



Zhytomyr Ivan Franko State University Journal.  
Pedagogical Sciences. Vol. 3 (106)

Вісник Житомирського державного  
університету імені Івана Франка.  
Педагогічні науки. Вип. 3 (106)

ISSN (Print): 2663-6387  
ISSN (Online): 2664-0155

## TERTIARY EDUCATION

## ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

UDC 37.005

DOI 10.35433/pedagogy.3(106).2021.45-52

### SYSTEMATIC SUPPORT FOR THE DEVELOPMENT OF THE PEDAGOGICAL TEAM OF THE COLLEGE

I. V. Bredikhina\*

*The article states that in order to create a competitive educational institution, management needs to use team management technologies. The research considers the issue of creating systematic support for pedagogical teams, namely assessment and analysis of a number of factors influencing the successful work of the pedagogical team and the formation of systematic support for team development using retrospective techniques and team adjustments.*

*According to the results of the research, which is based on the Michigan model of leadership, the existing difficulties in the functioning of college teams were analyzed. The survey identified that at this stage of development, not all members of the college staff teams have a clear understanding of the overall goal (86.9 %) and the impact of teamwork on the overall result (78.2 %). Their unequal contribution to achieving the goal was also noted (73.9 %). The survey indicates that not all teams have a combination of skills at the highest level, and team members who have certain skills are not always interested in helping colleagues (82.6 %). Teams are quite high spirited and motivated even in difficult periods (82.6 %), the teams hold constructive discussions about misunderstandings and problems, regularly find new opportunities to find information and solve complex problems, appreciate the achievements of colleagues (86.9 %). Thus, it turned out that team leaders motivate not all team members to successfully implement projects (78.2 %), but provide management and prompt feedback, consult with team members to remove obstacles and difficulties in the work and ensure team progress (86.9 %).*

*Given the identified weak spots of the pedagogical teams of the college and the factors influencing their work, systematic support, which consists in the formation of psychological security, constant analysis of team development and retrospectives, as well as models of adjustment for team development to improve their efficiency were created.*

**Key words:** pedagogical team, systematic support, psychological security, retrospective, adjustment model.

\* Educator

(HIS "Zhytomyr College of Trade and Economics of KNUTE")

irademudyk@gmail.com

ORCID: 0000-0003-4392-3289

## СИСТЕМНА ПІДТРИМКА РОЗВИТКУ ПЕДАГОГІЧНОЇ КОМАНДИ КОЛЕДЖУ

І. В. Бредіхіна

У статті зазначено, що для створення конкурентоспроможного освітнього закладу керівництву необхідно використовувати технології командного менеджменту. У статті розглянуто проблематику створення системної підтримки педагогічних команд, а саме, оцінка та аналіз ряду факторів, які впливають на успішну роботу педагогічної команди та формування системної підтримки розвитку команди з використанням методики ретроспективи і коректив роботи команди.

На основі проведеного дослідження, в основу якого покладено Мічиганську модель лідерства, проаналізовано наявні труднощі під час функціонування команд коледжу. За результатами опитування з'ясувалося, що на даному етапі розвитку, не всі члени педагогічних команд коледжу мають чітке розуміння загальної мети (86,9 %) та впливу командної роботи на загальний результат (78,2 %). Також відзначено їх нерівнозначний внесок під час досягнення мети (73,9 %). Опитування вказує на те, що не у всіх командах поєднання навичок знаходиться на найвищому рівні, а члени команди, які мають певні навички, не завжди підключаються для допомоги колегам (82,6 %). Команди досить позитивні та вмотивовані навіть у складні періоди (82,6 %), у командах проводять конструктивні дискусії про непорозуміння та проблеми, регулярно знаходять нові можливості для пошуку інформації та вирішення складних завдань, високо цінують досягнення колег (86,9 %). Виявилось, що лідери команд мотивують для успішної реалізації проектів не всіх членів команд (78,2 %), проте забезпечують управління та оперативний зворотний зв'язок, консультуються із членами команди, щоб усунути перешкоди та труднощі під час роботи та допомогти прогресу команд (86,9 %).

Враховуючи виявлені недоліки педагогічних команд коледжу та фактори, що впливають на їх роботу, створено системну підтримку розвитку команд для підвищення ефективності їх роботи, що полягає у формуванні психологічної безпеки, постійному аналізі стану розвитку команди та використанні ретроспектив та моделі коректив.

**Ключові слова:** педагогічна команда, системна підтримка, психологічна безпека, ретроспектива, модель корективи.

**Introduction of the issue.** The modern market of educational services is characterized by a high level of competition among institutions of professional and higher education, which is manifested in various areas: competition for students, financial resources, experienced and highly qualified teachers, etc.

According to the Law of Ukraine "On Professional Higher Education", the head of the educational institution is responsible for the conduct and results of educational, economic and other activities in the institution of professional higher education, condition and preservation of real estate and other property of this institution (Articles 35, 37) [1]. To ensure a high level of educational services and effective

functioning in a competitive environment it is necessary to use new management technologies, such as team management, which is to create highly effective management teams.

According to L. Serheieva, the formation of effective teams, as well as management activities related to strategic planning and system control, can provide a high level of management of the teaching staff [2: 209].

Research is devoted to the study of the process of forming project teams and evaluating the effectiveness of their work was conducted by R. Meredith Belbin, I. Adizes, K. Novak, M. Hellert, I. Salas, S. Tannenbaum, S. Moris, Ye. Neizel, J. V. Newstr, R. Berd, K. Devis, R. Berd, L. Holl, S. Tailor, M. I. Murashko,

L. I. Skibitska, R. A. Mukha,  
I. V. Chumachenko and other.

**Unresolved issues brought up in the article.** At the same time, the issue of organizing systematic support for the development of the teaching staff of the college to achieve maximum results remains urgent.

**Aim of research** is assessment and analysis of a number of factors that affect the successful work of the pedagogical team and the formation of systematic support for team development using retrospective methods and adjustments made to the work of the team.

**Results and discussion.** The team's sense of success depends on both objective and subjective factors. Therefore, analyzing the work of the teaching team, it is necessary to identify whether the team has achieved its goal, the level of comfort for team members to work together, as well as the dynamics of team development, which largely depends on the team leader who coaches and supports the team so that it can function to its full potential.

Recent theories suggest that the number of leaders in teams has a huge impact on results. Thus, if an individual shares the leadership among several team members, he/she can achieve greater success. This theory is based on the Michigan Leadership Model (Figure 1), which is based on half a century of empirical research and real-world practice and uses the Competitive Value System (CVF), developed by Robert Quinn, Kim Cameron and other Michigan educators, and was used by thousands of companies and leaders around the world. [3]. When working with the team, it is necessary to analyze in detail each of the sectors of the model: the level of creativity, work on prospects, innovation and growth (green); structure and process of performing professionally-oriented tasks, paying attention to stability efficiency and consistency (red); level of cohesion and talent development (yellow); purposefulness and result orientation, competition among team members, performance of tasks and achievement of the goal (blue).



**Fig. 1. Michigan Leadership Model**

Based on the above-mentioned factors, a questionnaire containing 22 questions aimed at assessing the number of formulated statements that can describe the pedagogical team on a 10-point scale, was developed.

The survey identified that at this stage of development not all members of the teaching staff of the college have a clear

understanding of the overall goal (86.9%) and the impact on the overall performance of the team (78.2 %). Their unequal contribution to achieving the goal was also noted (73.9 %). The survey showed that not all teams have a combination of skills at the highest level, and team members who have certain skills are not always interested in helping their colleagues

(82.6 %). Teams remain positive and motivated even in difficult periods (82.6 %); constructive discussions about misunderstandings and problems are annually held within teams, as well as regular search for new opportunities and information, including the ways and means of resolving complex problems is conducted; achievements of colleagues are appreciated (86.9 %). It turned out that team leaders motivate not all team members to successfully implement projects (78.2 %), but provide management and prompt feedback, consult with team members to remove obstacles and difficulties in the work and help team progress (86.9 %)

The analysis of the effectiveness of the pedagogical team should take into account a number of factors: external (changes in the education system, high level of competition among educational institutions, etc.), team related (team culture and correct work with it), and individual characteristics of team members (differences in temperament and nature, work experience).

Given the identified shortcomings of college teaching staff teams and the factors that affect their work, it is necessary to create systematic support for team development to improve their efficiency, which consists in the formation of psychological security, constant analysis of team development and retrospectives with the models of adjustments.

*Psychological security* is important for the development of a team. It is identified as the ability to give and receive feedback, talk openly about problems, admit mistakes and be able to ask for help. To form an open communicative understanding of the values and motives of the team members, the following tools are used:

- creating personal mental maps that reflect different aspects of a team member's life, namely: education, work, family, friends, hobbies, goals, etc.; each team member can present his/her own

card to all team members or reveal it to a partner if staff was preliminary divided into pairs, where each individual tells about him/herself, after which the partners talk about each other in general;

- game "Two truths, one lie" - each team member voices 3 facts about himself or plans for the future, colleagues need to guess where the truth and where the deception is;

- my strengths, weaknesses and obstacle – an individual needs to show his/her strengths, weaknesses and the factor that hinders the work, discuss the image with team members [4];

- holding regular 1:1 (face-to-face) meetings with team members - an important point is to properly get prepared for the following meetings: planning the time of the meeting, creating a list of open questions; during the meeting it is important to be an active listener, to clarify the details; it is also important to get feedback on own work and accept criticism and advice; be sure to find out own style of communication in conflict situations and correct it; provide an opportunity for team members to meet with the leader if necessary;

- Bargaining Style should be considered by team members to build effective communication:

- competitor – straightforward, persistent, can interfere with others to participate in a dialogue;

- collaborator – interesting, supportive, looking for a creative solution to complex problems, may spend too much time looking for a solution and not find it;

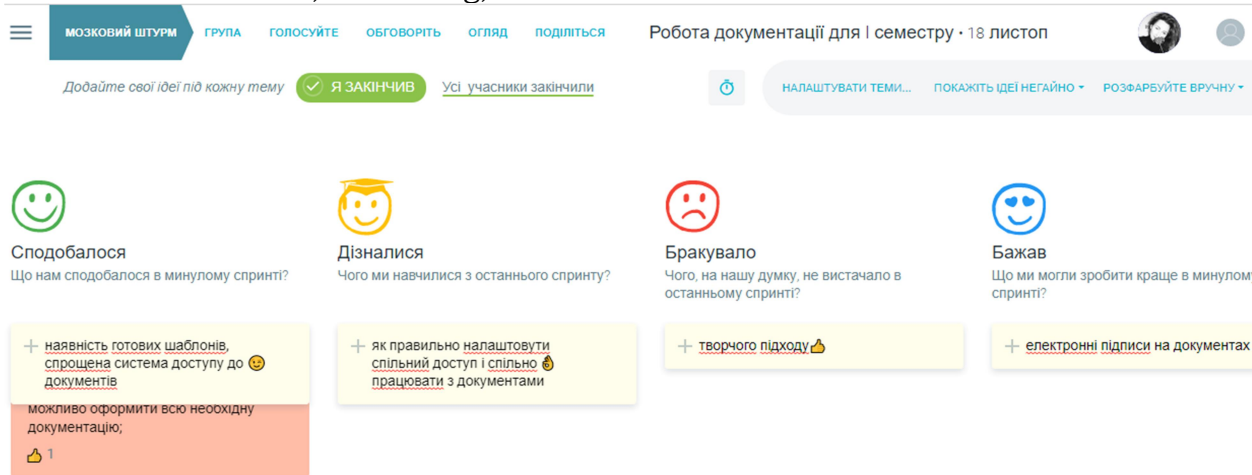
- compromiser – fast, active, impatient, likes 50/50 solutions, sometimes does not analyze the situation deeply enough;

- accommodator – sensual, empathetic, flexible, focused on peaceful relations in the group, ready to sacrifice his/her own interests;

– avoider – diplomatic, indirect, quiet; it is difficult for him to speak, to have a dialogue [5].

- "Third place" tool – requires selection of different from the usual place of work such as cafes, coworking, etc. It

is believed that working in an unusual place promotes more productive and creative work, helps to improve interpersonal relationships [5].



**Fig. 2 Team Retrospective**

- Kudo cards tool – implies writing by team members words of gratitude to each other on the cards, putting them in a box afterwards during the month; at the end of the month they read thanks, the team member who received the most cards is awarded a symbolic prize [4].

For systematic support it is important to constantly analyze the work of the team, which involves the use of the following tools:

1. Conducting a "team temperature" questionnaire once a month, which aims to check the dynamics of the team from the perspective of the team members themselves, find weaknesses and quickly process them; online platform can be used (Fig. 2) - pre-configuring the appropriate interface, specify the issue under consideration, leave your feedback and suggestions, etc.



**Fig. 3. "Happyness door"**

2. Keeping records in the diary of observations of team members; record deviations in the work of the team, analyze them, process them with the team or individually.

3. Introduce constant communication with team members at the level of habits in order to hear opinions about teamwork (in the format of lunch talk, coffee break, etc.).

4. "Happiness door" tool, which is used to collect information about the work of the team in the game format; it gives the opportunity to reflect situationally and quickly with the team, gather information for further work (Fig. 3).

5. Matthew Saed's "Black Box" principle, which is the ability to learn from one's mistakes and constantly evolve.

The Retrospective methodology consists of five stages and involves planning the work and setting the goal of the retrospective – an issue that the team will work on during the meeting. During the preparation it is necessary to develop a retrospective plan, taking into account the amount of time that will be spent on each of the stages.

**The first stage** of the retrospective: the opening of the session, which implies explanation of the purpose of the meeting, reminding the rules of work, conducting check-in activities that help include the team in the process, understanding the team's mood, form a positive attitude to work.

**The second stage** is based on gathering information in order to form a general integrated vision of the project, specific data are important for an objective analysis of the situation. Luke Homan's "Speedboat" tool, which uses the boat's metaphor to get team members to think about what's causing the problem, or to help them move forward to reach the goal, can be used. "Speedboat" is not just a game, but a powerful instrument that will enable the use of collective intelligence through the following visual elements:

- the boat is the central element that symbolizes the team, regardless of the subject of discussion;

- the island is the goals that need to be achieved (open a new specialty, carry out internal monitoring of the educational institution, etc.);

- wind is the strengths of the team, the experience that will allow it to move forward;

- anchor - brakes, elements that slow down the team;

- reef - obstacles that may appear in the team's path.

After discussion, all these elements allow us to identify four main topics that correspond to the SWOT matrix – strengths, weaknesses, opportunities and threats. This step can be performed using the Brainstorm program from Klaxoon. [6].

**The third stage** consists of the search for insights and the analysis of the results of information gathering, highlighting the main ideas, determining the priority areas of work; if the number of tasks turns out to be large, the joint voting should adjust the priority and select the most effective ones. The "Constellation" tool can help the participants to confirm or reject statements by moving. A circle or ball must be placed in the middle of the free space, the team gathers around it. This circle (ball) is the center of approval, if team members agree with the statement, they must move to it, if not – move in the opposite direction. The questions can be of the following nature: I feel that I can speak openly in retrospect; I am satisfied with the last meeting; I am satisfied with the quality of the task.

Watch the constellations unfold. Ask questions about people's observations, such as which constellations surprised them [7].

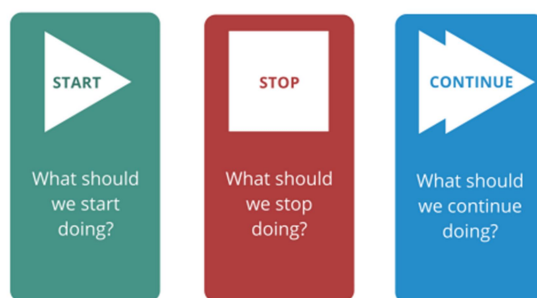
**The fourth stage** implies building a plan of actions in order to form consistent steps to complete the task, assigning those responsible, helping to start the task and overcoming the initial obstacles. There are recommendations

that indicate that no more than two tasks should be formulated at the end of the retrospective.

**The fifth stage** is the closing element of the session, thus it is necessary to reflect on what happened during the session (check-out), participants should also thank for the work (kudo cards can be used), and you need to explain what an individual thanks for, thus forming basis for further cooperation. For feedback, the "Doors of Feedback" tool can be exploited, which is to assess the satisfaction of team members in

retrospect on a scale of 1 to 5 in the minimum time. To do this, corresponding stickers with numbers from 1 to 5 should be prepared beforehand, where 1 is the highest and best, 5 is the lowest and worst. At the end of the retrospective, participants are asked to stick a number that they think reflects the session. The sticker may be blank or have a comment or suggestion. [7].

There is an adjustment model that allows to work with changes in the team and includes four components:



**Fig. 4. "Start/Stop/Continue Doing" tool**

1. **Specificity** - provides the maximum specification and detail of the selected task, the main condition are the following: to determine specific steps, not to discuss abstract things. "Start / Stop / Continue Doing" tool can be used (Fig. 4) – the board is divided into categories, 2 actions that need to continue to do / stop / start doing are written on a sticker; discuss proposals and vote.

2. **Only small steps** – the main task is to make small improvements, focusing on the results of change. A tool that can be used at this stage, if a team member says 1 criticism of the work, it is necessary to add 2 suggestions for the future.

3. **Preparing the environment for change** – it is necessary to help change, using additional tools to adapt and support change. The following tools can be exploited:

- checklists – to check the accuracy of the stages of the project / task;

- nudges – remind participants of new rules, processes with infographics, posters, etc.

- accountability body – a member of the team with more experience, by mutual agreement and in a trusting relationship, observes the work of another team member and draws attention to mistakes.

4. **Be realistic optimists** – you need to be critical of the tasks, check and test your ideas, always have a plan B in reserve to help cope with unpredictable factors.

**Conclusions and research perspectives.** To form a competitive educational institution, it is necessary to use the technology of forming pedagogical teams, which, in turn, require a systematic approach to effective development and operation. First of all, it is necessary to analyze the current state of team development and on the basis of identified deviations to select methodologies and tools. For



example, choose a number of tools for the formation of a high level of psychological security; use retrospective methodology, adjustment models, etc.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. ZU "Pro fakhovu peredvysychu osvitu": Zakon Ukrainy vid 6 chervniia. 2019 r. № 2745-VIII [Law of Ukraine "On Professional Higher Education": Law of Ukraine of June 6, 2019 № 2745-VIII]. Retrieved from <https://zakon.rada.gov.ua/laws/show/2745-19> [in Ukrainian].
2. Serheieva, L. (2014). Mekhanizmy upravlinnia konkurentospromozhnistiu profesiinoho navchalnoho zakladu [Mechanisms for managing the competitiveness of a professional educational institution]. *Nova pedahohichna dumka – New pedagogical thought*, № 2, 208-211. Retrieved from [http://nbuv.gov.ua/UJRN/Npd\\_2014\\_2\\_62](http://nbuv.gov.ua/UJRN/Npd_2014_2_62) [in Ukrainian].
3. Stvorennia komand ta orhanizatsii [Creating teams and organizations]. *Sanger Leadership Center*. Retrieved from <https://sanger.umich.edu/our-model/#leadership-teams> [in Ukrainian].
4. Praktyka upravlinnia 3.0 [Practice of management 3.0]. *Management 3.0*. Retrieved from <https://management30.com/> [in Ukrainian].
5. Moussa, M., Newberry, D., & Boyer, M. Committed Teams: Three Steps to Inspiring Passion and Performance. *Amazon*. Retrieved from <https://cutt.ly/mTY23zc> [in English].
6. Speed boat: an agile method to discover. *Klaxoon*. Retrieved from <https://klaxoon.com/community-content/speed-boat-an-agile-method-to-discover> [in English].
7. All About Retrospectives discover. *Retromat*. Retrieved from <https://retromat.org/en/?id=52-80-20-117-14> [in English].

Received: September 22, 2021

Accepted: October 18, 2021