

Public Abstract

First Name:Bradley

Middle Name:Scott

Last Name:Owings

Adviser's First Name:Robert

Adviser's Last Name:Watson

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SP 2010

Department:Educational Leadership & Policy Analysis

Degree:EdD

Title:THE IMPACT OF CONATION ON TEAM EFFECTIVENESS

The purpose of this study was to examine the effect individual conation has on team effectiveness. A historical perspective was established detailing the transition from the factory model of teaching in isolation to the present day accountability movement and the establishment of the No Child Left Behind Act as well as the widespread implementation of Professional Learning Communities. Particular attention was paid to the collaborative culture of Professional Learning Communities and the use of teams in meeting objectives.

In this study, the Kolbe A index was administered to participants in order to measure conation. The Kolbe A index is comprised of questions formulated to determine an individual's instinctive initiating action mode. An individual may initiate in four possible action modes: Fact Finder, Follow Through, Quick Start, and Implementor. Participants were then placed into either balanced or unbalanced teams. Balanced teams consisted of members with three or more of the action modes and unbalanced consisted of two or less. Participants completed team building activities centered around efficiency, task completion, and level of performance in order to determine team effectiveness.

The results of these team activities were compared to the conative makeup of the team in order to determine if a balanced team is more effective than an unbalanced team.

Six conatively balanced teams and seven conatively unbalanced teams completed the activities. The quantitative findings for conatively balanced teams did not differ significantly from conatively unbalanced teams. Research question one did not show a significant advantage for conatively balanced teams in terms of task efficiency. Research question two did not show a significant advantage for conatively balanced teams in terms of successful completion of a task. Research question three did not show a significant advantage for conatively balanced teams in terms of level of performance.

The qualitative findings of research question four did suggest that team member perception was impacted by placement on a conatively balanced team. Conatively balanced team members reported through questionnaires that they experienced positive communication, complimentary skills, and positive group interactions more often than conatively unbalanced team members. This is an observation that warrants further investigation.