

**MEASURING THE PERCEPTIONS OF TEAM EFFECTIVENESS WITHIN THE
SOUTH AFRICAN POLICE SERVICE.**

A Study Project presented by the Faculty of Business of the

Peninsula Technikon

In partial fulfilment

of the requirements for the Masters Degree in Technologiae :
Business Administration

by

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Date :

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DECLARATION

Hereby I, William Bernard Clayton declare that this study project is my original work, and all sources have been accurately reported and acknowledged, and that this document has not previously in its entirety or in part been submitted at any institution of higher learning in order to obtain an academic qualification.

Signature :

A handwritten signature in black ink, appearing to read "W. Clayton", written in a cursive style.

Date : 17 FEBRUARY 2003

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God Bless You.

ABSTRACT

Team effectiveness is imperative for the enhancement of service delivery in the South African Police Service. This research is based on the implementation of team effectiveness strategies and the impact it has on the service delivery of the South African Police Service. This is an action research project and the theory that is included, serves to underpin this approach. A crucial element of the research is the analysis of the driving forces that have a positive influence on team effectiveness and the restraining forces that have a negative impact on team effectiveness.

The personnel who are responsible for visible policing in the SAPS in the Area West Metropole were the respondents in this study. The research attempts to show the real issues regarding team effectiveness and the vast benefits which could be achieved by implementing this intervention. A structured questionnaire was distributed to the different commanders different police stations in the Area, in order to distribute to the personnel that were responsible for visible policing, ranging from the civilian rank to the rank of Superintendent. The respondents gave the questionnaire after completion to the commanders and the researcher collected it afterwards from the commanders. The method of data collection was within a qualitative methodology. Conclusions were made which were put up for recommendations.

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CHAPTER 1 : THE RESEARCH PROBLEM AND SETTING

1.1 INTRODUCTION

Team building is an organisational intervention to achieve organisational effectiveness against the background of change. Change has become an integral part of the contemporary environment and while these changes are growing in magnitude, impact and frequency, it becomes increasingly important for the survival and growth of organisations to successfully accommodate new demands made on them. Change is not a modern phenomenon, but change, today differs from that of the past, as the speed of change has increased.

The South African Police Service have acknowledged the fact that behavioural change through a team building intervention is needed to redirect and improve police officers' attitudes, skills and knowledge which underpin organisational effectiveness.

This research provides an overview of the perceptions of police members with regard to teams within the South African Police Service in the Area West Metropole, located in the Western Cape. The South African Police Service in the Western Cape is divided into four areas to facilitate control and co-ordination. As indicated, the areas are, West Metropole, East Metropole, Boland and Southern Cape. The research will be focussed on the West Metropole which is further divided into smaller sectors for improved management control.

1.2 BACKGROUND

Policing has changed since 1994. Tremendous pressure has been placed on the South African Police Service to become world-class. Over the past two years the South Police Service went through a variety of change management interventions to adapt to the changing macro external and micro internal environments. The Constitution of the Republic of South Africa, (Act 108 of 1996) prescribes that community policing must adopt the style of policing, which meets the safety and security requirements of all the people in the country. According to Stevens and Yach(1995:112) some of the major problems that the South African Police experience is as follows:

- . lack of clear objectives;
- . interpersonal differences;
- . ineffective communication;
- . absenteeism;
- . low morale;
- . lack of trust;
- . de-motivated members;
- . lack of skills, example, computer and management skills;
- . financial constraints; and
- . lack of resources

Harvey and Brown (1996:264) state that many management theorists suggest that the team-based organisation is the way of the future. Furthermore, the self-managed team should be one of the basic building blocks of the organisation. Mr. Arendse, the provincial head of training, stated in an interview on 23rd May 2002 that no teamwork interventions were introduced to police officials who were responsible for

visible, community policing, within the South African Police Service. A multiplicity of reasons exist for the South African Police Service to use team development intervention so as to improve effectiveness.

The South African Police Service (SAPS) needs to address a variety of issues in order to secure the safety of the citizens. Harvey and Brown (1996:264) further state, that a team is needed for collaboration and coordination to address the variety of problems and to bring resources together.

Several teams do exist in the South African Police Service such as Operation Good Hope, but this team was disbanded because of poor results and ineffectiveness. Another team, the Intervention Group, has been called into operation to replace Operation Good Hope. The Murder and Robbery and the Intervention teams amalgamated to establish the Serious and Violent Crime Group.

Various unpublished police reports issued by the Area Commissioner of the Area West Metropole, such as the Quarterly feedback on the Service Delivery Programme and Sector Policing, the Crime Threat Analyses and the Zone Intelligence Profile revealed an increase in the crime statistics. The Crime Threat Analyses Document, document provides a comparison on the reported crimes in terms of the areas where it occurred, and also compares the statistics with the same period the previous year, and the previous week of the current year. The Zone Intelligence document indicates the times of the day when the different type of crime occurs.

The Quarterly feedback document on the Service Delivery Program and Sector Policing also indicates the action steps that were taken to address the crime trends and whether the action taken caused the crime to decrease. According to Mr Van Rensburg, the are co-ordinator for Crime Intelligence, the reasons for the increase could be ascribed to the more sophisticated methods used by the

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perpetrators, socio-political factors, poverty, unplanned environment, unemployment, housing, more types of drugs, for example haze and ease. It is clear that it necessitates the police to equip its personnel with the skills to combat the crime. The financial constraints and the lack of manpower that the South African Police Service presently experiences compels the South African Police Service to collaborate with other stakeholders such as the Provincial Welfare Department, Housing Department, Education, Business, South African National Defence Force, South African Revenue Services, National Intelligence, Department of Justice and the National Prosecuting Authority and Law Enforcement Agencies.

To achieve this objective for co-operation a body called the MADAM (Multi Agency Delivery Action Mechanism) was established to curb duplication of services and to embark on effective service delivery. This body has the potential to promote effective service delivery.

Police managers must therefore be capable of functioning both as team members and leaders. They will need specific skills to fulfill those roles. The complexity of the work in the SAPS will continue to require collaboration as it has in the past. Out of necessity, more work will have to be done by teams, so as to accomplish the myriad tasks of policing.

In view of the above team effectiveness can have a very positive effect on service delivery as a whole, and, should be considered as part of the departments drive to become a service of quality. One of the main objectives of the South African Police Service is to provide safety and security to all the citizens of South Africa. Police Managers in the twenty second century will have to face and overcome many challenges such as the reconstruction and development of the South African Police Service in order to survive and be successful.

Dealing with rapid change is one of the challenges facing the South African

Police Service in order to be effective. Police managers of the future must be versatile in order to function effectively both as team members and as team leaders. Critical to the success of managers in the South African Police Service is the degree of effectiveness of their teams. Quality service delivery is the outcome of team effectiveness.

1.3 LITERATURE REVIEW

A comprehensive literature study on team effectiveness is included in Chapter 2.

1.4 PREVIOUS RESEARCH

Although many research projects have been conducted on teams and the effectiveness of teams, no research was conducted on the same intervention in the South African Police Service. De Waal(1997:23) conducted research on the improvement of the effectiveness of organisations, in an attempt to ensure survival and growth. De Waal (1997:24) also conducted a literature study in order to conceptualise the idea of self-directed work teams.

The study concentrated on the readiness of supervisors for the implementation of self-directed work teams. The readiness of supervisors was determined in terms of the extent to which certain behavioural dimensions were met. Sili(1997:28) researched teacher teamwork as an aspect of cooperative ability at the Provincial Department of Education.

Findings of this research revealed the effectiveness of teacher teamwork. This study proved that the utilisation of teams in schools had positive results for both teachers and students. Levin (1997:21) researched the effectiveness of communication between the medical team, and patients at a medical hospital in Johannesburg. The

empirical survey was carried out through the use of questionnaires as well as interview schedules. The results indicated that the majority of patients had a need for information and support which was met by the team in general. Despite the increased implementation of teams across a broad spectrum of organisations, empirical research on teams is still in its formative stages.

In view of the above, it appears, that team work can have a positive effect on service delivery. The research that was conducted was executed in other departments of the Public Sector and cannot be compared to the SAPS, because of the diverse functions of the SAPS ,although the methods and findings of the research can be utilised in conducting research in the SAPS.

1.5 PROBLEM STATEMENT

As indicated earlier, the work of the South African Police Service has increased in complexity after the 1994 general elections which required the transformation of all Public Sector institutions. The complexity in essence demanded more input from the management of the South African Police Service to ensure efficiently performance.

A preliminary investigation was conducted during May 2001 in the South African Police Service, in the Area West Metropole, amongst members ranging from the rank of cleaner to superintendent. The purpose of this preliminary survey was to measure the perception of members on team building to enhance team effectiveness. Interviews were used to gather the information from the police personnel.

The findings indicated that managers in the SAPS were not fully aware of the effect of team building as an intervention to foster effective service delivery.

The analysis of the interviews revealed the following:

- Personnel were of the view that the SAPS has done very little to enhance effective groups;
- Too much focus on organisational politics;
- Too little emphasis placed on human assets;
- Members were of the opinion that much could be achieved through a strong team effort where members supported each other.
- Personnel were convinced that top management provided insufficient support;
- Teams like the SANAB, Operation Crackdown, Task Team, Public Order Police, Gang Unit, Detectives and the Uniform branches could enhance service delivery;
- Personnel were convinced that the teams could be more useful and successful if management could realise the positive impact that teams could have on service delivery and unity amongst the members; and
- Team members frequently book off sick, have a low morale, are de-motivated and some lose interest in their work.

It is in view of the above that this study investigates the role of team effectiveness in service delivery within the South African Police Service.

1.6 PURPOSE OF THE RESEARCH

Based on the findings of the above preliminary survey, it appeared that dissatisfaction prevailed amongst police managers and personnel, regarding the utilisation of teams. This information was also recorded in the minutes of the Area Board meetings and Community Police Forum meetings and at various police stations. The purpose of this research project is to measure the perceptions of the members of the South African Police Service as to whether effective teams are essential for service delivery.

1.7 OBJECTIVES OF THE RESEARCH

To achieve the purpose of the research the following objectives have been formulated:

- To determine the need for teams;
- To identify the factors that prohibit teams from performing effectively;
- To advise police management of the perceptions of members concerning the effectiveness of teams.

1.8 RESEARCH POPULATION

The respondents were selected from the police stations in the Area West Metropole. The West Metropole is also the area where some of the most violent crimes are committed according to the crime statistics. The population only included those personnel who were responsible for visible policing, because they are the only personnel that executed duties such as crime operations and brought them in contact with the community. The research population consisted of a strategic random sample of 250 respondents.

1.9 DELIMITATION OF THE RESEARCH

The research survey was conducted at Area West Metropole. The data constitutes feedback given by police members on their perception of whether teams are effective as an intervention in the South African Police Service.

1.10 LIMITATIONS OF THE RESEARCH

The research survey was conducted amongst members of the Area West Metropole who are responsible for visible policing as they are responsible the execution of physical operations, and should not be interpreted as valid for the whole Police Service.

1.11 RESEARCH APPROACH AND METHODOLOGY

The research measured the perceptions of members on team effectiveness within the South African Police Service, in the West Metropole Area. The survey questionnaire is a standardised information gathering instrument that measures the employee's perception of their teams. It is designed to provide a diagnosis and measurement of the perception of the team's effectiveness. more effectively. A questionnaire was distributed to the respondents and the researcher collected it after completion. The empirical study was done in the South African Police Service, Area West Metropole and the respondents included only the members who were responsible for visible policing in the area.

The selected members have regular contact with the community when they are performing their duties such as attending to the complaints, arresting suspects in the community, search and seizures, opening of case dockets and crime prevention operations. The results from the questionnaires were analysed and feedback was given to the participants, and the results were compiled for the police department.

1.12 SIGNIFICANCE OF THE RESEARCH

The research may impact on the style of policing in the Area West Metropole and may also improve service delivery or assist the community in becoming "world class". Staff members can also learn from this research exercise to support each other, it could cause a cohesive group, reduce the crime rate and positively influence community policing.

1.13 PLAN OF THE STUDY

A normative explanation of what constitutes service delivery and team effectiveness is provided in chapter one. Chapter two involves a comprehensive literature study of the factors that are deemed necessary for a team to be effective.

The findings of the literature study will form the basis to determine team effectiveness so as to see the impact it has on service delivery. In chapter three, an explanation of the approach and methodology used in determining the perceptions of the members as to whether their teams are effective was explained. Chapter four provides the results obtained from the analysis and the study was concluded in chapter five by means of conclusions and recommendations.

CHAPTER 2: LITERATURE STUDY ON TEAM EFFECTIVENESS

2.1. INTRODUCTION

The literature review was undertaken to provide a normative explanation of organisational development and the role in this development with specific reference to research relating to team effectiveness.

A further explanation of teams within an organisational context will be provided, with regard to the organisational effectiveness model, the difference between groups and teams, and stages of development.

2.2 NORMATIVE EXPLANATION OF TEAMS WITHIN AN ORGANISATIONAL CONTEXT

Woodcock and Francis (1994:6) state that one of the enduring themes of organisational development is the value of the team which is seen as the “fundamental building block” of organisations. Furthermore, effective teamwork is a flexible organisational attribute, purely because teams can cope with a vast number of challenges. For this reason, teams are the core components of flexible organisations based on the hypothesis that fixed attributes are unable to provide the adaptive qualities needed by 22nd century organisations.

Effective teams can lead to much greater creativity, improved job satisfaction and motivation, increase energy and excitement, faster and more effective implementation of ideas and better use of individual skills and abilities (Moxon, 1993:11). Many teams fail to develop to their full potential as effective units. This largely results from team managers being unaware of the benefits of teamwork, as well as being unskilled in the techniques of developing effective work teams. Moxon (1993:11) is convinced that when a team is working well, it is a highly resourceful, energetic unit which sustains individual morale and combines differing personal strengths into a powerful group. The word synergy describes this special blend of energy and competence.

2.3 ORGANISATIONAL EFFECTIVENESS MODEL

The organisational effectiveness model was adapted and summarised by Woodcock and Francis (1994:7) and provides an overview of the organisational effectiveness areas. Eight effectiveness areas have been identified by Woodcock and Francis (1994:7) and are explained briefly here under.

2.3.1 Effectiveness area one: Clear vision, values and aims

The lack of vision in any organisation can cause it to fail in obtaining its objectives. There is an interdependency between vision, values and aims, which also determines the success of any organisation. From here objectives can be set, tasks identified and success criteria established. Woodcock and Francis (1994:8) state that the key characteristics of a lack of vision, values and aims are as follows:

- There is significant doubt as to the core values of the organisation;

- Members of top management understand the vision in different ways, and fail to support the vision in word and deed;
- No coherent vision guides decision making in all parts of the organisation;
- Departmental and a divisional mission is not developed within the context of the corporate vision;
- Aims and objectives do not exist to transform the vision into reality; and
- Criteria for success are not clearly defined or comprehensively monitored.

2.3.2 Effectiveness area two: Dynamic Leadership

According to Woodcock and Francis (1994:9) leadership is the driving force which mobilises human energy in pursuit of a vision in the organisation. Leadership is an individual capacity directed towards collective achievement. The key characteristics of an organisation with a lack of leadership are:

- The organisation lacks role models;
- People lack clarity about objectives, policies, standards, priorities and direction;
- The status quo is accepted and the organisation is not dynamic;
- Latent energy in people is not channelled into organisational achievement;
- A lack of trust in top management exists;
- Individual action is not aligned with the organisational goals; and
- Environmental challenges are underestimated or ignored.

2.3.3 Effectiveness area three: Value adding systems

Each organisation has policies, systems, methodologies and procedures. Degradation will exist if under developed and over elaborated, wrongly focussed systems are implemented. This will influence team effectiveness negatively. Woodcock and Francis(1994:9) assert that the key characteristics of a weak system are:

- Extensive administrative systems which do not add value;
- Lack of organisational integration between divisions and organisation;

- Top management lacks the tools to understand the business; and
- Duplication of effort.

2.3.4 Effectiveness area four: Positive climate

Management can influence culture in an organisation and the positive culture is largely determined by the positive climate in the organisation. Organisations differ in format and structure while others are open and democratic. The increase in democracy is thus a cultural characteristic, which increases participation. According to Denton & Campbell (2000:163), changes in the climate are never easy, and requires energy, effort and commitment. Change is not easily accepted because people have to move out of their “comfort zones “ into an arena where they may suddenly feel out of their depth. The most important factor is to keep people focussed on the goal and re-enforcing “the big picture”.

Woodcock & Francis (1994:8) state that key characteristics of a negative climate are:

- Destructive conflicts are common;
- Too few people are not aware about the well-being of the organisation;
- Loyalty is low or absent;
- Information is not openly shared;
- The culture fails to emphasize the key success factors for competitive advantage;
- Top management see culture as a hindrance to their strategic plans rather than help;
- Fear and anxiety are widespread; and
- People do not make an energetic contribution to the organisation.

2.3.5 Effectiveness area five: Appropriate structure

The structure of the organisation is largely determined by the organisation's task. If an organisation's task is, for example predictable and capable of being systemised, then

a mechanistic structure develops. Management should determine the correct structure for their organisation.

2.3.6 Effectiveness area six: Appropriate competencies

Standard processes or activities proved to be a weakness in some industries. It is more effective to conceptualise a business on the basis of core competencies as these can be applied as new situations arise. The advantages of the core competencies are that they give stability in the changing environment.

2.3.7 Effectiveness area seven: Developed individuals

According to Woodcock and Francis (1994:10) every organisation consists of individuals and the competence of these individuals is one of the most important areas of organisational effectiveness. Organisations who adopt a culture of continual adapting to the changing environment will transform the individuals. Managers must be able to develop and use the potential of teams to achieve the results unattainable by individuals. Most of the personal development is the ultimate responsibility of the individual self.

2.3.8 Effectiveness area eight: Positive teamwork

Organisations fail to develop teams to their full potential and as effective units. The reason for this is that managers are unskilled in the techniques of developing effective work teams. Woodcock and Francis (1994:10) state that an effective team will show the following characteristics:

- People work together to get things done;
- Personal relationships are based on personal knowledge and trust;
- Members show a high level of support for each other;

- The group grows stronger by sharing different viewpoints and gains from debate;
- It has open relationships between members;
- It establishes and works towards clear objectives;
- Potentially damaging conflicts are worked through and resolved;
- Procedures and the decision making process are effective;
- Leadership is skilful and appropriate to the needs of the team;
- It regularly reviews its operations and learns from experiences;
- Individuals are developed and the team is capable of dealing with a variety of personalities; and
- Relations with other groups are cooperative and open.

The ultimate goal is to transform members into a close, effective and a positive work group, which will achieve tasks within the context of the organisation's vision and goals. Team effectiveness can only be achieved if the leaders wholeheartedly support and create a culture and climate for positive teamwork. The lack of trust and confidence in leadership will increase if leadership is also transformed. It is thus clear that the organisational effectiveness model achieves in pointing out that team effectiveness is one of the main building blocks of effective organisations.

2.4 TEAMS VERSUS GROUPS

Du Toit & Cronje (1999:11) define a group as a number of people gathered closely together to form a recognised unit. It requires three or more people who are located in close proximity, like a group of nurses that belongs to the same professional body. Outsiders to this group will identify them as a destined identity. This does not suppose that this group of nurses forms a team seeing that not all groups are teams. Group members who work towards a common goal, mission, vision, or purpose can be called a team. Teams want to be successful in what they are doing, they want to improve performance, solve problems and tackle some issues. Du Toit & Cronje (1999:11) define a team as a complex entity with excellent communication, leadership, work procedures and interpersonal relations. Therefore, a team is a highly- developed group

that has learned to work together to achieve its goals. Team members explore possible methods to work together, try out these methods and then revise and refine them.

Teams also differentiate from committees, groups of co-workers and other groups.

Teams have performance goals to achieve and members of the teams feel mutually accountable for achieving them. Hick (1998:28) defines a team as a reasonably small group of people, who brings to the table a set of complementary and appropriate skills and who holds themselves mutually accountable for achieving a clear and identifiable set of goals.

According to Robbins (1998: 286) work groups and work teams can be defined as follows:

“Work group - A group that interacts to share information and makes decisions to help each other to perform within his or her area of responsibility.

Work team - A group whose individual efforts result in a performance that is greater than the sum of these individual parts.”

The work group does not engage in collective work that requires joint effort and their performance is merely the total of each individual's contribution. A work group also lacks the positive synergy that would create an overall level of performance, that is greater than the sum of the inputs. On the contrary a work team generates a positive synergy through a co-ordinated effort. Management should look for a positive synergy that will allow their organisations to increase their performance. The use of teams does create the potential for an organisation to generate greater outputs with no increase in input. According to Robbins (1998: 286) the use of the term “potential”, as merely calling a group a team, does not automatically increase their performance. Effective teams share certain common characteristics and these characteristics are of interest to this research.

Hick (1998:23) states that the advantage of a team is that it is more effective than individuals and can achieve more. Teams can bring to bear a wide range of skills and experience to solve a problem. The qualities of decisions are better than individuals

and when a team has been working on a problem, they have a sense of commitment to the common solution. Moxon (1993: 4) distinguishes between a team and a group by the following attributes:

- . A common purpose;
- . Recognition by each individual belonging to the same unit;
- . Interdependent functions; and
- . Agreed norms or values, which regulate behaviour.

These attributes indicate the criteria that are needed for teams to be effective and the attributes which are lacking in work groups.

Lewis, Goodman & Fandt (1998: 476) also refer to a work team as a formal group. These are groups that are deliberately created to accomplish goals and serve the needs of the organisation. The major purpose of formal groups is to perform specific tasks and achieve specific objectives defined by the organisation. Informal groups are self-created groups that evolve out of the formal organisation based on proximity, common interest or needs of individuals. It seems that the major reason for informal groups to form is the individual's needs for affiliation and friendship, social interaction, communication, power, safety and status. Most organisations can be conceptualised as an interrelated set of norms and these teams can be defined by their functionality. Woodcock & Francis (1994: 34) identified six primary types of teams, where membership is not exclusive. One person may be a member of several teams whose boundaries may be fluid and indistinct. These teams are:

- . Strategic teams: responsibility includes strategy, core values, policies, structure, resource allocation and integration;
- . Management teams: Groups of managers responsible for technology or work area;
- . Project teams: Temporary teams formed to accomplish time bounded tasks;
- . Co-ordination teams: Part-time groups, which manage interfaces and co-ordinate complex tasks;
- . "Think Tank" teams: Groups, which act as catalysts and supporters of decision making; and

Work teams: Teams, which complete the core tasks of the organisation.

Robbins (1994: 287) identified the following types of teams:

Problem-Solving teams: Groups of 5 to 12 employees from the same department who meet for a few hours a week to discuss ways of improving quality, efficiency and the work environment;

Self-Managed Work Teams: Groups of 10 to 15 people who take on responsibilities of their former supervisors; and

Cross-Functional Teams: Employees at the same level, but from different work areas, who come together to accomplish a task. This includes teams like a task force and committees.

Du Toit & Cronje (1999: 11) identify six different types of teams, namely a council, steering committee, functional or site team, self managed team, task force or ad-hoc group, and a process improvement team. Another type of team is a virtual team. Virtual teams differ from the more traditional types of teams due to the absence of a collocated environment. This means that these types of teams communicate and collaborate virtually, across boundaries of time, geography, and organisations. Duarte & Snyder (1999: xi) state that communication and collaboration are important factors in the success of all the teams, but it becomes critical in virtual teams, mostly with the use of technology.

It is clear, that many different interpretations of the types of teams exist. This does not, however, deter from the fact that all the defined types of teams meet the requirements for being a team, as set out earlier in this section.

2.5 TEAM DEVELOPMENT

Cleland (1996:79) defines team building as “ the act of forming, growing and improving the knowledge, skills, and attitudes of individuals with different needs, backgrounds and abilities into an integrated, high-performing team”. Cleland (1996:79) also identified the following basic assumptions about the behaviour of people that facilitate their willingness to become team members:

- . Individuals closest to the work being done in an organisation know the planning of work and how it should be executed;
- . Participation as a team member increases commitment and loyalty resulting in high morale, work satisfaction and quality work performance;
- . Meaningful work can be a source of personal satisfaction - people will seek responsibility and accountability;
- . Work that encourages freedom of thought and action, initiative and creativity enhance full potential in work;
- . People can develop their technical and leadership capabilities; and
- . An informed workforce will be more dedicated and capable to implement decisions in their work responsibilities.

Teams develop through a series of stages on their way to a closely integrated and effective working group.

According to Cronje & Du Toit (1999:12) there are two dimensions influencing any situation in which people must work together to accomplish a task. There are Task Behaviours and Process Behaviours. The task behaviours refer to the non-personal dimension of the task and the process behaviours to the interpersonal dimension of the process by which the team interacts to get the work done. It has been observed, that if a group is to arrive at a stage that can be characterised by a high level of co-operation and effective functioning as a team, then the members must be able to engage simultaneously in consistently high levels of both task and process behaviours. Many organisations fail in their efforts to build effective teams because they separate task and relationship achievement. On team building efforts the blending, or interpersonal relationship area, receives a lot of attention. Eales-White (1995:67) reasoned that when the team however returns to work, the conflict starts again within a short period of time, because the task dimension has not been attended to.

Cronje & Du Toit (1999:12) identified four development stages along the task behaviour dimension:

Orientation: The team members have to learn what the task is, the work to be done, the procedure and standards, and what it is that needs to be done.

Organisation: The group decides how it will organise its work in order to accomplish the task. Meeting procedures, problem solving and decision-making procedures, leadership concerns, and conflict management, are areas that members make agreements on.

Open Data flow: Members are more open regarding task relevant information. People freely volunteer information and respond openly to requests for task-relevant information.

Problem Solving: In this phase the information that has been shared is used to diagnose barriers to goal achievement. Decisions are also made with regard to corrective measures. At this level the group is functioning like a task oriented team and is carrying out its tasks efficiently and effectively.

In a manner similar to the stages of Task Behaviour, the team also progresses through four phases of Process Behaviours. These stages, according to Cronje & Du Toit (1999: 14) are:

Dependency: The members are dependent on a leader for direction, assurance, protection, and structure. This is a newly formed team, or a team that has been changed with a few new members or a new leader.

Conflict: In this phase individuals often experience difficulty with one another. Differences in point of view and in personal style begin to emerge. There may be a struggle for informal leadership, influence, power, and visibility. The conflict may be open or in the form of hidden agendas.

Cohesion: The group can advance to this stage if it faces its conflict openly. It often results from one or more exchanges where group members are open with one another about their feelings and their reactions to the behaviours of others.

Interdependence: Cohesion is not the desired final stage of group development. Interdependence is the stage where the human dimension of the group has now become so advanced that members recognise their need for one another in order to do the tasks for which the team is being held accountable. The team can now organise

itself in highly flexible ways, according to the demands of the tasks and the interests, skill and abilities of its members. The level of trust and confidence in each member is high and a high level of interpersonal support exists. Members actively disagree with one another at the level of ideas, strategies, tactics, and techniques. Personal conflicts are however eliminated because members trust one another. Individual motives are not hidden, but openly displayed to the whole team.

According to Eales-White (1995: 67) the stages of team development are confusion, conflict, co-operation and commitment. The first stage, the confusion, occurs when the team meets for the first time. During this stage the team is immature and there is a low level of commitment. The individual will be in a new, unfamiliar situation, with a high degree of confusion due to the unfamiliarity and uncertainty generated by the environment. They will be concerned with themselves rather than others in meeting security needs. They tend to be closed, cautious, reserved and wary. The positive individuals may be impatient with the confusion and would want structure and purpose straight away. Communication tends to be limited, but people are generally polite.

Eales-White (1995:67) further states that the second stage, conflict, is characterised by too much control by the leader, individual power, ideas disregarded, hidden agendas, lack of direction and purpose, poor performance and feelings of members being excluded. The third stage, co-operation is characterised by members co-operating with each other. Group identity emerges and group members are prepared to conform to facts that are presented to group members. When conflict arises, it is dealt with as a mutual problem for the group and not individually based winners or losers. The final stage, commitment, is characterised by sharing ideas, energy, understanding and commitment leading the team to a high level of performance.

Woodcock & Francis (1994: 36) identified six stages of team development:

Ritual sniffing: During this stage individuals seek to identify their place in relation to others. Feeling and emotional reactions are hidden. Individuals are apprehensive and therefore tend to conform to the established line. The person in a formal position of authority is central and the individuals watch his or her behaviour. Team members are more preoccupied with their own point of view and regard for the view of others. There

is a lot of talking and little listening, and personal weaknesses are covered because the group lacks the skills to support team members. Objectives are poorly set and common.

Infighting: As the team develops it becomes important to differentiate personal relationships and clarify power and authority relationships. Team members watch and evaluate their team manager's performances carefully. Leadership may be accepted gladly or cunning ways sought to avoid it. Relationships between team members become favoured and respected by others while other people find their colleagues irritating and unacceptable. Animosities rise to the surface and commitment becomes an issue as some team members may be using the team for other motives. Development through the infighting stage occurs with deeper inter-personal knowledge and the building of a group climate, which will enable members to express their differences and find common understanding.

Experimentation: This stage starts when the team decides that it wants to review its operating methods and undertake activities to improve its performance. Problems are more openly faced and the underlying values and assumptions affecting decisions begin to be debated. More risky issues are opened up and often the way the group is managed is an early topic of discussion. Personal issues are raised, feelings respected and personal animosities are dealt with. Sometimes this leads to traumatic experiences between team members, but the inter-personal relationship has developed to such an extent that individuals support each other. The team becomes more inward looking and tends to exclude other teams and individuals. The energy of the group is spent on solving its own problems of relationship and effectiveness. Listening improves remarkably. The team still lacks the capacity to function in an economical, unified and methodological way. It does have the energy and the climate exists to advance to the next stage.

Effectiveness: In this stage the team examines its operating methods. Each team member needs to contribute to developing the processes to be used. The work of the team becomes identified with precision, contributions are clarified and improved, and clear objectives are set.

Team members become concerned with economy of effort and task effectiveness.

Problems are handled more creatively and flexibly. The team becomes proud of its capacity to perform and achieve. Results improve and recognition comes from other sources. Team members value their involvement more, protecting the team from threats to its well-being. Membership of the team becomes very important as the next stage is reached.

Maturity: Maturity means that the team can develop open relationships with other groups and flexibility becomes part of the team's core competencies. Processes and procedures are adopted to meet different needs, leadership is decided by the situation and not by protocol. Everyone's energy is utilized for the benefit of the team. A strong sense of pride exists and satisfying relationships develop between members. The team is genuinely concerned with the well being of each person. The team is responsive and responsible as it considers basic issues and the human aspects of decisions. The team realizes that it is part of the larger organization and has moral responsibilities. Trust and openness, co-operation, confrontation and a continual review of results become part of the way of life. Outside help is welcomed, as the desire to develop is strong. The team becomes a role model. The mature team does not allow its function to become redundant and it influences each other to give recognition and support.

Degeneration: Some teams pass beyond the maturity stage and go into decline. It is as if the team becomes tired and the monotony makes it dysfunctional. Ideas dry up, complacency sets in and all the members of the team begin to think alike. This stage can lead to the team making decisions, which are unrealistic, insular and irrational. Inputs from the outside are ignored and team members who express different views are removed from the group. The success of the team invokes a feeling of self-satisfaction, which allows the team to become complacent and inward looking. Not all teams enter the degeneration stage and some teams continue to perform well for many years.

Lewis, Goodman and Fandt (1998: 477) assert that these stages are not clearly delineated, and there is some overlap between them. This means that the process of group development is ongoing and complex. Each of these stages is unique and is identified by certain characteristics of individual behaviour and the different issues faced by the team and the leader. Some of the stages might be more or less pleasant

than others, depending on the composition of the team and how certain situations are dealt with. It is crucial for the leader to be able to identify symptoms and behaviours displayed during each stage, as it sometimes happens that a team struggles through a stage and gives up hope of becoming an effective unit. By understanding and recognising a particular stage of the group's development, the leader can reassure the group that things are still on track. It can be explained that what they are experiencing and feeling is a natural part of their development.

2.6 ELEMENTS OF TEAM EFFECTIVENESS

It has been indicated by Woodcock and Francis (1994:36), in the previous section, that teams that are in the effective stage of development, display certain characteristics of behaviour that make them effective as a team. These characteristics are necessary for a team to perform at maximum capacity, both quantitatively and qualitatively. It is clear that the behaviours displayed are both task and people related. It is also clear that it is the combination of these behaviours that makes teams effective. The aim of this section is to identify in detail the elements that are deemed necessary for team effectiveness.

Woodcock and Francis (1994: 96) identified eleven building blocks of team effectiveness. They have studied hundreds of teams and have analysed those that have been particularly successful. From the research it has become clear to them that effective teams are the ones that have dealt with the eleven key aspects of functioning and performance. These are:

- Balanced Roles.
- Clear objectives and agreed goals.
- Openness and confrontation.
- Support and trust.
- Sound procedures.
- Appropriate leadership.
- Regular review.
- Individual development.
- Sound inter-group relations.

· Good communications.

A brief discussion will follow on each of these elements:

Balanced roles: One of the great strengths of the effective team lies in its capacity to use a blend of talents and active teams are able to use different personalities to suit a wide range of situations. They can only do this if the mix of team membership is balanced. Selection of team members become important, as a balancing of team roles is necessary.

Clear objectives and agreed goals: The objective of an activity needs to be clear in order for people to unite and decide what is important and relevant. Unless objectives are agreed upon they have little force. When a team possesses clear objectives to which all members feel committed it has achieved a great deal. Greater motivation, fewer demands on management, better problem solving and more initiatives are the desirable outcomes of clear objectives and agreed goals.

Openness and confrontation: It is widely felt that conflict is a characteristic of an inadequate relationship and that mature individuals can always function together in harmony. As people try to avoid and bury conflicts as deep as possible, they hereby inhibit their expression and create a situation when negative feelings fester and cause a breakdown in real communication. Teams that cooperate are capable of coping with confrontation and encourage a high level of openness between members. If a team wants to be effective, then its members need to feel able to state views, opinions, judgements, rational and irrational feelings, facts and hunches without fear of being embarrassed. When self-expression is inhibited there is often considerable erosion of creativity. Effective teams are capable of tackling difficult, demanding or unpleasant issues in an open and amicable way. Issues that are important are the ability to listen and to check if issues have been resolved. This often involves giving feedback. Without confrontation the team might fall into a trap called group think, as individual differences can be subsumed into a common viewpoint. Woodcock and Francis (1994: 96) state that these teams develop a "conspiracy of niceness", meaning that team members put etiquette before objectivity. These teams are complacent and not effective.

Support and trust. Support and trust are extremely valuable characteristics of human relationships. Trust is a valuable commodity, which enables risks to be taken that would otherwise be avoided. Support can be described as assisting someone else irrespective of the relationship that exists. This can involve giving negative feedback, giving support without agreeing with everything the person does, and not avoiding conflict in the name of support. There does not need to be a false foundation of apparent warmth to give support. Trust takes a long time to build, but can also be broken down rapidly. Support and trust go together as they are the bonds, which link people in healthy relationships. Within a team the qualities of high support and trust are greatly valued by members.

Co-operation and conflict. Co-operation can be expressed as working together for common gain. Individuals put the team objectives before their own and share in gains and rewards from their joint activities. Co-operation implies that individuals are committed to work within a team and share their skills and information with other members. There is an element of sacrifice because each team member gives up some autonomy and self-interest. Committed team members feel that the goals and the output of the team are important and personally satisfying. One characteristic of co-operation is the help that a team member will receive during times of difficulty. They will help the team member if he/she falls behind. The team atmosphere encourages people to work with each other. Conflict is often seen as a negative characteristic, which should be suppressed and avoided. Positive conflict is however stimulating to the imagination, and stimulates creativity.

Sound procedures: Sound relationships and good morale is not enough to deliver on objectives. Teams also need sound procedures for solving problems and getting things done. Lots of decisions need to be made and sound decision-making procedures are crucial for success. According to Woodcock and Francis (1994:97) there are seven steps in good decision-making, being:

- . Turning in: Each team member needs to understand the nature of the problem
- . Objective setting: State the desired output.
- . Success criteria: Determine how to measure if the objective has been met and determine how to judge if team members worked together effectively.

- Information Collection and Decision -Making: Information needs to be collected and sense made of it before informed decisions can be taken.

- Planning: The team needs to answer the following - What, when, how, where and control.

- Action: Things need to get done.

- Review to improve: Successes and failures need to be reviewed and the team needs to learn from them.

Appropriate leadership: Effective leadership is essential for the development of teamwork. When a team leader lacks the ability or skills to develop a team approach it is probable that the potential of the team will never be exploited. One of the most important leadership functions is to provide opportunities for important issues to be clarified and worked through to a satisfactory resolution. An example of openness must be set. Leaders must be authentic and must play a role.

Regular review: Regular review of performance is essential to the development of competence because it will help the team to evolve towards maturity. Review of the team's effectiveness helps the team to identify problem areas and solve them. An example of review is the Team Effectiveness Questionnaire that is being developed in this study.

Individual development: The effectiveness of a team should be greater than the sum of its parts but, teams need to pay attention to the development of individual skills and abilities, because these are raw materials.

When a person performs weakly, the overall output of the team is diminished. Woodcock and Francis (1994:98) state that a well-developed team member is one who:

- Listens to others;
- Learns from experience;
- Is prepared to open about his or her position;
- Will change a viewpoint through reason but not through bullying;
- Is willing to take reasonable risks;
- Develops good relationships with others;

- Has sufficient personal energy; and
- Assertively presents his or her case.

Sound inter-group relations: Inter-team relations are an important area because almost always teams need to co-operate together to achieve common objectives. Teams often engage in negative competition, which is to the detriment of the organisation.

Good communications: A good flow of information and ideas is essential to the effectiveness of teams. Communication skills needed by team members are listening, sensitivity to the needs and feelings of others and sharing of own views. Status symbols need to be removed in order for communication to be effective. Values need to be clarified, as people will communicate better if they share a common perception of what the team stands for.

Moxon (1994: 132-134) identified the elements that is needed for team and group effectiveness as follows:

- *Communication ability* - The communication in the team must be open and honest.
- *Conflict handling* - The effective team faces up to conflicts and differences are expressed and tackled.
- *Flexibility* - The effective team is full of energy, flexible and adapts itself effectively to changing situations.
- *Energy* - There is a high level improving team performance.
- *Objectives* - The objectives must be clear to all team members. It must be viable objectives. It must be understood and committed to by all team members. It must be reviewed regularly.
- *Problem solving* - A clear diagnosis of the situation and its effects must be made. The causes must be identified and alternative solutions must be considered before action is taken.

Creativity, innovation and risk taking -The team must encourage creativity. New ideas must be continually sought and the focus must be on improvement. Individuals must be flexible and receptive to suggestions. The team members must support and build on each other's contributions. Individuals must be encouraged to try out new things and risk possible ridicule and failure.

Approach to task -The approach is systematic and self-disciplined. There is a logical and concise approach and team members think before they act. Co-ordinated team discussions take place where all team members are involved. Team members listen attentively.

Decision-making - The appropriate people are involved and consensus is easily reached on most issues. Diversity and differences of view are used to improve quality of decisions. Decisions are considered but never ducked.

Leadership - the team shares the leadership and different individuals assume the role of leadership when appropriate. Participation and co-operation is actively encouraged and compliance is not the norm.

Feelings - Feelings can be expressed without fear and a displayed empathy and understanding is prevalent. Individuals are sensitive to other's needs or concerns and openness is encouraged.

Group cohesion and support - there is an open and relaxed atmosphere. High levels of mutual respect and support exist, and team members are co-operative and collaborative. The identity of the group is seen to be very important.

Trust - Individuals share private thoughts without fear or reprisal or abuse of confidence. Individuals trust each other and there are high levels of candour and feedback.

Accountability and commitment - The individuals and the group commit themselves to action and there is high reliability of follow-through. The team will take on what is necessary to achieve the task.

Personal and team development - The standards that the team sets itself must be high. Dysfunctional behaviours and poor team operation is not tolerated. The group takes responsibility for its own learning and development.

Hick (1998:34) states that a team can be considered to be effective if the team's output is judged to meet or exceed the expectations of the people who receive the output. Certain factors are needed for teams to be effective, and Hick (1998:) identified them as follows:

The task should be motivating - The effort the team will put into achieving the desired output depends on the task that needs to be performed.

The team needs challenging goals, which are clearly defined - When challenging goals are set the team will find ways to achieve these goals. The team needs to buy in to the goals and preferably be involved in setting up the goals. The goals must be challenging, but not impossible to achieve. The goals also need to be measurable so that progress towards achieving them can be monitored and results confirmed.

Rewards are important - It is important that the team effort be rewarded. This does not need to be financial, as recognition can often suffice. Hard work and effort are best sustained by having a worthwhile task to perform and having clear challenging goals to meet. Rewards merely reinforce conditions for fostering group effort.

The team should have the right mix of skills - A mix of skills is needed to obtain maximum results. The different skills of the team members must complement each other. Interpersonal skills are also important. People need to listen actively and be able to take constructive criticism.

The team must develop effective problem solving strategies - The team must have a clear definition of the problem, know what resources are available, and understand the expectations. It must then develop a problem-solving plan

While there are many factors that contribute to the effectiveness of a team, high

performance teams share certain traits. According to Zoglia (1993:37), these traits have been researched repeatedly in the literature and have been listed under a variety of terms. Seven elements that are crucial to team effectiveness have been identified. The element of leadership is also mentioned, but not discussed as the author puts the emphasis on shared, rotational leadership. Zoglia (1993:38) identified seven elements that are required for team effectiveness.

Commitment: When team commitment is high, teams are more productive and enjoy a more satisfying work environment. A team's purpose and values should fit with the organisation's purpose and values. Teams need members who will commit to a shared purpose and values will put team goals before personal needs. Members can enhance commitment by focussing on team purpose and values and by considering how their own purpose and values fit with the teams. Teams can also enhance commitment by keeping the team's mission visible, develop a shared vision of success, formulating priority goals, measuring success, and celebrating together.

Contribution: Effective teams need members who will contribute their diverse ideas, unique talents, and varied leadership skills. When contribution is high, there will be more confidence in the group, more individual initiative, better meetings, and improved problem solving.

Communication: Teams need excellent communication to solve problems effectively, improve work processes and build a sense of cohesion. When communication is high, team members exchange friendly comments, share opinions openly and talk positively. They listen to each other, respond appropriately, and maintain interest when they speak.

Co-operation: Teams need co-operation in order to remain flexible, responsive, and efficient. When consideration is high, team members follow through on commitment, produce high quality work, creatively solve problems, respect each other's time, and exhibit strong team spirit.

Conflict Management: Teams need to accept conflict as normal and manage it

well in order to be productive and maintain job satisfaction. When conflict is well managed, teams demonstrate an open trust that allows risk taking and supports objective decision making and problem solving.

Change Management: Teams need to manage change if they want to adapt to the advances in technology, fluctuations in economy, expansion of competition, changes in customer demands, and shifts in employee expectations. Teams that manage change well are better problem solvers, higher risk takers, and more open thinkers. Members see change as an opportunity more than as a danger and frequently seek ways to change.

Connections: There are three important connections for teams, being connection to the large organisation and its goals, connection to team members, and connection to other teams. Teams cannot be truly effective on their own. The big picture is important for organisational success.

Fisher and Thomas (1996:67) identify seven practices used by effective teams, which are as follows:

Commitment to a clear mission - At the core of success of effective teams is a clear understanding in the minds of all team members of why the team exists.

Mutual support and encouragement - People must be able to count on each other, especially when help is needed. Team members encourage and support each other at levels that create the freedom, which allows people to give their best effort with no fear that their own team-mate will become the enemy.

Clearly defined roles - A wide range of diverse skills, knowledge, values, and attitudes are required for team success. The need for diversity, accompanied by a clear understanding of "who does what", creates the magic of synergy of everyone working together. Roles must be clearly defined and aligned.

Win-Win co-operation - Co-operation can be defined as an attitude of complete availability to assist other team members. The best interest of the team becomes very important.

- *Individual competency* - Effective teams consist of individuals that are committed to personal excellence and they want to become the best they can be in their roles.
- *Empowering communication* - The lack of effective communication is a major barrier to team success. People that talk to each other create the environment for success. The talk revolves around issues, positive or negative, that affect team performance.
- *Winning attitude* - Effective teams expect to win every time, even if they do not. This attitude creates confidence, focus and high levels of motivation. As a result, they end up winning more often than a logical assessment of their talent would suggest.”

High and sustained use of each practice is evidence that the team is effective.

According to Lewis et al. (1998: 484) research indicates that effective and successful groups have specific, well defined goals, develop interdependent and collaborative relationships, share leadership, provide feedback, recognise and reward performance, and celebrate victories.

For groups to be effective, they need team leaders and team members who are willing to make a commitment. With respect to task performance, quality and effectiveness is measured in terms of achieving goals. With respect to human resource maintenance, an effective group is one whose members are sufficiently satisfied with their task, accomplishments, and interpersonal relationships to work well together on an ongoing basis. Lewis et al (1998: 484) list the following characteristics of an effective team:

- Members are loyal to one another and the leader;
- Members and leaders have a high degree of confidence and trust in each other;
- The group is eager to help members develop to their full potential;
- The members communicate fully and frankly all information relevant to the group's activities;
- Members feel secure in making decisions that seem appropriate to them;

- Activities of the group occur in a supportive atmosphere; and
- Group values and goals express relevant values and needs of members.”

Eales - White (1995:18) identifies the following characteristics of an effective team:

- Appropriate leadership;
- Enthusiastic committed group members;
- Effective decision taking;
- Strong performance, with the right mix of technical skills;
- The proper balance between planning and action;
- Strong creativity;
- A mutually supportive environment, but not too comfortable;
- Focus on task achievement, with clear agendas;
- Sharing information within the group and externally;
- Good listening skills.
- Individuals prepared to take risks, make mistakes and learn;
- Individuals giving and receiving support;
- Clarity of role of each individual in the team;
- No hidden agendas;
- All members of the team involved and participating;
- The right number, with only relevant people present;
- Clear sense of direction and purpose;
- Flexibility.
- Humour; and
- Balanced feedback.

Katzenbach (1998: 218) researched the effectiveness of strategic teams in organisations, and identified a few key elements needed for effectiveness. There must be complementary skills, a common purpose and performance goals, commitment to a common working approach, and mutual accountability.

According to Donnellon (1996: 5) the critical success factors for creating effective teams are clear and engaging direction, specific goals, appropriate membership, agreement on work procedures, team accountability, adequate resources, and appropriate information, education and rewards. Brannick et al (1997: 20) identify and describe seven core components of teamwork:

Team orientation: Team orientation refers to the attitudes that team members have toward one another and the team task. It reflects acceptance of team norms, level of group cohesiveness, and importance of team membership.

Team leadership: This involves providing direction, structure, and support for other team members. It does not necessarily refer to a single individual with formal authority over others but team members can show team leadership.

Communication: Communication involves the exchange of information between two or more members in the prescribed manner by using proper terminology. Often the purpose of communication is to clarify or acknowledge the receipt of information.

Monitoring: Monitoring refers to observing the activities and performance of other team members. It implies that team members are individually competent and that they may subsequently provide feedback and backup behaviour.

Feedback: Feedback involves the giving, seeking, and receiving of information regarding other member's performance. Receiving feedback refers to accepting positive and negative information regarding performance.

Backup Behaviour. This involves assisting the performance of other team members. This implies that members have an understanding of the other member's tasks. It also implies that team members are willing and able to provide and seek assistance when needed.

Co-ordination: Co-ordination refers to team members executing their activities in a timely and integrated manner. It implies that the performance of some team members influences the performance of other team members. This may involve an exchange of information that subsequently influences another member's performance.

2.7 CHARACTERISTICS OF EFFECTIVE TEAMS

Hide (1998:4) defined a team as a reasonably small group of people, who brings to the table a set of complementary and appropriate skills, and who hold themselves mutually accountable for achieving a clear and identifiable set of goals.

On team building efforts the blending receives much attention. When a team returns to work, the conflict starts again within a short period of time simply because the task dimension has not been attended to (Leales- White, 1995:67). According to Jones and Bearly (1993:8) groups often do not develop evenly through the phases of both behavioural dimensions. It is therefore possible to have "off diagonal" group development in a clearly defined manner.

Woodcock and Francis (1994:7) reasoned that an effective team would show the following characteristics:

- It establishes and works to clear objectives;
- It has open relationships between members;
- It grows stronger by sharing different viewpoints and gains from debate;
- Members show a high level of support for each other;
- Personal relationships are based on personal knowledge and trust;
- People work together to get things done;
- Potentially damaging conflicts are worked through and resolved;
- Procedures and decision- making processes are effective;
- Leadership is skilful and appropriate to the needs of a team;
- It regularly reviews its operations and learns from experiences;
- Individuals are developed and the team is capable of dealing with a variety of personalities; and
- Relations with other groups are co-operative and open.

Torres and Spiegel (1990:41) claim that organisations that implemented self- directed work teams can expect an increase in efficiency and therefore, a positive impact on the bottom line of the organisation. The organisation will have work benefits such as increased productivity, improved services, quality reduced overheads and increased employee morale. These are aspects that service organisations and the South African Police Service will have to address to keep up with the national and international

competitors now streaming into the local market.

2.8 DEVELOPING PRODUCTIVE TEAMS

According to Moxon (1993:14) teams study their own processes and actions during team building to create a climate that encourages and values the contribution of team members. Therefore, the team will direct its energies towards problem solving, task effectiveness and maximising the use of all resources.

The critical element in a team building exercise is to recognise that it is not possible to separate the performance of the individual from those of the other team members.

Moxon (1994:14) states that team building will be enhanced if the following conditions are met, especially when:

- There is a high level of interdependence among team members;
- The team leader has good people skills, is committed to developing a team approach and allocate time to team building activities;
- Each member is willing and capable to contribute information, skills and experiences to provide an appropriate mix for achieving the team's purpose;
- There is a climate in which people feel released and are able to be direct and open in their communications;
- A mutual trust is developed between team members and a belief is fostered that each team member has a valuable contribution to make to team development;
- The individual members and the team are prepared to take risks and are allowed to develop their skills;
- There is clarity about important goals and performance targets are stretching but achievable;
- The team member roles are clearly spelled out and conflict resolution mechanisms are in place;
- Team members are able to critically analyse team actions without making personal attacks;
- Efforts are devoted to achieving results. Team performance is frequently evaluated to see where improvements should be made;
- The capacity exists to create new ideas through interaction in outside

influence. Good ideas are followed up and team members are rewarded for innovative risk taking;

Each member of the team knows that he or she can influence the agenda.

Moxon (1994:14) state that the evaluation of team performance can best be done if the team develops a model of excellence against which to measure its performance. The team leader should be the mediator between the team and upper management. The team leader should also be fair, supportive and recognised by team members as one who can make final judgements, work with senior management and give direction to the team as needed. As team members build commitment, trust and support for each other, it will allow them to develop and accomplish desired results. This commitment, trust and self-determination by each member are crucial in achieving a sustained high level of performance. Team members will learn to appreciate and enjoy one another for who they are and will help keep them on track. The team will have developed its working methods so that they become an informal set of guidelines.

2.9 GOALS AND SUCCESS OF TEAMS

According to Moxon (1994:17) goals create a vision that focuses on the group efforts. In a team situation the goals of the group and the individual group member exist.

The group goals must be relevant to the individual goals of the group member. Team members usually try to achieve both individual and team goals and the degree to which they can accomplish this has an effect on the success of the team. Goals perform several functions of which the most important is that of motivating and directing the teams. The goal must be clear and there must be a system to measure progress made towards the goal. If the goal is clear, conflict in the team can more easily be resolved if everyone knows what he or she is trying to achieve.

Moxon (1994:17) further states that a team is most productive when management gives the team the training and skills to utilise their available resources. According

to Fisher and Thomas (1993:12) the following should be kept in mind during team goal establishment:

- . Meeting customer needs;
- . The team's work should create wealth for customers, stakeholders and employees;
- . There should be a balance between the short- term needs and the long-term business strategy;
- . Everyone has a business partner;
- . Eliminate artificial barriers so that each individual can make their maximum contribution;
- . Take courageous actions;
- . Add value and eliminate waste; and
- . Be quick, flexible and responsive.

Goal establishment is critical for the success of the team. Without it, the team can be assured to perform at less than their potential. An environment that encourages teams to take chances and set high goals will develop successful teams.

Measurement is the primary tool for communicating direction, establishing accountability, defining roles, allocating resources, monitoring and evaluating performance, linking organizational process and performance goals and for conducting changes.

According to Rummler and Brache (1995:134) the selection of measures and related goals is the greatest single determiner of an organization's effectiveness as a system. Rummler and Brache (1995:134) also list the following managerial benefits for using measures:

- . The measures will communicate performance expectations;
- . Measures are the basis for management to know what is going on in the organization;
- . Measures assist in gap analysis between actual and required

performance;

Measures are the basis for providing feedback that compares performance of employees to a standard;

Measures allow for certain behaviours to be rewarded; and

Measures allow for effective decision-making regarding resources, plans, policies and schedules.

2.10 CHARACTERISTICS OF HIGH-PERFORMANCE TEAMS

Blanchard, Carew and Parisi-Carew (1996:24) identified ten characteristics of high-performance teams which are briefly explained hereunder.

2.10.1 Purpose and Values

According to Blanchard et al (1996:24) High-Performance teams are clear about what constitutes the team's "work" and why it is important. The purpose defines what the team is to accomplish and the values define how. This also translates to a coordinated effort. Cole (1997:56) describes a coordinated effort as an understanding of what is needed from each other, and voluntary completing job responsibilities competently. Blinn (2000:56) states that the purpose is defined as a common focus, including a clear mission, vision, goals, action plans and success measures.

2.10.2 Empowerment

According to Blanchard and Carew (1996:67) team members have access to all relevant information, and human energy is free rather than controlled. Members have opportunities to grow and learn new skills, which enhance a sense of personal as well as collective power. According to Hellriegel (1999:78) empowerment means giving team members authority and responsibility, to do their job.

2.10.3 Communication and Relationships

Communication is the binding factor of all the characteristics, and entails a much wider

spectrum of behaviours than initially meets the eye. Cole (1997:56) defines communication by starting of with the obvious – it is about keeping people informed, through timeous and accurate information. However, it is also about encouraging others to express their opinions and asking questions. Thus, listening is considered as important as speaking. Differences of opinion and perspective are valued and methods of managing conflict are understood. Through honest and caring feedback, members are aware of their strengths and weaknesses as team members. Blanchard et al (1996:57) communication helps teams to effectively manage its boundaries and inter-group relationships.

2.10.4 Flexibility

Group members are flexible, and they perform different task and maintenance functions as needed. The team is fluid and open to opinions and feelings, hard work, and fun. Members recognize the inevitability and desirability of change and adapt to changing conditions.

2.10.5 Optimal Performance

High-performing teams produce significant results. Critical success factors are clear, both for the team and the organization. Blinn (2000:37) states that teams utilize all its resources, both within the team and externally, to achieve goals. Effective decision-making and problem-solving skills that result in overcoming obstacles, and encourage participation and creativity.

2.10.6 Recognition and Appreciation

Individual and team accomplishments are frequently recognized by the team leader, as well as by team members – by celebrating milestones, accomplishments, and events. Nothing builds self-esteem faster than being noticed. In the work environment, that means being recognized for a job well done.

2.10.7 Morale

Members are enthusiastic about the work of the team and each person feels proud in being a member of the team. Confident and committed, members are optimistic about the future. There is a sense of excitement about individual and team accomplishments as well as the way team members work together. Team spirit is high. Bearly (2000: 141) argued that high morale translates into a passion for the job.

2.10.8 Trust

Blachard et al (2000:72) recite trust as one of the aspects of communication. De Vries (1999: 66-77) mentions trust as one of the inherited characteristics of high-performance teams. In his studies of the dwindling pygmy society in Africa, he recognized valuable behavioural traits of teamwork. He describes the essence of his findings that for teams to be efficient, trust and a mutual respect among all team members are required.

2.10.9 Diversity of Members

De Vries (1999:75) mentions that trust also implies the respect for the other members of the group. In a trust-based team, differences are appreciated. And as students of high-performance teams understand, diversity can be a competitive advantage. Members value their diversity and deal with differences in a healthy and productive way. The characteristic of diversity is not a South African edition. Diversity is worldwide recognized as one of the driving forces of creativity and innovation, and therefore craft the opportunity for a competitive advantage.

2.10.10 Visionary Leaders

According to Blinn (2000:73) leadership can be described as “the ability and desire to create a work environment, where individuals from highly diverse functional areas co-operate in pursuit of a common mission and mutual goals. Leadership does not have

to be shown from a position of formal authority". A visionary leader is one that empowers the team, giving both authority and responsibility to more experienced teams.

Blinn (2000:75) further states that additional to a visionary leader and a competent team, a facilitator with experience in team building can further enhance team effectiveness. The facilitator is not a team member, however he or she has the ultimate goal of assisting the group to become self-sufficient through enabling them to openly and productively discuss its status, successes, issues and concerns.

2.11 BEHAVIOURS OF HIGH-PERFORMANCE TEAMS

Blanchard et al (2000:68) state that the characteristics of high-performance teamwork embedded certain behavioural traits that influence the productivity level and morale of the team. These behaviours will either influence direction or lend support. The behavioural traits that were identified by Blanchard et al (2000:73) are:

- . Structure;
- . Control;
- . Supervision;
- . Praising;
- . Listening; and
- . Facilitating.

Figure 2.1 hereunder displays and describes the behavioural traits, and indicates which of the traits provided direction or lend support.

Figure 2.1: High performance behavioural traits

Providing Direction	Structure	Structure can come from an agenda, or from asking questions in discussions to help clarify issues and roles.
	Control	Control is needed to see an established plan through, and help to keep the group focussed. For example, limiting interruptions so that members can finish what they started, or to put a time limit on discussions of agenda topics.
	Supervision	Monitoring and evaluating how the team is doing, what is needed to reach goals and ways to achieve goals.
Providing Support	Praising	Sincere, specific praise given timeously is one of the effective means of reinforcing desired behaviour. High-performance teams encourage each other.
	Listening	Few behaviours underscore the value you place in another person as much as the ability to listen.
	Facilitating	Assisting with members' interactions can include leading the discussion or encourage quiet members to contribute.

Source: Blanchard, Carew and Parisi-Carew, (2000:73)

Denton (2000:78) states that self-esteem is build through support, and leads to a self-fulfilling prophecy of motivated team members. These behaviours are not the responsibility of the team leader. All members should share the responsibility for initiating behaviours that give direction and support to the team. With practice, the timing of these behaviours will improve and can be used routinely by all members. Achieving this, the group can assume the other characteristics and will be well on its way to becoming a high-performance team.

2.12 PHASES TO HIGH PERFORMANCE TEAMWORK

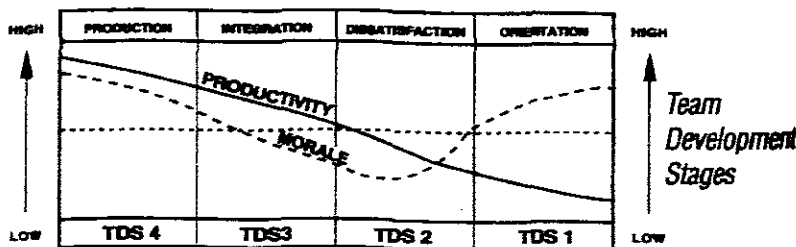
Cole (1999:81) argues that behaviours that lay the foundation for high-performing teams are not obtained overnight. However, these behaviours can be repeated and taught through positive reinforcement. The keyword here is time, and this is where most organizations fail to implement teamwork effectively.

According to Hellriegel (1999:512) teams normally go through four phases to reach the potential of high-performance. These phases can be described as follows:

- . **Forming Phase:** The earliest stage of team development, focussing on “feeling” [orientation] goals and procedures. Low productivity stage.
- . **Storming Phase:** This stage begins when competitive or strained behaviours emerge and involve resistance and impatience with lack of progress. Even lower productivity.
- . **Norming Phase:** Team members become increasingly positive. The rules of behaviour that are widely shared starts to develop.
- . **Performing:** Team have come to trust and accept each other, members are willing to risk “wild” ideas without fear of being put down, and giving accurate feedback to each. Team focussed on tasks and goals.

Blanchard et al (2000:60) linked productivity and moral of the team in a similar fashion. The following graphic illustrates the four phases described above, however, Blanchard et al (2000:60) uses the terms orientation, dissatisfaction, integration and production.

Figure 2.2: Team development stages



Source: Blanchard, Carew and Parisi-Crew (2000:60)

According to Katzenbach (1998:95) the implementation of high-performance teamwork takes time. And most organizations, especially venture capital companies, are not prepared to sacrifice short-term gains. Hence, they demonstrate little patience for potential teams to progress through the forming, norming and storming phases. They may sacrifice on the long-term performance scale, but they think they make it up in the short term.

Katzenbach (1998:61) argues that to substitute effective teamwork, they utilize an “effective” team leader. The team leader has the experience and knowledge to take decisions on behalf of the team. A seasoned leader usually offers the advantage of knowing what the group's goals and basic work approach should be. The group is likely to make fewer mistakes, and misunderstandings among members are readily resolved by the leader. This approach normally result in short term productivity, however over the longer term it leads to de-motivated teams, high staff turn-over and managerial degeneration.

Katzenbach (1998:61) assert that this approach results in stagnation of group member growth, the absence of innovation and low commitment from team members. The longer waiting period is rewarded with excess performance over the single-leader workgroup, and also includes additional benefits for both the organization and the team members. People get things done when they work in teams. Several heads working together are always better than one, however talented, working alone. Teams function through team spirit and shared willingness to co-operate. Without this there is no team but only a collection of individuals. It is possible and necessary to form team relationships outside the organisation, among trading partners and customers, as well as internally.

2.13 BENEFITS OF TEAMWORK TO THE INDIVIDUAL AND THE ORGANISATION

According to Denton (2000:47) the individual obtains countless benefits from being a member of an effective team. The team supports the individual by compensating for his

for her weaknesses and providing channels through which talents can be developed fully. Team achievement also reflects the effort of every team member and has a positive effect on the rewards that members receive. The team is a structure through which an office or organisation pursues its mission, and it will achieve this only to the extent that it is able to build an effective team.

The organisation as a whole is not a team but a collection of teams, and its successes depend on how well this function. Teams create, identify and train leaders – people who have the ability to guide the organisation on the path of successful achievement. Teams are the engines by means of which the organisation generates, unleashes and channels its people power. According to Jenkins (1996:65) there are two things that are critical to team working. Firstly, is that teams have the power to manage their work. Secondly, teams are able to interact in whatever way is necessary to facilitate the process.

Jenkins (1996:108) states that working in a team within an empowered organization gives people two advantages. Firstly, it gives them the unique skills as a team worker that cannot be developed any other way. Secondly, the team itself is the best vehicle known to mankind for the development of the latent abilities that everybody has, many of which will never achieve visibility in the orthodox organization. It is a certainty that when a team gets down to organizing its activities it will decide that team members must learn sufficient about each other's tasks to enable them to assist each other and stand in for each other when the need arises.

2.14 SUMMARY

From the foregoing it is clear that team effectiveness is a comprehensive process that includes various mutually inclusiveness factors. Organisations are required to identify these factors and amalgamate them into a unified whole. Various elements can be linked into forming models by means of which team effectiveness can be attained.

This chapter has alluded to the various elements of team effectiveness, the characteristics and behaviour of high-performance teams, as well as the benefits of

teamwork to the individual and the organisation. Chapter three will deal with the research design and methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, the elements needed for team effectiveness were formulated and concluded. In this chapter, an overview will be given of the development of the TEAM EFFECTIVENESS QUESTIONNAIRE (TEQ).

3.2 RESEARCH DESIGN

This study made use of survey research, by means of which an empirical study was undertaken amongst a specified target group of 166 respondents within the West Metropole Area of the South African Police Service, in the Western Cape. The following procedure was followed:

3.2.1 Literature Review

The literature review started with an explanation of teams within an organisational context, the requirements for effectiveness, and elements of team effectiveness. It further investigated the characteristics of effective teams and high-performance teams. The literature review concluded with the benefits that teamwork brings to the individual and the organisation.

3.2.2 Questionnaire

With a view to collecting information from the sample population, a questionnaire was used as a method of data collection. The intention was to design a questionnaire based

on the criteria contained in the literature review, but since there already exist a tested instrument for measuring team effectiveness , it was considered more efficient to use the existing instrument.

This instrument is called the Team Effectiveness Questionnaire (TEQ) and is a standardized information-gathering instrument which contain 30 items that measures the employees` perception of their teams (Denton,2000). This instrument was applied by a company called “ Cronbach Alpha” where 193 respondents participated and the findings indicated that the factors included in the questionnaire coincide with the factors impacting on team effectiveness.

A section dealing with the biographical information was added to the questionnaire with a view to better understand the responses from the respondents, since the South African Police Service is a para-military structure with a diverse ranking system. A likert scale was used as it has been found useful when a factor analysis of the items needs to be conducted (Swart, Roodt and Scheepers, (1999:35). A score of seven on a particular construct (item) indicates a high level of team effectiveness as measured by the specific item, and a score indicates a low level of team effectiveness as measured by the specific item. A score of four will a level of being undecided on the part of the respondent. It was generally accepted that a overall average score of five and above would apply, meaning that the requirement for being an effective team has been met. The reverse will be that a score of four and below indicates that the requirements have not been met.

3.2.3 Sample Population

The sample comprises 250 respondents from the target population of 1750 members that are responsible for visible policing within the Area West Metropole. This sample targeted personnel within the category of members that are only responsible for visible policing, which includes duties such as search and seizures and roadblocks. A stratified random sample was used, ensuring the sample adequately represents the selected groups in the population, such as rank and gender.

CHAPTER 4: RESEARCH ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

As explained in chapter one the main purpose of this study is to determine the perceptions of team effectiveness within the Area West Metropole. The findings of this study could serve an instrument to management to improve team effectiveness within their departments. An existing instrument, the Team Effectiveness Questionnaire was used to measure these perceptions. The questionnaire was given to the commanders of the police stations with a very high crime rate. The commanders were requested to distribute the questionnaires amongst members who is responsible for community policing, from the rank of constable to the rank of superintendent. The respondents handed it back to the commanders after completion and the researcher collected it from the commanders at the police stations. The total number of completed questionnaires was 166. The response rate was 66% of the sample population. This is regarded as being representative of the population from which it was drawn, and confidence can thus be placed in the recorded results. The results are given in the same format as the questions that appear in the questionnaire. The research questionnaire is found in Annexure A.

4.2 PRESENTATION AND ANALYSIS OF THE DATA

The data relating to the various categories are given in the following sequence:

4.2.1 Age

To understand the diverse workforce of the South African Police Service it was also

to know the age of the respondents. This is reflected in table 4.2.1 below.

Age	21-30	31-40	41-50	>50
Frequency	16	24	17	3
Percentage	26%	40%	28%	15%

Table 4.2.1: Age (N=166)

Information on this table indicates that most of the respondents were aged between the 31 - 40 group and that the bulk of the work force falls in this category.

Table 4.2.2 illustrate the responses below the responses of the male and female respondents.

Gender	Males	Females
Frequency	113	53
Percentage	68%	32%

Table 4.2.2: Gender (N = 166)

Question 2 shows that the sample group consisted of more males (68 %) than females (32 %).

Table 4.2.3 shows the different languages of the respondents.

Language	English	Afrikaans	Xhosa	Other
Frequency	53	84	29	
Percentage	32%	51%	17%	

Table 4.2.3: Language (N = 166)

Question 3 revealed that most of the respondents of the sample group were Afrikaans-speaking (51%), than English-speaking (32%) followed by Xhosa-speaking (17%).

Table 4.2.4 shows that 47 of the respondents were married, 105 were single, 6 separated, 6 divorced and 2 were widow and living in partnership respectively.

Marital Status	Single	Married	Separated	Widow	Partnership	Divorced
Frequency	105	47	6	1	1	6
%	63.25%	28.31%	3.61%	0.6%	0.6%	3.61%

Table 4.2.4: Marital Status (N = 166)

This table shows that only 47 respondents were married, 105 were single, 6 separated, 6 divorced and 2 were widow and living in partnership respectively.

Table 4.2.5 shows the different positions that the respondents and the military ranking system of the South African Police Service.

Position	Civilian	Constable	Sergeant	Inspector	Captain	Sup
Frequency	18	36	42	36	28	6
%	10.84%	21.68%	25.30%	21.68%	16.86%	3.61%

Table 4.2.5: Position/Rank (N = 166)

The sample group consisted of various different ranks, ranging from civilians to the rank of superintendent. The number of respondents differentiates in the following order: Superintendents (6), Captains (28), Inspectors (36), Sergeants (42), Constables (36) and civilians (18).

Table 4.2.6 shows that the respondents fulfill different functions in their respective precincts.

Position	Functional	Admin	Support
Frequency	125	28	13
Percentage	75.30%	16.86%	7.83%

Table 4.2.6: Position / Function (N = 166)

The respondents fulfilled different functions. The responses from the sample group shows the following: Functional (125), administration (28) and support (13).

Table 4.2.7 illustrates that the respondents years of experience differentiate from each other.

Length of Service	1-5 Years	6 - 10 Years	11-15 Years	More than 15 years
Frequency	44	67	38	17
%	26.50%	40.36%	22.89%	10.24%

Table 4.2.7: Length of Service (N = 166)

The bulk of the sample group were in the 6 – 10 years group which is also the highest percentage of 40.36%. The 1–5 years group consisted of 26.50%, the 4–15 years show 22.89% and the more than 15 years show 10.24%.

The following table 4.2.8 shows that the respondents differentiate in their level of education.

Education	Std 8	Matric	College	Tech	University	Other
Frequency	16	96	12	38	2	1
%	9.63%	58.43%	7.22%	57.57%	1.2%	0.60%

Table 4.2.8: Education (N = 166)

The level of education of the respondents differentiates from standard 8 to tertiary level. 58.43 % have matric, 9.63% standard 8, 57.57% Technikon, 1.2% University, 7.22% college and 0.60% other qualifications.

The total employees differ because the respondents thought of the police as a whole and not only their different precincts.

Employees	1-100	101-500	501-1000	1001-2500	2501-5000	5001-10000	>10000
Frequency	24	0	0	0	0	0	142
Percentage	14.45%	0	0	0	0	0	85.54%

Table 4.2.9: Total number of employees in the organization (N = 166)

The number of the employees in the organization shows a difference as most of the respondents used the total personnel employed at the different police stations that was targeted and not the total staff members that are employed by the police in the whole Republic. Results show that 14.45% used the total personnel at station level and

85.54% used the total personnel employed by the SAPS as a whole.

Table 4.2.10 illustrates that some of the respondents do have subordinates that reports to them.

Frequency	27	28	39	36	36
Percentage	16.26%	16.86%	23.49%	21.68%	21.68%

Table 4.2.10: Number of people who report directly to you (N = 166)

From the responses received from the sample group, the highest percentage was 23.49%.

4.3 SAMPLE RESPONSE ANALYSIS

Table 4.3.11 to Table 4.3.14 provides a summary of the actual responses obtained from the sample of the 166 respondents on each of the items on the questionnaire. The results of the survey show that the respondents responded to all the items on the questionnaire which could be analysed as follows:

Table 4.3.1: Frequency of Ratings

Nr	Item	1	2	3	4	5	6	7	Item	N
1	Tunnel vision	0	3	26	44	58	35	0	Future-oriented	166
2	Complacent	0	3	16	59	46	35	7	Challenging	166
3	Uncaring	0	2	16	46	65	36	1	Caring	166
4	Mechanistic	1	1	15	46	74	29	0	Innovative	166
5	Unsympathetic	1	1	2	61	74	25	1	Empathetic	166
6	One of them	2	0	8	69	57	27	0	One of us	166
7	Self centered approach.	2	1	4	66	60	33	0	Holistic approach	166
8	Lazy indifferent	2	2	6	45	75	36	0	Hard-working	166

9	Unimaginative	2	0	3	66	70	22	3	Creative	166
10	Insensitive	0	3	2	74	58	26	3	Sensitive	166
11	Untrustworthy	3	0	4	68	63	24	4	Trustworthy	166
12	Ignorant	2	1	6	64	60	32	1	Knowledgeable	166
13	Disordered	2	0	3	66	63	31	1	Ordered	166
14	Oppositional	1	1	5	66	63	30	0	Co-operative	166
15	Rude	1	0	3	64	67	31	0	Tactful	166
16	Inefficient	1	1	4	59	76	25	0	Efficient	166
17	Unfriendly	0	4	4	60	72	24	2	Friendly	166
18	Lack of credibility	0	2	6	65	72	21	0	Credible	166
19	Not value-adding	0	3	2	61	70	29	1	Value-adding	166
20	Old fashioned	0	2	8	68	60	26	2	Sophisticated	166
21	Incompetent	1	1	4	69	63	27	1	Competent	166
22	Unreliable	1	1	3	68	64	28	1	Reliable	166
23	Disastrous	2	0	4	55	74	29	2	Successful	166
24	Undependable	1	1	3	63	66	31	1	Dependable	166
25	Very slow to adapt	1	2	4	63	68	28	0	Quick to adapt	166
26	Conventional	0	2	8	64	67	23	2	Innovative	166
27	Administrator	3	1	4	68	66	23	1	Advisor	166
28	In-fighting	1	3	7	60	67	24	2	United	166
29	Traditionalist	1	2	7	66	68	20	2	Reformer	166
30	Inadequate	1	1	8	66	64	24	2	Adequate	166
	Total	32	44	188	1853	1970	834	40		
	/60	0.2	0.3	1.1	11.2	11.9	5	0.2		

Table 4.3.2: Average per Item

Nr	Item	1	2	3	4	5	6	7	Item	Ave.
1	Tunnel vision	0	1.8	16	26.5	34.9	21.1	0	Future-oriented	4

2	Complacent	0	1.8	9.6	35.5	27.7	21.1	4.2	Challenging	4.1
3	Uncaring	0	1.2	9.6	27.7	39.2	21.7	0.6	Caring	4.1
4	Mechanistic	0.6	0.6	9	27.7	44.6	17.5	0	Innovative	4.2
5	Unsympathetic	0.6	0.6	1.2	36.7	44.6	15.1	0.6	Empathetic	4
6	One of them	1.2	0	4.8	41.6	34.3	16.3	0	One of us	
7	Self-centered approach	1.2	0.6	2.4	39.8	36.1	19.9	0	Holistic approach	4
8	Lazy, indifferent	1.2	1.2	3.6	27.1	45.2	21.7	0	Hard-working	4.1
9	Unimaginative	1.2	0	1.8	39.8	42.2	13.3	1.8	Creative	4.2
10	Insensitive	0	1.8	1.2	44.6	34.9	15.7	1.8	Sensitive	4.2
11	Untrustworthy	1.8	0	2.4	41	38	14.5	2.4	Trustworthy	4.2
12	Ignorant	1.2	0.6	3.6	38.6	36.1	19.3	0.6	Knowledgeable	4.1
13	Disordered	1.2	0	1.8	39.8	38	18.7	0.6	Ordered	4.2
14	Oppositional	0.6	0.6	3	39.8	38	18.1	0	Co-operative	4.1
15	Rude	0.6	0	1.8	38.6	40.4	18.7	0	Tactful	4.3
16	Inefficient	0.6	0.6	2.4	35.5	45.8	14.5	1.2	Efficient	4.1
17	Unfriendly	0	2.4	2.4	36.1	43.4	14.5	1.2	Friendly	4.2
18	Lack of credibility	0	1.2	3.6	39.2	43.4	12.7	0	Credible	4.2
19	Not value adding	0	1.8	1.2	36.7	42.2	17.5	0.6	Value-adding	4.2
20	Old-fashioned	0	1.2	4.8	41	36.1	15.7	1.2	Sophisticated	4.1
21	Incompetent	0.6	0.6	2.4	41.6	38	16.3	0.6	Competent	4
22	Unreliable	0.6	0.6	1.8	41	38.6	16.9	0.6	Reliable	4
23	Disastrous	1.2	0	2.4	33.1	44.6	17.5	1.2	Successful	4.1
24	Undependable	0.6	0.6	1.8	38	41	18.7	0.6	Dependable	4.1
25	Very slow to adapt	0.6	1.2	2.4	38	41	16.9	0	Quick to adapt	4

26	Conventional	0	1.2	4.8	38.6	40.4	13.8	1.2	Innovative	4
27	Administrator	1.8	0.6	2.4	41	39.8	13.9	0.6	Advisor	4
28	Infighting	0.6	1.8	4.2	36.1	40.4	14.5	1.2	United	4
29	Traditionalist	0.6	1.2	4.2	39.8	41	12	1.2	Reformer	4
30	Inadequate	0.6	0.6	4.8	39.8	38.6	14.5	1.2	Adequate	3.9

Table 4.3.3: Norm table for analyzing scores

Average on	Range %	% of Group	Comment
5.25 – 5.6	75 – 80	< 5 %	1. World- class
4.9 - 5.25	70 – 75	10%	2 Excellent
4.55 – 4.9	65 – 70	10%	3 Very good
4.2 – 4.55	60 – 65	15%	4 Good
3.85 – 4.2	55 – 60	20%	5 Average
3.5 – 3.85	50 – 55	25%	6 Below average
3.15 – 3.5	45 – 50	10%	7. Very poor
< 3.15	< 45	< 5 %	8. Exceptionally poor

Source: Denton and Campbell (2000: 87). The Fundamentals of Repositioning People Management within your Organization

Table 4:3.4: Analyzing items per norm table 4:4.13

Average	Comment	Items
5.25 – 5.6	1. World- class	
4.9 - 5.25	2 Excellent	
4.55 – 4.9	3 Very good	5, 10, 11, 13, 15, 17, 18,19,22,23,24,
4.2 – 4.55	4 Good	1,2,3,4,6,7,8,9,12, 10,11,15,17,19 14,16,20,21,25,26, 27,28,29
3.85 – 4.2	5 Average	12345678910+40
3.5 – 3.85	6 Below average	
3.15 – 3.5	7. Very poor	
< 3.15	8. Exceptionally poor	

An interpretation of the findings shows that the items with the highest average were as follows:

- Successful (4.13)
- Tactful (4.26)
- Sensitive (4.24)
- Credible (4.15)
- Value-adding (4.21)
- Friendly (4.22)
- Trustworthy (4.22)
- Ordered (4.16)
- Caring (4.13)
- Innovative (4.19)
- Hardworking (4.12)
- Creative (4.15)

The items with the lowest average score were as follow:

- Sophisticated (4.06)
- United (3.98)
- Reformer (3.96)
- Adequate (3.92)
- Innovative (4.02)
- Sympathetic (4.01)
- Efficient (4.08)
- Future Oriented (4.03)
- Slow to Adapt (4.02)
- Competent (4.02)

High average

Effective Teams

Low average

Driving Forces

Restraining Forces

- Reliable
- Sophisticated
- One of us
- United
- Advisor
- Reformer
- Adequate
- Tactful
- Sensitive
- Credible
- Value-adding
- Friendly

- Unreliable
- Old-fashioned
- One of them
- In-fighting
- Administrator
- Traditionalist
- Inadequate
- Rude
- Insensitive
- Lack of credibility
- Not value adding
- Unfriendly

- Trustworthy
- Quick to adapt
- Future Oriented
- Efficient
- United
- Competent



- Untrustworthy
- Very slow to adapt
- Tunnel Vision
- Inefficient
- Infighting
- Incompetent

The research findings shows that there were factors, referred to as driving forces, that were positively enhancing team effectiveness. The research findings also revealed that there were factors that influenced team effectiveness negatively and these factors were referred to as restraining forces.

4.4 SUMMARY

The results in this chapter are the summary of the actual results which were achieved through the team effectiveness questionnaire. This chapter also attempted to give an analysis of all the research findings. All the relevant results have been displayed, providing sufficient proof of the research results that were obtained. The next chapter will consist of the conclusions and recommendations regarding team effectiveness in the SAPS.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study was aimed at measuring the perceptions of members of the South African Police Service, with regard to the role of team effectiveness in service delivery.

This chapter provides a summary of the findings in the form of the literature review and the questionnaire survey. It also discuss the major conclusions that were drawn from the research.

5.2 SYNTHESIS OF THE RESEARCH

The major findings of the literature review and the questionnaire survey are discussed in this chapter.

5.2.1 Synthesis of the literature review

Various aspects of team effectiveness has been identified in chapter 2. These included an explanation of teams within an organisational context, the requirements for effectiveness, and elements of team effectiveness. It further investigated the characteristics of effective teams and high-performance teams. Chapter 2 concluded with the benefits that teamwork brings to the individual and the organisation. The next section will focus on the synthesis of the questionnaire survey.

5.2.2 Synthesis of the questionnaire survey

Chapter 3 discussed the research design and the methodology. A strategic random sample of 250 people, who are responsible for visible policing in the Area West Metropole was taken from a target population of 1750 personnel members. The response rate was 66%.

The analysis and interpretation of the research findings were dealt with in Chapter 4.

A Team Effectiveness Questionnaire was used as a survey instrument to determine the perceptions of members, responsible for visible policing, with regard to their teams as to determine whether their teams are effective. The biographical information findings indicated that respondents consisted of members from all gender, age, educational level, job levels, social and language groups that are employed in this policing area. The responses to questions regarding to team effectiveness indicated that there are certain driving forces that enhance team effectiveness. These driving forces are listed as follows:

- . Reliable
- . Sophisticated
- . One of us
- . United
- . Advisor
- . Reformer
- . Adequate
- . Tactful
- . Sensitive
- . Credible
- . Value-adding
- . Friendly
- . Trustworthy
- . Quick to adapt
- . Future oriented
- . Efficient
- . United
- . Competent

The responses also indicated the following restraining forces:

- . Unreliable
- . Old-fashioned
- . One of them
- . In-fighting
- . Administer
- . Traditionalist
- . Inadequate
- . Rude
- . Insensitive
- . Lack of credibility
- . Not value-adding
- . Unfriendly
- . Untrustworthy

- . Very slow to adapt
- . Tunnel vision
- . Inefficient
- . Infighting
- . Incompetent

5.3 CONCLUSIONS

The problem statement referred to the absence of team effectiveness within the teams responsible for visible policing within the Area West Metropole, for the South African Police Service. The research goal was to investigate the perceptions of members with regard to team effectiveness. The objectives of the research as indicated in chapter one (paragraph 1.7), were to determine the need for teams, to identify the factors that prohibit teams from performing effectively, and to advise police management of the perceptions of members concerning the effectiveness of their teams.

From the findings of the questionnaire survey it is clear that the objectives have been attained. Respondents indicated that there is a need for teams and also identified the factors that prohibit teams from performing effectively.

5.4 RECOMMENDATIONS

With reference to the research goal of indicating the factors influencing team effectiveness, the questionnaire survey focused on items influencing team effectiveness. From the findings it is evident that are definite factors that promote team effectiveness and factors that inhibit team effectiveness. Since the response rate was high confidence could be placed in the findings. Based on the conclusions that were drawn the following recommendations are formulated:

- . It is recommended that SAPS management include teamwork as a requirement in their Performance Enhancement Program.
- . The implementation of team effectiveness should begin with a roll-out plan of action encompassing coaches in the field of team effectiveness strategies and training of members as team leaders.
- . That a project leader be appointed to investigate the feasibility of the implementation of team effectiveness as a strategy, focusing on research, integration, facilitation and the assessment of the process.

That the SAPS should benchmark the driving forces that positively enhance team effectiveness and eliminate the restraining forces that prevent the SAPS to become a service of “world-class” standards.

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TEAM EFFECTIVENESS QUESTIONNAIRE**ANNEXURE A**

3 June 2002

DEAR RESPONDENT

In striving for a better and more efficient Police Service, and boosting it's ability to more effectively address crime, it is action required to adapt our internal organizational environment to deal with a constantly changing environment. Effective policing is dependent on excellent intra- organizational communication and intra-organizational co-ordination.

In view of the dissatisfaction that prevails amongst police officials and the community regarding service delivery, the research goal is to introduce team effectiveness that will ensure service delivery in order for the South African Police Service to attain it's institutional objectives.

In order to assess team effectiveness and to maximize service delivery I have enclosed a questionnaire. Your responses would be most valuable to me in introducing team effectiveness.

Please note that your responses will be anonymous and will not be seen by anyone of the Police management, except myself. It would be appreciated if you can complete the questionnaire and I will collect it from you not later than 9 July 2001.

Thank you for your time.

Yours Sincerely
W.B. Clayton (Superintendent)
Station Commissioner

TEAM EFFECTIVENESS QUESTIONNAIRE**TEAM
EFFECTIVENESS**

MILD	PLEASANT
COLD	HOT

TEAM TEMPERATURE QUADRANTS

PURPOSE :TO IDENTIFY SYMPTOMS THAT PROHIBIT TEAMS FROM PERFORMING AT THEIR BEST.

INSTRUCTIONS : PLEASE COMPLETE ALL THE QUESTIONS AND THE BIOGRAPHICAL INFORMATION TO THE BEST OF YOUR ABILITY.

PLEASE BE ASSURED THAT THIS INFORMATION WILL BE USED SOLELY FOR RESEARCH PURPOSE, AND WILL AT ALL TIMES BE TREATED AS HIGHLY CONFIDENTIAL AND ANONYMOUS.

A. BIOGRAPHICAL INFORMATION SHEET

1 AGE

1 21 - 30

2 31 - 40

3 41 - 50

4 51 - 60

2 GENDER

1 FEMALE

2 MALE

3 HOME LANGUAGE

1 ENGLISH

2 AFRIKAANS

3 XHOSA

OTHER : PLEASE SPECIFY

4 **MARITAL STATUS** 1 SINGLE 2 MARRIED 3 SEPARATED 4 WIDOW 5 PARTNERSHIP 6 DIVORCED**5** **POSITION/ RANK** 1 CIVILIAN 2 CONSTABLE 3 SERGEANT 4 INSPECTOR 5 CAPTAIN 6 SUPERINTENDENT

6 POSITION/ FUNCTION

1 FUNCTIONAL

2 ADMINISTRATION

3 SUPPORT

7 LENGTH OF SERVICE

1 1 - 5 YEARS

2 6 - 10 YEARS

3 10 - 15 YEARS

4 MORE THAN 15 YEARS

8 EDUCATION

1 STD. 8

2 MATRIC

3 COLLEGE

4 TECHNIKON

5 UNIVERSITY

OTHER : PLEASE SPECIFY

9 TOTAL NUMBER OF EMPLOYEES (OF ALL TYPES AND LEVELS) IN MY ORGANIZATION. (PLEASE TICK THE APPLICABLE BOX) 1 - 100 2 101 - 500 3 501 - 1000 4 1001 - 2500 5 2501 - 5000 6 5000 - 10 000 7 OVER 10 000**10 INDICATE THE NUMBER OF EMPLOYEES WHO REPORT DIRECTLY TO YOU** 1 NONE 2 ONE TO THREE 3 THREE TO FIVE 4 FIVE TO EIGHT 5 MORE THAN EIGHT

B. TEAM EFFECTIVENESS

PURPOSE : TO IDENTIFY SYMPTOMS THAT PROHIBIT TEAMS FROM PERFORMING AT THEIR BEST.

INSTRUCTIONS :

This section consist of a number of typical characteristics which successful teams display in the workplace. Think of your team and indicate the extent to which your team demonstrates these characteristics.

After reading each statement, decide on the degree to which the statement accurately describes the situation in your team using the following guidelines:

1. Think about your rating by starting from the middle namely the rating 4.
2. Decide if your team tends to more to the left or to the right.
3. If your team tends to be more to the left, then decide if it is completely to the left (a 1 rating) mostly to the left (a 2 rating) or slightly to the left or to the left (a 3 rating)
4. Apply the same guideline if your team tends more towards the right (completely to the right a 7 rating) mostly to the right (a 6 rating) or slightly to the right (a 5 rating)
5. Complete the rest of the exercise.

	Item	1	2	3	4	5	6	7	Item
1	Tunnel vision	1	2	3	4	5	6	7	Future-oriented
2	Complacent	1	2	3	4	5	6	7	Challenging
3	Uncaring	1	2	3	4	5	6	7	Caring
4	Mechanistic	1	2	3	4	5	6	7	Innovative
5	Unsympathetic	1	2	3	4	5	6	7	Empathetic
6	One of them	1	2	3	4	5	6	7	One of us
7	Self-centered approach	1	2	3	4	5	6	7	Holistic approach
8	Lazy, indifferent	1	2	3	4	5	6	7	Hard-working

9	Unimaginative	1	2	3	4	5	6	7	Creative
10	Insensitive	1	2	3	4	5	6	7	Sensitive
11	Untrustworthy	1	2	3	4	5	6	7	Trustworthy
12	Ignorant	1	2	3	4	5	6	7	Knowledgeable
13	Disordered	1	2	3	4	5	6	7	Ordered
14	Oppositional	1	2	3	4	5	6	7	Co-operative
15	Rude	1	2	3	4	5	6	7	Tactful
16	Inefficient	1	2	3	4	5	6	7	Efficient
17	Unfriendly	1	2	3	4	5	6	7	Friendly
18	Lack of credibility	1	2	3	4	5	6	7	Credible
19	Not value-adding	1	2	3	4	5	6	7	Value-adding
20	Old-fashioned	1	2	3	4	5	6	7	Sophisticated
21	Incompetent	1	2	3	4	5	6	7	Competent
22	Unreliable	1	2	3	4	5	6	7	Reliable
23	Disastrous	1	2	3	4	5	6	7	Successful
24	Undependable	1	2	3	4	5	6	7	Dependable
25	Very slow to adapt	1	2	3	4	5	6	7	Quick to adapt
26	Conventional	1	2	3	4	5	6	7	Innovative
27	Administrator	1	2	3	4	5	6	7	Advisor
28	In-fighting	1	2	3	4	5	6	7	United
29	Traditionalist	1	2	3	4	5	6	7	Reformer
30	Inadequate	1	2	3	4	5	6	7	Adequate

Thank You.