An evaluation of the interventions utilized by manufacturing organizations in the Eastern Cape to ensure the optimal implementation and functioning of self-directed work teams.

by

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This dissertation is presented in complete fulfilment of the requirements for the **Magister Technologiae in Human Resources** to the Faculty of Management at the Port Elizabeth Technikon.

Promoter: Mrs H.B. Schultz

Date submitted: June 2001

PORT ELIZABETH
DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted at any university for a degree.

..........................  
Michelle R. Mey  
29.06.2001

The financial assistance of the National Research Foundation (NRF) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at are those of the author and are not necessarily to be attributed to the National Research Foundation.
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- My parents, Lovell and Ruth Mey, for their encouragement, love and unwavering belief in my abilities. This research product is dedicated to them.
- Finally, to God, our Father, for providing me with the strength and ability to complete this research and everything else in life!
ABSTRACT

Organisations worldwide are attempting to increase individual job satisfaction, productivity and efficiency by implementing work teams. This research study evaluates the interventions considered necessary to optimally implement and maintain self-directed work teams (SDWTs). In order to complete this study it was necessary to address the characteristics associated with SDWTs, problems commonly experienced during implementation and functioning of SDWTs and the identification of the interventions used to promote the successful implementation and maintenance of SDWTs. These objectives were achieved by means of a comprehensive literature study.

Subsequent to the literature study, a process model for the successful implementation and maintenance of a SDWT within a South African organization was developed.

Thereafter, a questionnaire was developed based on the findings of the literature study and distributed to a randomly selected population. The objective of the questionnaire was to evaluate the interventions utilized during the implementation and maintenance of SDWTs. The results of the empirical study were statistically analysed and interpreted.

Finally, conclusions and recommendations were made. The most important recommendations are as follows:
Firstly, the trade union must be consulted and involved in the decision to implement SDWTs.

Members of the team must be exposed to training interventions prior to the implementation of the SDWT. Thereafter, team members must undergo advanced training in interpersonal and problemsolving skills.

Salary and reward structures within the organisation must be adapted to suit a team-based environment.

Finally, the success of the SDWT will depend on the support provided by management. Management needs to exhibit total commitment to the change on a continuous basis.
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In the current rapidly changing business environment, processes that successfully worked in the past cannot keep up with fierce global competition. Companies are increasingly finding that to be successful, they must be open to opportunities, challenge perceived boundaries, and make change an acceptable part of their culture (Buck, Finley, Rahaim and Wilson, 1996, p155).

Hicks and Bone (1990, p11) hold a similar viewpoint and add that organisations constantly need to investigate methods of productivity and quality improvement. It has been shown that self-directed work teams (SDWTs) can contribute to the enhancement of organisational performance by means of quality improvement, efficiency and delivery times (Balkema and Molleman, 1999, p134).

According to Hitchcock and Willard (1995, p16) the successful implementation of SDWTs depends on a thorough investigation into the selected areas of production improvement.
Robbins (1998, p289) states that;

The overall research on the effectiveness of self-managed work teams has not been universally positive. Individuals on these teams do tend to report higher levels of job satisfaction ... however employees seem to have higher absenteeism and turnover rates. The specific reasons for these findings are unclear, which implies a need for additional research.

This leads to the formulation of the following question, which also forms the basis for the exploration of the main problem of this proposed study:

1.2 MAIN PROBLEM

How effective are the interventions utilised by organisations in the Eastern Cape to ensure the optimal implementation and functioning of SDWTs?

1.3 SUB-PROBLEMS

An analysis of the main problem allows identification of the following sub-problems:

(a) What interventions should be utilised to ensure the optimal implementation and functioning of SDWTs?
(b) What interventions are currently used by organisations to expose team members to the concept and functions of effective SDWTs?

(c) To what extent do existing interventions compare with the theoretical guidelines?

1.4. SIGNIFICANCE OF THE RESEARCH

In the late 1980s organisations had to cope with changing and more competitive markets. In order to deal with the changing markets, a strategic decision was taken to adopt self-managing teams (Balkema & Molleman, 1999, p134).

Solomon (1995, p49) states that work teams have become an established institution in the USA. They address certain problems and affect the bottom line in ways that are fundamentally different from the ways individuals approach the same situation.

For this reason, Gomez-Mejia, Balkin & Cardy (1998, p54) state that organisations are implementing self-directed work teams primarily to improve quality, productivity and to reduce operating costs.
Esparza (1995, p1) adds that the self-directed team concept will bring greater participation, which directly relates to a collective approach, flexibility and autonomy.

Warner (1999, p22) states that in South Africa the business world has embraced the concept of self-directed work teams but has identified multi-faceted problems that confront teams.

Balkema and Molleman (1999, p1) have identified a decrease in the development of self-directed work teams due to barriers existing during the development phase. These barriers have an effect on team functioning and results achieved.

The method used to implement SDWTs in organisations is critical to its success in the competitive business arena (Plaatjies, 1999, p103).

It is crucial that organisations as well as organisational development and training practitioners obtain clarity on specific areas of performance improvement prior to the implementation of SDWTs (Hitchcock & Willard, 1995, p16).

Despite the impressive results that SDWTs have achieved, there is a need for academic research in the diagnosing and rectifying of problems in existing teams as well as in the design of new teams (Warner, 1999, p23).
According to Wellins, Byham and Wilson, (1991, p15) SDWTs have become the subject of serious academic investigation with researchers reporting positive team results. However, organisations implementing SDWTs must be alert to the possible problems that may occur.

Man Yan (1999, p139) states that further research should be undertaken in order to determine the requirements for the successful implementation of self-directed work teams.

The above discussion highlights the need for an investigation into the interventions required for the effective functioning of SDWTs. This study will make the following contributions:

(a) identifying current interventions that are used to prepare employees for functioning in SDWTs;

(b) recommending guidelines for improving these interventions; and

(c) developing a strategic model which can be utilised by organisations during the implementation and maintenance of SDWTs.

The successful completion of this study, with specific reference to the proposed strategic model which may be adopted by organisations, and organisational development and training practioners planning to implement SDWTs. Adopting the proposed model will contribute to the effective implementation and maintenance of SDWTs. This study can
also provide the basis for future research regarding SDWTs.

1.5. **OBJECTIVES OF THE RESEARCH**

The specific objectives of this research are:

- To determine the interventions that are necessary for the optimal implementation and functioning of SDWTs.

- To investigate the interventions used by organisations in the Eastern Cape.

- To develop a theoretical framework of interventions which are necessary prior to, and during the life cycle of SDWTs that can serve as a model for organisations intending to implement and improve the performance of SDWTs.

- To determine the extent to which the interventions used by organisations in the Eastern Cape adhere to the theoretical guidelines.

1.6. **RESEARCH METHODOLOGY**
In order to promote the logical solution of the stated sub-problems, the following broad procedure for this study was followed:

(a) A literature study was undertaken to investigate the characteristics of SDWTs, as well as the prerequisites for successful implementation of SDWTs.
(b) A further literature study revealed possible problems and interventions that are utilised to develop a model for the optimal implementation and functioning of SDWTs. The model was based on the results of the literature and empirical study.

(c) Empirical data required to achieve the research objectives were obtained by means of a postal questionnaire distributed amongst the target population. This investigation had the following features:
- The sample comprised human resource managers/practitioners from organisations as detailed in the delimitation of research.
- The questionnaire was based on the information gained from the literature study.
- The questionnaire comprised close-ended questions with 5-point Likert scale options.
- The questionnaire was statistically evaluated in order to ascertain the degree of acceptance of each statement.
(d) Conclusions were drawn and recommendations made as to the most appropriate interventions that could be used prior to implementing and during the life cycle of a SDWT.

1.7 ORGANISATION OF THE OF STUDY

This study consisted of eight chapters. A broad overview of this study will follow;

In Chapter 1 attention is paid to the problem statement and the definition of concepts. In Chapter 2 an analysis of the characteristics and benefits of SDWTs is provided. Chapter 3 outlines the problems experienced in implementing and maintaining SDWTs. In Chapter 4 interventions used to promote the successful implementation and functioning of SDWTs are identified and discussed. Chapter 5 proposes a strategic model for the optimal implementation and functioning of SDWTs. Chapter 6 includes the gathering and analyses of the empirical study and in Chapter 7 the result of the empirical study are interpreted and presented. The study concludes with Chapter 8, which presents the conclusions and recommendations.

CHAPTER 2
AN ANALYSIS OF THE CHARACTERISTICS AND BENEFITS OF SELF
DIRECTED WORK TEAMS

2.1 INTRODUCTION

Organisations are facing different challenges and pressures, such as international competition, frustrated needs of a changing workforce, and insufficient organisational adaptability to meet rapidly changing environments. These challenges and pressures require that organisations explore ways of fully utilizing human resources (Manz, 1992, p1120).

An approach that could be considered to improve work processes and productivity would be to implement SDWTs. SDWTs have been associated with various benefits, namely, high productivity, improved quality and customer service, safety, increased job satisfaction and organisational commitment (Kirkman and Rosen, 1999, p58).

Yeats and Barnes (1996, p68) and de Vries (1996, p486) agree that SDWTs in the private and public sectors have been rated as critical to the future success of organisations. Balkema and Molleman (1999, p2) support the above and report that SDWTs are a viable means of increasing the ability of an organisation to deal with changing environmental demands and pressures.
Before a model for the implementation of SDWTs is developed, it is necessary that the characteristics and benefits thereof are investigated. This chapter addresses the latter in detail.

2.2 CHARACTERISTICS OF SDWTs

The following sub-sections examine the characteristics of high performing SDWTs.

2.2.1 NATURAL WORK GROUP

Hitchcock and Willard (1995, p4) state that a SDWT is defined by a clear and common purpose that establishes a sense of mutual accountability among team members. The team members must work together to complete a whole process, product, or project or to serve a set of customers. Osburn and Moran (2000, pxvi) believe that the SDWT is responsible for an entire segment of work that is core to the business.

Table 2.1 indicates the evolution of a work group to a SDWT and lists the elements of a SDWT.
TABLE 2.1  EVOLUTION OF A SDWT

<table>
<thead>
<tr>
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<th>A work group becomes a SDWT when:</th>
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<tr>
<td>1.</td>
<td>Leadership is a shared activity.</td>
</tr>
<tr>
<td>2.</td>
<td>Accountability shifts from being individual to being both individual and collective.</td>
</tr>
<tr>
<td>3.</td>
<td>The group establishes its own vision and mission.</td>
</tr>
<tr>
<td>4.</td>
<td>Problemsolving is a way of life.</td>
</tr>
<tr>
<td>5.</td>
<td>The groups’ collective outcomes and products are measured for effectiveness.</td>
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Source: Adapted from Katzenbach and Smith (1993, p214)

A workgroup evolves into a SDWT when the group of employees become responsible for an exclusive work process, a definite project or a solution of a problem (Carrell, Elbert and Hatfield, 2000, p134). Pearson (1992, p907) and de Jager and du Toit (1997, p196) agree that SDWTs are usually responsible for a whole task or large units of work or operate in such a manner that they take control of the complete task and the entire team is responsible for the quality of the end product. Other characteristics that would assist the progression of a workgroup to a SDWT are the leadership style of the group and the existence of a vision
and mission. In a SDWT, the leadership is shared whereas in a
workgroup leadership is the responsibility of one person, usually the
manager or supervisor. A workgroup does not need a vision or mission to
function effectively whereas it is imperative that a SDWT has an inspiring
vision and mission that has been developed by the team members.
SDWTs are constantly confronted with problems while attempting to
complete their work assignments whereas in a workgroup the manager
will protect the group from potential problems by addressing them prior to
them confronting the workgroup.

Clutterbuck and Kernaghan (1994, p84) classify SDWTs as independent,
entrepreneurial factories within the organisation. This requires that team
members perform all tasks associated with the general work activity,
including the supervisory activities (Carrell et al, 2000, p134).

Gomez-Mejia et al (1998, p342) state that teams will succeed when the
tasks performed are intertwined to the extent that identifying separate
tasks for separate individuals are difficult.

2.2.2 TEAM SIZE

The size of a SDWT will affect its performance. If the team is too large,
divisions will develop and the team will not operate as a group. Large
numbers of team members cannot achieve the cohesiveness, commitment and mutual accountability necessary for high performance. Large teams may have a negative impact on the interpersonal relations between team members. Also affected would be the decision making process, as only a few team members may take decisions. This will in turn affect members' commitment to the decisions taken. Large teams may also experience social loafing whereby certain team members can hide within the team and not fully participate in team activities. Conversely, if the group is too small, it may lack sufficient expertise and persons to perform the required tasks. The result may be excessive stress and members’ becoming insensitive to each other’s needs thus negatively influencing performance (Yeatts and Barnes, 1996, p71; Robbins, 1997, p311; Yeatts and Hyten, 1998, p256-260).

Yeatts and Hyten (1998, p60) have found that members of smaller teams have shown a greater level of effort as feuding among team members is limited and individual team members hold themselves personally responsible for the team’s performance.

Yeatts and Hyten (1998, p257) report that the optimal team size for an effective work process is between four and seven team members as size is conducive to high cohesion and motivation, resulting in effort and performance. According to Hitchcock and Willard (1995, p5) teams often
comprise between four and twelve members, however the actual size of the team should be determined by the work to be performed.

2.2.3 SHARED VISION

A vision describes a future state or a sense of purpose. In order for a vision to have meaning, it needs to be communicated clearly, team members must identify with the vision and it must provide them with a reason to reach their full potential (Robbins, 1998, p370; Parker, McAdams and Zielinski, 2000, p2).

A well-thought out vision of the SDWTs' place in the organisation needs to be formulated. The vision will state what is expected of the team within the context of the organisation's vision but not how it should be accomplished (Holpp, 1999, p60; Parker et al, 2000, p3).

A common and inspiring vision must exist and be supported by all (Capozzoli, 1995, p14; Bodwell, 1999, p18). Hastings, Bixby and Chaudhry-Lawton (1986, p11) maintain that a vision will provide the team with a sense of purpose and direction and that the team will possess a realistic strategy for turning the vision into reality.
Harshman and Phillips (1994, p72) state that without a vision, the guiding principles for the designing and implementing of a team-based strategy do not exist.

The process of creating the vision requires “community, collaboration, consensus and creativity”. In order to achieve these objectives, the vision needs to be generated by the team members (Holpp, 1999, p70).

Linked to the vision is the goals to be achieved by SDWTs. Successful SDWTs determine specific, measurable and realistic performance goals based on the formulated vision. These goals will enable teams to become result-orientated, energized, and improve communication amongst the team members (Robbins, 1997, p313).

### 2.2.4 MULTISKILLED TEAM MEMBERS

Yeatts and Hyten (1998, p176) define multiskilling as the provision of multiple skills to team members. These skills are needed to perform the team's work.

Organisations want their employees to be multiskilled rather than specialists within specific fields (Waterman, Waterman and Collard, 1994, p88). Swanepoel, Erasmus, van Wyk and Schenk (2000, p240) state that
members of SWDTs are required to perform a variety of cross-functional tasks, therefore multiskilling is a prerequisite. In addition, Peeters and Koppens (1997, p4) have found that by increasing the level of multiskilling within the SDWT, the quality of work life is improved.

De Jager and du Toit (1997, p199) are of the opinion that multiskilling has its disadvantages as employees can become confused by too many tasks. As a solution, the authors emphasize the importance of training in new tasks as well as the developing of communication skills, conflict resolution and decision making.

### 2.2.5 EMPOWERMENT

Clutterbuck and Kernaghan (1994, p8) define empowerment as the process of “employees taking control of their jobs and working environment, thereby enhancing the contribution they make as individuals and members of a team resulting in personal growth and self-fulfillment”.

Holpp (1999, p175) simplifies the above definition by adopting the view that empowerment is a process of helping the right people at the right levels make the right decisions, for the right reasons.
SDWTs need to function in an empowered environment if one wants to achieve improved quality and productivity in an organisation. These goals can only be achieved without the intervention and control of management (McNamara, 1994, p31). Heller (1998, p29) agrees and adds that teams need to have autonomy in all matters. Von Amelsvoort and Venders (1996, p160) state that SDWTs need to have the power and authority to take decisions concerning the choice of work methods, assigning of work and production planning. SDWTs must have full autonomy of the work they do and themselves, thereby becoming more responsible as they are making management decisions (Lepree, 1995, p6).

Members of SDWTs need to establish their own standards and rewards, learn continually, be adaptive to change and must have a high tolerance for ambiguity (De Vries, 1996, p488). In order for this to occur, an empowered environment needs to exist as employee empowerment programs are destined to fail unless an environment that nurtures and encourages employee initiative is created (Caudron, 1995, p28).

Figure 2.1 illustrates a model of team empowerment, which depicts the results of an empowered team environment.
### Figure 2.1  A MODEL OF WORKTEAM EMPOWERMENT

<table>
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<th>Stage 3</th>
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<td><strong>Team Empowerment</strong></td>
<td><strong>Workteam effectiveness</strong></td>
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<td><strong>Job Characteristics</strong></td>
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<td>External team leader behavior $\rightarrow$</td>
<td>Potency $\rightarrow$</td>
<td><strong>Performance Outcomes</strong></td>
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<td>Production/service responsibility $\rightarrow$</td>
<td>Meaningfulness $\rightarrow$</td>
<td>Productivity</td>
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<td>Team-based human resources policies $\rightarrow$</td>
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<td>Social structure $\rightarrow$</td>
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<td>Team Commitment</td>
</tr>
</tbody>
</table>

Source: Adapted from Kirkman and Rosen (1999, p.63)
Kirkman and Rosen (1999, p59) identify four dimensions of team empowerment: potency, meaningfulness, autonomy and impact.

- Potency refers to effective team performance that has been collectively developed and experienced.
- Meaningfulness refers to a team experiencing its tasks as important, valuable and worthwhile.
- Autonomy is the “degree to which team members experience substantial freedom, independence and discretion in their work”.
- Impact refers to the feedback that is given to team members by other organisational members that the work produced by the team is significant and important for the organisation.

According to the above authors, a result of team empowerment is an increase in productivity, customer service, proactiveness and job satisfaction.

Empowerment can be achieved as team members gain responsibility for their work, make their own decisions, and finally are mutually responsible for the performance of the team (de Jager and du Toit, 1997, p200). However, empowerment does not occur instantly – the organisational environment must be conducive to an empowered environment and the
team members must be held accountable for their decisions (Ndala, 1998, p24).

2.2.6 INTERDEPENDENCE

True interdependence requires that team members work together to produce a product or service. Members are also held accountable for results achieved (Michael, 1996, p65).

Each team performs interdependent tasks, which include interdependent activities; interacting, sharing jobs and confronting problems (Dessler, 1997, p325; Holpp, 1999, p37).

Garvin and Klein (1993, p5) and Segil (1999, p1) have found that for true interdependence to occur, interdependent tasks and activities must be grouped together and each member must be aware of his/her contribution and value to the team and its goals, otherwise the team members will be unable to complete their assignments without intruding on others and disrupting their work.

2.2.7 BOUNDARY DELIMITATION

Garvin and Klein (1993, p5) state that,
“SDWTs require clear, well-chosen boundaries to function effectively. The scope of their work must first be defined; boundaries should then be drawn to place all necessary activities within the group’s control”.

De Jager and du Toit (1997, p195) suggest that boundaries should be established to determine the extent of the SDWT’s power and that of management. A key attribute of SDWTs is that they possess autonomy within a defined boundary. Team members will function within a defined boundary of work area and will have control within this boundary (Pearson, 1992, p908).

A decision must be made as to what the SDWT can do and implement (Joinson, 1999, p4). Clutterbuck and Kernaghan (1994, p85) state that the team should set its own boundaries with regard to the achievement of their goals. Joinson (1999, p4) cites an example from Boeing where team members select their leader and will interview prospective employees but are not involved in employee terminations.

Many organisations establish SDWTs and expect them to make all the decisions concerning their functioning. This is problematic, as the organisation has not defined “all”, and therefore teams make decisions they should not be making. Invariably, management will correct the
decision, resulting in a setback in team development and long term effectiveness (Capozzoli, 1995, p19). Dillard (1995, p5) warns that by empowering SDWTs and not providing boundaries, chaos could result.

It is critical that management is clear as to which decisions the SDWTs are entitled to make, thereby establishing the boundary for the SDWT (Dillard, 1995, p5; Morgan, 1995, p21). Initially teams should be established with narrow boundaries, empowered only to make simple decisions. Once the team has become more mature and sophisticated, the boundaries can be expanded and more complex decisions can be taken (Capozzoli, 1995, p19).

2.2.8 COMPETENT MEMBERS

Meyer and Semark (1996, p100) state that definitions of competence vary and propose that competence is the demonstration of an integration of knowledge, skill, personal attributes and value orientation. This integration will lead to competent performance.
McLagan and Nel (1995, p144) report that organisations, which have become participative in nature, will have employees that will develop new competencies. Examples of these core competencies are self-management, broad business understanding, knowledge of business finance and economics, critical thinking, integrative communication skills, mutual learning capability and flexible decision making.

Denton (1995, p3), Heller (1998, p18) and Robbins (1997, p312) state that in order for a team to experience success, it is imperative that the team members possess one of the following competencies:

- Technical knowledge and expertise within a specific discipline
- Problem-solving and decision making skills
- Team working skills
- Interpersonal skills
- Knowledge of quality

Garvin and Klein (1993, p6) explain that SDWTs require individuals with compatible goals, values and work habits with the emphasis on problem-solving skills, personal initiative, continual learners and the ability to work in a group.
The interventions needed to develop competent members will be discussed in Chapter four.

2.2.9 DIVERSITY

Caudron (1994, p56) states that diversity includes issues such as physical differences, differing communication styles, functional expertise, management level, training and education and work ethics. Failure to recognize these differences for what they are will result in stereotypical judgments.

Successful teams have members who come from a variety of functions possessing differing experience levels and cultures (Solomon, 1995, p51-57). The author adds that successful teams have members who possess cultural, interpersonal and technical expertise. Kreitner, Kinicki and Buelens (1999, p380) quote Parker (1990) as stating that the composition of the team should include a broad spectrum of skills and qualities.

Robbins (1997, p312) states that teams have various needs and that members should be selected to the team based on their personality preferences, skills, strengths and the role they will perform within the team. Leonard (1997, p2) suggests that when establishing teams, diversity should not be the sole issue – the ability of members to complete
the task adequately is considered to be more important than the goal of achieving a diverse team.

Yeatts and Hyten (1998, p260) have found that with regards to role-related characteristics, for example, occupation, organisational position, specialized knowledge and skills, teams can be either very diverse or heterogeneous. With regards to personal characteristics, for example, gender, race and nationality, the authors have found that the composition of the team should be relatively homogeneous.

Brightman (1998, p94) and Robbins (1998, p299) state that heterogeneous teams will identify more creative and unique solutions, however they will take more time to reach the solution. Hickman and Creighton-Zollar (1998, p190) agree that diverse team members provide contributions that will effectively enhance the team’s productivity and outcomes.

Caudron (1994, p54-63) reports that a diverse team can impede the SDWT’s success, as in a divided society differences can make employees feel uncomfortable. The author suggests that the team relationships should be based on trust and respect, which will be developed over time. Table 2.2 lists the advantages and disadvantages of diversity with regards to work groups.
TABLE: 2.2 ADVANTAGES AND DISADVANTAGES OF DIVERSITY

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multiple perspectives</td>
<td>• Ambiguity &amp; Confusion</td>
</tr>
<tr>
<td>• Greater openness to new ideas</td>
<td>• Complexity</td>
</tr>
<tr>
<td>• Multiple interpretations</td>
<td>• Miscommunication</td>
</tr>
<tr>
<td>• Increased creativity</td>
<td>• Difficulty in achieving agreement</td>
</tr>
<tr>
<td>• Increased flexibility</td>
<td>• Difficulty in agreeing on specific actions</td>
</tr>
<tr>
<td>• Increased problem-solving</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adler (1991) as used in Robbins (1998, p300)

Yeatts and Hyten (1998, p262) conclude that the reason for low-performing teams could be related to the homogeneity of role-related characteristics, thus a lack of diversity.

The disadvantages of diverse SDWTs are that, initially, problem-solving and working together is difficult and time-consuming. The reasons for this are that a diverse team is unable to communicate effectively and has difficulty in achieving agreement on issues. However, these disadvantages will be minimized over time and through exposure of the team to training and team building interventions (Robbins, 1998, p300).

The advantages of diversity, namely, increased creativity, problem-solving and flexibility, outweigh the disadvantages – however, the benefits will
only materialize over time and with exposing team members to diversity appreciation and training. Chapter four will examine the various interventions that are necessary for the successful implementation and functioning of SDWTs.

2.2.10 EFFECTIVE LEADERSHIP

English (1998, p187) and Heller (1998, p15) define leadership as what a person does that will motivate and inspire others to certain actions.

For a team to be effective, it is essential that the team leader is highly skilled and trained (Zenger, 1994, p14; Man Yan, 1999, p96).

Yeatts and Hyten (1998, p302) are of the opinion that a team leader performs a variety of the team’s leadership functions in addition to his or her share of the team’s technical work. The team leader will influence the team composition and behavior as well as assume the role of a mediator between the team and external groups and/or management (Hellriegel, Slocum and Woodman, 1998, p252).

Table 2.3 summarizes the characteristics, behaviors and role of an effective leader.
Table 2.3: COMPOSITION OF AN EFFECTIVE LEADER

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>BEHAVIOURS</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technical knowledge</td>
<td>Encourages team members to;</td>
<td>• Encourages team members</td>
</tr>
<tr>
<td>• Group process experience and skills</td>
<td>• Self-reinforcement – praise each other for good work and results</td>
<td>• Facilitates discussion between team members</td>
</tr>
<tr>
<td>• Ability to develop relationships with key stakeholders</td>
<td>• Self-evaluation – to judge the team’s performance</td>
<td>• Maintains order</td>
</tr>
<tr>
<td>• Resource acquisition skills</td>
<td>• Self-expectation – expect high performance from themselves and the team</td>
<td>• Assists the team to make decisions</td>
</tr>
<tr>
<td>• Willingness to change and adapt</td>
<td>• Self-goal setting – set own performance goals</td>
<td>• Acts as a liaison between the team and management</td>
</tr>
<tr>
<td>• Ability to protect the team from outside pressures and interference</td>
<td>• Rehearsal – think about and practice new tasks</td>
<td></td>
</tr>
<tr>
<td>• A sense of humour</td>
<td>• Self-criticism – be critical of poor performance</td>
<td></td>
</tr>
</tbody>
</table>

Wilson (1995, p202) states that team leaders can be appointed by management, elected by the team, or other team leaders or rotated on a periodic basis. Some teams rotate leadership in order to provide experience to team members (Bodwell, 1996, p1). Ray and Bronstein (1995, p145) state that, “the election of leadership can create unnecessary turmoil and interpersonal conflict, especially at a time when skills for dealing with these challenges are limited. The election system is best used after teams have had a couple of years experience in the team process”.

Yeatts and Hyten (1998, p303) report that it is more advantageous for emerging teams to allow management to elect the team leaders. However, at the end of the team leader’s term, the more experienced and mature team will elect a leader to represent them.

Should team leaders be appointed by management, the team might not experience ownership for the work to be completed and the feelings of responsibility may not be realized (Yeatts and Hyten, 1998, p304).

Results from research have revealed that participative leadership is a key attribute of a high-performing SDWT. Participative leadership aims to create an environment of interdependency through empowerment (Kreitner and Kinicki, 1998, p413).
The core responsibility of the team leader is to facilitate communication by means of sharing information as well as facilitating the group process, decision making and conflict resolution (Blyth 1999, p46).

2.2.11 DECISION MAKING PROCESS

A decision making method refers to the steps (or lack of steps) that a team follows prior to making and implementing a decision (Yeatts and Hyten, 1998, p289).

In order for the decision making process to be effective, the relevant knowledge, experience, input and opinions of all members must be taken into account (Lucas, 1996, p33). Shivers (1999, p35) supports the above and states that decisions should be based on information that is freely shared. Creative decision making occurs within the SDWT when each member’s opinion and viewpoint is respected and considered important (de Jager and du Toit, 1997, p196).

Yeatts and Barnes (1996, p72) state that an advantage of a SDWT is that; “all team members are involved in decision making .... a variety of ideas are applied to the problem and those team members most experienced with the problem can have the most input prior” to making the decision.
Domination by a single team member will not occur and all “….decisions are made by consensus or majority rule”.

Hellriegel et al (1998, p252) state that team decision making will be superior over individual decision making when decisions taken represent the views of all members, members have participated in the process and the decision is acceptable to all members.

Yeatts and Hyten (1998, p289) identify two processes by which decisions could be taken, consensus and majority rule.

2.2.10.1 Consensus decision making

Consensus occurs when all team members support and accept the decision. The decision is not necessarily unanimous but is acceptable to all team members (Yeatts and Hyten, 1998, p289). Parker as quoted by Kreitner et al (1999, p380) states that during decision making the goal is paramount. Discussion and participation is encouraged and formal voting and compromises should be avoided.

According to Yeatts and Barnes (1996, p72) research has indicated that successful SDWTs utilize the gaining of consensus as a means of making decisions.
In order to use consensus as a decision making strategy, it is imperative that the team has the time available to reach consensus and that commitment to the decision is important.

### 2.2.10.2 Majority rule

Majority rule occurs when several decisions/options are available and the decision receiving the most votes is selected (Yeatts and Hyten, 1998, p289).

Teams using majority rule to make all decisions will experience problems that could result in the team becoming a low-performing team. Yeatts and Barnes (1996, p72) report that “a majority vote resulted in factions developing within the team, where team members typically vote as a block, effectively out-voting others on the team and, at times, make decisions that were completely unacceptable to one or a few persons on the team”.

Majority rule as a decision making technique could be advantageous when time is limited or when the decision is insignificant. Majority rule is an option when consensus cannot be reached and full commitment will not needed by all team members (Yeatts and Hyten, 1998, p299).
The decision making process chosen will depend on the time available to make the decision, the amount of commitment needed for the decision and the level of the decision required.

2.2.11 MUTUAL TRUST

Yeatts and Hyten (1998, p102) define trust “as a belief held by one team member about another that;

1) the behavior of the other can influence whether one gains or loses something,
2) one has no control over the other’s behavior, and
3) that the other will behave in such a way that gains will result.”

The authors add that trust includes honesty, truthfulness, loyalty, competency and consistency.

Robbins (1998, p283) believes that trust is a characteristic of high-performing SDWTs wherein members believe in the integrity, character and ability of each other.
Heller (1998, p24), Katzenbach (1998, p112) and Porter, Rehder and Abdogen (1999, p42) agree that the most important feature of a successful functioning SDWT is the existence of a climate of trust. To function as a SDWT requires mutual trust and this is promoted and achieved through sincere conduct and communication and the free exchange of ideas.

Team members need to trust each other to bear their proportional share of the workload and responsibility. Team working and multiskilling is a means to build trust within the team (Clutterbuck and Kernaghan, 1994, p94). Dillard (1995, p6) adds that by establishing trust within the SDWT, members begin to trust other workers and improved group cohesion evolves.

Lipnack and Stamps (1997, p224) state that trust is critical during each phase of the SDWT’s life-cycle as an emerging team requires trust in order to get started, trust is required for the continuous hard work of the team, and when the SDWT disbands, the team leaves a legacy of trust (or lack thereof) to the organisational environment from which it came.

Deming as quoted by Lipnack and Stamps (1997, p252) states that trust is mandatory within teams as in the absence of trust, there cannot be co-operation between people, teams, departments and divisions. The
absence of trust will result in each component in the organisation protecting its own immediate interest to its own long-term detriment, and to the detriment of the entire system.

The above discussion has highlighted the importance of trust within a SDWT and a means of establishing trust within the SDWT.

In the preceding pages the characteristics of high-performing SDWTs were discussed. Table 2.3 shows a summary of an expanded list of characteristics of an effective team.

Table 2.4 CHARACTERISTICS OF AN EFFECTIVE TEAM

1. **Clear purpose:** The vision, mission, goal, or task of the team has been defined and is accepted by everyone. There is an action plan.

2. **Informality:** The climate tends to be informal, comfortable, and relaxed. There are no obvious tensions or signs of boredom.

3. **Participation:** There is much discussion, and everyone is encouraged to participate.

4. **Listening:** The members use effective listening techniques such as questioning, paraphrasing, and summarizing.

5. **Civilized disagreement:** There is disagreement, but the team is comfortable with this and shows no signs of avoiding, smoothing over, or suppressing conflict.

6. **Consensus decisions:** Agreement is achieved through open discussion of everyone’s ideas.
7. **Open communication:** Team members feel free to express their feelings. There are few hidden agendas.
8. **Clear roles:** There are clear expectations about the roles played by each team member. Work is fairly distributed among team members.
9. **Shared leadership:** While the team has a formal leader, leadership functions shift from time to time depending on the circumstances, the needs of the group, and the skills of the members.
10. **External relations:** The team spends time developing key outside relationships, mobilizing resources, and building credibility with important players in the organisation.
11. **Style diversity:** The team has a broad spectrum of team-player types, including members who emphasize attention to task, goal setting, focus on process, and questions about how the team is functioning.
12. **Self-assessment:** The team will examine how well it is functioning and what may be interfering with its effectiveness.

Source: Parker as used in Kreitner and Kinicki (1998, p397)

SDWTs perform many tasks and assume responsibility for various activities. SDWTs seem to be a growing trend within organisations that are striving to become globally competitive. Many benefits have been reported since organisations have implemented SDWTs. These benefits will be discussed in detail in the following sections.
2.3 BENEFITS OF SDWTS

Ivancevich and Matteson (1999, p317) estimated that in 2000, 90% of Fortune 500 companies would be using SDWTs. The reasons for the extensive use of SDWTs in organisations are potential quality improvements and enhanced productivity gains.

A result of implementing SDWTs is that work has become more creative, challenging, fun, satisfying and participative, thereby increasing the quality of work life and enhancing competitive performance (Peeters and Koppens, 1997, p1; Jackson and Schuler, 2000, p61).

Sashkin and Sashkin (1994, p24) and Kirkman and Rosen (1999, p58) believe that the benefits associated with high-performing SDWTs include the following:

- Improved productivity
- Greater flexibility in operations
- Ability to effectively deal with environmental pressures, eg, market forces, customer demands and changing legislation
- Helps to solve internal organisational problems
- More control over their work is experienced by team members
• Improved safety

In order to clarify and explain the benefits of implementing high-performing SDWTs, categorization of the impact of SDWTs on the various stakeholders will be discussed.

2.3.1 BENEFITS FROM THE EMPLOYEE’S PERSPECTIVE

• Increased job satisfaction

Employees who function in SDWTs experience greater job variety, which is achieved through job rotation resulting in interesting work on a daily basis (Chang and Curtin, 1994, p11). Mullins (1996, p540) reports that individual members of SDWTs exhibit higher levels of job satisfaction. Manz (1992, p1121) found that SDWT members experience enriched jobs and have an increased focus on success goals.

• Empowerment

Team members have the freedom to make and implement decisions (Chang and Curtin, 1994, p11). Lucas (1996, p33) states that team decision making utilizes the knowledge and experience of all team members. Team members will be more committed to the decision if the
process included their input and the success of implementation is greatly improved as members experience a strong sense of ownership (Shivers, 1999, p32).

Empowered employees have increased responsibility over their time and effort. Benefits of empowerment are greater initiative, commitment and accountability (Williams, 1996, p53). Dessler (1997, p327) states that employees are more committed and loyal to employers who assist them to actualize at the workplace. This involves employers developing and utilizing employee skills and talents to the maximum.

- Increased learning and personal growth

Functioning as a team member on a SDWT provides the increased opportunity for members to learn new skills (Chang and Curtin, 1994, p12). Lucas (1996, p33) states that individual team members are continuously challenged to think as they are forced to scrutinize data and alternatives, thus resulting in increased learning and personal growth.

Heller (1998, p28) is of the opinion that a SDWT provides daily training for its members by developing their skills to the extent of members becoming self-managed. Successful implementation and maintenance of a SDWT will result in an increase in employee morale and retention, and with experience, the ability to react swiftly to changes in the marketplace.
2.3.2 BENEFITS FROM THE ORGANISATIONAL PERSPECTIVE

- **Increased productivity and quality**

  Shivers (1999, p34) found that the use of SDWTs in organisations leads to improved productivity and quality. Heller (1998, p28) states that a mature and properly managed SDWT can be very productive. Savings on management costs, raised levels of quality and customer service, elimination of excess process steps, reduction in waste, and introduction of more flexibility in the workplace can be realized.

  Kreitner et al (1999, p391) reviewed 70 individual studies of self-managed work teams and concluded that SDWTs will improve productivity and establish attitudes such as responsibility and control within the team.

  Examples of specific organisations reporting significant increases in productivity and quality are the following:

  - GTE Directories based in Dallas, Texas, increased the production of telephone directories by 158% while decreasing errors by 48% (Joinson, 1999, p2).
• Xerox plants using SDWTs are 30% more productive than Xerox plants who have not implemented SDWTs (Gomez-Mejia et al, 1998, p55).

• During the development of a new passenger jet, Boeing reduced engineering problems by 50% as a result of using SDWTs (Gomez-Mejia et al, 1998, p55).

• Business West Journal (October, 1995, p1) reports that productivity on machines at Alpha Centre tripled and the costs of operating machines were dramatically reduced subsequent to the implementation of SDWTs.

European companies using SDWTs have reported significant increases in profits and productivity (Brewster, Dowling, Grobler, Holland and Warnich, 2000, p8). Peeters and Koppens (1997, p4) present results of a 1990 study concerning the effect of SDWTs on organisations in the Netherlands. The results showed that the implementation of SDWTs led to a significant improvement in productivity levels of all the companies in the research sample. Specific results that were reported are:

• Reduction in lead times from nine months to two months
• Reduction of 50% in production defects
• Reduction of 40% in customer complaints
• Lower indirect wage costs were experienced.
• **Operational flexibility**

Effective organisations are those that utilize SDWTs as they are fast and flexible and respond quickly to market and customer demands (Lucas, 1996, p34).

Erasmus et al (2000, p241) report that the implementation of SDWTs in organisations results in added flexibility that is needed to adapt to changing circumstances. SDWTs are able to respond more rapidly to changing market demands, and therefore are highly responsive to customer needs (Katz, 1993, p34; Man Yan, 1999, p43). Sashkin and Sashkin (1994, p29) agree and state that an added advantage of SDWTs is that they enable the organisation to effectively deal with problems that need to be addressed quickly.

Chang and Curtin (1994, p12) believe that the SDWT is collectively responsible for achieving results and all members are multiskilled, therefore even in the presence of absenteeism, organisational targets will be realized.

SDWTs identify opportunities, find and implement solutions and actions quickly, thus providing their organisation with greater flexibility (Ramirez, 1999, p21).
2.3.3 BENEFITS FROM THE CUSTOMER PERSPECTIVE

- **Increased customer satisfaction**

Increased customer satisfaction is the driving force behind the implementation of SDWTs (Lepree, 1995, p6). Each team member is focused on providing outstanding customer service (Blyth, 1999, p49).

SDWTs have enhanced customer satisfaction by providing on-time and faster delivery of products and services. This is achieved as the team has complete control over the work processes and wasted time and unnecessary tasks are eliminated (Chang and Curtin, 1994, p14).

- **Direct customer contact**

Heller (1998, p28) recommends that the SDWT keeps in contact with the customer. An advantage of this strategy is that the customer will go directly to the team working with them, therefore fewer channels of communication exist, resulting in clearer communication (Chang and Curtin, 1994, p14).

The Ritz-Carlton in Kansas City has reported an increase in customer satisfaction since the implementation of SDWTs (Linafelt, 1998, p13) and Starbucks Coffee in the United States of America have attributed their
growth in sales of 65% per year and an increased net income, to customer service contact that is caring and responsive (Nelson, 2000, p1).

The above discussion has highlighted the advantages of implementing SDWTs in an organisation. Table 2.5 depicts and summarizes the reasons for implementing work teams.

**TABLE 2.5  MOST COMMON REASONS FOR IMPLEMENTING WORK TEAMS**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved on-time delivery of results</td>
<td></td>
</tr>
<tr>
<td>Improved customer relations</td>
<td></td>
</tr>
<tr>
<td>Facilitate innovation in products and service</td>
<td></td>
</tr>
<tr>
<td>Facilitate management and employee development and career growth</td>
<td></td>
</tr>
<tr>
<td>Reinforce or expand informal networks in the organisation</td>
<td></td>
</tr>
<tr>
<td>Improved employees’ understanding of the business</td>
<td></td>
</tr>
<tr>
<td>Reduced costs and improved efficiency</td>
<td></td>
</tr>
<tr>
<td>Improved quality</td>
<td></td>
</tr>
<tr>
<td>Increased employee ownership, commitment and motivation</td>
<td></td>
</tr>
</tbody>
</table>

Source: Jackson and Schuler (2000, p30)

Erasmus (2000, p241) quoting Johnson (1986, p48) summarizes the benefits of implementing SDWTs by explaining that in order to increase
efficiency, morale and productivity, the organisation must ensure that the
team members are able to interact effectively with each other and solve
problems. SDWTs will ultimately reduce stress, turnover and operating
costs and improve the organisation’s image.

According to Manz (1992, p1121) and Porter et al (1999, p43) the
objective of implementing SDWTs is to improve organisational productivity
and the quality of work life of the employees.

Roth (1998, p7) believes that SDWTs can “invigorate corporations dogged
by low productivity”, improve worker morale and profit margins.

2.4 CONCLUDING REMARKS

The traditional manner of doing business is no longer suitable if an
organisation wants to participate in the global market. Organisations need
to consider innovative strategies to improve productivity, customer service
and quality while utilizing the talent and skills of their workforce. The
successful implementation and maintenance of SDWTs can provide the
opportunity to achieve these goals.
In this chapter the characteristics, benefits and the various business reasons for implementing SDWTs have been discussed.

In order to become a high-performing SDWT, it is critical that the implementation and maintenance phases of the SDWT are planned otherwise problems could be experienced. Chapter 3 will examine the most common problems experienced during the implementation and maintenance phases of SDWTs. The problems will be categorized according to the problems associated with individual team members, at a management and an organisational level.
CHAPTER THREE

PROBLEMS EXPERIENCED DURING THE IMPLEMENTATION AND MAINTENANCE PHASES OF SELF-DIRECTED WORK TEAMS

3.1 INTRODUCTION

Although teams contribute to the increase in innovation, quality and process improvement, these improvements are not always realized as teams are confronted with unexpected problems (Jackson and Schuler, 2000, p31). Sustaining high-performing self-directed work teams (SDWTs) requires a conducive organisational environment and the implementation of systems designed to support and champion teamwork (Parker et al, 2000, p20). As a result of problems experienced during implementation and maintenance of SDWTs, some organisations have reported little success subsequent to introducing SDWTs (Robbins, 1998, p289).

Many problems can interfere with the change process. Problems that typically inhibit the SDWT from achieving its objectives can be categorized into team, management and organisational problems. Understanding the
potential problems and addressing them will ensure that the change process continues successfully (Harshman and Phillips, 1994, p145).

Caudron (1993, p1) states that the SDWT must overcome the barriers in the organisation that prevent it from being effective. This chapter will identify and discuss the most common problems that confront SDWTs during their implementation and maintenance phases. The specific problems will be categorized under the following headings: team, management and organisational problems.

3.2 TEAM PROBLEMS

This section of the chapter will identify and discuss the problems facing SDWTs. The discussion will cover unrealistic and unclear expectations, performance problems, individualism, conflict amongst the team and result-focused mentality.
Table 3.1 depicts the typical problems as experienced by team members.

**TABLE 3.1: PROBLEMS EXPERIENCED BY TEAM MEMBERS**

<table>
<thead>
<tr>
<th>Problems typically experienced by team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Team tries to do too much too soon</td>
</tr>
<tr>
<td>• Conflict over differences in personal work styles and/or personality conflicts</td>
</tr>
<tr>
<td>• Too much emphasis on results, not enough on team processes and group dynamics</td>
</tr>
<tr>
<td>• Unanticipated obstacles</td>
</tr>
<tr>
<td>• Resistance to doing things differently</td>
</tr>
<tr>
<td>• Poor interpersonal skills (aggressive rather than assertive communication, destructive conflict, win-lose negotiation)</td>
</tr>
<tr>
<td>• Poor interpersonal chemistry (loners, dominators, self appointed experts who do not fit in)</td>
</tr>
<tr>
<td>• Lack of trust</td>
</tr>
</tbody>
</table>


### 3.2.1 UNREALISTIC AND UNCLEAR EXPECTATIONS
Hicks and Bone (1990, p47) believe that unrealized expectations are derived from unrealistic expectations, which retard the development of the SDWT and demoralize the team members. Holpp and Phillips (1995, p71) agree that as SDWT’s are created and implemented team members feel important and believe they have increased status and therefore form unrealistic expectations with regard to trying to do too much too soon. This leads to unrealized expectations that result in frustration for team members (Kreitner and Kinicki, 1998, p398).

Katzenbach (1994, p26) reports that SDWTs may have been formed correctly, with the right mix of skills and experience but his experience has shown that team members do not know how each is to contribute, how they will function together, what their priorities will be and how meetings will be conducted.

Larson and Lafasto (1989) as quoted by Yeatts and Hyten (1998, p272) support this statement and believe that the lack of clear roles and accountabilities will result in all team efforts becoming indiscriminate and disorganized.

Caudron (1993, p1) states that a common misconception concerning SDWTs is that newly formed teams are automatically self-directing. Team development is evolutionary, and describing new teams as self-directed may establish unrealistic expectations.
According to Garvin and Klein (1993, p7) and Peeters and Koppens (1997, p9) team members begin their jobs with “unbounded expectations and utopian visions”, expecting work to be interesting at all times and to have total control thereof. Problems are created when these expectations are not met and the team begins to experience an excessive workload.

Team members may not share goals or expectations (Peterson, 1995, p3) and when SDWTs team members have different expectations and perceptions, it is indicative of a problem and a lack of consensus (Borkman, 1996, p3). Furthermore, should the team members perceive the goals to be unrealistic, they will reduce their effort, as they would conclude that regardless of effort, the goals would not be reached (Yeatts and Hyten, 1998, p246).

### 3.2.2 PERFORMANCE PROBLEMS

Performance problems in SDWTs are similar to those found in the organisation. They include incompetence, decreased motivation and inappropriate individual behavior and habits (Holpp, 1999, p97).

SDWTs can be threatening to low achieving team members as they need to learn new jobs and assume responsibilities that they believe should be reserved for management (Parry, 1994, p85). Organisations implementing SDWTs may find that members of the team have little or no
management experience thus resulting in a performance problem (Blyth, 1999, p47). Morgan (1995, p21) substantiates these viewpoints and cites the lack of skills for team members as a reason for team failure. Ineffective team members are accustomed to an authority figure making the decisions and are unable to make the transition to being empowered.

In order for SDWTs to operate at an optimum level, it is critical that the members’ ability level is considered. Ability consists of cognitive conceptual skills, which relate to work performance and self-management ability, and includes the ability to be self-directing and self-motivating within an empowered environment (Manz, 1992, p1133). Should either ability be absent, the performance of the SDWT will be impeded.

Robbins (1997, p313) reports that individual team members can hide within a team therefore individual contributions are difficult to recognize. This can result in individual team members not contributing their share towards the responsibilities of the team. This phenomenon is known as social loafing. Greenberg and Baron (2000, p268) explain that social loafing occurs when the responsibility for completing the task is diffused over a number of people, “resulting in each member feeling less responsible for behaving appropriately and thus social loafing occurs”.
An example of this perceived imbalance of the workload was experienced at Levi Strauss, USA. Top performers on the team received less pay because the low-performing team members produced fewer articles of clothing. This resulted in the top-performers becoming angry and resentful, as they had to assist the poor performers in achieving their targets (Holpp, 1999, p97; Mathis and Jackson, 2000, p90).

The example cited above was one of team members unable to maintain the production pace of the SDWT. This problem will recur unless the tasks and operations are arranged more effectively to suit member’s skills and abilities.

3.2.3 INDIVIDUALISM

Yeatts and Hyten (1998, p237) define individualism as the “condition in which personal interests are accorded greater importance than the team’s interests if they conflict with personal desires”.

When a team is formed, it is only a collection of individuals. Forming a group creates barriers to success as a wide range of personalities, expectations, experience and knowledge begins to take shape. The collection of individuals must learn to work together, make decisions, resolve conflicts and delegate roles (Caudron, 1994, p41; Rothstein, 1995, p31).
In Western society, individualism is valued therefore SDWTs do not always experience immediate success (Caudron, 1994, p41). The reason is that people want to be recognized for their individual achievements and organisations in the past have rewarded individual contributions. The problem occurs when organisations want to implement a team-based strategy in a work place which comprises of individuals (Robbins, 1997, p314).

Individuals distracted by their own importance can destroy a team. This is a negative manifestation of ego and will result in the individual becoming insensitive to the groups’ needs, thus sabotaging the real goals of the group’s effort (Rapaport, 1993, p113). On the other hand, De Jager and du Toit (1997, p194) report that SDWTs experience difficulties resulting from the individual team members as individuals lose their identity within the team and their individual efforts are not recognized.

Individualism ultimately affects the interpersonal processes of the SDWT and subsequently its performance. Individualism has been associated with social loafing, which has a negative effect on the SDWT’s performance.
Team members need to create a common language in order to reach a common vision. If the common language cannot be achieved the team will act as a collection of individuals or functions (Meyer, 1994, p102).

Competitiveness and individualism are threats to successful team working, as colleagues are seen as problems and rivals. Chapter four will outline the interventions needed to minimize the possible damaging effects of individualism.

3.2.4 CONFLICT

Yeatts and Hyten (1998, p89) explain that conflict is a disagreement between two or more people that results in mistrust, poor communication and a lack of co-operation. However, a limited amount of conflict within a SDWT is considered to be normal. Conflict becomes a problem when it is dysfunctional thus resulting in destroying the team, reducing productivity, increasing distance and polarization among the team members (Holpp, 1999, p150; Grazier, 2000, p1).

Conflict can originate from a multitude of sources, which reflect individual differences. Table 3.2 indicates the sources of conflict for members of a SDWT.
TABLE 3.2: EXAMPLES OF SOURCES OF CONFLICT AS IDENTIFIED BY SDWT MEMBERS

<table>
<thead>
<tr>
<th>Team members have reported that they have experienced that members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Really don’t want to be on a team but were told to be a member</td>
</tr>
<tr>
<td>• Have hidden agendas and won’t reveal their real motive</td>
</tr>
<tr>
<td>• Contribute ideas that are ignored resulting in withdrawal from future participation</td>
</tr>
<tr>
<td>• Have too much work therefore they resent the time spent in team meetings</td>
</tr>
<tr>
<td>• Always tell the team why suggestions won’t work</td>
</tr>
<tr>
<td>• Gloss over conflicts and hope they will dissipate</td>
</tr>
</tbody>
</table>

Source: Hart (1996, p273)

Conflict can be caused by different work styles. Work styles will determine the pace, detail orientation, job skills, flexibility and safety in jobs performed by different individuals (Holpp, 1999, p87). Individuals that possess differing work styles and who form part of a SDWT, often find that these styles clash (Holpp and Phillips, 1995, p73; Grazier, 2000, p1). Another reason for conflict is that team members did not want to participate on the SDWT but were instructed to do so. Ideas and
suggestions from individual members are ignored or negatively evaluated resulting in conflict that is inadequately addressed. Conflict will also be experienced by the SDWT when an excessive workload exists and time available is not properly managed.

Teams that are paid according to production quotas or bonuses will skip meetings, avoid training, fail to complete preventative maintenance and violate safety procedures. If this situation prevails, conflict will develop within the team and individual members will be blamed (Holpp and Phillips, 1995, p75).

McNamara (1994, p33) reports that intercultural problems can influence the effectiveness of work teams. These problems usually occur in mixed workgroups.

Unresolved conflict within a SDWT will impede the team’s entire performance and negatively affect the team member’s relationships (Amadei and Wade, 1996, p91; Hart, 1996, p273). The team should recognize and address the conflict, as suppressing the conflict can be destructive towards the team’s operations (Mathis and Jackson, 2000, p89).
Unresolved conflict within a SDWT becomes a problem, as conflict is an expensive organisational problem that should be strategically managed.

Unresolved conflict ultimately results in:

- **Wasted time** – team members are distracted by the conflict and they could be utilizing their time more constructively on production matters.

- **Reduced decision making** – decisions that are taken during conflict conditions are inferior when compared to those made under conditions of co-operation.

- **Loss of skilled employees** – chronic unresolved conflict is cited as a reason in at least 50% of all resignations.

- **Restructuring** – the workflow is redesigned to reduce the interdependency between conflicting employees. The restructured work is typically less efficient than the original workflow design.

- **Sabotage/theft/damage** – studies reveal a direct correlation between employee conflict and damage and theft of inventory and equipment.

- **Lowered job motivation** – job motivation is reduced as a result of unresolved conflict due to interpersonal conflict between colleagues.

- **Lost work time** – absenteeism has been shown to be positively correlated with employees’ anger and dissatisfaction with others in
the workplace. The absent team member will not be concerned about the impact of his or her absence on other team members.

- Health costs – “illnesses and injuries requiring medical attention are partially psychogenic” (psychological and emotional) and conflict contributes to this psychogenesis” (Dana, 1996, p114).

Chapter four will identify the interventions that are necessary to limit the effect of conflict on the SDWT.

3.2.5 RESULT-FOCUSED MENTALITY

Katzenbach (1994, p26) and Hastings et al (1996, p101) believe that real teams do not have to get along but need to get things accomplished and show results.

However, the methods selected by the SDWT to improve a work process or find a solution to a problem, will determine whether the most effective improvement or solution was selected (Yeatts and Barnes, 1996, p70). Western organisations emphasize results but fail to provide training in the processes that will yield those results over the long term (Holpp, 1999, p88). Yeatts and Hyten (1998, p280) report that low-performing SDWTs do not utilize the most appropriate procedure for doing work or solving problems.
Organisational improvement is a result of a carefully defined problem solving process and in the long-term positive results will be realized (Holpp and Phillips, 1995, p74). SDWTs often experience problems when they focus on results and ignore the processes necessary to achieve those results.

The need and desire for short-term results may be the most formidable problem facing SDWTs. However, it is imperative that the SDWT uses a structured process to achieve the desired results. A structured process has been found to be more effective than an unstructured, emergent method of decision making. (Chang and Curtin, 1994, p99; Yeatts and Hyten, 1998, p295).

3.3 MANAGEMENT PROBLEMS

This section of the chapter will examine the various management problems facing SDWTs. These problems include poor planning, lack of decision making authority and lack of management commitment. Table 3.3 identifies the mistakes typically made by management during implementation and maintenance of SDWTs.
TABLE 3.3: MISTAKES MADE BY MANAGEMENT

<table>
<thead>
<tr>
<th>Mistakes typically made by management:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teams cannot overcome weak strategies and poor business practices</td>
</tr>
<tr>
<td>• Hostile environment for teams (command-and-control culture, competitive/individual reward plans, management resistance)</td>
</tr>
<tr>
<td>• Teams adopted as a fad, a quick-fix, no long term commitment</td>
</tr>
<tr>
<td>• Lessons from one team not transferred to others (limited experimentation with teams)</td>
</tr>
<tr>
<td>• Vague or conflicting team assignments</td>
</tr>
<tr>
<td>• Inadequate team skills training</td>
</tr>
<tr>
<td>• Poor staffing of teams</td>
</tr>
<tr>
<td>• Lack of trust</td>
</tr>
</tbody>
</table>


3.3.1 POOR PLANNING

Planning forecasts the future and results in a set of predictions about what ought to happen at some future point in time (Hastings et al, 1986, p58).
The decision to implement SDWT is a strategic business decision. It cannot be taken haphazardly and requires careful and detailed planning (Erasmus, 2000, p242). Osburn and Moran, (2000, p49) agree that intensive planning should precede the official launch of an SDWT.

Lucas (1996, p33) reports that many organisations are too anxious to implement the SDWT immediately, thereby ignoring the importance of intensive planning. This is unfortunate as it is during the planning and establishment phases that the assumptions and decisions are made that will ultimately affect the success of the SDWT.

Failure of the SDWT can occur in the planning phase as a result of management not setting strategic goals and determining the SDWT place within these goals (Meyer, 1994, p101).

Organisations that have used SDWTs without much thought and planning, will result in a negative experience for the organisation (Mathis and Jackson, 2000, p89). Peterson (1995, p3) and Bacal (1996, p3) add that the unplanned efforts and inadequate preparation whilst implementing SDWTs will result in increased negativity, reduction in team functioning and reduced management credibility.
Poor planning or a lack of planning has been given as a reason for SDWT’s problems. Management realizes that SDWTs are associated with several benefits but are unwilling to expend time and effort that is needed to plan for the change from individual to team-based organisational structures (Holpp, 1999, p53).

Chapter four will outline the planned interventions necessary for the successful implementation and maintenance of a SDWT.

3.3.2 LACK OF DECISION MAKING AUTHORITY

A barrier impeding the success of SDWTs is that management refuses to grant the team the authority to make decisions (Arkin, 1995, p35). SDWTs are established when groups of workers take responsibility for managing themselves. This implies that they have the authority and power necessary in order to function effectively (Case, 2000, p7). Absence of this authority and power will impede the SDWT’s performance.

When production pressure intensifies, management usually responds by becoming traditional, authoritative and directive. Instructions and commands will replace participation and team members will question the lack of participation (Garvin and Klein, 1993, p8).
Lucas (1996, p32) states that a source of confusion occurs during implementation of the SDWT. Management assumes that the team should be responsible for and immediately assume control of the decision making process. However, team members react in one of two ways. They

1) either wait for management to make all the decisions until instructed differently, or

2) make all decisions and exceed their authority.

According to Mathis and Jackson (2000, p89) the SDWT must be empowered to make decisions concerning team activities and operations otherwise the team will fail to achieve its objectives. Grazier (1998, p1) adds that organisations attempting to cultivate an environment of empowerment and implement SDWTs need to allow team members to make independent decisions.

3.3.3 LACK OF MANAGEMENT COMMITMENT

Senior managers need to have a vested interest in the success of the empowerment effort otherwise change will cease to be a priority (Rothstein, 1995, p29).
Management frequently limits the amount of self-influence it allows the SDWT, thus indicating a lack of commitment to the empowerment process (Manz, 1992, p1119). A reason cited by Wilson (1995, p115) for the lack of management commitment is that managers feel that their career structures are being threatened.

SDWTs will fail if top-level commitment concerning operations, resources and training is absent (Katz, 1993, p34). In addition, top management commitment alone is not sufficient. Essential to the optimal implementation and functioning of SDWT is top management initiation and long-term support of policies, structures and systems that promote SDWTs (Porter et al, 1999, p42). Management of the organisation must create the visions, mindset and culture for SDWTs to operate in the new empowered environment. Porter et al (1999, p42) believe that organisational leaders must “examine their own personal assumptions and beliefs concerning the nature of people and work, their roles in the new organisation and the factors that motivate people”. Also needed is a change in management philosophy, as employee empowerment represents a change in leadership philosophy (Grazier, 2000, p4). Without the change in management philosophy, SDWTs cannot function successfully in the new empowered environment (Lucas, 1996, p36; Yeatts and Hyten, 1998, p197).
McNamara (1994, p33) and Ivancevich and Matteson (1999, p319) concur that successful implementation of SDWTs depends on management commitment and support of the empowerment effort and employee trust in management.

Research has shown that the management of a low-performing SDWT implicitly expresses a negative attitude about SDWTs to the team. This lack of support and commitment results in the team members doubting their abilities, spending time justifying their decisions and behaviors and team members experiencing high levels of stress. A lack of support and commitment from management will demotivate the team, contribute to members not focusing on their goals and therefore reducing the amount of effort which will be placed on the work (Yeatts and Hyten, 1998, 191).

3.4 ORGANISATIONAL PROBLEMS

This section will deal with the most common organisational problems facing SDWTs. These include the impact of the trade union, incompatible reward systems, inadequate resources, and organisational resistance to change.
Dessler (1997, p330) identifies barriers in the organisation that will affect the success of the SDWT. Table 3.4 depicts these barriers.

**TABLE 3.4: BARRIERS FACING SELF-DIRECTED WORK TEAMS**

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Percentage of respondents that mentioned each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient training</td>
<td>54</td>
</tr>
<tr>
<td>Supervisor resistance</td>
<td>47</td>
</tr>
<tr>
<td>Incompatible systems</td>
<td>47</td>
</tr>
<tr>
<td>Lack of planning</td>
<td>40</td>
</tr>
<tr>
<td>Lack of management support</td>
<td>31</td>
</tr>
<tr>
<td>Lack of union support</td>
<td>24</td>
</tr>
</tbody>
</table>
Source: 1990 survey by DDI, AQP and Industry Week as used by Dessler (1997, p330).

The most common problems experienced by SDWTs is the lack of or insufficient exposure to adequate training interventions, thereby limiting the potential success of the SDWT as the team members lack essential skills. Management or supervisory levels in the organisation will resist the implementation of SDWTs. Reasons for the resistance is that they feel threatened by the SDWT, as the team will perform typical management activities, thereby rendering the management and supervisory levels superfluous.

Another problem is the lack of compatible systems and planning that will support the implementation and maintenance of SDWTs.

An essential factor that can influence the successful implementation and maintenance of SDWTs is the trade union. In South Africa, the trade union will determine the success or failure of a SDWT therefore it is imperative that the union is consulted and involved in the change process.

3.4.1 IMPACT OF THE TRADE UNION

Workplace reorganisation requires active union support (Pearson, 1992, p931). Osburn and Moran (2000, p209) agree that trade union support is
essential and believe that organisations with unionized employees cannot make a successful change to SDWTs without the full co-operation of both management and union.

Holpp and Phillips (1995, p79) conclude that resistance to the self-managed team usually occurs in unionized workplaces where negotiations took years to establish job duties and responsibilities. A reason for the union resistance to the implementation of a SDWT is that unions are uncomfortable with the concept of a SDWT, as central to work teams is the reorganisation of jobs and people (Caudron, 1993, p83). Joinson (1999, p6) adds that unless the union is truly consulted concerning the change decision, support for the SDWT will be limited.

Yeatts and Hyten (1998, p206) maintain that it is essential that the organisation obtain the support from the union to establish SDWTS. Unions can prevent or make the implementation of SDWTs extremely difficult.

Trade unions in South African organisations play an important role therefore organisations will not succeed with restructuring towards teamwork without including the views of the worker representatives (Erasmus et al, 2000, p243). Table 3.5 summarizes the proposals of the National Union of Metal Workers (NUMSA) concerning workteams. NUMSA’s proposals include aspects such as the formation, composition
and functioning of the SDWT, the rights of the individual team members and the incentives and rewards for the team.
### TABLE 3.5: NUMSA’S PROPOSALS ON TEAMWORK

Teamwork is only acceptable if:

- the union and workers have the right to negotiate production targets, production schedules and line speed;
- participation in teams is voluntary;
- management offers no material incentive or preferential treatment to employees who decide to participate in teams;
- there is no unfair treatment of those workers who refuse to go into teams;
- team leaders are to be elected on a rotational basis;
- there is no additional pay or incentive for team leaders;
- team leaders have no right to discipline workers;
- there is an entrenched right of the union to represent workers including team leaders on production-related issues;
- to each team, an absentee-cover or floater is attached – a role that can be played by the team leader:
  - there is no obligation to meet targets if team members are absent
  - there is full pay for overtime and team meetings
  - the skills profile of teams combines common and specialized skills;
- **bona fide negotiations take place with the union on**:
  - areas of work for the team
  - team size
  - responsibility of teams
  - the rights and obligations of team members in relation to first-line management

Source: Erasmus et al (2000, p243)
3.4.2 INCOMPATIBLE REWARD SYSTEMS

The reward system in most organisations is individually based, that is, organisational members are rewarded based on an evaluation of their individual performance (Ivancevich and Matteson, 1999, p320). Organisations attempt to increase organisational performance by implementing SDWTs. However, pay programs that reward individual effort will inhibit organisations that want employees to work as teams (Bufano, 1996, p34).

Incompatible reward and recognition systems are identified as a potential problem to the successful implementation and maintenance of SDWTs (Nader, 1996, p38). Organisations that do not align rewards to promote teamwork will not enjoy long-term success of SDWTs (Yeatts and Hyten, 1998, p142).

Team-based pay must be implemented in the organisation in order to reinforce behavior changes that are essential to the team’s performance and for achieving customer service – (Bufano, 1996, p34; Ivancevich and Matteson, 1999, p320).
Yeatts and Hyten (1998, p143) have identified problems with traditional individual-based reward systems. These problems include:

- The promotion of individual competition as a few high-performing members will “beat out” their peers and reap the benefit of performance bonuses.
- The fact that monetary rewards are “designed to motivate more effort but not necessarily innovation, quality or a customer focus”.
- Non-involvement of employees in the design of a reward system.

The major problem of individual-based reward systems is that they encourage employee competition, which is not desirable in a SDWT as team members should be working in collaboration with each other. It is reported in HR Magazine (May 1999, p1) that team members must be compensated differently to individuals and that the correct combination of team and individual rewards should be allocated.

### 3.4.3 INADEQUATE RESOURCES

Operational resources can typically include materials, tools, supplies, equipment, workspace and the provision of training that is needed to accomplish the work (Yeatts and Hyten, 1998, p69).
Evidence in research has confirmed that the SDWT’s performance is higher when the appropriate resources are applied to the work than when less appropriate resources are applied (Yeatts and Hyten, 1998, p69). The problem most frequently cited by members of a SDWT in a survey completed by Katz, Russ-Eft, Moran and Ravishankar (1996, p337) was inadequate human and financial resources.

Caudron (1995, p28) states that SDWTs will fail unless an environment that nurtures and encourages employee initiative is developed. This includes allocating resources to the development of team members and providing the team with adequate materials and resources to function effectively (McNamara, 1994, p33).

Closely linked to resources is the allocation of money for training of team members. Esparaza (1993, p3) and Katz (1993, p34) report that a major pitfall to work teams is the inability of the organisation to dedicate time and a budget for training to equip team leaders and members with the skills required to function effectively in the SDWT. Dessler (1997, p330) agrees that insufficient training is seen to be the single biggest problem affecting the effectiveness of self-directed work teams.
SDWT team members believe that training is critical to the team's success. Katz et al (1996, p336) report that team members who have received training rate their team performance significantly higher than those whose teams have not received training. Lepree (1995, p7) states that lack of training of SDWT members is a blueprint for failure.

Suggested training interventions will be discussed in Chapter four.

3.4.4 ORGANISATIONAL RESISTANCE TO CHANGE

In order for the SDWT concept to be successful, the commitment of all parties within the organisation is required. However, a major pitfall which will influence the success of work teams is individuals in the organisation that are impatient or unwilling to make personal management changes that are required to make teams work (Esparaza, 1995, p2).

Another pitfall is resistance from first-line, middle-level managers and supervisors as they feel threatened by the SDWT and fear the loss of their jobs as the team assumes traditional managerial responsibilities (Gibson, 1995, p415; Blanchard, 1995, p6; de Jager and du Toit, 1997, p194; Roth, 1998, p7). Management in the organisation will resist the implementation of SDWT's, as they perceive the SDWT to be associated with a loss of control and a lack of predictability (Wilson, 1995, p70). This resistance
could inhibit the successful implementation of the SDWT (Kreitner et al, 1999, p392).

It has been estimated that between 25% and 30% of employees in organisations do not welcome the empowering effect of SDWTs and will resist the empowerment effort (Caudron, 1993, p1).

Manz (1992, p1133) adds that implementing a highly participative work system will be difficult if sufficient individuals within the organisation have a low need for autonomy.

Grazier (2000, p4) states that each member of the SDWT will contribute to the success of the SDWT if the environment of the organisation is conducive to empowerment. However, when a SDWT operates in a hostile or demotivating environment, employees will resist the change (Morgan, 1995, p21).

3.5 CONCLUDING REMARKS

Rapaport (1993, p12) reports that teams that have been most successful are those that:

• demonstrate the greatest commitment to their people
• create a sense of belonging and,
• provide in-house development of their people.

SDWTs require tremendous thought and planning and organisations need to understand the concept thereof and problems associated with SDWTs prior to implementing them (Caudron, 1993, p77).

The management of the organisation must exhibit its commitment to the SDWT and delegate authority and responsibility, provide resources and become involved in the change process.

Failures of work teams can be attributed to poor planning and/or implementation of the self-directed work team concept. Porter et al, (1999, p42) believes that organisational change and SDWT development requires considerable time and effort. This is emphasized by Lucas (1996, p33) who states that failure in implementing SDWTs in an organisation can be related directly to the amount and quality of pre-work and planning done and the extent to which the effort is seen as a serious commitment to a major change.

This chapter has identified and discussed the team, management and organisational problems associated with the implementation and maintenance of SDWTs. The following chapter will investigate the
interventions that are necessary to ensure the optimal implementation and functioning of SDWTs.

CHAPTER FOUR

THE IDENTIFICATION OF INTERVENTIONS USED TO PROMOTE THE SUCCESSFUL IMPLEMENTATION AND FUNCTIONING OF SELF DIRECTED WORK TEAMS

4.1 INTRODUCTION

The enormous benefits of SDWTs are only possible through dramatic organisational change. Therefore, any organisation considering implementing SDWTs needs to commit resources and time to ensure the optimal functioning thereof (Osburn and Moran, 2000, p20).

SDWTs impact on many organisational issues. SDWTs require a change in the attitudes of people, the organisational structure, information
patterns, rewards and compensation systems and the whole concept of career paths (Caudron, 1993, p82).

In order to successfully implement and maintain SDWTs, Nader (1996, p38) suggests that a well-defined participative process be established. Strategic and tactical plans with regard to the training and support of SDWTs should be designed and implemented.

Senior managers should decide on strategic goals for the organisational change and ensure that the members of the SDWT understand how they form part of this strategy (Meyer, 1994, p101).

This chapter will be focusing on the interventions necessary for the successful implementation and maintenance of SDWTs. The chapter will begin by identifying and discussing the interventions required prior to the implementation of SDWTs. Thereafter, interventions necessary at the implementation and maintenance phases of the SDWTs will be addressed.

4.2 INTERVENTIONS PRIOR TO IMPLEMENTATION OF SDWTS

This section will deal with the interventions that should occur prior to the implementation phase of the SDWT. The interventions that will be
discussed are assessing the organisational environment, union involvement and adjusting the reward systems.

4.2.1 ASSESSING THE ORGANISATIONAL ENVIRONMENT

The general organisational environment is vital to the SDWT’s performance. This environment consists of individuals and groups within the organisation that can directly affect the SDWT’s performance (Yeatts and Hyten, 1998, p208).

It is essential that prior to the implementation of the SDWT, the environment is analyzed and a climate conducive to the implementation of teams be created. The purpose would be to establish common mind-sets, to energize, and excite employees concerning the concept of a SDWT, create realistic expectations and goals and identify and address potential problem areas (Potgieter, 1997, p58).

The organisational and environmental analysis can be completed by a steering committee comprised of a representative from senior management, union, line management and support functions. The steering committee’s core purpose is to investigate the nature and goals of the organisation, its work and work systems and to be a champion for the potential SDWT (Schilder, 1992, p2; van der Lingen, 1993, p6). The steering committee initially commits to the team-based change process
and will design the new organisational structure wherein the SDWT will function (Harshman and Phillips, 1994, p28).

A result of the environmental analysis performed by the steering committee would be the formation of a vision concerning the role of the SDWT within the organisation. According to Peeters and Koppens (1997, p10) the establishment of a strategic vision is the starting point for the implementation and development of SDWTs. The vision will provide the members of the SDWT with a compelling purpose to reach their full potential (Jones and Beyerlein, 1999, p3).

Ramirez (1999, p21) suggests that the organisational analysis would need to answer the following questions:

- Is the organisation in a position to succeed in the next decade with regard to effectiveness and efficiency?
- What is the current level of employee involvement in the organisation?
- Would additional commitment and involvement from employees improve the organisation’s effectiveness?

The answers derived from these questions will determine whether SDWTs can assist the organisation in achieving its goals. Once an organisational scan or analysis has been completed, clear organisational goals can be
established and thereafter the SDWTs can be implemented (Ramirez, 1999, p21).

The results of the organisational analysis would also assist the organisation in adapting its policies, procedures and culture to support the implementation of the SDWTs.

4.2.2 UNION INVOLVEMENT

In Chapter three it was mentioned that trade unions could influence the success of the SDWT in the organisation. Therefore, it is essential that the investigation into the possible implementation of SDWT is done in collaboration with the trade union (Caudron, 1993, p83).

The implementation of SDWTs requires active union support and this would entail the education, training and inclusion of union members concerning the potential organisational change (Pearson, 1992, p931). Caudron (1993, p83) stresses the importance of involving the union at the outset, thereby contributing to the success of the SDWT.

Yeatts and Hyten (1998, p204) have found that when “management and unions are working co-operatively and the union is willing to allow for substantial changes to the traditional way of doing things, the probability
that SDWTs can be successfully implemented and perform at a high level will be increased”.

Union leaders must be treated as equal and legitimate stakeholders in the organisation and they must participate in the design and delivery of the change effort in order for the SDWT to be successful (Harshman and Phillips, 1994, p189).

Many organisations include an union advisor on the SDWT. Other organisations visit successfully implemented SDWTs at unionized organisations and have had their union leaders talk to the other union leaders (Caudron, 1993, p83).

4.2.3 ADJUSTING THE REWARD SYSTEMS

As the organisation moves to a team-based culture, traditional reward strategies and practices must be maintained, redesigned or eliminated (Parker et al, 2000, p23).
Robbins (1998, p298) and Parker et al (2000, p23) state that the reward system in the organisation needs to be redesigned in order to encourage co-operation as opposed to competition, as the objective of a reward system is to establish an integrated portfolio of practices that maximizes the utilization of human capital in order to improve business performance.

According to de Jager and du Toit (1997, p198) employees should be compensated when they acquire additional skills and power. Therefore remuneration in a team-based organisational structure should be team-based. It is imperative that these systems should be adapted to match the new environment.

Human resources support systems need to be in place at the implementation of the SDWT and it is essential that the steering committee and later the SDWT be involved in the design of the new team-based and skill-based compensation system (Caudron, 1993, p82; Denton, 1995, p1).

Reward systems include promotions, pay increases and other forms of recognition (Robbins, 1998, p298). Teamwork is encouraged by the creation of a direct link between the reward systems and the team's performance (Yeatts and Barnes, 1996, p72). Greenberg and Baron (2000, p28) agree and state that individual rewards should be linked to the
team's performance thereby ensuring that individual team members are highly committed to the success of the SDWT. Ivancevich and Matteson (1999, p320) have noted that many organisations using SDWTs have changed their reward system to include some form of profit sharing.

Establishing SDWTs in organisations requires changes in personnel policy and includes:

- Designing team job descriptions to include information concerning project scope, team member responsibility and decision-making authority,
- Compiling and implementing performance plans that assess team functioning and proficiency and,

### 4.3 INTERVENTIONS REQUIRED AT IMPLEMENTATION PHASE
The implementation phase includes the design of the team, selection of team members and the training strategies required to prepare team members for functioning within the SDWT (Ramirez, 1999, p21).

4.3.1 DESIGN OF THE TEAM

The design of the SDWT requires extensive planning and the steering committee is responsible for the planning exercise (Van der Lingen, 1993, p6; Ramírez, 1999, p23).

The steering committee is responsible for determining whether the organisation is ready for the change, communicating the change to all employees and determining how the SDWT will function. According to Ramirez (1999, p23) this includes:

- Identifying management and administration responsibilities of the SDWT
- Establishing the roles and responsibilities of team leaders and members,
- Designing the workflow process.

The SDWT’s objective must be established and the authority that the team will possess must be determined (Greenberg and Baron, 2000, p276). The steering committee will ensure that the SDWT will have adequate
resources, for example, tools, skills and support, in order to achieve their goals.

Once the steering committee has completed the design of the SDWT and the establishment of the workflow, the selection of team members can take place.

### 4.3.2 SELECTION OF TEAM MEMBERS

The first step in the establishment of a selection process is to define the criteria for job success by using job analysis. Wellins, Byham and Wilson (1994, p1) define job analysis as the function that will “generate a list of behaviors, technical knowledge, skills and motivational areas that differentiate between successful and unsuccessful performers”. A good job analysis establishes a clearly defined set of job requirements, called dimensions, against which candidates can be compared.

Once the job analysis has been completed, selection of the team members will occur. The careful hiring and orientating of people most likely to excel in a team environment will contribute to the success of a SDWT (Zenger et al, 1994, p160). According to Yeatts and Hyten (1998, p272) in organisations implementing SDWTs for the first time, the responsibility for the team selection will rest with the management of the
organisation. Factors that will influence the selection will include work experience, educational level and work references and past performance.

In organisations currently utilizing SDWTs, the team will be responsible for the hiring and selection process. The selection team will focus on criteria such as the employee’s ability to do the job, willingness to work on a SDWT, willingness to accept responsibility, challenge and creativity, ability and desire to continually learn, communication skills, motivation and the ability to work relatively fast and under pressure (van der Lingen, 1993, p7; Robbins, 1998, p297; Yeatts and Hyten, 1998, p273)

Leonard (1997, p2) and Katzenbach and Smith (1993, p118) believe that team members should be selected for their task-related abilities, skills and skill potential, and not personalities. Any competencies and skills that are lacking when the SDWT is formed, can be developed through training. Yeatts and Hyten (1998, p274) report that team member participation in the selection of other team members has a positive effect on cross training and the interpersonal process.

The selection process is critical to the success of the SDWT and therefore selecting the correct team member is crucial. Successful SDWTs will have members who come from a variety of functions, experience levels and cultures (Solomon, 1995, p52).
The only differences that exist between staffing for SDWTs and traditional non-team based organisations are that it is critical that the candidates are carefully screened for their ability to work well with other team members, and that the SDWT members may perform the selection activity (Caudron, 1994, p89).

4.3.3 TRAINING STRATEGIES FOR SDWTs

According to Yeatts and Hyten (1998, p173) training provides the team members of a SDWT with specific skills needed to accomplish the team's tasks. Michael (1996, p63) clarifies the purpose of training as the development of specific behaviors and skills and the establishment of new processes and roles. The aim of training SDWT members is to reinforce the strengths and eliminate the weaknesses of all the team members (Heller, 1998, p61).

Schilder (1992, p2) states that training is one of the most important interventions when implementing SDWTs. Training eases the transition from traditional systems to teams, helping everyone to understand the change as well as deal with the feelings associated with the change.
Extensive team training is required to enable team members to achieve a business focus and equip them to become team players. Areas such as job skills, business knowledge, problem solving and team dynamics should be included in the training curriculum for SDWTs (Schilder, 1992, p2; Denton, 1995, p2; Kreitner and Kinicki, 1998, p412).

The team members of the SDWTs are exposed to various types of training. Table 4.1. depicts the different examples of team training that organisations offer their SDWT members.

**TABLE 4.1: TYPES OF TEAM TRAINING**

<table>
<thead>
<tr>
<th>TYPES OF TRAINING</th>
<th>% OF RESPONDING ORGANISATIONS THAT OFFER EACH TYPE OF TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>83</td>
</tr>
<tr>
<td>Meeting skills</td>
<td>65</td>
</tr>
<tr>
<td>Communication skills</td>
<td>62</td>
</tr>
<tr>
<td>Handling conflict</td>
<td>61</td>
</tr>
<tr>
<td>SDWT roles &amp; responsibilities</td>
<td>58</td>
</tr>
<tr>
<td>Quality</td>
<td>56</td>
</tr>
<tr>
<td>Evaluating team performance</td>
<td>39</td>
</tr>
<tr>
<td>Work flow &amp; process analysis</td>
<td>36</td>
</tr>
<tr>
<td>Selecting team members</td>
<td>35</td>
</tr>
<tr>
<td>Presentation skills</td>
<td>35</td>
</tr>
<tr>
<td>Influencing others</td>
<td>29</td>
</tr>
<tr>
<td>Budgeting</td>
<td>14</td>
</tr>
</tbody>
</table>
Source: 1990 survey by DDI, AQP and Industry (Wellins & George, 1991) as used in Dessler (1997, p330)

Caudron (1993, p1) and Robbins (1998, p297) believe that individualistic persons can be trained to become team players, however, individuals must be exposed to the development process in order to function as a team player (Caudron, 1993, p1).

Goldstein (1993, p267) has identified guidelines for team training. Team training should emphasize:

- Improving communication, providing encouragement and respect for team members and their input.
- Interaction and the mutual dependence of team members.
- Goals and responsibilities of the team.
- Teamwork skills that will stress interdependency and flexibility.

The types of training interventions needed by newly formed SDWTs vary but most researchers agree that the training interventions can be organized into three distinct areas:

- Technical skills
- Interpersonal skills and,

A brief discussion on these three areas will follow.

### 4.3.3.1 Technical Skills

Technical skills are the skills required to execute the work as needed (van der Lingen, 1993, p7) and demands that team members be cross-trained in the various team tasks, roles and responsibilities resulting in optimal flexibility and productivity (Morgan, 1995, p21; Ivancevich and Matteson, 1999, p319).

In order for technical skills training to occur, the activities of each job must be identified and defined so that each team member can learn the basics of each job on the SDWT. The most accomplished and experienced team member in each skill will undertake the cross-training of the entire team, thereby resulting in each individual team member becoming multi-skilled and competent in the core skills needed in the SDWT (Osburn and Moran, 2000, p81).

### 4.3.3.2 Interpersonal Skills

Common understanding and purpose amongst the team members cannot be developed without effective communication and constructive conflict.
This requires effective interpersonal skills (Katzenbach and Smith, 1993, p115).

Interpersonal skills training is essential as empowered employees within the SDWT seldom work independently and need to be able to communicate effectively in order to achieve the team’s goals (Caudron, 1995, p31). Interpersonal skills enable SDWT members to communicate, co-operate and co-ordinate their efforts within and outside of the SDWT (Yeatts and Hyten, 1998, p174).


Interpersonal skills training should also include a diversity appreciation unit. Greenberg and Baron (2000, p267) report that initially, culturally diverse teams perform worse than homogenous teams, but as time progresses and with the exposure of the SDWT to diversity appreciation training, the team can improve its results (Caudron, 1995, p35). One of the aims of interpersonal skills training is to bridge the diversity of the team (Dana, 1996, p119).
The training program for a diverse SDWT should include elements such as cultural, racial, gender and individual appreciation thereby utilizing diversity to enhance team performance and outcomes (Hickman and Creighton-Zollar, 1998, p192).

4.3.3.3 Administrative Skills

This area of training includes the basic managerial skills as needed to function effectively within a SDWT (Morgan, 1995, p21).

Yeatts and Hyten (1998, p174) distinguish between the various aspects of administration skills

- budgeting
- priority setting
- scheduling
- ordering and purchasing of supplies
- recording keeping
- safety assessment
- appraisal of team performance, and peer evaluations
- hiring and disciplining of team members
- the running of team meetings.
Lucas (1996, p33) and Joinson (1999, p3) agree that decision-making, problem solving and communicating are essential activities of a successful SDWT and these skills should be an integral part of the training of a SDWT.

The reason for the inclusion of decision-making and problem solving in the training is that SDWTs members must be able to identify problems and opportunities, evaluate the various alternatives available and make the necessary trade-offs and decisions on how to proceed (Katzenbach and Smith, 1993, p115).

4.3.3.4 Teambuilding

After training has occurred, time is needed for the team members to adjust to each other and develop their skills. Development of the team members and the SDWT will occur as the SDWT undergoes a team building process (Capozzoli, 1995, p18).

Teambuilding is a concept that encompasses a variety of techniques, which aims to improve the internal functioning of the SDWT (Kreitner and Kinicki, 1998, p412). The purpose of team building is to assist people who
“work together to function more effectively in teams” and in so doing, the team as a whole, will be more effective (Moxon, 1993, p28).

Teambuilding enables individuals to collaborate by combining the talents, skills and inherent creativity of diverse people. Therefore, teambuilding is a process of assisting people to understand that they are greater collectively rather than individually, thus appreciating each other’s essence and experience (Grazier, 1999, p2).

Teambuilding requires time and effort to develop and maintain (Michael, 1996, p64). It consists of a carefully designed process in which members learn to visualize their goals, prioritize issues, define roles and develop communication skills (Amadei and Wade, 1996, p9).

Kreitner and Kinicki (1998, p412) identify the four purposes of teambuilding:

- To establish goals and/or priorities
- To determine procedures of work
- To examine the way a group is working and its processes
- To evaluate the relationships among the team members.
In order to achieve the above objectives, one must ensure that the teambuilding sessions contain the characteristics of effective teambuilding as listed in Table 4.2.

**TABLE 4.2: CHARACTERISTICS OF EFFECTIVE TEAMBUILDING**

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of interdependence among team members</td>
</tr>
<tr>
<td>Team leader has good people skills and is committed to</td>
</tr>
<tr>
<td>team approach</td>
</tr>
<tr>
<td>Each team member is willing to contribute</td>
</tr>
<tr>
<td>Team develops a relaxed climate for communication</td>
</tr>
<tr>
<td>Team members develop a mutual trust</td>
</tr>
<tr>
<td>Team and individuals are prepared to take risks</td>
</tr>
<tr>
<td>Team is clear about goals and establishes targets</td>
</tr>
<tr>
<td>Team member roles are defined</td>
</tr>
<tr>
<td>Team members know how to examine team and individual errors without personal attacks</td>
</tr>
<tr>
<td>Team has capacity to create new ideas</td>
</tr>
<tr>
<td>Each team member knows he can influence the team agenda</td>
</tr>
</tbody>
</table>

Source: Bateman (1990, p2)

Amadei and Wade (1996, p92) propose a model for teambuilding. The main themes of the process are:

- Visualise the ideal team.
- Prioritize issues.
- Define each member’s role.
- Develop communication skills.
• Acknowledge individual and team personalities.

Potgieter (1997, p59) has expanded on the above process and suggests that the teambuilding session should include:

• Analyze the team context.
• Determine the team mandate.
• Determine the team outputs.
• Agree on a team leader and his/her roles.
• Agree on structures.
• Agree on process.
• Agree on a feedback process.

Both models have areas that overlap but regardless of the process that the teambuilding session follows, it is imperative that the team members build commitment, trust and support for each other, developing to such an extent that they are able to accomplish the desired results and goals (Bateman, 1990, p3). Ivancevich (1998, p465) agrees and maintains that a result of successful teambuilding is improved participation, communication and problem solving between SDWT members.

4.3.4 TIMING OF TRAINING

It has been found that high-performing SDWTs make training accessible to members, and team members often utilize this development opportunity (Yeatts and Hyten, 1998, p175).

Research has proved that the best approach to the provision of training is a modular approach, as and when training is needed. Training is more effective when provided over time rather than as one intervention (Clutterbuck and Kernaghan, 1994, p90). This phenomenon is known as the just-in-time approach to training (Michael, 1996, p65; Yeatts and
Hyten, 1998, p175). Just-in-time training is beneficial to the SDWT as too much training at one specific time is overwhelming and will impede the transfer of training (Michael, 1996, p65).

Postponing specific training interventions can often help the SDWT members to identify issues or problems that need to be resolved by training. An example of this is conflict resolution training. Members of the SDWT would have had an opportunity to work together and encounter differences thus understanding the relevance of the training (Joinson, 1999, p4).

It is essential that at the establishment of the SDWT, the members of the SDWT possess a minimum complement of technical and functional skills (Katzenbach and Smith, 1993, p115). It is also critical that the members of the SDWT are cross-trained in the core technical, interpersonal and administrative skills.

Effective training interventions will ensure that team members are able to anticipate potential team problems and deal with them effectively.

Key principles concerning the effective training of SDWTs that have been discussed are:

- A modular approach to training should be used.
- The correct training at the appropriate time is essential.
- The whole team should attend the training.
- Short but frequent training sessions spread over time are more effective that one long session (Ramirez, 1999, p23).
Finally, the success of the SDWT correlates directly with the amount of time, money and resources invested in the training and self-development thereof (Zenger et al, 1994, p162).

4.4 MAINTENANCE PHASE

The maintenance phase of the SDWT’s development includes the ongoing organisational support for the SDWT and the continuous training and development of the SDWT.

4.4.1 ONGOING ORGANISATIONAL SUPPORT

Successful SDWTs require that the organisation undergo a culture change. This can include a change in communication style, a different type of leadership, and a new approach to dealing with responsibility (Peeters and Koppens, 1997, p10).

Different stakeholders in the organisation are affected by the implementation of a SDWT. They are:

- Senior management who need to be committed to the process, share the values of the SDWT and provide inspiration and guidance to the SDWT and the organisation concerning the new organisational change. Support with regards to providing recognition for the SDWT’s progress and success is also essential.
- Middle management must develop a new style of leadership emphasizing coaching and facilitating, and the relinquishing of power. They also need to assist the SDWT to eliminate problems.
• Administration and support services where the fundamental change will be that of a focus change requiring more effort on long-term activities, directed towards production improvement and renewal.

• Production departments, which will experience a change in values, codes of co-operation and communication. More interpersonal communication and management skills will need to be acquired in order to adapt to the new empowered environment (Yeatts and Barnes, 1996, p72; Peeter and Koppens, 1997, p10; Greenberg and Baron, 2000, p276).

4.4.2 CONTINUOUS TRAINING AND DEVELOPMENT

A team-based environment requires the provision of training on an ongoing process (Harshman and Phillips, 1994, p106). Over time, mature teams can become less effective. Reasons for the decrease in effectiveness could range from complacency, member apathy, less creativity, stagnation, reluctance to challenge ideas and infighting over assignments and decision outcomes (Sinclair, 1992, p611; Robbins, 1998, p300).

With these potential problems that can confront the mature SDWT, it is important that the management of the organisation supports the SDWT with advice, guidance and training if the SDWT is to continue to improve work processes and achieve team goals.

Robbins (1998, p301) provides the following recommendations for the invigoration of mature SDWTs. They are:

1) Prepare team members to deal with the problems associated with maturity.
2) Offer refresher training focusing on communication improvement, conflict resolution, team processes and in any other skills needed, as identified by the SDWT. The provision of training will assist the team members to regain confidence and trust in each other.

3) Offer advance training – skills may be needed by the team members to deal with the more complex problems confronting the SDWT. Therefore, training in developing stronger problem solving, interpersonal and technical skills may be required.

4) Encourage the team to assume responsibility for its development – thereby searching for methods of improvement, confronting team members’ inadequacies and learning from conflict that may arise.

Porter et al (1999, p42) endorse the above viewpoints and maintain that continuous on-the-job and classroom training is essential for the effective maintenance of successful SDWTs

4.5 CONCLUDING REMARKS

The interventions discussed in this chapter are necessary for the successful implementation and maintenance of SDWTs (Peeters and Koppens, 1997, p11).

Organisations making the transition to a team-based organisation must select individuals carefully, provide training in teamwork, technical, administrative and interpersonal skills and adjust reward systems to encourage co-operation (Robbins, 1998, p301).
With a conducive organisation culture, training and support, SDWTs can thrive within the organisation. The success of the SDWT is dependent on extensive planning for the implementation thereof and focused, effective training of SDWT members.

The following chapter will explore the various models for the implementation of SDWTs that are proposed by different researchers. The chapter will conclude with the design and development of a strategic model for the effective implementation and maintenance of a SDWT.
CHAPTER FIVE

THE DEVELOPMENT OF A PROCESS MODEL TO ASSIST WITH THE IMPLEMENTATION OF SELF- DIRECTED WORK TEAMS

5.1 INTRODUCTION

Chang and Curtin (1994, p21) and Potgieter (1997, p58) believe that the successful implementation of a SDWT requires careful and thorough planning and entails a process of gradual growth of the SDWT.

Various authors stress the importance of a model when establishing a SDWT. The model will ensure that the process is structured with clearly defined steps or phases needed for successful implementation (Van der Lingen, 1993, p6; Potgieter, 1997, p58; Hickman and Creighton-Zollar, 1998, p191; Ramirez, 1999, p21).

This chapter will investigate and discuss different models as proposed by various researchers for the successful implementation and maintenance of SDWTs and will conclude with the design of a process model which will
enable manufacturing organisations to successfully implement and maintain SDWTs.

5.2 TEAM TRANSITION MODEL

Chang and Curtin (1994, p21-42) propose the team transition model as a means for successfully creating a self-managed team environment. The model consists of five distinct phases as depicted in Figure 5.1. Figure 5.1 presents a diagrammatic summary of the team transition model and is briefly discussed thereafter.

FIGURE 5.1: TEAM TRANSITION MODEL

| Phase 1 → Plan |
| ←| Down |
| Phase 2 → Analyze |
| ←| Down |
| Phase 3 → Design |
| ←| Down |
| Phase 4 → Implement |
| ←| Down |
| Phase 5 → Evaluate |
5.2.1 PLANNING PHASE

The planning phase is the initial phase when attempting to implement SDWT within the organisation. During this phase the reasons for the transition to a SDWT are clarified and the vision, mission and values determined.

The planning phase consists of three steps. They are:

- Set the stage
- Clarify sense of purpose
- Determine and communicate effects on others.

- **Set the stage**
  
  In order to make the successful transition to the SDWT, it is imperative that the members of the organisation have a clear understanding as to the reasons for the change.

- **Clarify sense of purpose**
This step involves defining the SDWT identity by developing a vision, mission and core values, which will serve as the guiding principles for the team’s future performance and behaviour.

- **Determine and communicate effects on others**

This step involves determining and communicating the effect of the implementation of a SDWT within the organisation to all the stakeholders of the organisation. The various stakeholders will include internal suppliers, customers and employees of the organisation.

### 5.2.2 ANALYZING PHASE

During this phase the team members will determine their readiness to make the transition to a SDWT. The team members will clarify their management and work responsibilities and the training required.

This phase consists of the following steps:

- Clarify team management responsibilities
- Determine work responsibilities and training needed
- Check that everyone has the right attitude to succeed
- Clarify policies and procedures that need to change

- **Clarify team management responsibilities**
This step involves determining the management duties and responsibilities of the SDWT. These are typically the duties as performed in the past by the supervisor. The duties can include hiring, pay issues, scheduling the workflow, ordering supplies and handling disciplinary problems.

- Determining the work responsibilities and training needed

This step involves analyzing the current skills of the team members and determining which team members have the potential to learn new skills and jobs. This will enable team members to become multi-skilled resulting in the SDWT becoming more flexible with regards to producing products and delivering services.

- Check that everyone has the right attitude to succeed

This step allows for discussions concerning individual attitudes and can be used to address concerns, dismiss rumors and ensure that employees are comfortable with the change to a SDWT.

- Clarify policies and procedures that need to change

With the implementation of a SDWT, it is critical that the organisation adapts its policies and procedures to support the new environment. Specific items that would need to be adjusted are the compensation and reward procedures, job descriptions, organisational charts, hiring policies and vacation scheduling procedures.

5.2.3 DESIGNING PHASE
During this phase the team is assigned team-management responsibilities, the workflow is determined and ground rules for interaction are established. This phase includes the following steps:

- Assign team management and administration responsibilities
- Design the workflow
- Agree on how the team will interact
- Create a detailed flow chart.

- Assign team management and administration responsibilities

This step involves investigating the type of work to be completed by the SDWT and the profile of their customers. The SDWT is organized to focus on a specific type of product and service by determining each team member’s role and function within the SDWT.

- **Design the workflow**

Designing the workflow entails reorganizing the flow of the work process in order to avoid bottlenecks and ensure that the team members have the correct skills and equipment needed.

- **Agree on how the team will interact**

During this step detail of team meetings and other methods of team communication are established.

- Create a detailed flow chart
A detailed flow chart will indicate all the major tasks in a process ranging from the customer order to the delivery of the product or service.

### 5.2.4 IMPLEMENTATION PHASE

The team determines and implements its action plan, evaluates its progress and makes improvements. This phase will address the following steps:

- **Create an action plan for projects**
- **Ensure tasks and responsibilities are performed on schedule**
- **Anticipate problems and compile contingency plans**

  - **Create an action plan for projects**
  
  The action plan is compiled by the entire SDWT in order to clarify responsibilities, time schedules and costs of each project. This will ensure that uncertainty concerning priorities does not exist among team members.

  - **Ensure tasks and responsibilities are performed on schedule**

  The action plan compiled by the SDWT will include determining deadlines, which ensures that progress of the team can be effortlessly monitored.

  - **Anticipate problems and compile contingency plans**

  In the event of the SDWT experiencing an unplanned problem the contingency plan will ensure that the team has made provision for the scenario.
5.2.5 EVALUATION PHASE

During this phase team members evaluate and provide feedback on each other’s performance and the performance of the SDWT. This phase consists of the following steps:

- Provide team members with feedback
- Gain feedback from important sources
- Celebrate your accomplishments

• Provide team members with feedback

In order to ensure the success of the SDWT, it is imperative that the members have the opportunity to provide each other with feedback concerning the quality of work performance.

- Gain feedback from important sources

The SDWT should source feedback from their customers regarding the product or service provided. Listening to and responding to suggestions will ensure that the team is more customer-driven and focused.

- Celebrate your accomplishments

The SDWT must plan social events focusing on celebrating the team’s successes. This type of celebration will improve teamwork and build morale amongst the team members.

5.2 RAMIREZ’S MODEL
Ramirez (1999, p21) states that the successful implementation of a SDWT will benefit the organisation with regards to improved functioning and greater flexibility. Ramirez (1999, p21) proposes a five-step model for the successful implementation of SDWTs. The steps and a detailed explanation thereof will follow:

- **Step 1:** Preparing for self-directed work teams
- **Step 2:** Implementing SDWTs
- **Step 3:** Designing the team
- **Step 4:** Selecting the team members
- **Step 5:** Training the new team

### 5.3.1 PREPARING FOR SDWTS

The step entails analyzing current and future needs of the organisation and determining whether a SDWT can assist the organisation in achieving its goals. The leadership of the organisation will also be assessed to determine their commitment and support of the concept. Once the organisation’s need and readiness is determined then implementation can occur.

### 5.3.2 IMPLEMENTING THE SDWT
This step includes the selection and training of SDWT members. This step also allows for the determination of the customers’ expectations and needs and the implementation of a feedback system.

5.3.3 DESIGNING THE TEAM

A steering committee, which comprises the various stakeholders, will coordinate the design process. The steering committee will determine what the SDWT will require to function as well as how the team will function. This includes allocating management and administrative roles to the team and designing the workflow process.

5.3.4 SELECTING TEAM MEMBERS

During this step the steering committee will use various instruments to assess and select suitable team members. Structured interviews, cognitive ability tests and technical skills tests are used to determine whether employees possess decision- making ability and the responsibility to complete the work product.

5.3.5 TRAINING THE NEW TEAM
The SDWT is provided with specific training concerning the development of technical, administrative and interpersonal skills. Ramirez (1999, p22) suggests that training be modular-based with short but frequent training sessions for all SDWT members.

### 5.4 VAN DER LINGEN’S MODEL

Van der Lingen (1993, p7) proposes a five-phase approach to the successful implementation of SDWTs. The following five phases are seen as critical to the establishment and functioning of a SDWT within an organisation:

- **Phase 1:** Design of the SDWT
- **Phase 2:** Selection of team members
- **Phase 3:** Training
- **Phase 4:** Transfer of leadership
- **Phase 5:** Reward for team performance

#### 5.4.1 DESIGN OF THE SDWT

This phase is characterized by the establishment of a committee that is responsible for the detailed planning that is required prior to the implementation of a SDWT. It is recommended that the SDWT be
implemented on an experimental basis in order to determine the changes in corporate strategy that need to occur.

5.4.2 SELECTION OF THE TEAM MEMBERS

During this phase a list of desired behavior, technical knowledge, skills and abilities should be compiled and thereafter suitable team members selected. Van der Lingen (1993, p7) suggests that the selection process should include interviews, cognitive tests and a realistic preview of the future job within the SDWT.

5.4.3 TRAINING

The purpose of training is to enable the team members to function as a team. Training interventions should include the acquisition of job, team and quality skills. It is recommended that the team leaders be exposed to additional training such as leading, supporting and motivating.

5.4.4 TRANSFER OF LEADERSHIP

The role of the traditional manager within the organisation changes with the inception of the SDWT. The management of the organisation becomes responsible for the provision of training for the SDWT, delivery of resources and support, whereas the SDWT is responsible for the
traditional management functions such as ensuring quality and quantity of the service or products delivered.

5.4.5 REWARD FOR TEAM PERFORMANCE

It is imperative that organisations establishing SDWTs adapt their reward systems. Skills-based pay is recommended by van der Lingen (1993, p7) and is seen as advantageous as it rewards the team members for additional skills learnt and applied within the workplace. Another method to adapt the reward system is to award a performance bonus to the SDWT that will be allocated by means of a team decision.

Van der Lingen (1993, p7) states that in order for the SDWT to be successfully implemented, proper and detailed planning, correct selection of team members and leaders, the provision of required training and the transfer of leadership must occur.

5.5 A DEVELOPMENTAL MODEL FOR THE IMPLEMENTATION OF A SDWT
Van Amelsvoort and Venders (1996, p162) propose a model that is based on their experience in implementing SDWTs in several Dutch organisations. The model is based on three principles:

- **From simple to complex**
  A small number of managerial tasks should be integrated gradually into the SDWT. As the team progressively becomes more confident and progress is made, more complex managerial tasks can be assigned. As the level of autonomy increases, team members will adjust to the increase in responsibility and accountability.

- **From individual to team level**
  Initially, team members will act as individuals. The empowerment process begins when individual team members regulate their own work processes and later are assigned managerial tasks that are needed for the SDWT.

- **Balance between employee and organisation’s interests**
  An effective SDWT aims to increase organisational efficacy. This is achieved by ensuring that employees are independent with regards to their work processes and not frustrated by organisational constraints. Therefore, employee and organisational interests are intertwined and cannot be separated.

Figure 5.2 is a diagrammatic representation of the phases of the team development model.
5.5.1 PHASE 1: BUNDLING OF INDIVIDUALS

During this phase team members are exposed to training with the purpose of becoming multiskilled. This enables team members to replace each
other during periods of absenteeism. Planning of the SDWT's activities will also occur during this phase.

5.5.2 PHASE 2: GROUP

This phase focuses on integrating the organizing and supporting tasks within the SDWT. This includes the transfer of managerial and support tasks from the traditional managers to the SDWT. Additional training might be required during this phase.

5.5.3 PHASE 3: TEAM

During this phase the SDWT begins to work autonomously and without direct intervention from the management of the organisation. The team is ultimately responsible for solving problems, making decisions, team performance appraisals and budgeting.

5.5.4 PHASE 4: OPEN TEAM

During the final phase the team operates as a mini-organisation by contracting internal and external customers and stakeholders. The SDWT deals directly with clients and suppliers.

5.6 POTGIETER'S MODEL
Potgieter (1997, p58) facilitated the successful implementation of a SDWT at Armscor. A steering committee was formed with representatives from different departments. Implementation of the SDWT was completed in five phases.

5.6.1 PHASE 1: CLIMATE CREATION

The aim of this phase is to establish a common mindset, to motivate employees concerning the advantages of SDWTs, create realistic expectations and to identify and address potential problems. This is done in a one-day workshop facilitated by an external facilitator.

5.6.2 PHASE 2: ROLE CLARIFICATION

During phase two, a group consisting of heads of departments, team developers and team leaders are exposed to an one-day session of clarifying the different roles and responsibilities of all stakeholders as well as the training and support needs of the SDWT.

5.6.3 PHASE 3: TEAM LEADER DEVELOPMENT

The purpose of this phase is to expose team leaders to facilitation skills and an understanding of all team processes.
5.6.4 PHASE 4: TEAM ESTABLISHMENT

Phase four consists of the SDWT undergoing a two-day team building session aimed at establishing their identity, responsibilities and code of conduct.

5.6.5 PHASE 5: ONGOING DEVELOPMENT OF TEAM

This phase focuses on the ongoing development of the team members, which ensures that the energy and motivation of the SDWT is maintained.

5.7 BLYTH’S MODEL

Blyth (1999, p46) proposes that the successful implementation of a SDWT requires the following steps:

5.7.1 TEAM TRAINING

During this step all team members undergo intensive training in all technical and interpersonal aspects of service or product delivery as well as a team building session.
5.7.2 DELEGATING DUTIES

The SDWT is responsible for various activities and functions and needs to be empowered with the appropriate authority in order to function effectively.

5.7.3 PILOTING A PROGRAM

During this step team members design and implement a pilot project that is limited in scope and focus. The SDWT will experience problems as they begin to work together, manage themselves and evaluate their success. However, the problems are seen as an opportunity for the team to learn, develop and experience success by solving the problems.

5.7.4 EVALUATING PROGRESS

During this step team members will evaluate their progress and that of the SDWT. The team will begin to observe an improvement in service or product delivery and experience success as a SDWT.

5.8 AN INTEGRATED MODEL
A study completed by the Canadian Management Associated Magazine (1997, p31) focused on leading organisations that have implemented SDWTs recommends five distinct stages for the implementation of SDWT.

5.8.1 STAGE 1: ASSESS FEASIBILITY

During this stage the feasibility of SDWTs and the organisation's readiness is assessed. The following steps are addressed at this stage:

- Ensuring top management support
- Creating a steering committee
- Designing and conducting a feasibility study.

5.8.2 STAGE 2: PREPARE THE ORGANISATION

Critical tasks that will occur during this stage are the following:

- Create a shared vision
- Communicate the vision
- Identify and select possible work team areas
- Establish a design team
- Draft a transition plan
- Prepare and orientate senior management
- Prepare middle management for their new roles
• Determine the roll-out strategy

5.8.3 STAGE 3: EXECUTE THE TRANSITION PLAN

Once the two previous stages have been completed, the design team and steering committee implements the transition plan. Other critical steps include:

• Selecting team members and leaders

• Specifying team boundaries

• Allocating an appropriate degree of empowerment

• Analyzing the workplace

• Training of the team and team leader

5.8.4 STAGE 4: INTEGRATE SDWTs INTO THE ORGANISATION

At this stage the SDWT’s operations are integrated within the organisation. Recognition and ownership for the team’s success is transferred to the SDWT.

5.8.5 STAGE 5: SUPPORT THE EVOLUTION OF SDWTs
During this final stage of the implementation of SDWT into the organisation, the need for continuous renewal, improvement and training is recognized and acted upon.

5.9 EVALUATION OF VARIOUS MODELS

Prior to discussing the proposed strategic model for the successful implementation and maintenance of SDWTs, it is necessary to evaluate the common trends and inadequacies of the previously discussed models.

- **Organisational environment**
  The majority of the models researched emphasize the importance of analyzing the organisational environment and preparing employees for the change to SDWTs within an empowered environment.

- **Training interventions**
  All the models allow for the training of SDWT members. Training interventions will expose members to technical, administrative and interpersonal skills.

- **Reward and remuneration structures**
Chang and Curtin’s team transition model, van der Lingen’s model and the CMA’s integrated model suggest that the reward and remuneration structures within the organisation be adapted to a team-based environment whereas Potgieter, Blyth, Ramirez and von Amelsvoort and Venders developmental models do not make provision for the change in the organisational reward structures.

- **Trade union involvement**

A major inadequacy of the previously discussed models is that they do not make provision for the impact of trade unions on change efforts in organisations. Chapter three and four emphasized that without the support of the union, the implementation and maintenance of SDWTs will not be successful.

**5.10 PROCESS MODEL FOR THE IMPLEMENTATION AND MAINTENANCE OF A SDWT**

Based on the previously discussed models as well as an analysis of the literature studied, a strategic model for the implementation and maintenance of a SDWT will be developed. This process model encompasses the major phases or stages of the previously discussed models and includes additional phases which are relevant within a South African perspective. The proposed model is a logical, practical and user-
friendly map for the successful implementation and maintenance of SDWTs within manufacturing organisations.

Figure 5.3 provides a diagrammatical representation of the strategic model.

FIGURE 5.3: PROCESS MODEL FOR THE IMPLEMENTATION AND MAINTENANCE OF SDWTs
5.10.1 PHASE 1: ANALYZE AND PREPARE THE ENVIRONMENT
Prior to the implementation of a SDWT, the organisation’s environment must be assessed to determine the feasibility of implementing a SDWT.

The most critical steps to be followed during this phase is the support and initiative that arises from senior management, the collaboration with the trade union, the establishing of a representative task team and the adapting of the reward structures of the organisation.

- **Senior management initiative and support**
  To function effectively a SDWT requires the support and commitment from senior management. The establishment of a SDWT originates from a senior management decision and it requires a person in a high level position to act as a champion for the future change.

- **Trade union support**
  The successful implementation and maintenance of a SDWT, especially within South African organisations, is dependent upon the support of the trade union within the organisations. Trade union representatives should be consulted and involved in the decision to implement a SDWT. It is advisable to include union representatives on the task team that will investigate the feasibility of a SDWT within the organisation.


- **Establish a task team**

Once the strategic decision to implement SDWTs has been made, a task team should be established. It is recommended that the task team is comprised of members representing different departments and levels within the organisation and members of the trade union.

The function of the task team is to analyze and prepare the organisation for the strategic change, establish plans for the implementation of the SDWT and provide recommendations concerning changes in organisational policies, procedures and structures in order to support the establishment of a SDWT.

- **Adapt the reward structures**

In order to encourage and support a team environment it is important that the traditional individual-based reward structures be adapted. Team goals should be established and team rewards linked to the stated goals.

5.10.2 PHASE 2: IMPLEMENTATION PHASE

During the implementation phase, the SDWT members will be selected, trained and will undergo a team building process.

- **Selection of team members**
During this step, the team members are selected for the SDWT. Desired competencies that potential team members should possess are, technical expertise, willingness to function in a team environment and good communication skills. Selection procedures and instruments can include structured interviews, assessment centers and appropriate psychometric evaluations.

- **Training of team members**

In order to operate at an optimal level, it is imperative that SDWT members are trained in the core skills as needed by work teams. Training interventions should focus on technical, administrative and interpersonal skills. Training in the philosophy and role of work teams and how to operate on a work team is recommended. Training should be presented in modules and according to as and when the SDWT requires the training.

- **Teambuilding**

Implementing a SDWT requires that individuals need to operate as a team, focusing on the same goals. Team building will minimize the problems associated with the formation of SDWTs. Team building will allow the SDWT to compile a common vision, goals and objectives, establish group norms and examine the processes and procedures for interacting, communicating, making decisions and completing the work tasks.
5.9.3 PHASE 3: MAINTENANCE PHASE

Subsequent to the implementation of the SDWT and initial functioning thereof, it is important that the team is exposed to further training and opportunities for advanced development. It is important that the SDWT receive ongoing support from the various role-players within the organisation in order to ensure its success.

- **Advanced training and development**
  As the SDWT evolves and continues to operate in the organisation, the team is confronted with more complex problems. The exposure to these problems requires additional advanced skills. The SDWT may require advanced problem solving and interpersonal skills. The provision of advanced training and development should be at the discretion of the SDWT.

- **Ongoing support**
  Once the SDWT has been implemented it is essential that the team receive support from senior management and all other levels within the organisation. Support in terms of process changes, allocation of resources and emotional support is necessary.
5.11 CONCLUSION

This chapter has investigated and discussed different models that can be used for the successful implementation of a SDWT within an organisation. Thereafter, a strategic model for the implementation and maintenance of a SDWT was developed and discussed.

The following chapter will outline the research methodology used during this study.
CHAPTER 6

RESEARCH METHODOLOGY

6.1 INTRODUCTION

The main problem of this study evaluates the effectiveness of the interventions utilized by organisations in the Eastern Cape to ensure the optimal implementation and functioning of SDWTs. To evaluate the main problem, it is necessary to accumulate information concerning the current situation and compare this with the theoretical information that has been researched.

In chapter two the characteristics and benefits of high-performing SDWTs were discussed. Chapter three provided an analysis of problems facing SDWTs while Chapter four proposed interventions that are necessary for the successful implementation and maintenance of SDWTs. A process model was developed to assist organisations with the successful
implementation and maintenance of SDWTs. The process model was used as the basis for this research study.

The purpose of this chapter is to describe the research methodology used during this study. It also discusses the research sample, construction of the questionnaire and the response rate.

6.2 RESEARCH METHODOLOGY

Kerlinger (1984, p10) states that scientific research is “systematic, controlled, empirical and a critical investigation of natural phenomenon guided by theory and hypothesis about presumed relations among such phenomena”. Leedy (1997, p3) agrees and adds that research is a process of collecting and analyzing data with the intention to increase understanding thereof.

Leedy (1997, p12) further states that research is a planned activity and should follow logical steps in the researcher's attempt to collect, organize, analyze and interpret data which will ultimately answer the research problem as originally stated.

6.2.1 THE RESEARCH METHOD
The specific research methodology that is used will depend on the research objective. The most common research methodologies include:

- **The historical method**: This method attempts to solve problems that are of a historical nature. Data of a literary or documentary nature are retrieved and analysed. Historical data can include past and current events.

- **Descriptive survey method**: This method is also known as the normative survey method and it obtains the data required by means of observation. The data is described in words and thereafter conclusions are drawn.

- **Analytical survey method**: Data is of a quantitative nature and statistical assistance is required to extract meaning from the data.

- **Experimental method**: Data is derived from controlled conditions whereby a control and experimental group is involved. The question of cause and effect on a given situation is analyzed (Leedy, 1997, p173 – 230).
Schnetler, Stoker, Dixon, Herbst and Geldenhuys (1989, p14) distinguish between three methods of data collection. They are, standardized, unstructured and structured data collection methods. Standardized and unstructured data collection methods are specialized techniques and require considerable experience to administer. Structured data collection methods are not as specialized and can be used by most researchers. Various structured instruments are available to the researcher.

Berry (1997, p143) describes the data collection instruments as identified by Schnetler et al (1989, p16) as follows:

- Personal interviews: An advantage of personal interviews is that respondents are willing to cooperate while a disadvantage is that it is expensive and time consuming.

- Telephonic interviews: An advantage of this instrument is lowered costs when compared to personal interviews. However, it is difficult to obtain sufficient quality time from respondents.

- Postal survey: This instrument requires the respondent to complete a questionnaire and this is
the only communication medium between the researcher and respondent.

Based on the previous discussion the descriptive/normative survey will be applied in this study and the method of data collection used is a postal questionnaire. The reasons for this choice are outlined below.

According to Schnetler et al (1989, p19) and Emory and Cooper (1991, p338) a postal questionnaire has the following advantages:

- It is usually the lowest cost method with regards to saving in time and money.
- This method is perceived as anonymous.
- Respondents have sufficient time to think about questions.
- The stimulus provided to each respondent is identical in all cases, as the questionnaire is the only means of communication between the researcher and the respondent.
- Data is obtained from many respondents within a limited time period.
- Postal questionnaires are usually highly structured and the use of open-ended questions is limited. This
ensures that the postal questionnaire is relatively easy to prepare for data capturing.

However, the postal questionnaire has certain limitations. Schultz (1997, p275) summarizes the disadvantages as identified by Lapovitz and Hagedorn (1976, p72). They include:

- The research sample is limited to respondents who are literate.
- There is a low response rate due to a high degree of self-selection.
- The questionnaire must be limited with regards to length and scope of questions as respondents can lose interest or become fatigued.
- Respondents are unable to qualify answers or discuss the meaning of statements with the researcher.

Based on the findings of Schnetler et al (1989, p19), Emory and Cooper (1991, p338) and Schultz (1997, p275) and the above discussion, it is clear that the advantages of the postal survey method outweigh the disadvantages thereof. The decision was based on the following reasons. The postal survey method favours the respondents, as they perceive this method to be anonymous and less time consuming than other methods.
From the researcher’s perspective, information can be obtained from many respondents within a limited time period and the data from a postal survey is relatively easy to capture on computer. Therefore, the researcher decided to use the postal survey method to obtain answers to the research problem as defined in Chapter one of this study.

6.3 RESEARCH SAMPLE

Emory and Cooper (1991, p82) state that a sample is a section of the entire population, which is carefully selected to represent the characteristics and features of that population. A sample can be selected on a probability or non-probability basis. Kerlinger (1986, p119) and Emory and Cooper (1991, 264) describe the different probability and non-probability sampling types. They include:

6.3.1 PROBABILITY SAMPLING TYPES

Probability sampling types are used with survey-based research where the researcher makes inferences concerning the sample about a population. These inferences will answer the research question or research objective (Saunders, Lewis and Thornhill, 2000, p153). The different types of probability sampling are as follows:

- **Simple random sampling**
Each population element has an equal chance of being selected into the sample. The researcher determines the sample using a random number table or generator.

- **Systematic sampling**
With this type of sampling the first sample element is randomly selected, thereafter subsequent elements are selected by means of a sampling fraction at every kth interval.

- **Stratified sampling**
Stratified sampling divides the population into sub-populations or strata from which random samples are drawn.

- **Cluster sampling**
The population is characterized into heterogeneous subgroups, units or sets. Thereafter, random sampling occurs.

### 6.3.2 NONPROBABILITY SAMPLING TYPES

Nonprobability sampling types provide a range of techniques that are based on the researcher’s subjective judgment (Saunders et al, 2000, p170). These techniques are as follows:

- **Convenience sampling**
Convenience sampling is the least reliable type of sampling but is advantageous with regards to cost and expertise required to conduct the sampling. The samples are unlimited as the researcher can select whomever they wish to be included in the sample.

- **Purposive sampling**
  During this type of sampling, the researcher deliberately attempts to obtain a representative sample by including common or typical areas or groups in the sample.

- **Quota sampling**
  During this type of sampling the researcher has knowledge of the population strata and uses this knowledge to select sample members that are representative.

Kerlinger (1986, p119) suggests that researchers utilize large samples in order to have a random sample. For the purpose of this research project all manufacturing organisations situated in the Eastern Cape region will comprise the population. The Eastern Cape region comprises the Nelson Mandela Metropole, East London and surrounding municipal areas.

As a complete and accurate list of manufacturing organisations situated in the Eastern Cape region does not exist, the 2000 directory of the Port
Elizabeth Chamber of Commerce and Industry (PERCCI), the Institute of People Management (IPM), Port Elizabeth and East London branches was used as the sample population frame.

A total sample population frame of 190 was constructed as follows:

- IPM (PE): 60
- IPM (East London): 30
- PERCCI: 100

The researcher was assisted by the members of the IPM (Port Elizabeth) committee, an employee of the MBA unit at the Port Elizabeth Technikon and a Business Professor at the University of VISTA in identifying those organisations that were likely to be involved in implementing SDWTs or anticipating the implementation of SDWTs.

The committee selected, by means of convenience sampling, one hundred participants representing a variety of manufacturing industries. These 100 participants comprised the research sample for the purposes of this study.

As reported by Salkind (2000, p94) and Saunders et al (2000, p176) the sample technique of convenience sampling is widely used by researchers as it is convenient and inexpensive. For these reasons this type of sampling was used for this study.

6.4 DEVELOPMENT OF THE QUESTIONNAIRE
Saunders et al (2000, p278) describe a questionnaire as a technique of data collection whereby each person of the sample is asked to respond to the same set of questions in a predetermined order.

The design of the questionnaire will affect the response rate, reliability and validity of the data collected. Saunders et al (2000, p279) explain that these variables can be maximized by:

- the careful design of individual questions
- a clear layout of the questionnaire
- a clear explanation of the purpose of the questionnaire
- and the conducting of a pilot test.

Leedy (1985, p142–148) recommends that the following considerations are important during the construction of the questionnaire:

- Be courteous, as a commanding approach will not be acceptable to the respondent.
- The questionnaire should be simple in content and easy to read and understand.
- Consider the respondent by ensuring that a self-addressed stamped envelope is included.
The questionnaire should be acceptable to the respondent in terms of unambiguous language, time and effort required to complete.

• Concentrate on general problems and ideas rather than specifics.

• Ensure that the questionnaire is constructed so that it is concise, brief and only solicits data that is essential to the research project and problem.

• The researcher must be aware of how the data will be processed.

• The covering letter should be structured in such a manner that it addresses the concerns of the respondent rather than the interests of the researcher.

The above considerations and guidelines were used in the design and development of the questionnaire.

Prior to conducting the pilot study, the questionnaire was evaluated by a Professor of the Department of Business Management at the University of Vista and a Senior Lecturer at the MBA unit of the Port Elizabeth Technikon. These persons provided constructive criticism on the design of the questionnaire and as a result of this feedback, adjustments and corrections were made.
Subsequent to obtaining feedback from the above-mentioned persons the questionnaire was subjected to a pilot study. A pilot study will identify any weaknesses in the questionnaire and refine it to the extent that respondents will not experience any problems whilst answering the questions and the researcher will be able to assess the questions’ validity and the likely reliability of the data to be collected (Saunders et al, 2000, p306).

Ten human resources practitioners/managers were selected to participate in the pilot study. The objective of the pilot study and instructions for completing the questionnaire were provided in a covering letter (Appendix A). The suggested changes were made to the questionnaire.

The final draft of the mail survey questionnaire and its covering letter was used to collect the empirical data for this research project. These are shown in Appendices B and C. The questionnaire comprised of five sections:

A: Biographical information  
B: Self-directed work teams (SDWTs)  
C: Characteristics of SDWTs  
D: Benefits of SDWTs
E: Problems associated with SDWTs.

Forced choice questions were used to gather the required data.

The purpose of Section A of the questionnaire was to obtain biographical information concerning the respondent’s geographical location, number of employees in that organisation, industry in which it is primarily involved and the nature of the position held by the respondent. Section B provided data regarding the interventions used by the organisation when implementing SDWTs and the reasons for not implementing SDWTs. Section C of the questionnaire aimed to gather data relating to the characteristics of SDWTs and section D the perceived benefits associated with implementing SDWTs. These benefits were characterised into the employee, organisational and customer perspective. In section E the problems associated with SDWTs were addressed.

6.4.1 QUESTIONNAIRE COVER LETTER

Salkind (2000, p140) emphasizes the importance of the questionnaire cover letter as it will establish a sense of authority and convey the importance of the project. In order to satisfy these objectives and to ensure a high response rate the following information was included in the cover letter:
The cover letter identified the individual in the organisation who should complete the questionnaire.

The aim of the research project was briefly explained to the respondent.

The respondent was informed that the questionnaire would minimize time demands.

The respondent was assured that the content of the questionnaire would be treated as strictly confidential.

The cover letter identified a specific individual who could provide additional information if desired.

A specific return date was stated.

A stamped, preaddressed envelope was provided.

The cover letter was printed on the Port Elizabeth Technikon letterhead and was signed by both the researcher and the research promoter.

6.5 RESPONSE RATE

A mailing list of the participants chosen by means of convenience sampling was compiled. Each participant was allocated a number and as each completed questionnaire was received, the participant was checked off the list. Non-respondents were contacted telephonically to encourage them to return the completed questionnaire.
One hundred questionnaires were posted. A total of fifty six completed questionnaires was received which indicates a 56 percent response rate.

Emory and Cooper (1991, p333) believe that a 30 percent response rate is considered an acceptable response for postal surveys. Salkind (2000, p137) maintains that researchers should expect approximately a 35 percent response from a mail questionnaire. Saunders et al (2000, p158) support this estimate and consider a response rate of 30 percent to be reasonable and acceptable. The authors base their findings on their experience and previous research that has been undertaken where surveys in the business sectors have yielded response rates of between 15 and 20 percent.

In light of the above discussion, a response rate of 56 percent is considered above average for a postal survey and is acceptable for the purpose of this study.

6.6 CONCLUDING REMARKS

This chapter explained the concepts of research methodology and provided a detailed review of the particular methodology used in this research study.
The research sample, the development of the questionnaire and the response rate was discussed.

In Chapter seven the completed questionnaires will be analyzed and interpreted and the research problem as stated in Chapter one will be discussed.
CHAPTER 7

ANALYSIS AND INTERPRETATION OF EMPIRICAL STUDY

7.1 INTRODUCTION

The research methodology that was used during the study was discussed in chapter six. The purpose of this chapter is to investigate the intrinsic meaning of the data that was obtained from the empirical study. The data will be analysed and interpreted in terms of the structure of the questionnaire which includes:

Section A: Biographical information
Section B: Self-directed work teams (SDWTs)
Section C: Characteristics of SDWTs
Section D: Benefits of SDWTs
Section E: Problems associated with SDWTs.
The research findings are presented in this chapter and are organized in tabular and graphic form. Empirical results were processed and results generated using Microsoft Excel.

7.2 ANALYSIS AND INTERPRETATION OF THE BIOGRAPHICAL INFORMATION

Figure 7.1 indicates that the majority of respondents (79 percent) were from the Port Elizabeth area while 16 percent of respondents were from Uitenhage. In total, 95 percent of the respondents were from the Nelson Mandela Metropole.

Figure 7.1: Graphic representation of the geographical distribution of respondents
Figure 7.2 indicates that there is a good spread of different-sized organisations that responded while the majority of respondents were from small to medium-sized organisations (101 – 500 employees).

![Size of Organisation Diagram]

**Figure 7.2: Graphic representation of the size of the organisation**

Figure 7.3 indicates the division of the various industries that responded to the questionnaire. The majority of organisations originated from the automobile and auto component industries. A possible reason for the majority of responses originating from these sectors is that the automotive industry has been identified as the most dominant industry in the Eastern Cape (Angloher, 2001, p7).
Figure 7.3 Graphic representation of industry division

Figure 7.4 indicates that the majority of respondents (60 percent) were from the human resources field while “other” (27 percent) included respondents who held a management/supervisory position in the organisation.
**Figure 7.4:** Graphic representation of the position held by respondents

*Figure 7.5 indicates the percentage of organisations that are currently utilizing SDWTs. Only 32 percent of respondents have implemented SDWTs while the majority of the respondents (68 percent) have not. This phenomena is investigated and the results shown in Table 7.3.*

**Figure 7.5:** Graphic representation of organisations utilizing SDWTs

Cross-tabulated response data revealing relationships between use of strategies and industry type and size are presented in Table 7.1 and Table 7.2.
Table 7.1: Utilisation of strategies according to industry type

<table>
<thead>
<tr>
<th>Industry Type</th>
<th>Utilization of SDWT’s</th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Tyre &amp; rubber</td>
<td>1</td>
<td>2.6</td>
<td>1</td>
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<td>Automobile</td>
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<td>44.7</td>
<td>4</td>
</tr>
<tr>
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<td>Food &amp; Beverage</td>
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<tr>
<td>Chemical</td>
<td>2</td>
<td>5.3</td>
<td>0</td>
</tr>
<tr>
<td>Metal</td>
<td>4</td>
<td>10.6</td>
<td>2</td>
</tr>
<tr>
<td>Textile</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
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<td>7.9</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100.0</td>
<td>18</td>
</tr>
</tbody>
</table>

A chi-squared test indicates on the 5% level of significance that respondents’ affiliation to different organisational types has no impact on the choice to implement or not to implement SDWTs.
Table 7.2: Utilisation of strategies according to industry size

<table>
<thead>
<tr>
<th>Industry size</th>
<th>Utilization of SDWT'S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>0 – 100</td>
<td>1</td>
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<tr>
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<td>1000 +</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
</tr>
</tbody>
</table>

A chi-squared test indicates on the 5% level of significance that industry size has no impact on the data or relationship between those who selected to implement SDWTs and those who did not.
### Table 7.3: Reasons for not implementing SDWTs

<table>
<thead>
<tr>
<th>Reasons for not utilizing self directed work teams</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade union resistance</td>
<td>2 (10.0)</td>
<td>6 (35.0)</td>
<td>7 (40.0)</td>
<td>5 (25.0)</td>
<td>0 (0.0)</td>
<td>20</td>
</tr>
<tr>
<td>Lack of training</td>
<td>5 (25.0)</td>
<td>10 (50.0)</td>
<td>3 (15.0)</td>
<td>2 (10.0)</td>
<td>0 (0.0)</td>
<td>20</td>
</tr>
<tr>
<td>Lack of finance</td>
<td>3 (15.0)</td>
<td>5 (25.0)</td>
<td>8 (40.0)</td>
<td>3 (15.0)</td>
<td>1 (5.0)</td>
<td>20</td>
</tr>
<tr>
<td>Management Resistance</td>
<td>4 (20.0)</td>
<td>6 (30.0)</td>
<td>8 (40.0)</td>
<td>2 (10.0)</td>
<td>0 (0.0)</td>
<td>20</td>
</tr>
<tr>
<td>Supervisory resistance</td>
<td>5 (25.0)</td>
<td>10 (50.0)</td>
<td>4 (20.0)</td>
<td>1 (5.0)</td>
<td>0 (0.0)</td>
<td>20</td>
</tr>
<tr>
<td>Employee resistance</td>
<td>5 (25.0)</td>
<td>8 (40.0)</td>
<td>6 (30.0)</td>
<td>1 (5.0)</td>
<td>0 (0.0)</td>
<td>20</td>
</tr>
<tr>
<td>Individual rewards</td>
<td>3 (15.0)</td>
<td>4 (20.0)</td>
<td>5 (25.0)</td>
<td>6 (35.0)</td>
<td>1 (5.0)</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 7.3 tabulates the reasons why certain of the sampled organisations have not implemented SDWTs. The table indicates the following:

- 45% of respondents strongly agree or agree that trade union resistance influences the decision to implement SDWTs. However, 40% of the respondents are uncertain whether this is a possible factor in non-implementation.

- The above table shows that the main reasons for not implementing SDWTs is the resistance exhibited by supervisors (75%) and a lack of training. Inadequate organisational resources are cited as a reason for not implementing SDWTs.

- Although 40% of the sampled respondents indicate financial reasons as the rationale not to implement SDWTs, a large percentage of respondents (40%) remain uncertain.

- 50% of respondents identify that management resistance could inhibit the implementation of SDWTs.

- Employee resistance (65%) is also cited as an important reason for not implementing SDWTs within the organisation.

- Only 35% of respondents indicate that individual rewards are a reason for not implementing SDWTs.

*Holpp and Phillips (1995, p79), Nader (1996, p38) and Dessler (1997, p330) identify the lack of union support, supervisory resistance and
incompatible reward systems as the main reasons for not implementing SDWTs. This is substantiated by the empirical study results, which identify employee resistance, supervisory resistance and a lack of training as the main reasons for not implementing SDWTs.

It is interesting to note that in the South African context only 25 percent of respondents do not believe that the trade union plays a major role in the decision to implement SDWTs. Respondents (40 percent) do not consider individual-based reward systems to be a factor in the decision not to implement SDWTs.

The responses of the sampled population indicate that an average of 30% remain uncertain as to the reasons for not implementing SDWTs within their organisations. This area may indicate that further research can be undertaken to clarify specific reasons for not implementing SDWTs.

**Table 7.4: Preparation within the organisation**

<table>
<thead>
<tr>
<th>Preparation within the organization</th>
<th>Always</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of environment</td>
<td>No</td>
<td>26</td>
<td>10</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>60.5</td>
<td>23.3</td>
<td>9.3</td>
<td>7.0</td>
</tr>
</tbody>
</table>
Table 7.4 reflects the various interventions used in the preparation of the organisation for SDWTs. An analysis of table 7.4 indicates the following:

- 60.5% of respondents indicated that the organisational environment was always analyzed prior to the implementation of SDWTs.
- 65.1% of the respondents stated that the trade union was consulted prior to implementation. This percentage seems low, especially when considering the strength of the trade union within the South African context.
- Slightly more than half of the respondents (53.5%) stated that a task team was established to determine the feasibility of implementing a SDWT within the organisation.
- Only a small percentage of organisations (18.6%) adapted the remuneration structures for a team-based environment.
According to 34.9% of respondents, organisations do not change their remuneration packages to be more team-based. This is contrary to the emphasis that Dessler (1997, p331) places on the importance of the team-based salary and rewards when implementing SDWTs within the organisation.

The above responses are of some concern when one takes into consideration that these elements are regarded in the literature as the main preparatory factors that should be activated prior to the establishment of a SDWT.
Table 7.5: Management Support
A n a l y s i s o f T a b l e 7.5 i n d i c a t e s t h e f o l l o w i n g:

- 3
- 4
- 8

of respondents reported that management always implemented changes in organisational policies when implementing SDWTs while 44.2% only occasionally changed organisational policies.

<table>
<thead>
<tr>
<th>Management support</th>
<th>Always</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to organisational policies</td>
<td>No</td>
<td>15</td>
<td>19</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>34.8</td>
<td>44.2</td>
<td>14.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Allocates financial support</td>
<td>No</td>
<td>21</td>
<td>12</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>48.8</td>
<td>27.9</td>
<td>20.9</td>
<td>2.3</td>
</tr>
<tr>
<td>Acts as champion to SDWT</td>
<td>No</td>
<td>25</td>
<td>14</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>58.1</td>
<td>32.6</td>
<td>2.3</td>
<td>7.0</td>
</tr>
<tr>
<td>Establishes vision</td>
<td>No</td>
<td>28</td>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>65.1</td>
<td>18.6</td>
<td>11.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Selects competent participants</td>
<td>No</td>
<td>26</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>60.5</td>
<td>23.3</td>
<td>4.7</td>
<td>11.6</td>
</tr>
<tr>
<td>Autonomy is given to SDWT</td>
<td>No</td>
<td>19</td>
<td>17</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>44.2</td>
<td>39.5</td>
<td>7.0</td>
<td>9.3</td>
</tr>
<tr>
<td>SDWT receives ongoing support</td>
<td>No</td>
<td>33</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>76.7</td>
<td>16.3</td>
<td>2.3</td>
<td>4.7</td>
</tr>
</tbody>
</table>
• Less than half of the respondents (48.8%) stated that senior management exhibited their support of SDWTs by means of allocating financial support.

• Only 9.3% of respondents reported that senior management seldom or never act as a champion for the change process to SDWTs.

• In 83.7% of the sample, a vision was compiled whereby employees understood the expected change to SDWTs.

• 83.8% of respondents were of the opinion that competent employees were (always and sometimes) selected to participate on SDWTs.

• Only in 42.2% of the cases was autonomy to operate in an empowered environment always granted to the SDWT.

• 76.7% of respondents believe that the SDWT always receives ongoing support from management.

Holpp (1999, p60) and Parker et al (2000, p3) emphasize the importance of creating a vision of the organisation that intends to implement a SDWT. Results received from the empirical study substantiate these authors’ findings.

Denton (1995, p3), Heller (1998, p18) and Robbins (1997, p312) state that successful SDWTs need competent members. The results of the
empirical study indicate that in the majority of organizations (83.8%), competent employees were selected to participate on SDWTs.

Yeatts and Barnes (1996, p.72) and Peeter and Koppens (1997, p.10) believe that management should support the SDWT on a continuous basis and provide inspiration and guidance to the team. This belief is substantiated by the results that showed that 76.7% of respondents stated that they receive ongoing support from their management.

Table 7.6: Training received by the SDWTs
Table 7.6 indicates the different training received by the members of the SDWT. An analysis of the table indicates the following:

- 58.1% of respondents indicate that SDWT members were exposed to the concept of SDWTS by means of training.
- 51.2% of respondents had undergone technical skills training.
• 34.9% of respondents had always been exposed to some type of administrative skills training but 41.9% only sometimes.

• Sampled organizations report relatively low percentages for the specific types of training. Only 44.2% of respondents had always undergone interpersonal skills training, 48.8% of respondents had experienced team building training and 39.5% of respondents received advanced problem solving training. However these scores are enhanced if they are added to the “sometimes” responses.

• 34.9% of respondents were exposed to advanced interpersonal skills training.

• 39.5% of respondents had undergone conflict resolution training.

An average of 43.8% respondents agree to all eight training interventions. However, advanced interpersonal skills training is as not a predominant factor and is carried out less than any other form of training.

It is noteworthy that the sampled organisations do not place a strong emphasis on training interventions. According to the literature, a high majority of organisations expose their SDWT members to various training interventions. Exposure to training interventions is the reason cited for the
Table 7.7: Characteristics and delineations of SDWTs

<table>
<thead>
<tr>
<th>Characteristics or and delineations of SDWTs</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not Agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function within boundaries</td>
<td>24</td>
<td>22</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>42.9</td>
<td>39.3</td>
<td>5.4</td>
<td>12.5</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Responsible for segments</td>
<td>22</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>39.3</td>
<td>57.1</td>
<td>3.6</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Optimal size is between 4 – 12</td>
<td>22</td>
<td>23</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>39.3</td>
<td>41.1</td>
<td>14.3</td>
<td>3.6</td>
<td>1.8</td>
<td>100</td>
</tr>
<tr>
<td>Teams have vision</td>
<td>28</td>
<td>25</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>44.6</td>
<td>5.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Members are multiskilled</td>
<td>33</td>
<td>17</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>58.9</td>
<td>30.6</td>
<td>5.3</td>
<td>5.3</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>SDWT have autonomy</td>
<td>23</td>
<td>29</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>41.1</td>
<td>51.8</td>
<td>5.4</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Decisions are made by consensus</td>
<td>28</td>
<td>24</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>42.9</td>
<td>3.6</td>
<td>3.6</td>
<td>1.8</td>
<td>100</td>
</tr>
<tr>
<td>Decisions are made by majority rule</td>
<td>17</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>30.4</td>
<td>32.1</td>
<td>16.1</td>
<td>16.1</td>
<td>5.4</td>
<td>100</td>
</tr>
<tr>
<td>There is trust amongst members</td>
<td>35</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>62.5</td>
<td>33.9</td>
<td>1.8</td>
<td>1.8</td>
<td>0.0</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 7.7 lists the identified characteristics and delineations of SDWTs. The analysis of each characteristic or delineation is based on the total number of respondents who indicated, “Strongly agree” and “Agree”.

Table 7.7 indicates the following:

- 82.2% of respondents agree that a feature of SDWTs is that they function within specifically defined work boundaries.
- 96.4% of respondents agree that SDWTs are responsible for an entire segment of work, product or project.
- 80.4% of respondents believe that the optimal size of an SDWT is between four and twelve members.
- 94.6% of respondents agree that a high-performing SDWT must have a vision that gives the team a sense of purpose.
- It appears that 89.5% of respondents believe that a high-performing SDWT has members who are multiskilled.
- 92.9% of respondents indicate that high-performing SDWTs must have the autonomy to operate within an empowered environment.
- 92.9% of respondents indicate that successful SDWTs make decisions by means of consensus whereas 62.5% indicate that decisions are made by majority rule. In this question respondents were asked to choose either consensus decision making or majority rule. The researcher believes that
respondents did not read the entire question therefore the response is skewed. The “or” could have been highlighted or typed in a bolder font.

- 96.4% of respondents believe that trust is a characteristic of a high-performing SDWT.

In Table 7.7 it is evident that an average of 87.6% of respondents strongly agree or agree with the above characteristics. Heller (1998, p24), Katzenbach (1998, p112), Robbins (1998, p283) and Porter et al (1999, p42) agree that the most important characteristic of a successful SDWT is the existence of a climate of trust. This is strongly supported by the findings of question 8 in table 7.5 where 96.4% of respondents indicated that trust is viewed as the most important characteristic.
### Table 7.8: Competence of members

<table>
<thead>
<tr>
<th>Members are competent with regards to:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not Agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical knowledge</td>
<td>No</td>
<td>32</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>57.1</td>
<td>37.5</td>
<td>5.4</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>No</td>
<td>28</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>50.0</td>
<td>46.4</td>
<td>1.8</td>
<td>1.8</td>
<td>0</td>
</tr>
<tr>
<td>Decision making skills</td>
<td>No</td>
<td>28</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>50.0</td>
<td>46.4</td>
<td>1.8</td>
<td>1.8</td>
<td>0</td>
</tr>
<tr>
<td>Team working skills</td>
<td>No</td>
<td>29</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>51.8</td>
<td>48.2</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>No</td>
<td>27</td>
<td>28</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>48.2</td>
<td>50.0</td>
<td>1.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quality processes</td>
<td>No</td>
<td>29</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>51.0</td>
<td>42.9</td>
<td>3.6</td>
<td>1.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 7.8 reflects whether certain competencies, knowledge or skills are characteristics of a high-performing SDWT.
An analysis of the table provides the following:

- 94.6% of respondents believe that SDWT members need to have technical knowledge within a specific discipline.
- 96.4% of respondents are of the opinion that SDWT members must have problem solving skills.
- 96.4% of respondents agree that SDWT members must possess decision making skills.
- 100% of respondents believe that team-working skills are an important competency of SDWT members.
- 98.2% of respondents believe that SDWT members must be competent with regards to interpersonal skills.
- 93.9% of respondents agree that SDWT members must be competent in quality processes.

An average of 96.7% respondents believe that all of the above mentioned competencies are important. It is interesting to note that respondents believe that these above competencies must exist but only 43.8% of organisations provide some form of training intervention to SDWT members (refer to table 7.6). The researcher, having referred to Table 7.3, believes that the reasons for this could be that there are inadequate resources, which may include insufficient funds, lack of expertise and lack of trainers.
Table 7.9: Characteristics of team members

<table>
<thead>
<tr>
<th>Characteristics of team members</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdependent</td>
<td>No</td>
<td>25</td>
<td>25</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>44.6</td>
<td>44.6</td>
<td>3.6</td>
<td>5.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Diverse</td>
<td>No</td>
<td>24</td>
<td>25</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>42.9</td>
<td>44.6</td>
<td>8.9</td>
<td>3.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Various work background</td>
<td>No</td>
<td>25</td>
<td>27</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>44.6</td>
<td>48.2</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Experience difference</td>
<td>No</td>
<td>26</td>
<td>26</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>46.4</td>
<td>46.4</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Different cultural backgrounds</td>
<td>No</td>
<td>21</td>
<td>27</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>37.5</td>
<td>48.2</td>
<td>3.6</td>
<td>10.7</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 7.9 identifies the various characteristics of SDWT members. An analysis of the table reflects the following:

- 89.2% of respondents believe that team members need to be inter-dependent on one another.
- 87.5% of respondents report that successful SDWTs will have members who are diverse.
- 92.8% of respondents believe that members of a SDWT must come from a variety of functions.
- 92.8% of respondents are of the opinion that successful SDWTs will have members who possess differing experience levels.
- 85.7% of respondents believe that successful SDWT members have different cultures.

Solomon (1995, p51) and Kreitner et al (1999, p380) state that successful SDWTs have members who originate from a variety of different functions, have different experience levels and cultures. The majority of respondents strongly agree or agree with the identified characteristics of SDWT members.

However, different cultural backgrounds have the highest percentage of disagreement at 10.7%. This percentage is relatively low and is also a perceptual response. It is the researcher’s opinion that possible reasons
for this response may include previous practices being led by one race; misconceptions of other cultures; lack of knowledge of other cultures, the importance of diversity and the effect of apartheid within South African organisations.

Table 7.10: Team leader skills

<table>
<thead>
<tr>
<th>Team leaders who are skilled in:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team dynamics</td>
<td>No 30</td>
<td>25</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 53.5</td>
<td>44.6</td>
<td>1.8</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Motivation of members</td>
<td>No 32</td>
<td>23</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 57.1</td>
<td>41.1</td>
<td>1.8</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Communication</td>
<td>No 35</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 62.5</td>
<td>37.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Leadership</td>
<td>No 38</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 67.9</td>
<td>30.4</td>
<td>1.8</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 7.10 identifies the skills that a team leader functioning in a successful SDWT should possess. An analysis of the table reports the following:

- 98.1% of respondents believe that team leaders should have an understanding of team dynamics.
- 98.2% of respondents state that team leaders should be able to motivate team members.
- 100% of respondents believe that team leaders should have well established communication skills.
- 98.3% of respondents are of the opinion that team leaders should possess leadership skills.

Yeatts and Barnes (1996, p71), Kreitner and Kinicki (1998, p413) and Parker et al (2000, p4) report that team leaders need to communicate and motivate team members. Team leaders must also possess group process experience and skills.

Table 7.10 reflects that an average of 98.6% of respondents strongly substantiate the above researchers’ findings with regards to the fact that leaders need to be skilled in all of the above aspects.
Table 7.11: Problems facing SDWTs - members

<table>
<thead>
<tr>
<th>Problems facing SDWTs - members</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not Agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrealistic expectations</td>
<td>No</td>
<td>5</td>
<td>14</td>
<td>15</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>10.2</td>
<td>28.6</td>
<td>30.6</td>
<td>26.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Unclear expectations</td>
<td>No</td>
<td>3</td>
<td>15</td>
<td>6</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.1</td>
<td>30.6</td>
<td>12.3</td>
<td>38.7</td>
<td>12.3</td>
</tr>
</tbody>
</table>
Table 7.11 identifies the problems associated with SDWTs and the extent to which these problems affect the optimal implementation and functioning of SDWTs. Problems have been characterized according to those faced by team members (table 7.11) and those that confront the managers of the organisation (table 7.12).

An analysis of the table indicates the following:
38.8% of respondents agree that unrealistic expectations regarding the quantity of work can be a problem facing SDWTs but more importantly a large percentage of respondents (30.6%) are uncertain.

51% of respondents do not agree that unclear expectations with regards to goals and objectives are problematic.

67.4% of respondents experience performance problems as a result of incompetent members.

57.2% of respondents experience problems as a result of decreasing motivation of SDWT members.

69.4% of respondents experience performance problems due to inappropriate individual behavior and habits.

63.2% of respondents believe that individualism within the team causes problems.

Slightly more than half of respondents experience problems as a result of different work styles (53.1%), intercultural differences (55.1%) and a result–focused mentality (55.1%). However the fact that 18.4% and 20.4% of respondents are uncertain is concerning because it raises the question as to whether the respondents understood the question asked or alternately as a member of a SDWT, perhaps they have not yet been exposed to these problems.
Table 7.12: Problems facing SDWTs - managers

<table>
<thead>
<tr>
<th>Problems facing SDWTs - managers</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not Agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
<td>21</td>
<td>4</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>24.5</td>
<td>42.9</td>
<td>8.2</td>
<td>24.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Reward systems are not changed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
<td>23</td>
<td>3</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>28.6</td>
<td>46.9</td>
<td>6.1</td>
<td>18.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Inadequate resources provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>18</td>
<td>5</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>18.4</td>
<td>36.7</td>
<td>10.2</td>
<td>32.7</td>
<td>2.0</td>
</tr>
<tr>
<td>Resistant to SDWT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>12</td>
<td>5</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>18.4</td>
<td>24.5</td>
<td>10.2</td>
<td>38.8</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Table 7.12 indicates the problems affecting the optimal implementation and functioning of SDWTs from a management perspective.

An analysis of the table reflects the following:

- 67.4% of respondents indicate that a lack of planning affects the implementation of a SDWT.
75.5% of respondents report that reward systems are not adapted for a team-based culture.

47.3% of respondents state that adequate resources are not allocated for the implementation and maintenance of SDWTs.

47% of respondents report that management does not resist the implementation of SDWTs. This is contradictory to the findings in table 7.5, which indicates 60% of respondents stating management resistance as a reason not to implement SDWTs. This contradiction can be clarified through further research.

Table 7.12 reflects that an average of 57.8% of the respondents believe that the above-mentioned problems were a major factor during implementation and maintenance of SDWTs.

However, an average of 31.2% did not agree with the above factors, which indicates that there is no real certainty as to the main problems experienced by managers. This could be based on the fact that the majority of the respondents were team members and hence had little knowledge of the problems facing managers.
Table 7.13 : Consequences of introducing SDWTs - organisation

<table>
<thead>
<tr>
<th>Consequences of introducing SDWTs - organisations</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in productivity</td>
<td>No 31</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 55.4</td>
<td>42.9</td>
<td>1.8</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Increase in quality</td>
<td>No 30</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 53.6</td>
<td>46.4</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Flexibility increases</td>
<td>No 29</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 51.8</td>
<td>42.9</td>
<td>3.6</td>
<td>1.8</td>
<td>0.0</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7.13 indicates the organisational benefits or consequences of introducing SDWTs into the organisation. The breakdown of results is as follows:

- 98.3% of respondents agree that the organisation experiences an increase in productivity.
- 100% of respondents believe that there will be an increase in quality when implementing SDWTs within an organisation.
- 94% of respondents believe that organisational operations are more flexible as a result of implementing SDWTs.

It is evident that the respondents strongly agree with the organisational benefits, increased productivity, quality and flexible operations, as
identified in the questionnaire and the literature search (Kreitner et al, 1999, p391; Shivers, 1999, p34).

**Table 7.14 : Consequences of introducing SDWTs – Employee**

<table>
<thead>
<tr>
<th>Consequences of introducing SDWTs - employee</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences job satisfaction</td>
<td>58.9%</td>
<td>39.3%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Experiences feeling of empowerment</td>
<td>50.0%</td>
<td>46.4%</td>
<td>3.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Develops skills base</td>
<td>48.2%</td>
<td>51.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Experiences personal growth</td>
<td>53.6%</td>
<td>44.6%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 7.14 reflects the benefits to the employee when implementing SDWTs. The following reflects those respondents that “strongly agree” and “agree”:

- 98.2% of respondents report an increase in job satisfaction.
- 96.4% of respondents believe that they experience a feeling of empowerment when functioning in a SDWT.
Mullins (1996, p540), Williams (1996, p53) and Shivers (1999, p32) state that individual employees will experience greater job satisfaction, improved skills and personal growth with the implementation of SDWTs. The respondents agreeing with the consequences as identified in this section have confirmed this.

Table 7.15 : Consequences of introducing SDWTs - Customer

<table>
<thead>
<tr>
<th>Consequences of introducing SDWTs - customer</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase satisfaction</td>
<td>No 26</td>
<td>24</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 46.4</td>
<td>42.9</td>
<td>8.9</td>
<td>1.8</td>
<td>0.0</td>
<td>100</td>
</tr>
<tr>
<td>Contact improved</td>
<td>No 17</td>
<td>27</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>% 30.4</td>
<td>48.2</td>
<td>12.5</td>
<td>7.1</td>
<td>1.8</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7.15 indicates the benefits to the customer when implementing SDWTs. An analysis of this table indicates the following:
• 89.3% of respondents believe that customers experience increased satisfaction once the organisation has implemented SDWTs.

• 78.6% of respondents believe that contact between the organisation and their customers is improved.

Lepree (1995, p6) and Chang and Curtin (1994, p14) have highlighted the above as advantages of implementing SDWTs within the organisation. The majority of the respondents agree with the consequences as identified in the questionnaire, with 89.3% stating that increased customer satisfaction is a major benefit.

7.3 CONCLUDING REMARKS

The purpose of this chapter was to analyze and interpret the data obtained from the empirical study. The results indicate that most organisations adhere to the theoretical principles as stated in Chapters two, three and four. However, certain critical principles are not being adhered to.

Chapter 8 will present conclusions and recommendations of the researcher based on the above-mentioned results. Problems
encountered during the research will be discussed and recommendations made.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

A summary of the research findings and recommendations based on the data presented in Chapter seven will be provided in this chapter. The problems associated with the research endeavour will be discussed and recommendations for further research will be presented.

8.2 MAIN FINDINGS

This study attempted to solve the main problem as stated in chapter 1;

How effective are the interventions utilized by organisations in the Eastern Cape to ensure the optimal implementation and functioning of SDWTs?
The following sub-problems were identified:

- What interventions should be utilized to ensure the optimal implementation and functioning of SDWTs? Chapter four of the research endeavour identifies the said interventions.

- What interventions are currently used by organisations to expose team members to the concept and functions of effective SDWTs? Section B3 of the empirical study determines the extent to which organisations utilize the interventions identified in Chapter four.

- To what extent do existing interventions compare with the theoretical guidelines? This is analysed and discussed in Chapter seven of this research.

An evaluation of the literature highlighted the characteristics and benefits of SDWTs, problems experienced in implementing and maintaining SDWTs and proposed interventions used to promote the successful implementation and functioning of SDWTs. Further investigation produced a process model, to assist South African organisations to implement SDWTs.

An attempt was made by means of the empirical study to determine the extent to which organisations in the Eastern Cape utilize specific
interventions when implementing SDWTs. Research data revealed that only 32 percent of responding organisations have implemented SDWTs. Based on the benefits of SDWTs as outlined and discussed in chapter two, it would appear that the majority of organisations have either not investigated these advantages or have encountered obstacles in terms of the empirical findings in Table 7.3.

The main findings can be summarized as follows:

- Research data in Table 7.3 indicate that 45 percent of respondents feel that the trade union can impact on the decision to implement SDWTs.

- Table 7.12 indicates that remuneration and reward structures are not adapted to suit the team-based environment (75.5%).

- In Table 7.5 respondents indicate that the SDWT receives continuous support from their management structures (76.7%).

- It is clear from Table 7.6 that SDWT members are not adequately trained.
• It is critical for the success of the SDWT that the team leader is competent. Table 7.10 identifies the different type of skills that the team leader should possess.

• The introduction of SDWTs within the organization will have benefits for the organisation, its employees and their customers (Tables 13 – 15).

8.3 PROBLEMS ENCOUNTERED

This study aimed at evaluating the interventions utilized by manufacturing organisations in the Eastern Cape when implementing and maintaining SDWTs. In order to achieve this objective, it was necessary to review various sources, published books, articles and the internet. SDWTs have been used extensively for many years in the United States of America and to a lesser degree in Europe. Therefore, there was a great deal of international literature available but very little South African literature on the subject.

Problems were encountered with the collection of research data. Respondents are lethargic when asked to complete a research questionnaire and it required telephonic follow-ups to collect the outstanding questionnaires.
No problems were experienced when deciding on the research question or the selection of the sample.

8.4 RECOMMENDATIONS

On the basis of the literature survey that was completed, the process model that was developed and the results of the empirical study, the researcher suggests the following recommendations regarding the implementation and maintenance of SDWTs within South African manufacturing organisations.

Firstly, an assessment of the organisation's environment is critical in order to determine whether SDWTs are viable. This would include the establishment of a task team who would assist with the implementation thereof.

Secondly, the trade union should be consulted and involved in the decision to implement SDWTs. Without this, the union could impede the successful establishment of the SDWT.

Thirdly, it is imperative that all levels of management visibly support the concept of SDWTs and this support would include an adjustment of the salary and reward structures within the organization.
Fourthly, training strategies and interventions need to be determined prior to the implementation of SDWTs. Members of the team need to be exposed regularly to advanced skills such as interpersonal and problem solving skills.

Lastly, this study can provide the basis for future research. Specific areas of future research could focus on expounding the reasons for not implementing SDWTs and clarifying the contradiction of management resistance as mentioned in Chapter seven (Table 7.12). Considering that SDWTs are a new phenomenon within South Africa, future researchers could use the findings of this research for their own research.

8.5 CONCLUDING REMARKS

The objective of this research was to evaluate the interventions used by Eastern Cape organisations when implementing SDWTs. In order to perform the evaluation it was necessary to identify the interventions that were necessary during the implementation and functioning of SDWTs, the interventions currently used by organisations in the Eastern Cape and then a comparison was made between the existing interventions and the theoretical guidelines.
This study has determined that there is an association between the theory and practice. However there are areas that are not aligned. To improve the effectiveness of the SDWT, organisations need to take cognizance of the recommended guidelines as stated in the theory. South African organisations, in particular, need to adjust the remuneration and reward structures in order to support a team-based environment.

The implementation and maintenance of SDWTs according to the theoretical guidelines will improve the organization’s productivity and quality levels as well as their customer relations. This will lead to an increase in organizational and individual employee performance, which would improve the economy of South Africa. The implementation of SDWTs will ensure that individual employees improve their skills base and this would lead to the establishment of a learning culture, which is advocated by the National Qualifications Framework.
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APPENDIX A

2000.10.20

Dear Colleague

PILOT STUDY: QUESTIONNAIRE

I am currently researching the interventions utilized during the implementation and maintenance of self-directed work teams. I would appreciate your assistance in completing the enclosed questionnaire.

You may feel that some items or sections do not apply to you, please do not ignore that item or section. It is imperative that you complete the entire questionnaire.

Please return the completed questionnaire by 15 November 2000 and include feedback on the following:

- How long did the questionnaire take to complete?
- Were the instructions clear?
- Which questions were unclear or ambiguous?
- Was the layout clear and attractive?
- Any other comments.

Your comments will determine whether adaptations are needed prior to the questionnaire being mailed to the targeted sample.

Thank you for your cooperation.

Regards

Michelle Mey
Researcher

Helen Schultz
Supervisor
APPENDIX B

2000.09.22

Dear Colleague

SURVEY: SELF-DIRECTED WORK TEAMS (SDWTs)

You have been selected to participate in a survey aimed at evaluating the interventions utilized during the implementation and maintenance of self-directed work teams. The Department of Human Resources Management of the Port Elizabeth Technikon is conducting this survey.

It would be appreciated if a member of your organization who is responsible for organizational development, training or a SDWT leader or member, can complete the attached questionnaire.

The questionnaire has been designed to minimize the time demands on participants.

The questionnaire will be treated as strictly confidential and it will be impossible to identify participants on the strength of the results included in the final report.

This study is based on the assumption that certain interventions influence the implementation and maintenance of SDWTs. Based on the information gathered from this survey, the researcher will develop a model that will optimalise the implementation and maintenance of SDWTs within South African organizations.

Should you require any additional information, please contact Michelle Mey at telephone (041) 504 3824 or 083 283 1050.

Thank you for your cooperation.

Kindly return the completed questionnaire before 31 October 2000 by means of the enclosed envelope.

Yours faithfully

Michelle Mey  
Researcher

Helen Schultz  
Supervisor
SURVEY:

SELF DIRECTED WORK TEAMS

M MEY
SECTION A: BIOGRAPHICAL INFORMATION

Please answer the following questions by marking the appropriate block with an “X”.

<table>
<thead>
<tr>
<th>A1. In which geographical area is your organisation located?</th>
<th>A2. What are the total number of employees in your organisation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Elizabeth</td>
<td>0 - 100</td>
</tr>
<tr>
<td>Uitenhage</td>
<td>101 – 500</td>
</tr>
<tr>
<td>Other [please specify]</td>
<td>501 – 1000</td>
</tr>
<tr>
<td></td>
<td>Over 1000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A3. In which industry is your organisation primarily involved?</th>
<th>A4. What is the nature of the position that you hold?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyre &amp; Rubber</td>
<td>Human Resources/Training practitioner</td>
</tr>
<tr>
<td>Automobile</td>
<td>Team member/leader</td>
</tr>
</tbody>
</table>
SECTION B: SELF-DIRECTED WORK TEAMS [SDWTs]

Self-directed work teams are also known as autonomous work teams, self-managed teams, and work groups. For the purposes of this study a SDWT is defined as:

A group of goal-orientated employees, within a specific organisation, who are responsible for managing themselves and their work with a minimum of direct supervision.

INSTRUCTIONS FOR COMPLETING SECTION B OF THE QUESTIONNAIRE

Please complete the questionnaire by placing an ‘X’ in the appropriate block.

B1. Does your organisation utilise SDWTs?

YES □ [If YES, please proceed to B3]

NO □ [If NO, please proceed to B2]
B2. Please indicate reasons for not utilizing SDWTs.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade union resistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate organisational resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Lack of training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Lack of finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisational resistance to change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Management resistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Supervisory resistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Employee resistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B2 [continued]

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward systems within the organisation focus on the performance of individuals</td>
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<tr>
<td>Other [please specify]</td>
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</table>

B3. Please indicate by means of an ‘X’ the extent to which your organisation utilises the following interventions when implementing SDWTs.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The organisational environment is analysed to determine whether the implementation of SDWTs is viable.</td>
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<tr>
<td>2.</td>
<td>The trade union is consulted in the decision to implement work teams.</td>
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<tr>
<td>3.</td>
<td>A task team is established to determine the feasibility of implementing a SDWT.</td>
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<td>4.</td>
<td>The remuneration/reward system is adapted to accommodate teamwork</td>
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<td>5.</td>
<td>Senior management supports the implementation of SDWTs by:</td>
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<tr>
<td></td>
<td>- Changes in organisational policies</td>
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<td></td>
<td>- Allocation of financial resources</td>
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<td></td>
<td>- Acting as a champion of the SDWT</td>
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<td>6.</td>
<td>A vision is established whereby employees understand the expected change in teams</td>
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<td>7.</td>
<td>Competent employees are selected to participate in the SDWT</td>
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<tr>
<td>8.</td>
<td>The SDWT is given the autonomy to operate in an empowered environment</td>
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<tr>
<td>9.</td>
<td>The size of the workteam is less than twelve members</td>
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<tr>
<td>10.</td>
<td>Team members are exposed to the following training:</td>
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<tr>
<td></td>
<td>- Concept of SDWTs</td>
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<td></td>
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<tr>
<td></td>
<td>- Technical skills</td>
<td></td>
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<tr>
<td></td>
<td>- Administration skills</td>
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<td></td>
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<tr>
<td></td>
<td>- Interpersonal skills</td>
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</tbody>
</table>
- Team building
- Other [please specify] .................................

- Other [please specify] .................................

- Other [please specify] .................................

11. The workteam receives ongoing support from management

12. Subsequent to the implementation of the SDWT, the team receives training in:

- advanced problem-solving
- advanced interpersonal skills
- conflict resolution

**PLEASE CONTINUE TO QUESTION C1**
SECTION C: CHARACTERISTICS OF SDWTs

Please indicate by means of an ‘X’ the extent to which you agree that the following are characteristics of high-performing work teams.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1</td>
<td>SDWTs must function within defined work boundaries</td>
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<tr>
<td>C 2</td>
<td>SDWTs are responsible for an entire segment of work, product or project</td>
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<td>C 3</td>
<td>The optimal size of a SDWT is between four and twelve members</td>
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<tr>
<td>C 4</td>
<td>A high-performing SDWT has a vision that provides a sense of purpose to the team</td>
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<tr>
<td>C 5</td>
<td>A high-performing SDWT comprises members who are multi-skilled</td>
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<tr>
<td>C 6</td>
<td>SDWTs require members who are competent with regards to:</td>
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<tr>
<td></td>
<td></td>
<td>- technical knowledge within the specific discipline</td>
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<td></td>
<td></td>
<td>- problem-solving skills</td>
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<td></td>
<td></td>
<td>- decision-making skills</td>
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<td></td>
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<td>- team-working skills</td>
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<tr>
<td></td>
<td></td>
<td>- interpersonal skills</td>
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</tbody>
</table>
- quality processes

C 7  High performing SDWTs have the autonomy to operate within an empowered environment

C 8  Team members need to be inter-dependent upon each other

C 9  Successful SDWTs have members who are:
* diverse
* who come from a variety of functions
* possess differing experience levels
* have different cultures

C 10  High performing SDWTs have a team leader who is highly skilled in:
* team dynamics
* motivating members
* communication skills
* leadership skills

C 11  Successful SDWTs take decisions by:
* Consensus: all team members support and accept the decision; or
* Majority rule: several options are available and the decision receiving the most votes is selected

C 12  Trust amongst team members is a characteristic of a high-performing SDWT
The implementation of SDWTs can result in benefits for the employee, the organisation and their customers.

Please indicate by means of an ‘X’ the extent to which you believe the following statements are seen as benefits of implementing SDWTs within organisations.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

D 1 THE EMPLOYEE:

1.1 Experiences increased job satisfaction

1.2 Believes that he/she is empowered

1.3 Develops his/her skills base

1.4 Experiences an increase in personal growth

D 2 THE ORGANISATION

2.1 Experiences increased productivity

2.2 Experiences an increase in quality

2.3 Is more flexible with respect to operations

D 3 CUSTOMERS

3.1 Experience increased satisfaction

3.2 Feel that contact between themselves and the organisation is improved
Please indicate by means of an ‘X’ the extent to which you agree that the following are problems affecting the optimal implementation and functioning of SDWTs.

### PROBLEMS FACING SDWTs

<table>
<thead>
<tr>
<th>E 1 SDWT members:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>- have unrealistic expectations regarding quantity of work</td>
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<tr>
<td>- have unclear expectations with regard to their goals and objectives</td>
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<td>- experience performance problems as a result of incompetent members</td>
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<td>- experience performance problems as a result of decreasing motivation</td>
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<tr>
<td>- experience performance problems due to inappropriate individual behaviour and habits</td>
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<tr>
<td>- experience problems with respect to individualism within the team</td>
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<td>- experience conflict as a result of:</td>
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<td>* different work styles</td>
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<td>* intercultural problems</td>
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<tr>
<td>- experience problems as a result of focusing only on achieving results</td>
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</table>

<table>
<thead>
<tr>
<th>E 2 MANAGERS</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Do not agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>- do not adequately plan for the implementation of SDWTs</td>
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</tbody>
</table>
- do not change reward systems within the organization
- do not allocate adequate resources for the implementation and maintenance of SDWTs
- are resistant to the implementation of SDWTs

THANK YOU FOR YOUR COOPERATION AND SUPPORT.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE BEFORE 30 NOVEMBER 2000