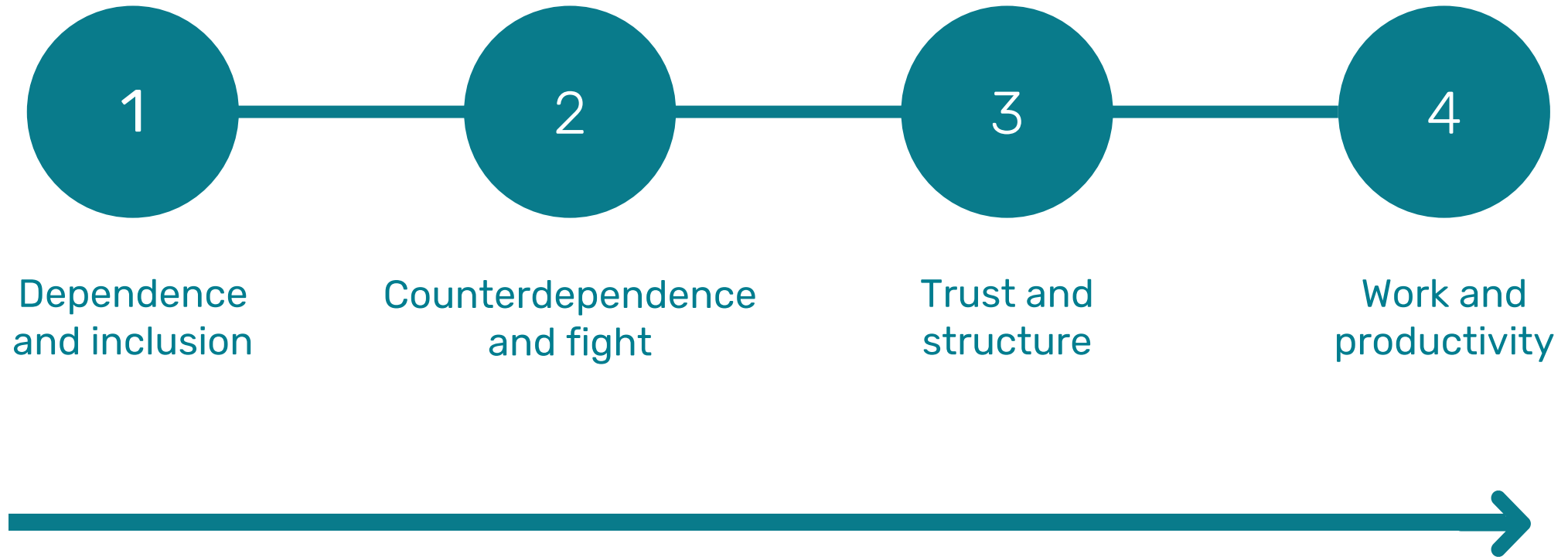


# GDDQ<sup>®</sup> Report Group name

Updated 2021-02-02

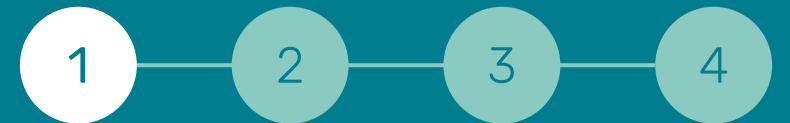
# Group development process



# Stage 1

## Dependence and inclusion

**GDDQ** Associates



# Stage 1: Dependence and inclusion

- There is a lack of structure and organisation.
  - The members are dependent on the leader.
  - The leader is often idealised at this stage.
  - The members are concerned about issues around inclusion and safety.
  - The communication is cautious and polite and there are no open conflicts.
- Ideas and suggestion are rarely validated by other members.
  - There is a low degree of participative decision-making.



**Development task:**  
Define goals, develop structure and a sense of safety.

# Stage 2

# Counterdependence and fight

**GDDQ** Associates



## Stage 2: Counterdependence and fight

- The members seek more clearly defined goals and roles.
  - Increasing safety in the group allows differences to surface.
  - As differences surface members may experience frustration.
  - Members challenge each other and the leader.
  - Dissatisfaction, competition and scapegoating may occur at this stage.
- Members start forming subgroups and cliques.
  - The group makes efforts to resolve its differences.



### **Development task:**

Encourage task-oriented conflicts and avoid personal conflicts. Solve conflicts by working with and developing shared values, goals, roles and structures.

# Stage 3

# Trust and structure

**GDQ** Associates



## Stage 3: Trust and structure

- Differences are accepted and less threatening.
  - Roles, assignments and procedures are clearer.
  - The leader role becomes less directive and more consultative.
  - Cohesion and trust increase.
  - Agreements and cooperation are more frequent
- Communication is more flexible and task-oriented.
  - Members' satisfaction increases.



**Development task:**

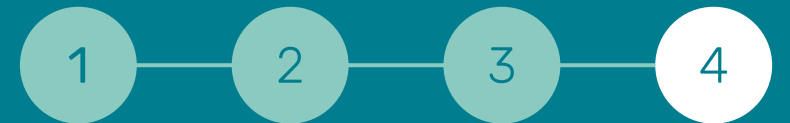
Continue to develop structures and role allocation, consolidate good relationships, give and take feedback.



# Stage 4

# Work and productivity

**GDDQ** Associates



## Stage 4: Work and productivity

- The goal is clear and shared and members collaborate to reach it.
- Subgroups work on tasks and are then integrated into the group as a whole.
- Leadership is shared in the team and responsibilities are delegated.
- The group is highly cohesive and the level of energy and work satisfaction is high.
- The communication is open and flexible, everyone is heard.
- The group norms encourage high performance and quality.
- The group acts on its decisions and evaluates the results.
- Work starts as an idea and ends up as a finished product.
- The group works on its external relationships.



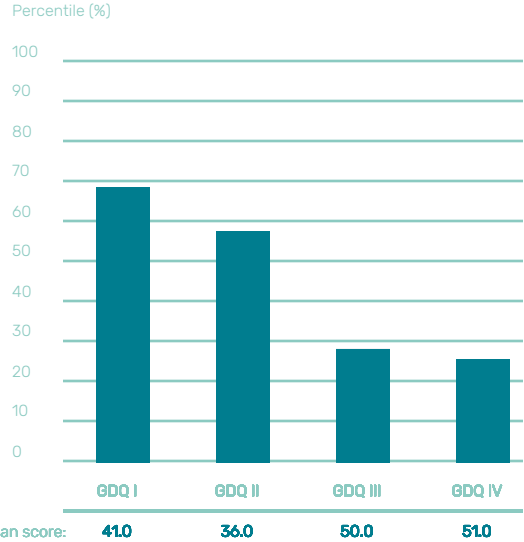
### **Development task:**

Support renewal and continued commitment by adding new and challenging goals and interesting tasks for the team to work on, switch roles around, teach each other new aspects of the work.

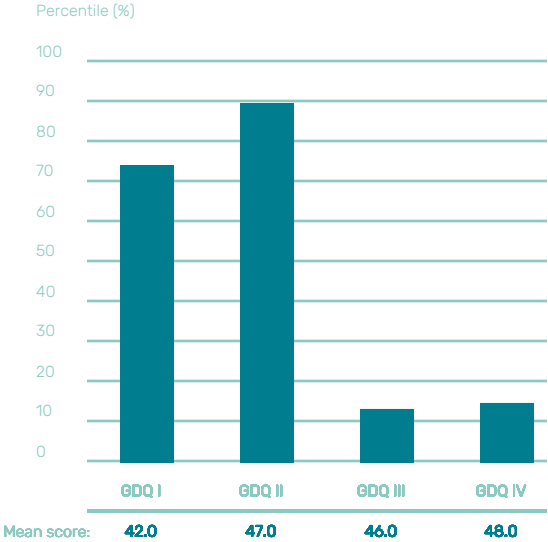
# Average GDQ profiles for groups in stages 1 - 4

GDQ SE 3, Norm data with percentiles, n = 764 groups. NOTE! The profiles below show the average for each stage based on norm data and are not linked to the results for the specific group.

## Stage 1



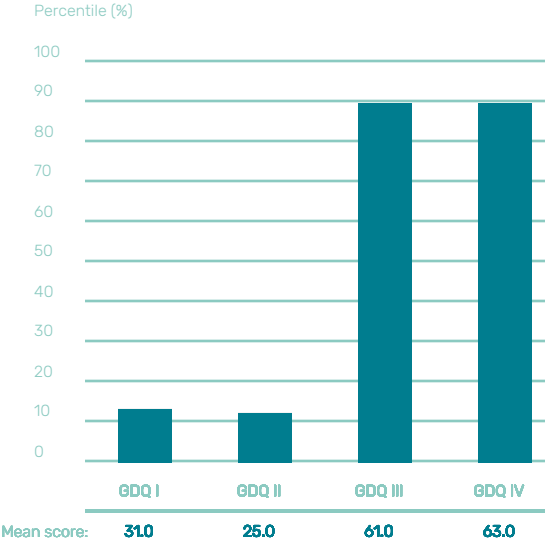
## Stage 2



## Stage 3



## Stage 4



# Groups in stages 3 and 4...

- Produce more goods in the manufacturing industry<sup>(1)</sup>
- Manage money better in the financial sector<sup>(2)</sup>
- Have lower mortality rates in intensive care<sup>(3)</sup>
- Have students performing better on standard achievement measures in schools<sup>(4,5)</sup>
- Have members that experience higher levels of work satisfaction and lower levels of emotional exhaustion in manufacturing industry<sup>(6)</sup>
- Have more satisfied customers and managers in the service sector<sup>(7)</sup>
- Have members that experience higher levels of work satisfaction and lower levels of emotional exhaustion in schools<sup>(8)</sup>

1-8. See the list of references at the end of the presentation.

# GDQ: Sample report

Stage diagnosis.

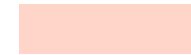
Norm data: Swedish



= Group's GDQ stage



= Fulfilled criteria



= Subgroup analysis has been generated (if the interval difference is 15 or greater, and if the subgroups consist of 2 or more group members)

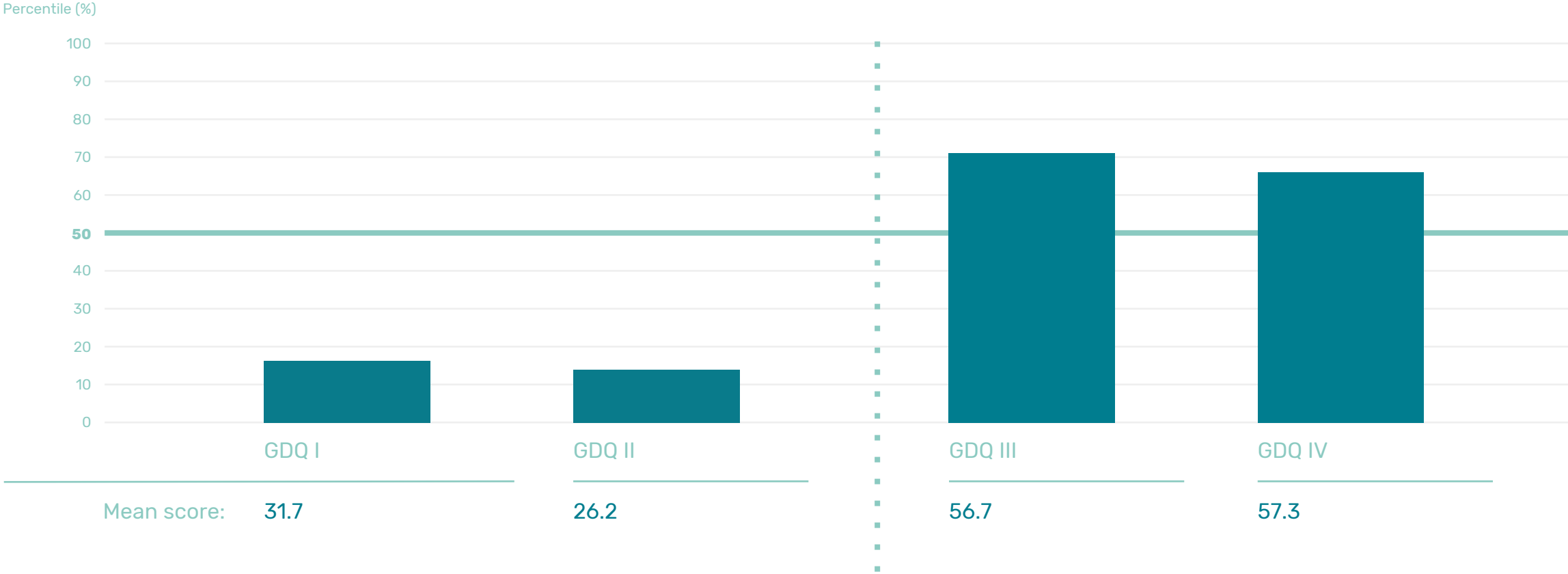
Effectiveness Ratio	76.4%
Productivity Measurement	3.00
Number of Group Members	6
Group Age in Months	14

	GDQ I	GDQ II	GDQ III	GDQ IV
Mean	31.7	26.2	56.7	57.3
Range	26-42	20-29	50-64	50-69
Range diff.	16	9	14	19

	GDQ I	GDQ II	GDQ III	GDQ IV
Stage One: Dependence and inclusion	>38	<40	<54	<55
Stage Two: Counterdependence and fight	<41	>41	<54	<55
Stage Three: Trust and structure	<40	<39	>53	55 - 60
Stage Four: Work & productivity	<40	<39	>56	> 60

# Group data compared with norm data

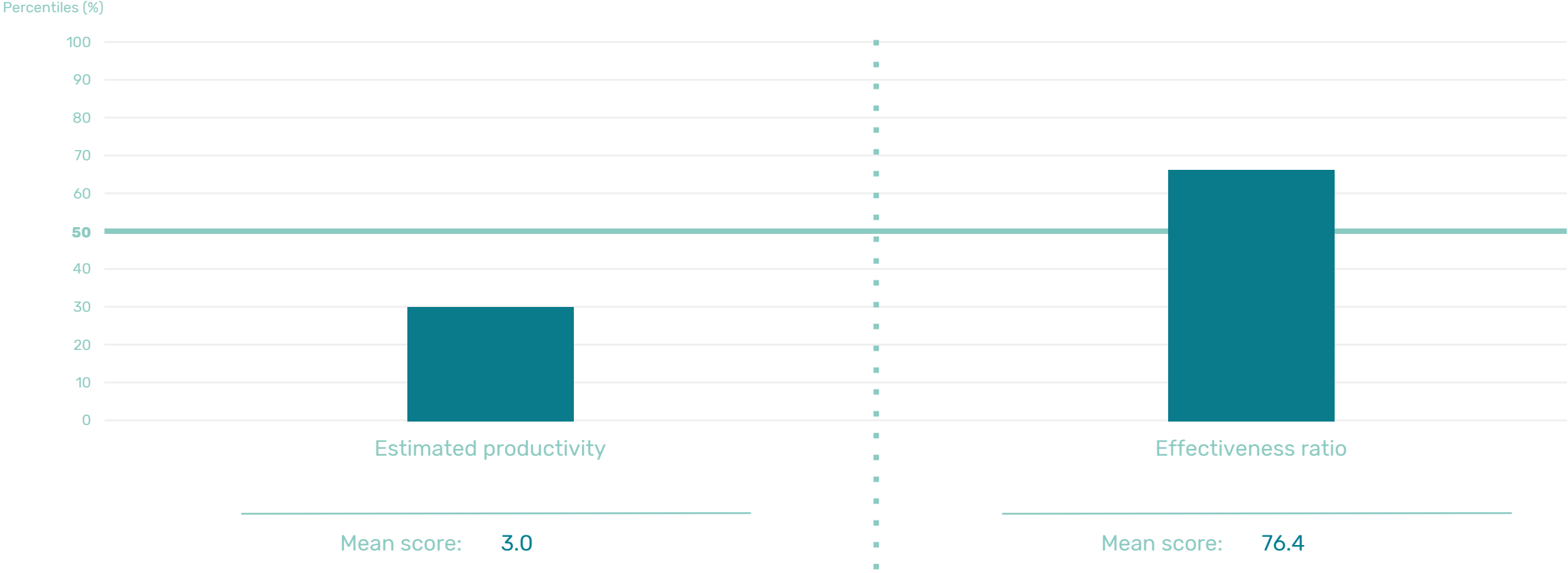
These bars show how your group's mean values relate to the norm data (presented as percentiles).



# Formal goal of this group


- Be the best provider in the market
- The best provider in the market
- Vision: Be the best provider in the market meeting all of business core needs. Mission We will reach the vision by providing and developing strategically wise and solid solutions for end-users: - through efficient usage of development hours and qualitative and timely deliveries, - full transparency and structured planning, - profound IT-knowledge and competence, - by having adequate business understanding.
- Be the best provider in the market
- Create/lead the department which shall be the best IT-provider in the market, to meet the needs of the business
- Be the best provider in the market
- We as a directorate shall contribute to the market by being the best provider and meet the customers demands on core competence

# Estimated productivity and effectiveness ratio






# Subscale Analysis

 = Focus areas for development

GDQ I	GDQ II	GDQ III	GDQ IV
<b>Inclusion &amp; Safety Concerns</b>	<b>Fight</b>	<b>Structure</b>	<b>Effective Organization</b>
1. Tentative & polite	2. Very different views	3. Goals are not clear	4. Not able to delegate
13. No expressed conflict	6. Different opinions about goals	7. Not working on strategies for goal achievement	8. Not accomplishing some goals
17. Some don't talk much	22. Split on issues	11. Members not taking responsibility	12. Not getting, giving, using feedback
29. Safety concerns	34. Arguments	15. Not planning	16. Assignments not based on ability
33. Being liked	38. Not cooperative	19. No progress in getting organized	20. No good method for decision making
37. Hesitate to express different views	54. Can't make decisions	31. Not able to form subgroups to work on tasks	24. Decisions not participatory
49. Doesn't feel like a group	58. Power struggles	43. No teamwork	28. Decisions not implemented
<b>Dependency Issues</b>	<b>Negative Emotions</b>	51. Not handling conflict well	<b>Culture/Norms/Values</b>
5. Leader dependence	10. Expressed frustration with group	<b>Trust/Cooperation/Positive Emotions</b>	32. No norms for high performance and quality
9. Wants leader to direct	14. Discomfort with their role	23. Not cooperating with group decisions	36. Success not expected
21. Go along with member suggestions	50. Tension in group	27. Not accepting of member initiatives	40. Innovation/creativity not encouraged
25. Address same few people	<b>Counter-dependency</b>	35. Trust is not high	44. No attention to detail
<b>Lack Of Structure</b>	18. Members challenge leader's ideas	39. Not satisfied with group progress	56. Commitment to task not high
41. Time spent socializing	46. Some support leader, others don't	47. Productive but not cohesive	60. No support and reward for member contributions
45. Not discussing goals	<b>Signs of Emergent Structure</b>	<b>Leader As Resource</b>	<b>External Relations</b>
53. Role assignments unclear and not discussed	26. Subgroups or cliques	55. Leader not seen as asset	48. Poor relations with other groups
57. No subgroups or cliques	30. More participation but not cooperative	59. Ask for leader advice when not necessary	52. No access to needed technical and human resources
	42. Some attempts to resolve differences		

# Subscale Analysis with averages

 = Focus areas for development

GDQ I	GDQ II	GDQ III	GDQ IV
<b>Inclusion &amp; Safety Concerns</b>	<b>Fight</b>	<b>Structure</b>	<b>Effective Organization</b>
1. Tentative & polite 2.6	2. Very different views 3.0	3. Goals are not clear 3.9	4. Not able to delegate 3.7
13. No expressed conflict 2.7	6. Different opinions about goals 2.4	7. Not working on strategies for goal achievement 3.4	8. Not accomplishing some goals 4.0
17. Some don't talk much 3.1	22. Split on issues 2.3	11. Members not taking responsibility 4.1	12. Not getting, giving, using feedback 3.7
29. Safety concerns 1.9	34. Arguments 1.6	15. Not planning 2.7	16. Assignments not based on ability 4.0
33. Being liked 2.1	38. Not cooperative 1.4	19. No progress in getting organized 3.9	20. No good method for decision making 3.7
37. Hesitate to express different views 2.1	54. Can't make decisions 1.4	31. Not able to form subgroups to work on tasks 3.3	24. Decisions not participatory 3.7
49. Doesn't feel like a group 2.1	58. Power struggles 1.6	43. No teamwork 3.7	28. Decisions not implemented 4.1
<b>Dependency Issues</b>	<b>Negative Emotions</b>	51. Not handling conflict well 4.0	<b>Culture/Norms/Values</b>
5. Leader dependence 3.7	10. Expressed frustration with group 2.1	<b>Trust/Cooperation/Positive Emotions</b>	32. No norms for high performance and quality 4.7
9. Wants leader to direct 3.6	14. Discomfort with their role 1.4	23. Not cooperating with group decisions 4.1	36. Success not expected 4.9
21. Go along with member suggestions 2.6	50. Tension in group 1.7	27. Not accepting of member initiatives 3.9	40. Innovation/creativity not encouraged 4.0
25. Address same few people 1.9	<b>Counter-dependency</b>	35. Trust is not high 3.9	44. No attention to detail 4.3
<b>Lack Of Structure</b>	18. Members challenge leader's ideas 2.6	39. Not satisfied with group progress 3.6	56. Commitment to task not high 4.1
41. Time spent socializing 1.9	46. Some support leader, others don't 2.1	47. Productive but not cohesive 2.7	60. No support and reward for member contributions 2.3
45. Not discussing goals 3.1	<b>Signs of Emergent Structure</b>	<b>Leader As Resource</b>	<b>External Relations</b>
53. Role assignments unclear and not discussed 1.9	26. Subgroups or cliques 1.9	55. Leader not seen as asset 4.4	48. Poor relations with other groups 3.3
57. No subgroups or cliques 2.0	30. More participation but not cooperative 3.7	59. Ask for leader advice when not necessary 3.6	52. No access to needed technical and human resources 4.3
	42. Some attempts to resolve differences 2.1		

# Focus areas for development

## GDQ I

- Not discussing goals

## GDQ II

## GDQ III

- Goals are not clear
- Not planning
- Not able to form subgroups to work on tasks
- Productive but not cohesive
- Ask for leader advice when not necessary

## GDQ IV

- Not getting, giving, using feedback
- No support and reward for member contributions

# Intervention template

Template for analysis of each marked/prioritised focus areas for development in the subscale analysis.

Chosen area:

Situation	
Observed behaviour(s)	
Effects on the teamwork	
Plan for future behaviour(s)	

# GDQ: Sample report – Subgroup A

 = Fulfilled criteria

Stage diagnosis  
Scale 2: Subgroup A

Effectiveness Ratio	69.3 %
Productivity Measurement	2.00
Number of Group Members	2

	GDQ I	GDQ II	GDQ III	GDQ IV
Mean	38.5	28.0	50.5	52.0
Range	35 - 42	27 - 29	50-51	50-54
Range diff.	7	2	1	4

	GDQ I	GDQ II	GDQ III	GDQ IV
Stage One: Dependence and inclusion	>38	<40	<54	<55
Stage Two: Counterdependence and fight	<41	>41	<54	<55
Stage Three: Trust and structure	<40	<39	>53	55 - 60
Stage Four: Work & productivity	<40	<39	>56	> 60

# GDQ: Sample report – Subgroup B

 = Fulfilled criteria

Stage diagnosis  
Scale 2: Subgroup B

Effectiveness Ratio	80.0 %
Productivity Measurement	3.50
Number of Group Members	4

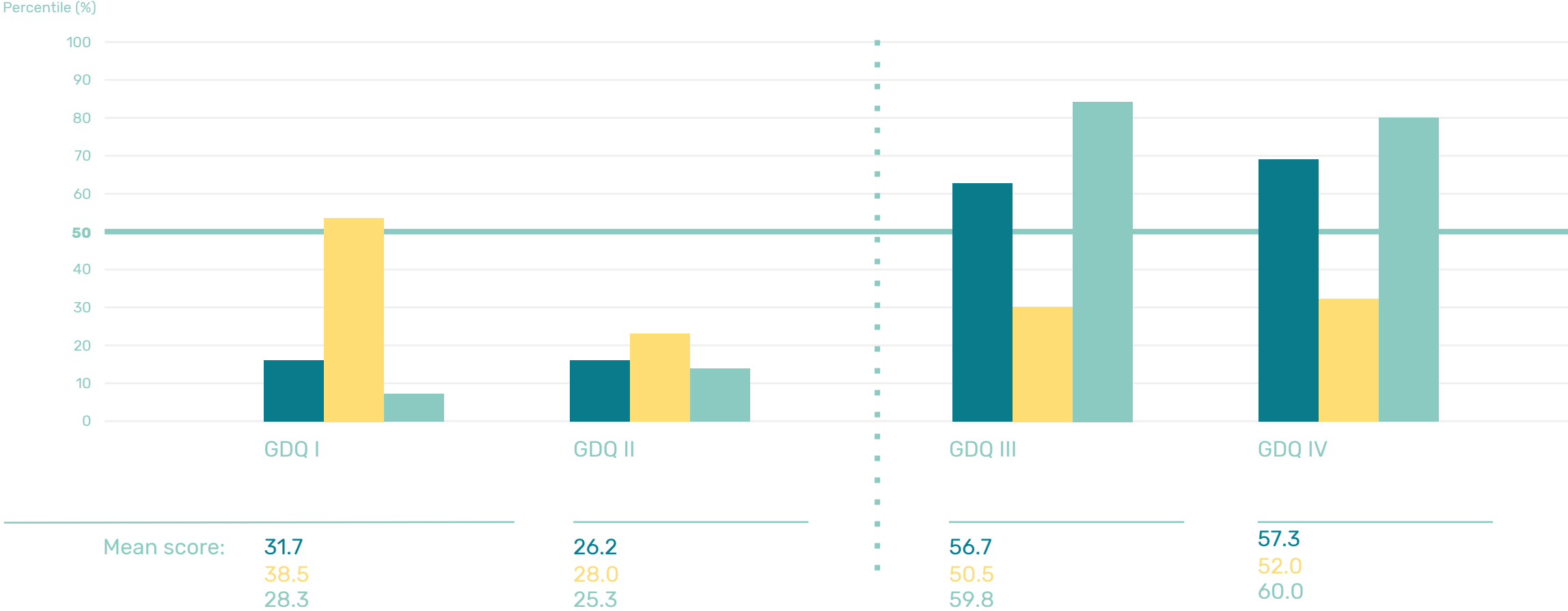
	GDQ I	GDQ II	GDQ III	GDQ IV
Mean	28.3	25.3	59.8	60.0
Range	26-30	20-27	55-64	54 - 69
Range diff.	4	7	9	15

	GDQ I	GDQ II	GDQ III	GDQ IV
Stage One: Dependence and inclusion	>38	<40	<54	<55
Stage Two: Counterdependence and fight	<41	>41	<54	<55
Stage Three: Trust and structure	<40	<39	>53	55 - 60
Stage Four: Work & productivity	<40	<39	>56	> 60

# Subgroup Analysis - Scale 2

Grupp   Subgrupp A   Subgrupp B

These bars show how your group's and subgroups' mean values relate to the norm data (presented as percentiles).



# Group strengths

- Strong IT competence, broad base
- Ambitious individuals, knowing and competent, serious career people with and understanding that our staff is our greatest resource
- Good competence, goal oriented, honest dialog, great atmosphere.
- High individual competence, goal focused, members are able to provide results, high social competence.
- It's a good combination of people who complement each other, both as individuals and regarding competence.
- The members of the group is individually strong, ambitious. Everyone has a strong will and ambition to do a great job



# Group weaknesses

- Relatively new in their constellation, some friction and questions.
- Ambitious individuals, use to work separately, not so group focused, need to commit to the fact that the group is superior to the individuals.
- Forgets the small talk and caring for each other as individuals. Can be tough and matter-of-fact dialogs. Members can be judged to hard for failures and performance under average.
- Differing opinions of what IT-management is. Don't always understand each other.
- A clear, common, concrete goal that means as much to everyone.

# Suggestions for improvement

- Get to know each other better. Increase the cooperation in a bit more “unorthodox” groups.
- A more clear and unified ordering function regarding projects/objects. It gives the group better conditions to succeed.
- Discuss collectively what we can do better as a group in every day situations, in a more open and deep way

# References

1. Wheelan, S. & Furbur, S. (2006). *Facilitating team development: Communication, and productivity*. In L.Frey, (Ed.). *Facilitating group communication in context: Innovations and Applications with natural groups*, Vol.2, 155-176. Thousand Oaks, CA: Sage
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4. Wheelan, S. A., & Kesselring, J. (2005). The Link Between Faculty Group Development and Elementary Student Performance on Standardized Tests. *The Journal of Educational Research*, 98(6), 223-230. doi: 10.3200/JOER.98.6.323-330
5. Wheelan, S. A., & Tilin, F. (1999). The Relationship between Faculty Group Development and School Productivity. *Small Group Research*, 30(1), 59-81.
6. Jacobsson, C., Rydbo, N., & Börresen, J. E. (2014). The Links Between Group Development and Health in Manufacturing Industry. *Small Group Research*, 45(4), 400-415. doi: 10.1177/1046496414534473
7. Wheelan, S. A., Murphy, D., Tsumura, E., & Kline, S. F. (1998). Member perceptions of internal group dynamics and productivity. *Small Group Research*, 29(3), 371-393.
8. Jacobsson, C., Åkerlund, M., Graci, E., Cedstrand, E. & Archer, T. (2016). Teacher team effectiveness and teachers' wellbeing. *Clinical and Experimental Psychology*.2(2).