WORK TOGETHER, LEARN TOGETHER

A STUDY INTO THE PROCESSES THAT CONTRIBUTE TO DYNAMIC TEAM LEARNING

OF HEALTHCARE TEAMS IN A SOLUTION-FOCUSED CONTEXT
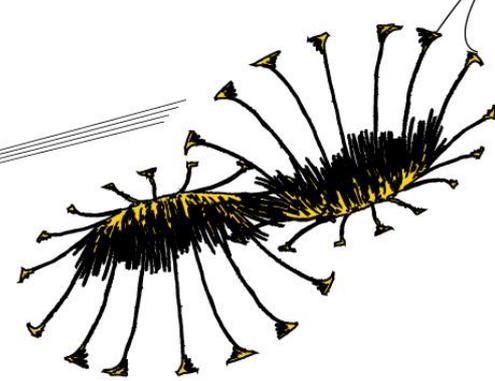
Master Thesis

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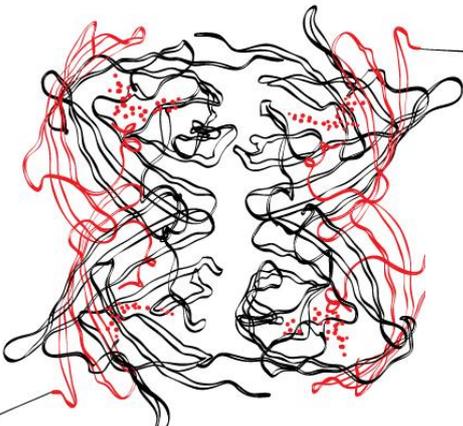
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VOORWOORD

Borne, 18 augustus 2014

Na een jaar hard werken is het dan eindelijk zover: mijn masterscriptie is klaar. Op sommige momenten zat het tegen en was het heel lastig om zelf oplossingsgericht te blijven denken en door te zetten, maar het is gelukt!

Ik heb ontzettend veel geleerd afgelopen jaar en ben blij dat Tameij mij de kans heeft gegeven om mijn onderzoeksopdracht binnen de organisatie uit te voeren. Tameij gaf mij de gelegenheid om een cursus oplossingsgericht werken te volgen, waar ik veel inzichten heb opgedaan in de manier waarop het oplossingsgericht werken in de praktijk wordt toegepast en wat de visie van medewerkers is op deze werkmethode. Ik wil graag de veranderdirecteuren bedanken voor hun input, de secretaresses voor het leggen van contact met de deelnemers, de clustermanagers voor hun medewerking en – het belangrijkste – de medewerkers voor hun deelneming en inzet. Hoewel sommige deelnemers vooraf niet helemaal overtuigd waren van mijn onderzoek kreeg ik vaak na het interview positieve reacties en ik hoop oprecht dat het interview jullie heeft kunnen laten nadenken en voort heeft geholpen in jullie eigen ontwikkeling als team.

De support vanuit vrienden en familie is ook onmisbaar geweest. Mike, bedankt voor je steun afgelopen jaar! Je hebt alle frustraties geduldig aangehoord en goede feedback gegeven op mijn onderzoek. Volgens mij kun jij je onderhand – als civiel technicus – ook wel een beetje communicatie-expert noemen. Natuurlijk wil ik ook mijn ouders heel erg bedanken voor hun steun de afgelopen jaren en dat ze mij de mogelijkheid hebben gegeven om mij naast mijn studie ook te ontwikkelen, waardoor ik uiteindelijk 6 jaar op de UT heb mogen verblijven. Daarnaast wil ik Hanneke, die bijna met de master Communication Studies gaat beginnen, ook bedanken voor de steun en veel succes toewensen de komende tijd. Tenslotte wil ik alle vrienden en vriendinnen bedanken die hebben meegeleefd en meegedacht tijdens mijn onderzoek.

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Veel leesplezier gewenst!

Evelien Spoler

PREFACE

Borne, 18 August 2014

After a year of hard work, the moment has finally arrived: my master thesis is done. At some points, it was quite a struggle and it was hard to think in a solution-focused way myself and to push through, but I did it!

I learned a lot the last year and I am grateful that Tameij gave me the opportunity to perform my research within the organization. Tameij gave me the opportunity to take a course in solution-focused working, in which I gained a lot of insights in the way the solution-focused approach is being applied in practice and what the vision of employees is on this working method. I would like to thank the change directors for their input, the executive secretaries for getting me into contact with the participants, the team managers for their cooperation and – most important – the participants for their participation and commitment. Although some participants were not quite convinced of my research on forehand, I often got positive reactions after the interview and I sincerely hope that the interview has made you think about and has contributed to the development of your team.

The support from friends and family has also been essential. Mike, thank you for your support this year! You patiently listened to all my frustrations and you gave helpful feedback to my thesis. I think, at this moment, you – being a civil engineer – can call yourself communication expert as well. Of course, I would also like to thank my parents for their support the previous years and for giving me the opportunity to develop myself next to my study, which made me stay at the UT for six years. Next to this, I would like to thank Hanneke, who is starting the master Communication Studies in a while, for her support and I would like to wish you a lot of luck the upcoming year(s)! Finally, I would like to thank all of my friends for their sympathy and support during my research.

Last, but not least, I would like to thank my supervisors. Anne Marie, thank you for all your helpful feedback and the great guidance during my research project. I liked our cooperation and I wish you a lot of luck with the projects you are going to do at Tameij. Mark, thank you for reading along during the process. After every appointment, my head was spinning around from all the information you gave me, but it made me think critically about my research, through which I could qualitatively improve my thesis.

Enjoy reading my thesis!

Evelien Spoler

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A Study into the Processes That Contribute to Dynamic Team Learning of Healthcare Teams

in a Solution-Focused Context

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Abstract

Both team learning and solution-focused teamwork are based on the assumption of growth and development. The aim of this study was to find out what processes contribute to team learning of a healthcare team in a solution-focused context. By means of team interviews and individual surveys that are performed in a solution-focused healthcare organization, the researcher tried to find an answer to the explorative research question. Results reveal that (1) team learning is not only influenced by team processes, (2) the way teams reflect on their learning process can be explained through the learning processes as defined by Decuyper et al. (2010), (3) the team learning process is not only influenced by contributing factors, (4) the factors that contribute to team learning show similarities with solution-focused teamwork, and (5) effective and non-effective teams do not show significant similarities in the way they learn. Further research is needed in order to validate the factors that contribute to team learning in other contexts.

Keywords: team learning, solution-focused teamwork, solution-focused approach, team effectiveness, mental healthcare

Work Together, Learn Together

It is quite likely that you – reader of this article – have ever been a member of a team. Probably, you will have noticed that teamwork is not something static and predictable. Rather, it has ups and downs, conflicts and successes, which have hopefully improved teamwork on the long term. This process of ups and downs, which contributes to the development of a team, is called team learning. Team learning refers to changes in the knowledge of an interdependent set of individuals associated with experience (Kozlowski & Bell, 2003).

According to Edmondson (1999), learning at the group level can be defined as "an ongoing process of reflection and action, characterized by asking questions, seeking feedback, experimenting, reflecting on results, and discussing errors or unexpected outcomes of actions" (p. 353). Team learning has received empirical interest, because it appears to positively influence team performance (Edmondson, 1999), the effectiveness of a team and the way the team successfully deals with changes in the environment (Decuyper, Dochy & Van den Bossche, 2010). Eventually, knowing how groups learn is important for predicting organizational performance (Wilson, Goodman & Cronin, 2007).

Teams are complex dynamic systems that exist in a context, develop as members interact over time, and evolve and adapt as situational demands unfold (Kozlowski & Ilgen, 2006). Because of the complexity of the team context, team learning is also not a static process, but is considered as a dynamic and cyclical process that unfolds through repeated interactions and engagements over time (Kozlowski & Bell, 2008) and that is contextually and socially bound (Kozlowski & Ilgen, 2006).

Although team learning research has grown substantially (Decuyper et al., 2010), there is still little research that has examined team learning and, especially, the process through which team learning occurs (Kozlowski & Bell, 2003; Kozlowski & Ilgen, 2006). Also, team

learning in real organizations outside laboratory settings has received more theoretical than empirical attention (Edmondson, Dillon & Roloff, 2006; Kozlowski & Ilgen, 2006). According to Decuyper et al. (2010), research should continue to improve our understanding about the conditions that facilitate effective team learning that leads to concrete improvements.

In this study, team learning will be studied in the context of a healthcare organization. The environment of healthcare teams is quite complex, and it can often not be assumed that teamwork will necessarily contribute to improved healthcare (Opie & Buchanan, 1997).

The teams that are participating in this research can be classified as action and performing work teams. These types of teams are composed of interdependent experts who engage in complex time-constrained performance events (Kozlowski & Bell, 2003). Examples of these types of teams are aircrews, surgical teams, military units and musicians. The teams that participate in this study are all working with people who have a chronic, long-term mental disability. The teams are either working at a daycare center where clients can do different types of activities in the daytime, such as cooking and arts and crafts or the teams are working at a location where clients are actually living all the time. So, the team members of these healthcare teams are working in a complex context, in unpredictable situations and with a limited amount of time.

Because of the complex context in which the teams are operating, and because healthcare teams are not always necessarily successful, it would be very interesting to study how action and performing teams actually learn and grow in this context and what processes contribute to their development.

The goal of this study is to find out what processes contribute to dynamic team learning within a healthcare team. This study will take place in a solution-focused organization, since both the solution-focused approach and team learning are based on positive development and growth. Therefore, it will be interesting to study team learning in this type of context that is based on the same idea as team learning is.

Theoretical Framework

Teams and teamwork have been given a lot of scientific interest, because they are viewed as innately good for both organizational productivity and employees (Mueller, 1994 & Procter & Mueller, 2000 in Finn, 2008). Teams can be defined as collectives who exist to perform organizationally relevant tasks, share one or more common goals, interact socially, exhibit task interdependencies, maintain and manage boundaries, and are embedded in an organizational context that sets boundaries, constrains the team, and influences exchanges with other units in the broader entity (Kozlowski & Bell, 2003). Organizations are increasingly turning to these team-based structures to contend with the growing complexity of the environment in which their employees operate (Katzenback & Smith, 1993 in Salas, Sims & Burke, 2005). Work teams are embedded in a certain organizational context, but also create a contextual structure themselves through dynamic team processes such as attributes, interactions and responses. So, teams are not static and independent, but they are a joint product of both top-down and bottom-up team influences (Kozlowski & Bell, 2003).

As teamwork is dynamic and context-related, how can you clearly explain why certain teams are performing well and others are not?

To explain why some teams are performing well over others, team effectiveness is studied, because, traditionally, it has been strongly related to the productive output of teams (Mickan, 2005). Team effectiveness leads to beneficial outputs at the organizational level

(e.g. reduced costs (Mickan, 2005; Andreatta, 2010)), team level (e.g. improved communication strategies (Mickan, 2005) and team commitment (Mathieu, Maynard, Rapp & Gilson, 2007)), and individual level (e.g. increased job satisfaction (Mickan, 2005; Opie & Buchanan, 1997)). Next to this, team effectiveness is realized through different types of processes, such as mission analysis, planning, coordination processes, conflict management and motivation (Mathieu et al., 2007). Finally, there are different types of inputs that influence team effectiveness, derived from the team itself or from the context in which the team operates, such as the composition of the team, team leadership, human resource systems and the extent to which the organization has an open climate (Mathieu et al., 2007).

So, team effectiveness is important for organizations, teams and team members, and there are many input factors and team processes that contribute to the positive outcomes of effectiveness. However, team effectiveness models that simply focus on outcomes tend not to address the social complexity of teamwork (Lohuis, Sools, Van Vuuren & Bohlmeijer, 2014). To understand team effectiveness, it is important to pay attention to the processes that unfold over time to yield it (Kozlowski & Bell, 2003).

Recently, the focus on team effectiveness has shifted from *what* predicts team effectiveness to *why* some teams are more effective than others (Ilgen et al., 2005), as team performance alone is not enough to ensure the long-term survival of a team (Urch Druskat & Kayes, 2000). Also, the study of Kozlowski and Bell (2003) revealed that studies towards work team development processes remain largely unexplored. So, the emphasis is not on the static model of inputs, processes and outputs, but on the critical group processes that lead to team effectiveness (Wilson et al., 2007).

Team learning focuses exactly on those processes that explain why certain teams are effective and others are not. As team effectiveness mainly focuses on structural elements of a team (e.g. team tasks, team composition and the availability of information, resources and

rewards), team learning focuses on the cognitive and interpersonal factors that explain effectiveness (Edmondson, 1999). Also, the processes of the I-P-O model that explain team effectiveness are much different than the processes of team learning. The processes within the I-P-O model mainly focus on coordination, cooperation and communication (Kozlowski & Bell, 2003), whereas team learning processes are processes of reflection and action, in order for teams to adapt to changes, create greater understanding and have improved performance (Edmondson, 1999). Team learning thus gives rise to a more thorough understanding of the (in)effectiveness of team performance, because it focuses on the interpersonal behaviors within a team that can explain *why* teams are more effective than others.

Similarly to team effectiveness, there are different perspectives when studying team learning. Team learning can be viewed as a team outcome or team process. When studying team learning as an outcome, researchers study inferences from history that explain routines of current behavior of the team (Edmondson, 1999). That means, team learning is seen as the lessons that a team has learned in order to explain why a team is behaving in a certain way at this point of time. Thus, team learning is making inferences from what happened in the past in order to explain a team's current behavior. When studying team learning as a process, researchers study the behaviors through which outcomes such as adaptation to change, greater understanding, or improved performance in teams can be achieved (Edmondson, 1999). Studying team learning as a process thus directly accesses the behavior of a team. Since learning is rarely accessed directly (Kozlowski & Bell, 2003) and because the researcher is interested in the interpersonal behaviors that contribute to team learning, the researcher chooses to consider team learning processes as the most important factor in the conceptualization of team learning and the way to directly access learning behavior. Treating team learning as a process, it can be defined as: "an ongoing process of reflection and action,

characterized by asking questions, seeking feedback, experimenting, reflecting on results, and discussing errors or unexpected outcomes of actions" (Edmondson, 1999, p. 353).

Team learning processes have been given research interest, because they explain how teams become effective or not, but also contribute to the learning of the organization as a whole (Edmondson et al., 2006). When studying learning processes, researchers try to observe or measure the processes of learning rather than relying on performance improvement as evidence that learning has taken place (Edmondson et al., 2006). These processes take place through the acquisition of knowledge, skills, and performance capabilities within a team through interaction and experience. However, there has been little research to specify the process by which team learning occurs (Kozlowski & Ilgen, 2006).

According to Wilson et al. (2007), there are three fundamental learning processes: *sharing* (distributing new knowledge, routines, or behavior among group members) *storage* (the way knowledge that has been learned by the group comes to be stored and retained) and *retrieval* (group members being able to find and access the knowledge for subsequent inspection or use). Decuyper et al. (2010) performed a meta-analysis which resulted in an integrative model of team learning. This model distinguishes eight processes of team learning in which sharing, storage and retrieval can also be found. These processes can be found in Table 1 below.

Table 1

The eight processes through which team learning takes place

Sharing	the process of communicating knowledge, competencies, opinions or creative thoughts of one team member to other team members, who were not previously aware that these were present in the team
Co-construction	the mutual process of developing shared knowledge and building shared meaning by refining, building on, or modifying an original offer in some way
Constructive conflict	a process of negotiation or dialogue that uncovers diversity in identity, opinion, etc. within the team
Team reflexivity	the processes of co-constructing, de-constructing and re-constructing shared mental models about current reality, and about team goals and methods
Team activity	the process of team members working together, mobilising physical and psychologicalmeansrequired for goal attainment
Boundary crossing	share knowledge, competency, opinions or creative ideas across theirboundarieswiththe different stakeholders in the learning process (such as otherteams,customers, teachers and trainers, management, other organisations, etc.)
Storage and retrieval	shared knowledge, developed procedures, shared ideas, plans, habits, etc. that result from basic and facilitative team learning processes are saved in the software and/or the hardware of the team, in such a manner that they can serve for later use or subsequent inspection

Decuyper et al. (2010)

According to Decupyer et al. (2010), the first three categories (sharing, co-construction and constructive conflict) can be seen as basic processes that describe the communicative actions that take place in the learning process which are essential for team learning. The other four categories (team reflexivity, team activity and boundary crossing) can be seen as facilitating process variables that describe what happens when teams learn and towards what direction the teams move in their learning process. Finally, storage and retrieval can be seen as a learning process which is a result of the basic and facilitating team learning processes, as it explains how the team learning processes are saved in the software and the hardware of the team.

There are different types of processes which are known to contribute to team learning and its positive outcomes. These team processes cannot be considered static and constant, but

they are dynamic. Since these processes contribute to team learning, team learning should also be considered as a dynamic process (Decuyper et al., 2010). Thus, team learning is not a linear process that goes from 0 to positive in a straight line. Actually, learning does not always result in positive outcomes (Wilson et al., 2007). Therefore, this study considers team learning as team learning *dynamics*, considering team learning as a process with ups and downs.

Ideally, team learning should not be studied in a laboratory or created setting, because this limits the nature of phenomena that can be studied. Rather, team learning should be studied in a real-life setting. Team learning literature namely mentions that learning is contextually based and socially bound (Kozlowski & Ilgen, 2006), it is rarely accessed directly (Kozlowski & Bell, 2003), learning curve studies that explicitly involve teams are few in number (Edmondson et al., 2006), and teams are embedded in a broader system that sets constraints and influences team processes (Kozlowski & Bell, 2003), so it is essential to study real work teams (Edmondson, 1999).

To overcome these gaps, this study will be performed with real work teams that are embedded in a certain typical organizational context. In the organizational context of this study, the solution-focused approach is central. It appears that the organizational solution-focused culture has a lot of overlap with team learning, and thus provides an interesting context for studying team learning.

Learning implies some kind of positive change on the long-term (created or intended by certain activities), whether in understanding, knowledge, ability/skill, processes/routines, or systemic coordination (Edmondson et al., 2006). The solution-focused approach is an

organizational method of working that has similarities with team learning, as it also focuses on creating positive changes.

The solution-focused approach is the opposite of a problem-focused approach as the first is oriented towards solutions, by means of building on strengths, achievements and capacity, whereas the latter focuses on problems and the way they can be solved (McAllister, 2003; Gingerich & Peterson, 2013). Traditionally, the solution-focused approach was applied in family therapy settings (DeShazer, 1984), but the approach can also be cultivated to the context of work teams (Steenhagen, 2012; Roeden, 2012; Bannink, 2009; Lohuis, Van Vuuren, Sools & Bohlmeijer, 2013), and will then be called *solution-focused teamwork*. Hereby, the focus is on a team's strengths, previous successes and desired future of a team in order to co-construct solutions to the team's problems (Roeden, 2012). As a result, applying solution-focused teamwork can contribute to a team's success and development (Meier, 2005).

So, the core of solution-focused teamwork is directed towards solutions, development, success and positive change and has a lot of similarities with the core of team learning, which is also directed towards development and success. The general idea of team learning is something that predominates in the organizational context in which this study will be performed.

This research will contribute to knowledge about the processes of team learning in real-life settings. Therefore, the main research question in this study will be: *What processes contribute to dynamic team learning of healthcare teams in a solution-focused context?* The next chapter will more thoroughly go into the solution-focused context of this study. Also, the participants, procedure and data analysis will be discussed.

Method

This study was performed at Tameij[1], a Dutch healthcare organization for mentally disabled

people. The organization employs about 1500 employees in the eastern Netherlands (Tameij,

n.d.). Tameij uses the solution-focused approach since 2005 as a way of working with clients

and with other employees in all the divisions of the organization. The main idea of the

solution-focused approach is to develop an attitude of working towards solutions instead of

problems (Tameij, 2011). The main model within Tameij for applying the solution-focused

approach is the SolutionCube©, designed by Louis Cauffman. Cauffman designed the

SolutionCube to get the most out of the solution-focused approach within the complexity of

our work and lives, as the Cube is based on Occam's philosophy "entia non sunt

multiplicanda praeter necessitate" or "simple works best" (Louiscauffman.com, n.d.). The

Cube exists of six different sides or perspectives that are connected with each other. Some of

the sides represent a certain precondition for the solution-focused approach to work, such as

basic rules, non-specific factors, basic axioms and mandates. Next to this, the Cube exists of

certain conversation techniques, such as the seven-step-dance and the flowchart.

To get an idea of the theory of Cauffman and the way the solution-focused approach is

applied at Tameij, the researcher followed a course about the solution-focused approach that

existed of 5 sessions of 3 hours from November 2013 until February 2014.

Steenhagen (2012) already performed a study at Tameij and found that the solution-

focused approach can also be translated to team settings. Next to this, Lohuis et al. (2013)

have also performed a study at Tameij which showed that the solution-focused approach is

translated into other areas of the organization, such as teams. Because the solution-focused

approach appears to be focused on growth and development as well, and because this

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[1] Tameij is a pseudonym for the organization where the research is performed.

approach can be applied in team settings, the context of Tameij provides the ideal setting of studying the main question that has been put forward in the previous chapter.

This study has an explorative character and tries to explain the processes that contribute to dynamic team learning in a healthcare team. To study this, the researcher used a multi-method approach, whereby both qualitative (team interviews) and quantitative (individual surveys) research methods were used. Hereby, the quantitative research method was used to support the qualitative research method. According to Edmondson (1999), to understand team learning, both qualitative and quantitative methods need to be used. In this study, the main research method was team interviews. The team interviews enabled the interviewer to study the complexity of team learning phenomena in a real-life setting. Also, the researcher chose to perform team interviews instead of individual interviews, because team interviews are a good method for studying interaction and communication processes between team members (Baarda, De Goede & Teunissen, 2005). Finally, team interviews approximate a more 'natural' interaction than individual interviews, thus it becomes easier for the researcher to get access to how people talk to each other about particular topics (Green & Thorogood, 2009).

Much of the team process literature is focused on the structural and functional aspects of teams and the various team process issues that may influence team functioning. However, team member factors such as individual attitudes and perceptions about teamwork should also be considered (Kozhevnikova, 2000; Margolis & Fiorelli, 1984 in Malone & McPherson, 2004). To study the individual perceptions of the participants, online surveys were used as input in the team interviews for discussing different opinions on teamwork that were present in the team. Also, these surveys were used to get an indication of the way the teams applied solution-focused teamwork and the extent to which the teams thought they were effective as a

team, so that, in the end, the researcher will be able to compare these team characteristics with the way they apply team learning.

This research was based on a social constructionist paradigm, because team learning was studied through the interactions of team members about their learning process. Social constructionism is a research paradigm that has its roots in the late 1960s (Allen, 2005). According to social constructionism, organizations are socially constructed realities. The discourses and the social structures in which they take place are co-constructive (Finn, 2008). This means that the context in which the team is embedded defines and gives direction to the discursive action that happens in a team, and vice versa. Therefore, the influence of the solution-focused context played a large role in this study.

Participants

Six teams of Tameij have participated in the research. The participating teams were selected by the change director of Tameij, who selected the teams based on the team effectiveness definition of Lohuis et al. (2014). Based on her own insights and insights that have not been mentioned in the definition, such as absenteeism, the change director has selected three teams that met this definition and three teams that did partly or less meet the definition of team effectiveness. In this way, the distinction between effective and less effective teams was made, so that the researcher could study if teams that work together more effectively or less effectively go through different types and amounts of team learning processes. After this selection was made, the change director communicated to the team managers of the selected teams that they were selected for participation in the research. A couple of weeks later, the team managers were contacted by the researcher. Hereby, the researcher set a date for the team interview and asked the team manager to distribute the online survey to the participating team members, so that the input of the surveys could be used in the team interviews.

Of the six teams that were selected, five teams agreed to participate. One team chose not to participate because the interviews were videotaped. However, because one of the team managers selected both of her teams to participate in the research, instead of the one team that was expected to participate, the total amount of teams that participated was six teams.

An overview of the participating teams and the participating team members in the group interview can be seen in Table 2 below.

Table 2

Overview participating teams and members

	Number of participants group interview	*Number of participants survey*	*Total amount of team members*	*Type of team*
Team 1	12 + 1 cluster manager	11 (69% response rate)	16	24-hour supervision on a group of clients
Team 2	7 + 1 cluster manager	4 (57% response rate)	7	24-hour supervision on a group of clients
Team 3	5	8 (32-40% response rate)	20 – 25*	Day care for clients
Team 4	6	8 (100% response rate)	8	24-hour supervision on a group of clients
Team 5	11 + 1 cluster manager	12 (86% response rate)	14	Day care for clients
Team 6	4	2 (40% response rate)	n.a.**	24-hour supervision on a group of clients

* The majority of this team chose not to participate because the interview was videotaped
** Team 6 consisted of 5 members of 3 different teams of that location

Procedure

Surveys. Prior to the team interviews, the members of the participating teams were asked to fill in an online survey (see appendix I). The surveys were only used for input in the interviews, based on the survey-feedback technique (Bennebroek Gravenhorst, 2005). The survey-feedback technique is based on two central elements: data collection through a survey and feedback of the outcomes to the people involved. The technique can support a meaningful conversation and can stimulate learning and change in an organization, because the surveys

are used as a tool for conversations about reality. In this study, the technique was applied to give the participants a learning experience from the survey they completed. The survey outcomes were used during the interview for having a meaningful conversation about solution-focused teamwork, team effectiveness and the way these concepts are present within the team and could contribute to a team's learning processes.

The online version of the survey was made in Qualtrics. One part of the survey consisted of questions about solution-focused teamwork, the other part consisted of questions about team effectiveness. The survey questions were based on the constructs which were derived from the team effectiveness and solution-focused teamwork definitions of Lohuis et al. (2013 & 2014), which have been set up after performing research at Tameij. Most of the constructs were covered with 2 or 3 questions each. The questions were all multiple choice; mostly Likert scales and semantic differentials, to make completing the surveys easy and not time-consuming for the participants.

The participants were asked to complete the survey one week prior to the interview. If there was no or little response, the researcher sent a reminder to the team. A couple of days prior to the interview, the data of the surveys of the respective team were analyzed so that they could be used as input for the interview. Firstly, the researcher calculated the mean scores of all the constructs regarding solution-focused teamwork in the survey. For example, the scores of the three items that covered the construct "trust" in the survey were summed up and divided by three. The same procedure was followed for the questions regarding team effectiveness. By doing this, the researcher could see if the team scored higher or below average on that construct. Also, the researcher analyzed the mean variances in a question. When mean variance was high (>.50), this was an indication for the researcher that the questions in this construct were not answered unanimously, but that there was a lot of difference in the answers that were given to the questions. The constructs that had the highest

or lowest average or in which there was a lot of variance were the constructs that were used as input in the interviews.

      Team interviews. Together with the team manager, the researcher set a date for performing the team interview. All six interviews were performed within the period January – March 2014 and averagely took 50 minutes. Prior to the interview, the participants were asked to already read and print the informed consent form (see appendix II). At the beginning of the interview, the researcher collected all the informed consents, orally explained the research purpose to the participants and answered the remaining questions the participants had.

      The researcher chose to use a semi-structured interview, because there was a list of topics that needed to be discussed, but there was also enough space for the participants to discuss topics that did not appear on the topic list. The interview started with a small assignment for the participants. The participants were given 5 minutes to write down several good points and improvement points regarding the cooperation of the team. This assignment was meant to already make the participants think about their teamwork, so that it would become easier to answer the questions that were following on this assignment.
The interview design consisted of five main parts that addressed the different concepts of the main question and the processes related to these concepts (see appendix III). At the first part of the interview, the researcher used the good parts of team cooperation to get an idea of the daily cooperation in the team.

      During the second part of the interview, the researcher asked several questions about the way the teams applied solution-focused teamwork and what the general opinion was about the solution-focused approach or solution-focused teamwork. By means of the first two interview parts, the researcher got an idea of the way the team members talked with each other about the solution-focused approach and the way this organizational context influences the way teams learn.

Then, during the third part of the interview, several questions about team effectiveness were asked. The participants were asked what they thought team effectiveness was and how effective they thought they were. The outcomes of this interview showed how effective the teams thought they were and what processes had contributed to becoming effective as a team..

The fourth part of the interview was used to combine solution-focused teamwork and team effectiveness and to study the way teams talk about their learning processes and the extent to which elements of solution-focused teamwork and team effectiveness contribute to these processes. Hereby, the researcher applied the solution-focused approach in the way of interviewing and asked scaling questions and miracle questions, for example: "if you could rate your cooperation as a team, which score would you give it?", "why do you already have this score?" and "what could be improved to get a better score?".

Finally, in the last two parts of the interview, the outcomes of the surveys were discussed. Firstly, a positive outcome of the survey was discussed and participants were asked to what extent this element could contribute to their teamwork and learning process. Secondly, an outcome of the survey that could be improved was discussed and the researcher asked to what extent this has affected their teamwork and how this process could be changed from decline to improvement.

As Rapley (2007) mentions, the questions you ask during an interview can change over the life-cycle of the project. The questions that were asked in the interviews were not all the same in the six interviews, because, mostly based on previous interviews, the researcher found that several topics needed more or less attention. Also, the participants sometimes preferred to extensively talk about something important for them, so the researcher gave more attention to these topics, instead of the topics mentioned on the interview structure. For example, after the first interview session, it appeared to be hard for the participants to directly answer questions

about their teamwork. Therefore, the researcher decided to integrate a small focusing exercise in the interview where the participants had to think about good points and improvement points of their teamwork. By doing this, the team could already orient themselves to the topic in hand, so that generating discussion became easier.

The six teams that participated in this study worked at five different locations; two teams worked at the same location. The interviews took place in a meeting room at the location where the teams worked, so that the participants did not have to leave their work for a long time. The interviews all lasted for 45 minutes to 1 hour. Five of six interviews were videotaped by means of a camera on a tripod. Videotaping the interviews made it easier for the interviewer to work out the interviews afterwards and to see who said what, especially in bigger teams. To be sure, the interviewer also used a voice recorder at the videotaped interviews, in case something would go wrong with the camera. One interview was only audiotaped, because the participants did not agree on being videotaped. Prior to the interviews, it was communicated that the team managers did not need to participate in the interview session, because team managers could influence the topics that would be discussed (for example, team members might feel some resistance in saying something sensitive about the team). However, some team managers preferred to be present at the interviews, because they were interested in the topics that would be discussed. The researcher agreed on these team managers participating in the team interviews. Eventually, in three of six interviews, the team manager also participated in the interview. After the interview, the participants and their team manager received a small gift to thank them for their cooperation.

Data Analysis

The survey data have already been analyzed prior to the interviews, so the data analysis of the team interviews will be discussed in this paragraph. Data-analysis was performed by means of thematic analysis, a method for identifying, analyzing and reporting

patterns within the data (Braun & Clarke, 2006). The goal of the analysis was to find

processes that contribute to dynamic team learning. Thematic analysis allowed the researcher

to examine narrative materials by breaking the text into relatively small units of content and

submitting them to descriptive treatment (Sparker, 2005 in Vaismoradi, Turunen & Bondas,

2013). Both inductive and deductive approaches were used during data analysis. To uncover

the processes that contribute to dynamic team learning, data analysis was performed in several

phases, which will be discussed below. Since analysis involved a constant moving back and

forward between the entire data set and the data that was coded (Braun & Clarke, 2006), the

phases that are discussed below were not followed precisely in this sequence. Rather, data

analysis was a process of continuous reflection and going back and forth through the phases

of analysis.

    Phase 1: data preparation. During the first phase, the researcher used the video

recordings of the team interviews to literally transcribe the interviews by means of a word

processing program on a computer. The researcher chose to use verbatim transcription,

whereby the words that were spoken were written down alongside who spoke them. Each of

the interviews took about six to eight hours to transcribe. Conversation details, such as

interruptions, laughs, coughs and pauses were not transcribed, because the main focus was on

what the participants said and not on how they said it.

    One of the biggest challenges in conducting qualitative data analysis is deciding on

what piece of the data constitutes a meaningful unit to analyze (Chenail, 2012). Because this

study has a thematic character, and does not specifically focus on language use or other

specific discourse elements, the researcher chose to divide the data corpus into fragments.

These fragments each related to one specific topic, and enabled the researcher to focus on

elements that explained the contribution to a team's learning process. Every fragment was

assigned a number and the first (two) letter(s) of the name of the participant that contributed to this fragment.

Phase 2: defining the learning processes. During the second phase of the data analysis, the learning processes were extracted from the data corpus, and were labeled by the researcher. By defining and labeling the learning processes, the researcher got to know which types of learning processes were present in the teams and what team processes contributed to (or detracted from) team learning.

The first step of the second analysis phase had a deductive character, as the data corpus was studied and the researcher extracted all the fragments that were marked as a learning process. To recognize learning processes in the data corpus, the researcher used the definition of team learning as mentioned in the article of Edmondson (1999). The result of this step was a data set of fragments that were defined as team learning process for each team separately.

During the second step of this phase, the learning processes that were extracted from the data corpus were categorized by means of the definition of Decuyper et al. (2010). The researcher chose to use the categories of Decuyper et al. (2010), because their article provides a sound model of team learning based on an extensive set of literature. Next to this, this article was quite recent, based on the latest insights into team learning. Because the processes of Decuyper et al. (2010) are basic and facilitating processes that mutually support each other, the learning processes were categorized as one basic and one facilitating process variable (e.g. sharing and team activity). In Table 3 below, the learning processes and the teams in which these processes could be found are presented. As can be seen, the co-construction and team activity or reflexivity processes were most prevalent.

Table 3

Overview of learning processes within the 6 participating teams

Type of learning process (basic & facilitating process)	Presence in team					
	1	2	3	4	5	6
Constructive conflict & team activity						x
Constructive conflict & team reflexivity	x					x
Sharing & boundary crossing process						x
Sharing & team activity process	x				x	x
Sharing & team reflexivity process		x	x	x		
Co-construction & boundary crossing process			x			
Co-construction & team activity process		x	x	x	x	x
Co-construction & team reflexivity process	x	x	x	x	x	x

When the learning processes were categorized according to the definition of Decuyper et al. (2010), the learning processes were defined as either positive or negative. Although the focus is on processes that contribute to team learning, as already mentioned before, learning does not always result in positive outcomes (Wilson et al., 2007). Some of the learning processes that were described by the participants had a negative outcome, and knowing what processes are detractors of a team learning will be as useful as knowing what processes contribute to team learning, because this can prevent learning failures in the future. As a result of this and the previous step, the researcher identified 52 positive and negative learning processes in the data corpus.

Phase 3: defining the elements, reviewing and categorizing. In phase 2, the learning processes were extracted from the data corpus and categorized according to the definition of Decuyper et al. (2010). Phase 3 consists of three steps in which the data was reduced to themes through elements and categories.

The first step of phase 3 had an inductive character, as the learning processes were labeled by the researcher. These labels represented the elements that contributed to dynamic team learning processes. Each of the fragments of which the researcher thought it represented

a contributor to team learning was labeled. For example, one of the participants mentioned: "Well, if you just know that certain cases eh… I mean you have the confidence that you.. that you can say 'please help me, because I don't know this' […]" was considered a contributor to team learning by the researcher and labeled as *asking for help*. When labeling, the researcher kept an open view and did not try to fit the labels into already existing preconceptions or assumptions. The result of this step was a data set with a hierarchical structure of labels that represented contributors (and detractors) of dynamic learning processes for each team separately.

The second step of phase 3 had a deductive character, as the researcher created an overview of the different types of learning processes and the elements belonging to these learning processes. Whereas, during phase 2, the learning processes and elements were defined for each team separately, during the third phase, the learning processes and elements were all put together. For example, the "co-construction and team activity" learning processes of all teams, and the elements that contributed to this type of process in all the teams were put together. The same was done for the other learning processes that were present in the data set. The result of this step was an overview in which all the types of learning processes (e.g. "co-construction and team activity") and all the elements that contributed to this process in all the teams were presented.

The second step resulted into a large overview of learning processes and contributing elements. To create a better overview of these elements, during the third step, the researcher chose to inductively categorize these elements into categories. For example, the following elements contributed to the "co-construction and team reflexivity" process: knowing qualities, using qualities, good division of labor, knowing each other's strengths and weaknesses and looking over the shoulder of a colleague. These elements were put together as the category

using qualities within the team. At the end, the 163 separate elements have been categorized into 50 different categories.

During the fourth step, the researcher found out that there was still overlap in the different categories, and thus categorized these into 22 themes. The result of this step was a file with the themes, representing the factors that contribute to team learning, together with the categories and elements that made up these themes and the learning processes of Decuyper et al. (2010) in which these themes were present.

<div align="center">Results</div>

This chapter will discuss the results of these team interviews and will give insight into the (team) processes that contribute to dynamic team learning within a healthcare team that operates in a solution-focused organizational context. Because the researcher found 163 elements, the elements have been categorized into themes that represent the factors that contribute to team learning. In this chapter, firstly, the themes that have been identified will be discussed. Secondly, the processes that explain the relationships between these themes will be discussed, by which we will get to know how team learning in a solution-focused context takes place. Thirdly, the influence of the solution-focused context on team learning will be discussed, and, finally, the difference of team learning processes in effective versus non-effective teams will be discussed.

Themes

In Table 4 below, the themes that represent the team processes and characteristics which contribute to dynamic team learning can be found, together with the categories that make up these themes. The contributors and detractors of team learning are also visible in this Table. For the convenience of reading, only the themes and categories are mentioned, and not all separate elements that contribute to team learning. Also, during the final step of the data analysis, it appeared that there were several themes with categories that had the same name.

For example, the theme "helping behavior" consisted of two categories that were named "asking for and offering help within the team", because these categories were identified in two different types of learning processes. To make reading more easy, these categories are only mentioned once in the Table below. The first theme in the Table was the most present in the team interviews, whereas the last theme was least present. The processes that contribute to team learning will be discussed one by one below. In the next paragraph, the relationships between these processes will be explained.

Table 4

Themes that represent the (team) processes which contribute to dynamic team learning

Theme	Present in teams:						Category	Definition
	1	*2*	*3*	*4*	*5*	*6*		
Helping behavior	X	X	X	X	X	X	1. Asking for and offering help within the team 2. *(Lack of) asking for and offering help within the team*	Helping behavior and the sense of support within the team by means of giving and asking for feedback, help or advice
Team atmosphere		X	X	X	X	X	1. **Negative team atmosphere** 2. Friendly relationships between colleagues 3. Team atmosphere 4. **Loss of energy within team** 5. Teambuilding 6. *Team attitude* 7. Team cohesion	The sense of openness, involvement, team cohesion, friendship and collectivism within the team, caused by individual efforts, positive attitudes and teambuilding activities, amongst others
Attitude of trust	X		X	X	X	X	1. **Lack of trust and respect** 2. Trust 3. **Lack of trust in board**	The sense of mutual trust within the team and towards the board of the organization, that is manifested by an open climate in which mistakes can be made and honest feedback can be given and accepted, amongst others
Focus on competences		X	X	X	X	X	1. Using each other's qualities 2. Using knowledge of team members 3. Learning from colleagues 4. Delegating responsibilities	The identification of team members' knowledge and competences and using this in order to achieve the team's goals

[Continued] **Table 4**

Theme	Present in teams:						Category	Definition
	1	2	3	4	5	6		
Planned team meetings	X	X	X	X		X	1. *(Non)-effectiveness team meetings* 2. Planned team meeting 3. **Lack of time**	Planned team meetings that are characterized by clarity, having enough time and a positive atmosphere, amongst others
Team shared mental models	X	X		X		X	1. Unequivocality	The way the team takes the same approach and commonly supports decisions and agreements that were made
Team communication		X	X		X	X	1. Effective team communication 2. Communication strategies 3. *Team communication*	Team communication that is being characterized by openness, honesty, alignment, good contact between colleagues, quick responses and regular team meetings, amongst others
Influence clients		X	X	X	X		1. Success with clients 2. **Negative influence of clients**	The influence that the clients of Tameij can have on the functioning of the team
Team composition	X	X	X		X		1. *Team composition*	Team characteristics such as diversity within the team, team size, innovativeness and the amount of rotation within the team
Organizational factors	X		X	X		X	1. **External factors from organization Tameij** 2. Renovation 3. Changes in staff	Organizational factors that influence team learning, such as reorganizations, budget cuts, renovations and staff rotations
Team resilience		X	X		X		1. *(Lack of) resilience*	The stability of a team and the way the team deals with new situations
Attitude of respect				X		X	1. **Lack of respect** 2. Respect	The sense of respect within the team that is manifested by team members accepting each other and respecting each other's opinions, amongst others
Experiences outside team context			X			X	1. Learning by experience other locations 2. Sharing success stories	The way team learning is being influenced by factors outside the team, such as learning experiences in other parts of the organization or learning from success stories of others

[Continued] **Table 4**

Theme	Present in teams:						Category	Definition
	1	2	3	4	5	6		
Shared sense of responsibility				X	X		1. Shared sense of responsibility	A shared feeling of being responsible for your own work and that of colleagues
Behavior as automatism		X			X		1. Automatism	The way a team cooperates automatically in a successful way
Using tools from outside team		X			X		1. Using tools from outside team	Using resources from outside the team context, such as trainers, that contribute to team learning
Mutual coaching		X					1. Team coaching 2. Searching for improvements	The way team members coach each other and jointly search for improvements in order to improve their teamwork
Supervisor's best practices		X					1. Supervisor's way of working	The way the supervisor's (someone who directly supports a client) way of working with a client influences teamwork through sharing his/her best practices
Team identification				X			1. Team identification	The way team members identify themselves with their own team or location where they work
Team member enpowerment					X		1. Returning the question	Challenging your colleagues to find the answer to a question themselves
Leadership				X			1. *Role of team manager*	The respect and commitment that the team manager has for a team, and the way this influences team functioning
Planned reflection			X				1. Interview as learning process	The way the interview itself serves as an intervention for team learning

The categories that are **bold** represent detractors of team learning processes

The categories in *italics* represent elements that both contribute to and detract from team learning processes

Helping behavior. It appeared that this theme was present in all the team interviews. Colleagues asking for help and offering help to each other appeared to contribute to team learning. This theme was already present in the article of Edmondson (1999), who mentioned that seeking feedback, sharing information, asking for help and talking about errors are examples of learning behavior.

Asking for help and offering help was characterized by means of asking for advice and feedback, informal help of team members, offering help to each other, being open for feedback and supporting each other. Help behavior is not something that is always planned; rather, colleagues informally offering help and an open atmosphere in which offering help and asking for help was accessible also appeared to contribute to team learning: "I think we always support each other, especially in case of calamities. If something happens, with clients or whatever, everyone, from every corner, there will be someone to support you" (team 3, fragment 1.4).

Likewise, the absence of an open atmosphere in which giving feedback is stimulated had a negative influence on team learning: "And also that we are open towards… Because that is also something, right? I mean, you can speak to someone, but if someone is not open for it, then you still have a… You still have a bad feeling, like…"/"It always works against each other" (team 1, fragments 4.117 to 4.119).

Team atmosphere. Team atmosphere appeared to be a very important theme in team learning, as this theme was present in five of the six participating teams. A positive team atmosphere, friendly relationships between colleagues, team building activities and a sense of team cohesion appeared to contribute to team learning. Hereby, a positive atmosphere was characterized as openness, involvement and the absence of gossip. On the other hand, a negative team atmosphere appeared to be a very important factor that prevents a team from learning. This negative atmosphere is characterized by a lack of effort from team members

and individuality: "Because what you, eh… what I think is very striking is that everyone

becomes very individual. And, eh, that some people are forming islands and, eh, that there is

more and more distinction in the diversity of clients. And eh, yeah, you notice that colleagues,

that some of them say, yeah, but those are clients of [department] 15, so we don't handle

them, you have to do it yourselves. No, instead, we are here for the clients. I think that is very

important too." (team 6, fragments 4.57 & 4.58).

Team cohesion was another important category of team atmosphere and an important

contributor to team learning. Team cohesion is a category that can be found in literature as

well, because it positively influences team learning and predicts team success (Decuyper et

al., 2010). The team members mentioned that a positive attitude towards problems and issues

positively influenced the way they learned as a team: "Yeah, we were not settled those days. I

think we have gone through quite a rough start, and we are very strongly related. And we

think, well, at least we have such nice years with each other and we have to try to believe in

this strength we have. […]" (team 5, fragments 2.136 & 2.137).

Attitude of trust. This theme was characterized by one contributing category and two

detracting categories. It appeared that an atmosphere of trust in the team contributed to the

learning process of a team. A sense of trust within the team appeared to be very important in

giving feedback to each other, daring to admit that you made a mistake and discussing

problems and issues with each other.

Edmondson (1999) already mentioned that team psychological safety, in which trust

plays a large role, contributes to team learning, as it helps team members in being vulnerable,

taking risks and being themselves. From the interviews, it appeared that trust also plays a

large role in this study, as this theme was present in five of the six teams.

A lack of trust served as a detractor to team learning. As already mentioned by Edmondson

(1999) a sense of trust within the team can help team members in being vulnerable. The

results of this study show that a lack of trust also limits the way a team member is vulnerable: "Yeah, indeed, the difference is that I put this forward too many times. To discuss things, and then the team says, oh, no, I don't know anything about it. And at one point, I, by myself, own up and that it, eh, it is not familiar enough to eh… come up with things every time" (team 6, fragments 4.166 & 4.167). Secondly, this theme involved a lack of trust towards the board of the organization, which led to a loss of energy and motivation of the team to change a negative situation into a positive experience.

Focus on competences. This theme is characterized by team members knowing and using each other's qualities. The theme was present in five team interviews. This theme is also quite common in literature, as knowing and using each other's qualities is part of a team's transactive memory system. Hereby, teams identify and use the expertise of each of the team members in order to improve their effectiveness as a team (Decuyper et al., 2010).

This theme is characterized by the categories using each other's qualities, using knowledge of team members, learning from colleagues, using qualities within the team and delegating responsibilities. Knowing and using each other's qualities appeared to contribute to team learning processes, because it helped the team members in learning from each other and developing each other: "[…] and by undertaking all kinds of things with each other, I think we know from each other quite well how we work. And what our qualities are. And then, we can coach on that and see if we can adjust that or go into the direction of, eh…" (team 2, fragments 4.24 to 4.26).

Planned team meetings. The categories that made up this team were present in five of the six participating teams. It appeared that having planned team meetings served as a contributor to team learning. The planned team meetings enabled the participants to have enough time to discuss things with each other and to reflect on problems or points of action with each other: "Now, within our team, we also started to sit together every afternoon at 2

o'clock for half an hour, before the next shift starts, together with all the people that work and we just talk about the clients or particular things, because you… sometimes just, eh… grant yourself too little time. Because you are immediately with clients, or… Yeah, you are very quick in this… yeah… work drive, so to speak, that we now, eh, have started this." (team 1, fragment 3.41).

It appeared that this theme did not always contribute to team learning. There were also several detractors to team learning that applied to the effectiveness of team meetings. Firstly, it appeared that non-effective team meetings negatively influenced a team's learning process. The teams felt they had little time to meet and discuss things with each other. This restricted the way the team could reflect on things that happened. Also, one of the teams mentioned that their team meetings often had a very negative atmosphere and that the team members did not listen to each other.

Team shared mental models. Team shared mental models represent a shared understanding among team members about how they will interact with one another (Mathieu et al., 2007). This theme was present in four of the six team interviews. Team shared mental models came forward in the team interviews by means of team members feeling that they agree with each other, knowing what these agreements are and showing consequent behavior towards clients: "Well, within our team I really think we are consequent. We have to be with our clients, of course, but… Eh… Yeah, I think that is effective. Because if one person is consequent and the other is not… Fortunately, we are all consequent eh… 9 out of 10 times. Eh… You don't get the situation where clients are shopping, like, hey, I can show this behavior with this person and with the other I cannot, because, stop, then there will be a consequence. And then, I notice that eh… some of them show it with all of us, that they know, yeah, the same rules, eh, will have the same consequences" (team 6, fragment 3.31).

Team communication. The theme team communication was present in four of the participating teams. The categories that characterize this team are made up of elements that have to do with team communication, such as having continuous contact moments with colleagues, meeting each other daily, being able to discuss things and good team communication. For example, one of the participants in team 5 mentioned that their team always drinks coffee together in the afternoon, so that they can talk to each other about the groups they work with, amongst others. Also, one of the participants in team 2 mentioned that their team had a lot of issues and difficulties in the past, and that they consciously created more openness and became more honest towards each other in order to improve their communication.

Also, there were two detractors identified in this theme. Not having any alignment within the team and communication problems were two categories that prevented a team from learning: "Yeah, sometimes it is a bit difficult. Things that stand over for too long or things you don't…"/"Some people think that things that need to be shared with other people, they think that it shouldn't… and that's why communication goes wrong. That you don't know what everyone is doing, so to speak" (team 3, fragments 4.21 to 4.23).

Influence of clients. Team learning does not always necessarily come from within the team. It appeared that clients also influence the learning process of a team. Firstly, one of the teams mentioned that they had a very difficult client, but that their presence towards this client and their alignment as a team made this client into a client that behaves well. So, the team learned from the way they acted towards the client and the way this turned out to be successful.

On the other hand, the clients can also negatively influence a team's learning process. Team 2 and team 5 mentioned that the number and complexity of the clients have a large influence on the way a team works. Having many, complex, clients makes that the team has to

make a lot of effort and face unexpected situations in their work, through which they can give less attention to their cooperation with team members.

Team composition. The theme team composition was present in four teams and appeared to both positively and negatively influence team learning. According to team 5, having a relatively small team appeared to make team communication less difficult, because people felt their team members were more accessible. Also, team 5 mentioned that there is more respect and equality in their team, because of the influence of young and innovative team members that came into the team throughout the years.

On the other hand, team composition can also negatively influence team learning. Having a large team is not beneficial, according to team 3: "Yeah, because you work in a large team, eh, everyone has his own ideas and everything is put on the table and in the end you…"/"Very noisy." (fragments 2.46 & 2.47). Also, according to team 1, having such a large team makes it more difficult to be aligned as a team. This is in line with what has been said in literature about the relationship between team size and team learning, namely, that team size is negatively related to team learning. As team size grows, the team needs to spend more and more time on process and coordinating activities rather than addressing problems (Sarin & McDermott, 2003).

Organizational factors. During the interviews, it appeared that there were several strategic factors from the organizational context that influenced learning on team level. First of all, the government of The Netherlands was spending less and less money on health care, so the organization had to deal with budget cuts. This had the following impact on the team level: "Yeah, I think it eh… We all experience that it is hard, because you get less and less time, due to budget cuts. […] And you have the feeling that you have to do everything in a short amount of time. Like our work, we don't have hours to… That you used to have as a supervisor to get things in order. Now, we all have to do it during our shifts" (team 4,

fragments 4.9 & 4.10). Also, the reorganization of the organization led to a lack of trust in the board and insecurity about important decisions that the board need to make. Consequently, the team did not know what they had to expect and was working in insecurity and frustration. These results are consistent with what has been said in literature, as Decuyper et al. (2010) show that organizational strategy can improve or inhibit team learning.

Although most of these factors were detractors of learning processes, one of the teams mentioned that they felt that they became stronger throughout the time they had to deal with budget cuts and change of staff. This team could see the positive things in a negative situation very well: […] We started here, well, at least with four people eh… on a group of 10 quite complex clients with high indications. And it was a bit like, well, good luck with that. And eh… We have been through quite a lot, now, in these 1,5 – almost 2 years that we work together. Amongst which are changes of staff. And through this, you actually become stronger." (team 4, fragments 5.21 & 5.22).

Team resilience. The way a team could deal with changing situations appeared to influence their learning process. The theme team resilience was present in three teams. The stability of a team and the way a team deals with new situations can positively contribute to the learning process of that team. As mentioned by team 3: "If you see, the last two years, I think, we have been a very self-directing team, because we had, yeah, very little eh… eh… say, little time with the cluster manager on location. He had several locations and that was just very busy. So there was just little time for us, because… yeah, it all went well. So, we are expected, yeah, it runs fine, we don't have to do many things over there. And because of that, yeah, you trust each other a lot and you coach each other more with… in terms of helping and asking for help and offering help, and then you become very helping as a team. And you are there for each other, you just know you have to. Because otherwise, things don't run smoothly" (team 3, fragment 1.47 to 1.49).

A lack of resilience appeared to have negative impact on team learning. Especially sticking to habits was mentioned as not contributing to team learning: "Yeah, it's hard that people don't see that. That they can't drop… Yeah, that is… How I feel about sticking to old habits is like… Like, it's always been this way, so this is the best way. And at one point, I think, if you can let it go, like, well, we have that, eh, we went that way, we are going to do it like that. That you can put something aside so that you can drop things." (team 3, fragment 6.34 to 6.36).

Attitude of respect. In two of the six participating teams, it appeared that having an attitude of respect within the team contributed to team learning. Especially, the detracters played a large role within this team, namely, when team members felt they were not respected by others, this had a negative impact on the functioning of a team: "[…] I think that, sometimes I still come across this, I don't always feel accepted for the way I think and eh… the way I act. And eh… who I am as a person. […] Well, there are a lot of conflicts with, or a lót of conflicts… sometimes, there are conflicts with a colleague. And eh… that clashes. And, yeah, you have to be sensitive with what you say and don't say. And eh… Yeah that you… I don't always feel eh…"/"Free."/"Yeah, free to be me." (team 6, fragments 4.153 to 4.157). This impact of respect on team learning is also mentioned by Edmondson (1999), who mentions that a sense of respect within the team makes it easier for team members to speak up, which facilitates team learning.

Experiences outside team context. Team learning did not only take place through processes that originated and developed within the team, but team learning also took place by means of experiences in other contexts. This is also supported by Brooks (1994), who mentioned that "dialogue among team members, as well as between team members and others in the organization, is central to the production of new knowledge" (p. 11). In one of the teams, one of the team members had a learning experience in a team on another location, and

she took this experience to her own team. Also, on the location of one of the participating themes, some people had worked with a tool that helped one of their clients very well. They shared this success experience with other team members on their location, so that they could implement this tool as well.

The influence of the context outside the team on team learning is also mentioned by Edmondson et al. (2006), who mention that contact with others outside the team context positively influences team engagement in gaining knowledge and learning as a team.

Shared responsibility. In two of the teams, it appeared that the team members sharing a sense of responsibility improved their learning as a team: "Yeah, but also if, after a long time, eh… someone is not there. Then, it actually continues very smoothly."/"Yeah, I think so too, I would like to say that too. It is very nice if you are sick, in this case, if you are absent for a long time, you know, that things keep going and that everyone feels responsible for your clients. Well, I think that is very nice. Yeah." (team 4, fragments 2.55 & 2.56). So, the way team members ensure continuity within their team and the way they all feel responsible for what happens at their location contribute to the functioning of the team and sets a positive basis that facilitates team growth.

Behavior as automatism. In two teams, it appeared that the team members were working as a team so well, that their behavior became automatism. This automatism further improved their teamwork and the way they learned from each other. For example: "[…] what I think is important, or what I really like in the team is an automatism. If someone comes up with something and starts with it, the whole team automatically takes over. Setting out a coffee cup for the Senseo, so that the early shift can drink a cup of coffee right away, that is a little… they don't have to get everything themselves. Or laying out the dish towels or bathing towels and things, so that, eh… one person starts with it and the rest takes over." (team 2, fragment 1.18). Also: "But that's it, it all looks normal, whereas someone else tells us 'but it

is really special what you all do'. You see? Also, how consciously are you working? For us, it is already normal, that is for sure! It goes automatically. But then, I hear people telling me 'it is really special what you do with each other'. I also hear that from parents." (team 5, fragment 5.45). So, if actions that work well are performed automatically, this can help the team in focusing on what can improve within the team, so that the team can actively focus on team growth and improvement.

Using tools from outside the team. Two of the six teams used tools from outside the team to consciously develop themselves as a team. Team 2 used a game in which they got to know each other's qualities and competences, so they knew who was good at what. Team 5 had a difficult period and used a trainer to map their problem and to find ways to get out of this negative situation. This is also supported by literature, which mentions that teams can learn through guided experiences (Dyer, 1984 in Kozlowski & Bell, 2008). So, the availability of tools in the vicinity of teams, and the way the teams can find these tools can contribute to the learning process of a team.

Mutual coaching. In one of the teams, the team members were coaching each other, which contributed to the way their learned and improved as a team. As one of the team members describes it: "[…] I think we coach each other a lot, like how are you doing things or what would you still like to do, what would you like to act on? To create conditions with each other for that. Discussing things you run into, like, this didn't go well or what can I do next time to let it go differently… what do you need for that… Those are important parts of conversations." (team 2, fragments 2.32 & 2.33).

Supervisor's best practices. One of the teams had to deal with a lot of aggressive clients. Each of the clients has his or her own personal supervisor, who is one of the members of the team. The aggressiveness of clients has reduced due to the way the supervisor dealt with these clients. Hereby, the supervisor served as a leader in coaching the other team

members how they should act against aggressiveness and how to be aligned as a team against aggressiveness.

Team identification. In one of the teams, this theme was present as team members discussed the way they identified themselves with their own team, instead of the organization. The team felt they were very positive and good at dealing with negativities, and that this was the reason they identified with their team. The team did not feel that the organization had the same characteristics as their own team. As one of the participants describes it: "It is the uniqueness of The Mounts[2], right. I don't really feel like someone from Tameij, I feel more like a The Mountsener." (team 5, fragment 2.139). The team identification of this particular team resulted in a sense of pride, and the team members felt that they were a strong group of people against the "others" within the organization. From these positive feelings, the team members were able to grow and develop themselves.

The role of team identification in team learning is also mentioned in literature, as Edmondson et al. (2006) mentioned that team identification is one of the contributors to team learning, as it predicts team performance and leads to a team being able to tap from expertise diversity within the team.

Team member empowerment. In one of the teams, some of the team members empowered their colleagues by returning questions. The team members found that their colleagues knew the answer to a particular question themselves, instead of saving themselves from the effort of formulating an answer to a difficult question. During the interview, the team members who did this shared this experience with their colleagues: "Yeah, but that is returning the question. I also do that sometimes. Like, how does this or that work? Then I say, did you try to figure it out yourself? Oh, no, I could do that myself. Like that." (team 6,

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[2] To protect the anonimity of the participants, a pseudonym is used for the locations at which the interviews took place

fragment 2.37). This empowerment behavior stimulates the team members to use their own knowledge and qualities in order to do their job well and to grow as a person.

Leadership. The role of leadership, especially that of the team leader, appeared to be present in one of the interviews of this study as well. Hereby, the team mentioned that their team manager created a supportive context through motivation of the team, the way the team could identify and use each other's qualities, the support the manager offered and created, and the way she was involved with the team members. So, in this case, the team manager has fostered a climate of openness that fosters willingness of the team to engage in learning behavior (Brooks, 1994). This is also supported by Edmondson (1999), who mentions that the team leader can have an important role in stimulating team learning through creating a supportive context.

Due to the reorganization, the team has to become more and more self-directing, and the role of the team manager will be restricted as much as possible. The team mentions that this is restricting the ability to learn, and emphasizes the important role the team manager has in their team: "But you [talks about the team manager] have a very important role in this. And I think it will be difficult if we have to be a completely self-directing team. You have more distance, if you see that you still take up things than it is easier, so to say, for the team, that you play a role in this. That doesn't mean you have to solve it completely, but that you have an important role in this." (team 5, fragment 4.10 to 4.12).

Planned reflection. During the interviews, it appeared that the interview itself could also serve as a contributor to team learning. For example, in one of the teams, the researcher asked about the things team members thought could be improved within their team. As a response, one of the team members mentioned that, at the beginning of a meeting, she would like to ask others how they were feeling and what they were up to. The other team members replied that this was a good idea and that they would implement this at the meeting they had

right after the interview. So, an intervention like an interview can also contribute to team learning, by means of the team members reflecting on their teamwork.

At this point, there are several themes that represent processes and characteristics of the participating teams which contribute to team learning within healthcare teams that operate in a solution-focused context. The next paragraph focuses on the processes that explain the relationships between these themes, because these processes explain exactly *how* team learning takes place and what processes are responsible for team growth and development.

Team Learning Explained

The themes that were discussed above are not independently and individually contributing to team learning. Rather, the researcher found that there was overlap in the categories that made up the themes. For example, it appeared that themes that knew and used their qualities were better in asking for help and feedback. So, the researcher decided to keep the context in sight and to study the interplay between the different themes. To do this, the researcher studied the interviews and created a flowchart of all the themes that are related with each other (see appendix IV). It appeared that the processes between the themes could be explained by means of the learning processes of Decuyper et al. (2010).

The flowchart in appendix IV-a shows the themes and their coherence, together with the fragments of the team interviews that provide proof for the existence of this coherence. As can be seen, there are several independent and dependent variables, and there are variables that both influence and are influenced by other variables. So, what can be concluded from this flowchart? What is team learning exactly?

Whereas it was assumed that team learning takes place through different interpersonal and cognitive team *processes*, it appears that it is not only processes that contribute to team

learning. Rather, the flowchart shows that team characteristics and organizational factors also play a role in team learning. Also, team learning is not a process of separate elements individually contributing to team learning, but team learning is a process of different team and organizational factors that are related to one another. Team learning is thus an interplay between different team processes and characteristics which are related to each other. The flowchart represents the relationships between the themes that were discussed above. It is not a statistically validated causal model, but it should be interpreted as a model which represents team learning by means of presenting the coherence between the themes that emerged from the interviews.

The flowchart in appendix IV-b shows that there are several themes that serve as independent variables, which are organizational factors, team resilience, using tools from outside the team, team composition and leadership. The dependent variables in this flowchart are team identification, mutual coaching, shared sense of responsibility and behavior as automatism. The other themes serve as variables that both influence and are influenced by other variables. These are attitude of respect, planned team meetings, team communication, focus on competences, helping behavior, team shared mental models, influence of clients, attitude of trust and team atmosphere. The four remaining themes (experiences outside team context, supervisor's best practices, team member empowerment and planned reflection) did not appear to influence or be influenced by other themes and have a direct, independent, influence on team learning.

As was also presented in Table 4, not all themes contribute to team learning. The team learning process as represented by the flowchart is thus not only made up with themes that positively cohere with other themes. The flowchart of appendix IV-b gives an overview of the contributing and detracting relationships between the different themes. For example, a lack of trust towards the board of Tameij (attitude of trust) within one of the participating teams led

to a loss of energy and motivation (team atmosphere), which prevented the team from

growing and developing. Also, because of the reorganization (organizational factors), one of

the teams felt that they could not efficiently perform their team meetings and make decisions

(planned team meetings), because the organization and their policy changed continuously.

These relationships that are indicated in appendix IV-b thus represent processes that prevent a

team from learning.

      Although some of the relationships prevent a team from learning, most relationships

indicate a positive coherence which contributes to team learning. As can be seen in appendix

IV-b, some of the themes play a very important role in the process of team learning, as they

influence and are influenced by many other themes. The themes that influence and are

influenced by the most other themes are: team atmosphere, planned team meetings, team

communication, focus on competences and helping behavior. These themes thus serve as

pivot within the process of team learning.

      Most of the themes that are present in the flowchart are themes that come from within

the team, such as helping behavior and team communication. However, there are also themes

that cannot be influenced by the team, but do influence team learning, such as the influence of

clients, organizational factors and the role of the team manager.

The interviews have shown that team learning is a process in which different themes that

represent contributors and detractors of team learning are related to each other, which helps

(or prevents) a team in growing and developing. The remaining question is how this process

takes place. How are the different themes related to one another?

      The relationships between the different themes can be explained by means of the

learning processes of Decuyper et al. (2010), because the themes and their relationships came

forward in the dialogical space during the interview in which the team members mutually

talked about or reflected on their learning processes. The different types of learning processes

of Decuyper et al. (2010) are indicated in the flowchart in appendix IV-c with different colors.

By means of the basic and facilitating team learning processes that the researchers set up, the

way team learning takes place can be explained.

The prevalence of the many red and blue lines indicates that most of the basic learning

processes were categorized as *co-construction*. Co-construction is a basic learning process

that was present in all of the six participating teams. Of the 52 learning processes that were

identified from the interviews, 40 were labeled as co-construction. Co-construction means

that team learning occurs through mutually sharing knowledge and meaning, which leads to

shared knowledge and new meaning that was not previously available to the team (Decuyper

et al., 2010). Then, the basic learning process of *sharing* was also present in all of the six

participating teams, but only 8 out of 52 learning processes were labeled as such. Sharing

means that team learning occurs through communicating knowledge, competencies, opinions

or creative thoughts of one team member to other team members, who were not previously

aware that these were present in the team (Decuyper et al., 2010). Finally, *constructive*

conflict was present in two of the participating teams. Of the 52 learning processes that were

identified in the interviews, only 4 could be labeled as constructive conflict. Constructive

conflict means that a process of negotiation or dialogue takes place that uncovers diversity in

identity, opinion, etc. within the team (Decuyper et al., 2010). Constructive conflict was

mostly present in team 6, probably because the participants were members of different teams,

and thus mutually discussed about different learning processes in the different teams.

Of the facilitating learning processes, *team reflexivity* was the most prevalent. Team

reflexivity happened to be present in six of the participating teams and in 38 of the 52

learning processes. So, most of the teams learned through co-constructing, de-constructing

and re-constructing shared mental models about current reality, and about team goals and

methods (Decuyper et al., 2010). Next to this, team learning occurred through the facilitating

process of *team activity*, which is the process of team members working together, mobilizing

physical and psychological means required for goal attainment (Decuyper et al., 2010). The

learning process of team activity was present in all of the six participating teams, but in only

12 of the 52 identified learning processes. The other two remaining learning processes could

be identified as *boundary crossing*, which means that teams share knowledge, competency,

opinions or creative ideas across their boundaries with different stakeholders (such as other

teams, trainers, management, other organisations, etc.). Boundary crossing was present in two

of the six participating teams, and was connected to the theme "experiences outside team

context". As can be seen in appendix IV-c, this theme was not related to other themes within

the flowchart, so the facilitating learning process of boundary crossing did not play a role in

explaining the relationship between themes.

Team Learning in a Solution-Focused Context

Team learning occurs in a task and social context that shapes what is learned and how it is

learned (Kozlowski & Bell, 2008). In this study, this context was a context in which the

solution-focused approach was central. As already mentioned before, both solution-focused

teamwork and team learning are based on the assumption of team growth and development.

The results of this study show that, indeed, the solution-focused context plays an important

role in team learning, as many characteristics from solution-focused teamwork can be found

in the process of team learning. The themes helping behavior, an attitude of trust and respect,

focus on competences, team resilience, shared sense of responsibility, mutual coaching, team

shared mental models, supervisor's best practices and leadership are themes that are important

characteristics of solution-focused teamwork and appear to be important contributors to team

learning. These themes that are closely related to solution-focused teamwork also appear to be

related to each other. For example, the interviews have shown that if a team is able to deal

with setbacks and to stay positive (team resilience), team members will have more trust in each other (attitude of trust) and team members are more willing to help each other (helping behavior). Also, teams that know and use each other's qualities and competences (focus on competences) are able to coach each other in order to grow and develop as a team (mutual coaching).

Team Learning in Effective vs. Non-Effective Teams

As already mentioned before, one of the directors of Tameij selected both effective and non-effective teams for participating to this research in order to study if teams that work together more effectively or less effectively go through different types of team learning processes or have different factors that contribute to team learning. Because one of the teams that was selected as non-effective decided to withdraw from the research, eventually, three effective teams (teams 1, 4 and 6) and two non-effective teams (teams 3 and 5) participated in the team interviews. One of the teams was not selected by the director, but decided to participate voluntarily. Therefore, it is not known if this team was perceived as effective or non-effective by the organization.

The researcher firstly was interested if there was a difference in the effectiveness the team members perceived themselves and the effectiveness of their team as perceived by the organization. So, for example, do the teams that were selected as less effective also significantly score lower on team effectiveness in the surveys? Because the mean scores of team effectiveness were normally distributed and ratio-scaled, the researcher performed an independent samples t-test. Hereby, the scores of the team that did not participate in the team interview were taken into account as well, as the team filled in the survey and was defined as less-effective by the director of the organization. The scores of the team that was not selected and voluntarily participated in the research were not taken into account, because the researcher did not know if this team could be labeled as effective or less effective. First of all,

after data analysis in SPSS, it appeared that the mean score on team effectiveness of all teams was somewhat above the middle. Teams averagely scored 3,344 on a scale of 1 to 5. The results show that teams that were selected as effective indeed had a higher average score on team effectiveness in the survey (μ = 3,336) than teams that were selected as less effective (μ = 3,321). However, a significance level of 0,577 shows that team effectiveness as perceived by the team and as perceived by the organization are not significantly related.

Because solution-focused teamwork and team-effectiveness have some constructs that are much alike, it was to be expected that effective teams are applying solution-focused teamwork more regularly and more successfully. Indeed, it appeared that there was a significant correlation between the way team members perceive themselves as effective and the way they make use of solution-focused teamwork (r = 0,421, p = 0,002). So, it can be concluded that effective teams are more effectively applying solution-focused teamwork in their cooperation when compared to less effective teams.

Thirdly, the researcher was interested if there was a difference in the type and amount of team learning processes between the effective and non-effective teams as selected by the change director of Tameij. An independent samples t-test showed that there was no learning process as defined by Decuyper et al. (2010) significantly related to the amount of effectiveness of a team. The presence of the team learning process co-construction and team reflexivity was almost significantly related to team effectiveness (t = 2,846; p = 0,065), but this was probably due to the fact that this learning process was the one that was most prevalent in all of the six participating teams. It also appeared that the effective teams showed an average amount of 8,000 learning processes per interview, whereas non-effective teams showed an average of 9,500 learning processes per interview. However, this difference was not significant (t = 0,747; p = 0,509). So, there was no significant relationship between team effectiveness and the amount of learning processes in these teams.

Finally, the researcher compared the effectiveness of the team as perceived by the change director of Tameij with the different themes that were identified in the interviews. It appeared that the theme "team shared mental models" was significantly more present in effective than in non-effective teams ($t = -3,874$; $p = 0,030$), but the other themes did not show a significant relationship with effective or non-effective teams. Also, it appeared that more themes came forward in the teams that were identified as non-effective ($\mu = 12,000$) versus the teams that were identified as effective ($\mu = 9,333$), but there was no significant relationship between the effective and non-effective teams and the average amount of themes that could be identified in these teams ($t = 1,171$; $p = 0,326$).

Discussion

In our Western culture, teams are widely seen as something inherently positive (Finn, Learmonth & Reedy, 2010). However, teamwork is not always something positive and beneficial. It takes a lot of effort to be effective as a team. Research has shown that team performance is improved by the process of team learning (Edmondson, 1999). However, the process through which team learning occurs has been examined not very often (Kozlowski & Bell, 2003; Kozlowski & Ilgen, 2006). Also, research has shown that it is important to study real work teams (Edmondson, 1999).

This study has tried to overcome these issues and to find an answer to the processes that contribute to team learning, in order to create more understanding into the processes that can contribute to a team's success. However, learning does not always result in positive outcomes (Wilson et al., 2007). Therefore, this study has also taken into consideration the elements that prevent a team from learning on the long run.

Since the both solution-focused teamwork and team learning are based on growth, the researcher chose to study team learning in a solution-focused context. Therefore, the main

question of this study was: *what processes contribute to dynamic team learning of healthcare teams in a solution-focused context?*

It appeared that the answer to this question can be separated into two elements: (1) *what* are the processes that explain team learning? and (2) *how* does the process of team learning take place?

The flowchart shows that the *what* of team learning can be explained by means of the themes that are related to one another. It was expected that only team *processes* contributed to team learning, as literature mentions that cognitive and interpersonal team processes explain team learning (Edmondson, 1999). However, the results did not only show processes that contribute to team learning. Some of the themes indeed represented team *processes* (e.g. team communication or team resilience), but team *characteristics* (e.g. team composition) also appeared to play an important role in team learning. Next to this, *organizational factors* (e.g. changes in staff or budget cuts) appeared to play an important role in team learning. Some of the themes appeared to play a very important role in team learning, as they influenced and were influenced by a lot of other themes. These themes were team atmosphere, planned team meetings, team communication, focus on competences and helping behavior.

Next to this, it appeared that the results of this study support what Wilson et al. (2007) already mentioned, namely, team learning does not always result in positive outcomes. It appeared that the identified themes did not only represent contributors to team learning, but there were also detractors of team learning to be identified. The budget cuts of the organization, a lack of trust and respect within the team, a negative team atmosphere and inefficient team meetings appeared to be the most important factors that prevent a team from learning.

Literature mentioned that team learning is mostly influenced by cognitive and interpersonal factors within the team (Edmondson, 1999). To be honest, most of the themes that came forward in this study as influencing team learning were not very surprising. It makes sense that effective team communication, effective team meetings, a positive team atmosphere, an attitude of trust and respect, team shared mental models, mutual coaching etcetera all contribute to a team's development. However, it appeared that there were also other, unexpected, factors which influence team learning, such as organizational factors, resources from outside the team, team composition, the influence of clients, learning from experiences outside the team context, supervisor's best practices and planned reflection. Interestingly, the factors that are not very unexpected represent interpersonal and cognitive factors. On the other hand, the factors that are quite surprising represent the factors that mostly cannot be controlled by the team members. So, whereas literature often discusses team learning as a process that comes from within the team and can be controlled by the team members, this study revealed that team learning is also being influenced by factors that cannot be controlled by the team members itself. Team learning is thus not something that is completely in hands of the team members, but also represents factors from outside the team context.

The *how* of team learning can be explained by means of the learning processes that are defined by Decuyper et al. (2010).

It appeared that 18 of the 22 themes were connected to each other, whereas 4 themes were independently contributing to team learning. Team learning mostly occurred through co-construction and team reflexivity processes, which means that team learning takes place through a process of sharing knowledge and building meaning through constructing shared mental models about team reality (Decuyper et al., 2010). In other words, the teams shared

their knowledge and gave their opinion on the current situation of the team by mutually reflecting on this current situation.

Not all facilitating learning processes played a role in team learning of the participating teams. The facilitating learning process of boundary crossing did not play a role in explaining the relationships between the different themes, but did explain the direct relationship between the theme experiences outside context and team learning. Also, the way team members save their learning experiences in the team software and hardware (storage and retrieval) did not come forward in any of the interviews. This can be due to the fact that the teams were stimulated to retrospectively think about their learning processes and the factors that contributed to this learning, and there was no focus on the way these learning process experiences were saved for later use.

The learning processes of Decuyper et al. (2010) appeared to be very helpful in explaining the way team learning takes place. All of the learning processes that were identified in the interviews could be categorized according to the processes of Decuyper et al. (2010). However, the lines between the different basic and facilitating learning processes were not always very clear. For example, the basic learning processes of sharing and co-construction were sometimes difficult to separate from each other, because the differences between the two are quite small. Sharing takes place through one team member communicating its knowledge to other team members who were not previously aware of this (Decuyper et al., 2010). Sometimes, it was difficult for the researcher to distinguish (1) if one team member shared its knowledge to others (sharing) or if the team members were mutually sharing their knowledge and opinions (co-construction) and (2) if the team members were reflecting on something of which they were already aware (co-construction) or that was new information for them (sharing).

Literature has already mentioned that teams are embedded in a multilevel system and that team learning is contextually and socially bound (Kozlowski & Ilgen, 2006). Therefore, the researcher considered the context of the participating teams to be very important and influential in team learning.

The results of this study revealed that the context of the participating teams indeed played a very important role in team learning. Before the study was performed, the researcher already mentioned that team learning and solution-focused teamwork are based on the same ideas. It appeared that the themes that were identified show many similarities with the topics that are considered important in solution-focused teamwork (e.g. an attitude of trust and respect, team member empowerment, helping behavior and focus on competences are themes that are considered important in solution-focused teamwork but also appear to contribute to team learning). The context of solution-focused teamwork can thus also be found in the factors that contribute to team learning.

Next to this, team learning has received empirical interest, because it appears to positively influence team performance (Edmondson, 1999). It appeared that the process of team learning has contributed to the development of a team. However, teams with different levels of performance (effective versus non-effective teams) did not show a significant difference in the way team learning takes place.

Finally, the results show that solution-focused teamwork is not only applicable in client-professional relationships, but can also greatly influence team performance. The results reveal that there is a significant correlation between team effectiveness and the way team members successfully use solution-focused teamwork. In this study, team learning processes have proven to positively influence team performance and has shown similarities with solution-focused teamwork, but more research is needed in order to statistically prove a correlation between team effectiveness, solution-focused teamwork and team learning.

Literature revealed that there is still little research that has examined team learning and, especially, the process through which team learning occurs (Kozlowski & Bell, 2003; Kozlowski & Ilgen, 2006). This study tried to contribute to the existing knowledge about team learning, and, especially, the processes that contribute to team learning. This study explicitly mentioned *what* factors contribute to team learning processes and *how* these team learning processes take place. It appeared that the team's context plays a crucial role when studying team learning processes.

Furthermore, team learning outside laboratory settings had not gained much empirical attention (Edmondson et al., 2006; Kozlowski & Ilgen, 2006). By means of studying real work teams, the influence of factors outside the team context could be taken into account as well, which provides a more extensive overview of the way team learning occurs. This study has been performed in a specific organizational context in which the solution-focused approach was used. Research from Steenhagen (2012) has already shown that the solution-focused approach can be cultivated to team contexts where professionals have a dynamic and co-constructive relationship in which they use each other's qualities in order to help each other growing. Steenhagen (2012) mentioned that the team mutually can go through a learning process if there is an ask for help from the team as a whole. The search for a solution or answer then serves as the learning process for the team. This research has elaborated on the research of Steenhagen (2012), as it found that a there were other processes that, next to helping behavior, had similarities with solution-focused teamwork that contributed to team learning. Steenhagen (2012) already mentioned that the solution-focused approach can be cultivated to team contexts and this study has proven the effectiveness of solution-focused teamwork as it correlates with team effectiveness and as its elements play an important role in team learning processes.

Studying team learning is not only beneficial for teams itself, but team learning also

contributes to organizational performance (Wilson et al., 2007) and organizational learning

(Edmondson et al., 2006). Team learning positively influences the performance of a team, and

knowing what processes positively influence team learning can help organizations in paying

attention to these processes and stimulating team learning within their work teams.

     For organizations that make use of solution-focused teamwork, it is very promising to

see that there are many factors from solution-focused teamwork which also appear to

contribute to team learning. This indicates that a solution-focused context is indeed a context

that leads to growth and development, and which is not only beneficial for the organization as

a whole, but also stimulates learning within the teams. Not all factors of solution-focused

teamwork appeared to contribute to team learning, though. The teams that participated in this

research mainly brought forward the team psychological safety (attitude of trust, attitude of

respect) and best practices dimensions (helping behavior, focus on competences, team shared

mental models, team resilience, mutual coaching, shared sense of responsibility, supervisor's

best practices). The specific communication strategies, such as reframing and complimenting

appeared to play a less important role in team learning. So, organizations are recommended to

pay attention to solution-focused teamwork within the teams, especially to team psychological

safety and best practices dimensions, in order to stimulate team learning. Also, it appeared

that there were some themes that played an important role in team learning, because they

served as the pivot of the flowchart that represents the team learning processes. Organizations

are recommended to pay a attention to these themes, as they serve as central factors in the

process of team learning.

The researcher tried to make this research as reliable as possible by using methodological triangulation. Through both surveys and the interviews, the researcher was able to get an idea of the team effectiveness of both teams and the way the teams applied solution-focused teamwork successfully. It appeared that the observation of team effectiveness of the change director and the perceptions of the team members of their team effectiveness (as measured through the surveys) did not completely agree with each other. Both the surveys and the interviews indicated that all the participating teams perceived themselves as more than averagely effective, whereas the change director did not consider all teams as being effective. The same goes for the measure of solution-focused teamwork, as all of the teams indicated that they successfully applied solution-focused teamwork during the surveys, but the interviews revealed that the teams only used several parts of solution-focused teamwork. So, by means of using methodological triangulation, the researcher was able to get a more complete overview of team effectiveness and solution-focused teamwork.

The researcher tried to reach a satisfying level of internal validity by means of performing qualitative research on team learning. Since the research question had an explorative character, team interviews enabled the researcher to get as much input as possible.

By means of performing the research on the location of the participants and not interfering too much during the interview, the researcher tried to enhance the external validity of the research. However, to map the processes that contribute to team learning, the researcher had to create a setting in which the participants were forced to talk about their teamwork. Also, the presence of some of the team managers during the interviews could also have influenced the results of the research. Although the team managers constructively participated in the interview, it could be possible that some of the participants felt restricted talking about sensitive issues. Finally, some of the participants felt uncomfortable because of the presence of a camera. One of the teams decided to withdraw from the research because of the camera,

and one of the team interviews was audiotaped, because the participants felt not comfortable

being on camera. The presence of the camera thus could have influenced the results from the

team interviews, which does not contribute to the validity of this study.

Because the themes that were identified in this research showed some overlap with solution-

focused teamwork, it is plausible that the research results can be transferred to other

organizations that use the solution-focused approach. However, because the focus was on a

solution-focused context, and because the researcher had quite some knowledge about this

context, it could very well be that the researcher overlooked other themes or renamed other

processes that contributed to team learning into processes that agree with solution-focused

teamwork. Therefore, this research is probably specifically applicable to solution-focused

organizations and will probably generate other results in other organizations that do not use

the solution-focused approach. Future research in other types of organizations should confirm

or invalidate this statement.

Next to the limitations that were mentioned above, there are some other suggestions for future

research to be mentioned.

First of all, the participants of this study were all members of an action and performing

team. It would be interesting to perform the same study with another type of team (e.g.

management team) to see if the same processes are contributing to team learning in these

types of teams.

Also, literature mentioned that team learning and team effectiveness are closely related

as team learning has a positive influence on team effectiveness. However, this study did not

find a significant difference between effective versus non-effective teams and the way these

teams learn. So, future research is needed to find out if there really is no relationship between

the effectiveness of a team and the way a team learns.

Thirdly, the researcher set up a flowchart in which the processes that contribute to team learning became visible. Further (quantitative) research is needed to validate this model and to statistically proof that these themes are related to one another.

Furthermore, in order to create insight into the relationships between team effectiveness, solution-focused teamwork and team learning, the researcher performed statistical tests. However, with this small sample of participants, there is a high margin of error and the coincidence factor is probably too high as well. Therefore, future research should use a larger sample and should use a validated survey in order to get statistical evidence for the relationships between team effectiveness, team learning and solution-focused teamwork.

Finally, the interview structure that was used in this research was very much aimed at retrospectively talking about the way a team developed themselves, in order to get an overview of the learning processes that played a role. However, there are also different methods which could be used to answer the main question of this study, such as storytelling methods. It would be interesting for future research regarding this topic to use a different research method and to find out if the same results will come forward afterwards.

Team learning thus can be seen as a large, complex, time-consuming process that is influenced by not only team processes (e.g. team communication), but also by team characteristics and organizational factors. This study has tried to create insight into the processes that contribute to dynamic team learning in a solution-focused context. The researcher encourages other researchers to continue studying team learning by means of performing research in other contexts.

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APPENDIX I: SURVEY TEAM EFFECTIVENESS & SOLUTION-FOCUSED TEAMWORK

17-8-2014   Qualtrics Survey Software

Default Question Block

.

Beste deelnemer,

In het kader van mijn master opleiding Communication Studies aan de Universiteit Twente voer ik een afstudeeronderzoek uit bij ▮▮▮▮▮ Dit onderzoek heeft betrekking op oplossingsgericht werken binnen verschillende soorten teams. Naast interviews is een kort vragenlijstonderzoek ook onderdeel van mijn onderzoek. Zodoende kan ik een beeld krijgen van jullie eigen ervaringen met en ideeën over de samenwerking binnen jullie team.
Deelname aan dit onderzoek is vrijwillig en geheel anoniem. De resultaten van dit onderzoek zullen alleen voor onderzoeksdoeleinden worden gebruikt. Het invullen van de vragenlijst kost ongeveer 10-15 minuten.

Alvast hartelijk dank voor je deelname.

Met vriendelijke groet,

Evelien Spoler
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UNIVERSITEIT TWENTE.

.

Hierna volgt een veertigtal vragen over de samenwerking binnen je team. Elke vraag heeft een antwoordmogelijkheid van helemaal mee oneens tot helemaal mee eens.

Lees elke vraag goed en probeer deze te beantwoorden aan de hand van de situatie binnen je team.

Q1.

Binnen mijn team...

	Helemaal mee oneens	Mee oneens	Niet mee eens, niet mee oneens	Mee eens	Helemaal mee eens
worden ideeën onderling uitgewisseld	○	○	○	○	○
heb ik het gevoel dat ik mezelf kan zijn	○	○	○	○	○
doen mensen zich voor zoals ze echt zijn	○	○	○	○	○
hebben we respect voor elkaars mening en standpunten	○	○	○	○	○
worden andermans vaardigheden en deskundigheid gewaardeerd	○	○	○	○	○

hebben we een open houding naar elkaar toe	○	○	○	○	○
zijn we nieuwsgierig naar elkaars ideeën	○	○	○	○	○
voelen we ons verbonden met elkaar	○	○	○	○	○
wordt gebruik gemaakt van elkaars kennis en competenties	○	○	○	○	○
is iedereen flexibel als er veranderingen plaatsvinden	○	○	○	○	○
ligt de focus op beperkingen, leerpunten en verbeterpunten in plaats van kwaliteiten van anderen	○	○	○	○	○
kennen we elkaars kernkwaliteiten, valkuilen, uitdagingen en allergieën	○	○	○	○	○
gebruiken we elkaars kwaliteiten om effectiever te werken	○	○	○	○	○
hebben we geen waardeoordelen naar elkaar toe	○	○	○	○	○
worden weinig complimenten gegeven	○	○	○	○	○
wordt vooral op individuele doelen en minder op teamdoelen gefocust	○	○	○	○	○
worden de posities die we ten opzichte van elkaar hebben geaccepteerd	○	○	○	○	○
worden gedachten en gevoelens niet geuit	○	○	○	○	○
neemt iedereen de tijd om naar elkaar te luisteren	○	○	○	○	○
is er ruimte voor dialoog	○	○	○	○	○
vindt besluitvorming gezamenlijk plaats	○	○	○	○	○
wordt gehandeld op basis van macht en gezag	○	○	○	○	○
is sprake van vage en onduidelijke onderlinge communicatie	○	○	○	○	○
worden succesverhalen binnen het team gedeeld	○	○	○	○	○
worden succesverhalen met andere teams gedeeld	○	○	○	○	○
wordt vastgehouden aan gewoontes	○	○	○	○	○
wordt gefocust op gezamenlijke doelen	○	○	○	○	○
worden mensen onderbroken in discussies	○	○	○	○	○
wordt oprecht naar elkaar geluisterd	○	○	○	○	○
worden in gesprekken regelmatig dingen samengevat	○	○	○	○	○
worden te weinig vragen gesteld	○	○	○	○	○
worden veel vragen gesteld om de context en richting van het gesprek te verkennen	○	○	○	○	○
worden vragen regelmatig teruggelegd aan degene die de vraag stelt	○	○	○	○	○
wordt in interacties gebruik gemaakt van onnodig veel gesloten vragen	○	○	○	○	○

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worden vragen teruggelegd zonder enige leerwaarde voor beide partijen	○	○	○	○	○
wordt een probleem van één kant belicht	○	○	○	○	○
wordt iedereen gestimuleerd om voor zichzelf te denken	○	○	○	○	○
worden problemen vanuit een ander perspectief opnieuw geformuleerd	○	○	○	○	○
wordt gefocust op positieve aspecten van een probleem	○	○	○	○	○
passen gesprekspartners hun taalgebruik aan elkaar aan	○	○	○	○	○
passen gesprekspartners hun spreektempo aan elkaar aan	○	○	○	○	○
wordt onnodig veel jargon gebruikt	○	○	○	○	○
worden eerlijke en oprechte complimenten gegeven	○	○	○	○	○
worden teamleden betrokken bij het stellen van doelen	○	○	○	○	○

Hieronder volgt een aantal vragen over kenmerken van het team waarin jij werkt. Lees elke vraag goed en probeer deze te beantwoorden aan de hand van de situatie binnen je team.

Q2.

De vragen hieronder hebben een antwoordmogelijkheid die tussen 2 uitersten in ligt. Vink het vakje aan waarvan je denkt dat deze het dichtst bij de werkelijkheid staat.

De professionals binnen mijn team zijn...

Gemotiveerd	○	○	○	○	○	Gedemotiveerd
Incompetent	○	○	○	○	○	Competent
Innovatief	○	○	○	○	○	Vasthoudend aan oude gewoontes
Verantwoordelijk	○	○	○	○	○	Onverantwoordelijk
Star	○	○	○	○	○	Flexibel
Niet leergierig	○	○	○	○	○	Leergierig
In staat anderen aan te vullen	○	○	○	○	○	Niet in staat anderen aan te vullen

Q3.

De volgende vragen hebben betrekking op de sfeer die je ervaart binnen je team. Geef aan in hoeverre je het eens bent met onderstaande kenmerken.

Binnen mijn team is er sprake van...

Wantrouwen tussen teamleden	○	○	○	○	○	Vertrouwen tussen teamleden
Een plezierige sfeer	○	○	○	○	○	Een onaangename sfeer
Toewijding	○	○	○	○	○	Onverschilligheid
Schaamte	○	○	○	○	○	Trots
Een wantrouwige opstelling ten opzichte van het management	○	○	○	○	○	Het hebben van vertrouwen in het management
Een wantrouwige opstelling van het management ten opzichte van ons team	○	○	○	○	○	Het krijgen van vertrouwen van het management

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Een gevoel van velligheid	○	○	○	○	○	Een gevoel van onveiligheid

Q4.

Kruis bij onderstaande vragen het vakje aan dat het dichtst bij je eigen mening ligt. De antwoorden variëren van "nooit" tot "altijd". Baseer de antwoorden weer op de situatie in je eigen team.

Binnen mijn team...

	Nooit	Bijna nooit	Soms wel, soms niet	Vaak	Altijd
helpt iedereen elkaar	○	○	○	○	○
zijn we in staat om effectief te communiceren	○	○	○	○	○
wordt altijd gezocht naar verbeteringen	○	○	○	○	○
zijn de afspraken die gemaakt zijn duidelijk	○	○	○	○	○
werken we volgens "doen wat werkt"	○	○	○	○	○
zijn de communicatielijnen kort	○	○	○	○	○
wordt de expertise van elkaar ingezet om een doel te bereiken	○	○	○	○	○
is duidelijk welke kwaliteiten en vaardigheden iedereen bezit	○	○	○	○	○
weten we van elkaar welke persoonlijkheidskenmerken we bezitten en hoe we deze in kunnen zetten om een doel te bereiken	○	○	○	○	○
zijn we klantgericht	○	○	○	○	○
zijn we tevreden met het werk dat we verrichten	○	○	○	○	○
maken we een positieve indruk op cliënten en hun familieleden	○	○	○	○	○
maken we een positieve indruk op andere teams	○	○	○	○	○
kunnen we ons persoonlijk ontwikkelen	○	○	○	○	○

Q5.

Tenslotte zou ik je willen vragen om in te vullen in welk team je werkzaam bent. Hierbij wil ik nogmaals benadrukken dat je volledig anoniem blijft; de gegevens worden alleen gebruikt om de diversiteit van en tussen verschillende teams te analyseren.

Op welke locatie ben je werkzaam?

-

Hartelijk dank voor het invullen van de vragenlijst! Indien je nog opmerkingen hebt kun je deze hieronder invullen.

Belangrijk: klik op "volgende" om de resultaten te versturen!

APPENDIX II: INFORMED CONSENT

INFORMED CONSENT

Toestemming deelneming aan onderzoek over Oplossingsgericht Teamwork bij Tameij

• Waar gaat het onderzoek over?

Het onderzoek waarvoor uw deelneming wordt gevraagd heeft als doel om te onderzoeken hoe oplossingsgericht samenwerken bij kan dragen aan teameffectiviteit. Om dit te onderzoeken zijn er verschillende teams binnen Tameij geselecteerd en worden bij deze teams vragenlijsten en interviews afgenomen.

• Wat betekent deelneming voor u?

Uw deelneming aan dit onderzoek kost maximaal 1,5 uur. Deze uren mogen aan het eind van elk jaar gedeclareerd worden.

De interviews worden opgenomen op videocamera. De beeldmaterialen die hieruit volgen worden nooit gepubliceerd of openbaar gemaakt. Alle gegevens die uit het interview voortkomen worden vertrouwelijk behandeld en anoniem verwerkt. Uw naam en de locatie waar u werkt zal nooit aan derden bekend worden gemaakt.

Ook in eventuele publicaties die volgen uit dit onderzoek worden de beeldmaterialen niet gepubliceerd en worden de namen en locaties van de deelnemers niet bekend gemaakt.

Deelneming aan dit onderzoek is geheel vrijwillig en kan op elk moment worden gestopt.

Na afloop van het onderzoek ontvangen alle deelnemers een bedankje.

• Werkt u mee?

Ik hoop dat ook u uw medewerking aan dit onderzoek wilt verlenen. Door dit document te ondertekenen geeft u aan dat u akkoord gaat met de inzameling van uw gegevens voor het onderzoek. Ook na ondertekening behoudt u het recht om, zonder opgave van reden, tijdens het onderzoek alsnog af te zien van uw medewerking.

Z.O.Z.

• Deelnemersverklaring

Het onderzoek is aan mij uitgelegd. Ik begrijp de inhoud van dit Informed Consent en al mijn vragen met betrekking tot het onderzoek zijn beantwoord. Hierbij geef ik mijn toestemming deel te nemen aan bovenbeschreven onderzoek en mij volledig en naar verwachting hiervoor in te zetten.

Naam deelnemer: …………………………………

Handtekening:……………………………………Datum: ………………………………..

Na afronding van het gehele onderzoek wil ik graag schriftelijk op de hoogte worden gesteld van de onderzoeksresultaten:
    ☐   ja, mijn email adres is:
    ☐   nee

Ik, ondergetekende, bevestig hierbij dat bovenbeschreven onderzoek zowel mondeling als schriftelijk aan bovengenoemde deelnemer is uitgelegd.

Naam onderzoeker: …………………………………

Handtekening:……………………………………Datum: ………………………………..

APPENDIX III: INTERVIEW STRUCTURE

1.   DOELEN INTERVIEW

➔ *Hoe kan oplossingsgericht teamwork bijdragen aan teameffectiviteit in de context van gezondheidszorg?*

- De deelnemers geven inzicht in de manier waarop zij oplossingsgericht samenwerken;
- De deelnemers geven inzicht in de manier waarop zij dit oplossingsgericht samenwerken in kunnen zetten om effectiever te werken;
- De deelnemers geven inzicht in de percepties die er in het team bestaan op oplossingsgericht samenwerken en teameffectiviteit en hoe deze percepties kunnen bijdragen tot een grotere teameffectiviteit.

2.   INTRODUCTIE ONDERZOEK AAN DEELNEMERS & INFORMED CONSENT ONDERTEKENEN

- Voorstellen onderzoeker
- Doel onderzoek (Masterthesis)
- Duur onderzoek (Ongeveer een uur)
- Wat gaan we doen en wat onderzoek ik?
- Regels
    - Elkaar laten uitpraten
    - Niet door elkaar heenpraten
    - Elkaar aanvullen mag: graag
    - Mensen mogen elkaar bevragen
- Opnameapparatuur aanwezig
- Deelnemers kunnen aangeven als iets onbegrijpelijk is; is vrij om te zeggen wat hij/zij denkt; geen goede/foute antwoorden
- Onderzoeker maakt wellicht tussendoor notities
- Is alles duidelijk?
- Informed consent ondertekenen
- Naambordjes maken
➔ Camera aan
➔ Geluidsrecorder aan

3.   INTERVIEWSTRUCTUUR

SCHRIJFOPDRACHT

Max. 5 minuten: nadenken/opschrijven best practices & verbeterpunten van het team.

INTRODUCTIEVRAGEN (ZORG DAT CAMERA LOOPT!)

1.   Wat gebeurt er precies op jullie locatie? En wat doet jullie team specifiek?

2.   Is het team zo compleet of missen er mensen?

3.   Hoe lang al samen als team?

LEERPROCES OGT & TEAMEFFECTIVITEIT

1.   Toepassing van oplossingsgericht teamwork (10 min)

1.   Als jullie <u>één ding</u> mogen noemen, wat vinden jullie dan typisch voor jullie samenwerking? Wat is het eerste dat in je opkwam? Wat werkt?

2.   Wordt hierbij OGT toegepast?

[Verschillende voorbeelden langslopen & meeschrijven]

3.   Hoe denken jullie zelf dat je oplossingsgericht in het algemeen samenwerken toepast in je team? (veel/weinig, goed/niet goed)?

4.   Als je kijkt naar jullie samenwerking: waar zijn jullie dan trots op?

5.   Hoe zien jullie je team over 3 jaar? Waar werken jullie naartoe of wat willen jullie bereiken?

2.   Leerproces: van OGT naar TE (doorvragen op typische kenmerk van samenwerken) (10 – 15 min)

Introductie: koppeling maken tussen OGT en team-effectiviteit in dit stuk.

1.   Wat verstaan jullie nou onder team effectiviteit? Wanneer zijn jullie effectief? *(Indien geen idee, dan definitie Tameij erbij pakken).*

2. Wat voor invloed heeft de typische manier waarop jullie samenwerken [voorbeeld noemen] op jullie effectiviteit als team? Hoe maakt jullie manier van samenwerken jullie effectief als team? *(hierbij ga je van OGT naar TE)*

3. Als jullie iets aan jullie samenwerking zouden kunnen veranderen, wat zou het dan zijn? (scaling question toepassen: als jullie jullie samenwerking een cijfer moesten geven, wat zou het dan zijn? Waarom hebben jullie al het cijfer X? Waar zouden jullie heen willen? Hoe kom je hier?) *(hierbij ga je van TE weer naar OGT)* → *Als ze het al heel erg goed doen, vragenlijstscore meenemen als input*

4. Als jullie dat zouden toepassen, hoe zou jullie team er dan uitzien? En hoe zou de weg daarnaartoe er dan uitzien? *(hierbij ga je van OGT weer naar TE)*

TERUGKOPPELING VRAGENLIJSTEN

Tijdens de terugkoppeling van de vragenlijsten worden de dingen die opvielen uit de vragenlijsten besproken met de deelnemers, zodat een betekenisvol gesprek gevoerd kan worden over wat goed gaat en wat beter kan. Dit lijkt op de survey feedback techniek zoals beschreven door Bennebroek Gravenhorst (2005).

VOORBEELDEN VAN DINGEN DIE GOED GAAN [Ong 2 voorbeelden, 15 minuten]

1. Wat vinden jullie van dit voorbeeld dat opgevallen is? Klopt dit? Hoe zie je dit terug in je werk?
2. Hoe draagt dit voorbeeld bij aan jullie effectiviteit of hoe worden jullie hier minder effectief van?
3. Hoe goed vinden jullie dat jullie dit voorbeeld toepassen (scaling question)? Hoe zouden jullie hier een 5 (score vragenlijst) kunnen maken of hier nog beter in kunnen worden?
4. Hoe zou de weg hiernaartoe verlopen?
5. Hoe zou het er dan uit zien als het een 5 zou zijn (wondervraag)?
6. Hoe effectief zouden jullie dan zijn?
7. [Hoe zien/doen andere teams dit? Hoe zien jullie jezelf t.o.v. andere teams in deze samenwerking? Zijn die daarom ook effectiever/minder effectief?] → ***weglaten bij tijdgebrek!!***

VOORBEELDEN VAN DINGEN DIE MINDER GOED GAAN [Ong 2 voorbeelden, 15 minuten]

1. Wat vinden jullie hiervan? Hoe merken jullie dit in jullie samenwerking?
2. Hoe draagt dit voorbeeld bij aan jullie effectiviteit of hoe worden jullie hier minder effectief van?
3. Hoe zouden jullie dit kunnen verbeteren om er weer een 5 van te maken?
4. Hoe zou de weg naar deze verbetering verlopen?
5. Hoe zou het eruit zien als jullie dit weer optimaal toepassen?
6. Hoe effectief zouden jullie dan zijn?
7. [Hoe zien/doen andere teams dit? Hoe zien jullie jezelf t.o.v. andere teams in deze samenwerking? Zijn die daarom ook effectiever/minder effectief?] ➔ ***weglaten bij tijdgebrek!!***

4.   AFSLUITING (5 min)

1. Zijn er nog vragen of opmerkingen over dit interview of het onderzoek?
2. Zijn er nog tips?
3. Resultaten kunnen ingezien worden
4. Bedanken & afsluiting

5.   VOORBEELDEN DOORVRAGEN

- "O, ja? Vertel eens…"
- "Kun je daar een voorbeeld van geven?"
- "Kun je mij daar wat meer over vertellen?"
- "Kun je dit toelichten?"
- "Waarom denk je hier zo over?"
- "Waarom ben je van mening dat…?"
- "Is dat zo? Kun je dit toelichten?"
- "Wat goed dat je dat zegt. Waarom vind je dat precies?"
- Wat vinden anderen hiervan?
- Is de rest het hiermee eens?

APPENDIX IV: TEAM LEARNING PROCESS FLOWCHARTS

IV-a: Team Learning Overview

The letter T represents the team in which this relationship can be found, whereas the letter F represents the fragments in which this relationship is visible

CC = co-construction
S = sharing
ConCon = constructive conflict
TR = team reflexivity
TA = team activity

Attitude of respect

Team identification

Mutual coaching

Behavior as automatism

Experiences outside team context

Supervisor's best practices

Team member empowerment

Planned reflection

Attitude of trust

Team composition

Leadership

Team resilience

Team atmosphere

Focus on competences

Shared sense of responsibility

Helping behavior

Organizational factors

Team communication

Using tools from outside the team

Team shared mental models

Influence clients

Planned team meetings

IV-b: Team Learning Contributing and Detracting Processes

The red lines indicate a process that can negatively influence team learning, whereas the green lines indicate a process that contributes to team learning.

IV-c: Team Learning Processes of Decuyper et al. (2010)

Co-construction & team reflexivity = red
Co-construction & team activity = blue
Constructive conflict & team reflexivity = green
Sharing & team reflexivity = light blue
Sharing & team activity = pink

Lines with two colors indicate that two different
kinds of team learning processes are present
in this relationship