGNED

Date

WITNESSED

APPENDIX F
LETTER OF EXPLANATION ACCOMPANYING POST-TEST

November 2, 1994

XXXXXXXXXXXXX
Nova Corporation of Alberta
Mainline Projects Management
801-7 Avenue, S.W.
Calgary, Alberta

Dear XXXXXXXXXXXXX

Thank you once again for agreeing to participate in this research project.

Enclosed please find a copy of the Team Development Questionnaire. My request is that you will complete this instrument one final time, and return it to XXXXXXXXXXXXXXXX by Wednesday, November 9, 1994 in the enclosed envelope. The number appearing at the top of the survey instrument is linked to your name in my files in order to ensure confidentiality.

I will make the results of this research available to you as soon as I have completed my analysis of the data which you and your fellow Nova employees have provided.

Yours truly,

Annette Aubrey