An Analysis of Perceived and Operationalised Team Effectiveness in Community-Based Organisations within the Nelson Mandela Metropolitan Area: A Case Study

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ABSTRACT

Literature on effectiveness indicates the interest of researchers in the role that teams play within organisations. The conclusion is that different variables affect team performance effectiveness. A further analysis of literature on team effectiveness enabled the researcher to develop a matrix of assessment of team effectiveness from these variables to serve as a benchmark. In addition to this, a matrix consisting of perceived variables of team effectiveness was constructed from the outcome of in-depth interviews and focus group sessions with the members of management committees of community-based organisations (CBOs) based within Port Elizabeth townships. These matrixes were used by the researcher to assess the operationalisation of these variables within the CBO management committees. The research indicates that management committees either did not operationalise these variables within their teams or did not do so to their fullest capacity. The overall outcome of these assessments indicates the areas that require attention, and provides opportunity for group practitioners to assist CBO management committees to enhance their effectiveness as teams. It is suggested that group practitioners together with members of CBO management committees, embark as a task team project to develop a strategy to refine the perceived variables guided by those emphasised by experts within this field, to strategise a clear path towards enhanced team effectiveness.

**Key words**
Community-based organisations (CBOs), Effectiveness, External environment, Management committees, Perceived team effectiveness, Social system, Teams, Team effectiveness, Team processes, Team structure, Variables of team effectiveness.
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DEDICATION

I dedicate this treatise to the loving memory of my father who taught me the value of education in such a subtle way.

Paul Wanjiahia Gititu (1945-1991)

&

My family for all your prayers and love
CONCEPTUALISATION
CHAPTER 1

A PERSPECTIVE ON THE FUNCTIONING OF COMMUNITY-BASED ORGANISATIONS

1.1 INTRODUCTION
In many poor communities, people organise themselves into groups in a bid to collectively surmount challenges such as poverty, unemployment, and the effects of HIV and AIDS. This chapter introduces the reader to a type of a community grouping called the community-based organisation (CBO). A description of CBOs, their characteristics, and challenges they face will be discussed. The role of a CBO management in circumventing the challenges faced will also be considered. It is in the discussion on CBO managements that the subject of team effectiveness will be raised. Insights from group dynamics will be used to understand the nature and importance of team effectiveness.

To discuss CBOs and team effectiveness, this chapter will first give a broader view of the nature of CBOs before narrowing down to CBO managements and team effectiveness. This will enable the reader to understand the context within which CBO management functions and therefore appreciate the relevance of team effectiveness in making management and ultimately the CBO effective.
1.2 NATURE OF COMMUNITY-BASED ORGANISATIONS

Salles and Geyer (2006) define CBOs as small informal organizations initiated by local residents and based within the communities they serve. CBOs have also been conceptualised as grassroots formations, either not formally constituted or less formal with members being drawn from the community (Ndlovu, 2004: 8). Another description of CBOs is: small informal organisations initiated by local residents based within the communities they serve, often membership-based, operating on voluntary basis and often lacking in formal structure or strategy (Yachkaschi, 2005). The cited definitions suggest that CBOs are formed by members of a community to fulfill a given purpose, structure notwithstanding. This is in line with Stewart, Manz and Sims (1999: 4) who state that from a functional perspective, groups are formed to meet objectives which are best achieved through concerted efforts. For example, an individual in a community may not effectively provide home care to people infected with HIV and AIDS, but by combining effort and resources with others within the community, care for those infected with HIV and AIDS may be adequately provided.

Apart from meeting community needs, Opare (2007: 251) proposes that even though CBOs are small informal organizations, they provide various services which can be used as channels to route development information and other resources required to improve living conditions in rural communities. CBOs can therefore uplift and develop a community by providing services which a government may inadequately deliver.

The preceding descriptions of CBOs allude to some of the following characteristics:

- **Grassroots formation**
  
  CBOs are formed and headquartered at the grassroots level (Ndlovu, 2004; Opare, 2007: 253; Salles & Geyer, 2006). According to a study conducted by Vakil (1999), 25 of the 30 CBOs that were engaged in providing low cost housing were formed.

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within local neighborhoods. CBOs can be said to be ‘organised groupings of people, by the people, for the people in a local community’.

- **Informal structures**
  
  CBOs are characterised by informality which according to Opare (2007: 255) means that these grassroots formations usually do not have an office [specific locality] from where they operate. Instead, CBO members often have to find space usually in people’s homes for interaction and furtherance of organisational objectives. Further due to their informal nature, CBO membership is easily obtainable, as there are no formal procedures, such as membership application, interviewing and selection processes. On the other hand, Birdsall (2005) associates CBOs’ informality with the lack of formal management structures and to not being registered with local government. Whichever the case, it is clear that the one trait CBOs have is a prevalence of informality.

- **Not for profit**
  
  CBOs tend to have low revenues because individual members are usually the source of capital and manpower (Arrossi et al., 1994\(^2\) in Opare, 2007: 257). These organisations are not entrepreneurial outlets even though they may aim to develop entrepreneurial activity within the community. It is for this reason that they are known as non-profit organisations (Opare, 2007; Salles & Geyer, 2006). To implement their programmes, CBOs rely on funds from donors and so fundraising is a continuous undertaking.

- **Membership and size**
  
  Yachkaschi (2005) has found that CBOs tend to have few members due to their non-profit making nature. The CBO members offer their services for the benefit of the community on a voluntary basis which in itself checks the organisation’s workforce.

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• **Reliance on volunteers**

One significant characteristic of CBOs is the reliance on volunteers for the discharge of responsibilities and implementation of services (Green & Matthias 1997\(^3\) in Opare, 2007: 254). This implies that those who are involved in managing the CBO and implementing project initiatives are usually volunteers recruited from the community where the CBO is based. The remuneration for the volunteers is dependent on the availability of funds (Vakil, 1999).

• **Lack of infrastructure and resources**

Since CBOs are not profit making and rely on funds from donors, they are characterised by a lack of resources such as communication technology, physical premises, material and expert human resources (Symes, 2002\(^4\)). This is aggravated by the fact that CBOs are often formed in communities that are financially disadvantaged.

The CBO characteristics discussed make them vulnerable so that survival is of primal concern. In addition, the general make up of these grassroot formations predispose them to certain challenges which if not addressed, threaten organisational effectiveness and survival.

### 1.2.1 Challenges that CBOs Face

In order to survive, CBOs require proper governing structures. Governance is defined as the system of ensuring all legal and moral accountabilities are met and that the organisation’s vision, mission, values, policies, and strategies consistently guide its actions. Ndlovu (2004: 23) holds that governance is extremely critical as donors want to see that a CBO has adequate governance mechanism in place. Batten\(^4\) argues that the quality and performance of governance is directly proportional to the extent to which an

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\(^4\) Batten, J. R. *Good Governance for Non Profit Organisations in Africa*. Located at: [www.penkenya.org/Docs/GoodGovernance.pdf](http://www.penkenya.org/Docs/GoodGovernance.pdf) [retrieved on 7/03/2008]
organisation achieves its mission. Considering the limiting factors facing CBOs, instituting proper governing structures is a challenge, yet for effectiveness and sustainability good governance is a requirement. In connection to governance, Symes (2002b) proposes that a CBO has to pay attention to developing a constitution which outlines the roles and expectations of the management, legal and tax registration all of which affect functioning.

It should be remembered that the reason for CBO sustainability is to attract funds in order to continue providing services to the community. The bulk of CBOs’ financial revenue is from donor funds and this is why CBOs have to engage in fundraising efforts by sourcing for donors. Unfortunately as mentioned by Ndlovu (2004) and Yachkaschi (2005), donors at times have stringent funding conditions, which exclude CBOs from eligibility. Such requirements include the time frame within which to respond to a funding call, the format of the proposal [which may require expert proposal writing skills], as well as monitoring regulations. Failure to present an appealing proposal obviously means a CBO does not get funding and this has adverse effects on the CBOs’ ability to keep its programmes running. To overcome this challenge, some CBOs engage in income-generating activities, such as sewing and brick making. Unfortunately, income generated from these activities is usually insufficient to keep CBO programmes afloat.

Linked to the lack of funds is the prevalence of limited resources. Without funds, CBOs are unable to invest in technology such as computers even though such technology would increase efficiency. Symes (2002a) is of the opinion that a CBO that lacks infrastructure such as technology renders itself invisible to donors. This is maybe compounded by the lack of office premises, and a postal address which make communication difficult (Opare, 2007). Apart from inability to communicate, the lack of technical resources means CBOs cannot respond to proposal calls via swift channels such as email.

Skilled human resource is another challenge that CBOs have to contend with. Volunteers and staff working in CBOs usually come from the community, and may not have
appropriate skills to undertake some of the tasks associated with their positions (Opare, 2007). It therefore stands to reason that competence and skills development is an ongoing need and requirement within CBOs. The CBO leader has to look for opportunities to train management and volunteers. At times the leader may lack the capacity and/or competence to ensure that the training received is effectively applied or operationalised within the organisation.

Related to skills development is the challenge to retain trained volunteers. When volunteers are trained, they tend to seek better paying jobs leaving the CBO in need of staff. High staff turnover makes it difficult for the organisation to fulfill its purpose. This situation can only be broken by paying competitive stipends to the volunteers. Therefore CBO leaders have to find ways of retaining trained staff that are willing to give their time for little or no remuneration.

CBOs rely on external stakeholders such as Non-Governmental Organisations (NGOs), and certain government departments for skills development to help create effective internal structures that assure organisational sustainability (Kaplan, 1994)

External stakeholders may also assist CBOs with tasks such as proposals and report writing, book keeping, and organisational development in order to attract funding. Where this assistance is not available or timely, CBOs often have to fend for themselves. Costly mistakes are made which negatively impact the organisation and may even result in members leaving.

Another challenge is the need to develop leadership that creates an environment that will assure goal attainment. According to Kaplan (1996: 89 in Opare, 2007: 257), good leadership has long been recognized as one of the critical elements in the effective functioning of community organizations. In research conducted on the sustainability of CBOs in impoverished communities in Bangladesh, it was found that groups that


prospered were those that had strong leadership, transparency of information sharing, and decision making (Datta, 2005: 50). Such competencies are often lacking within CBO management, which in turn pose more challenges for the organisation.

Often CBOs are started by a charismatic leader who plays a major role in the direction the organisation takes (Vakil, 1999: 413). Such leaders according to Datta (2005: 51) do not always prepare their members to take over leadership and this creates problems of succession and continuity. Some leaders lack both leadership and management skills and often equate leadership with management. This creates another challenge for an organisation because a CBO leader should be able to provide leadership and management to ensure the purpose of the organisation.

Closely related to leadership is the need to develop accountability and transparency without which internal conflict in a CBO can occur (Opare, 2007; Symes, 2005). Conflict within the CBO may also occur due to poor planning which leads to a depletion of funds (Symes 2002: 1). A reduction of funds [especially due to poor planning where there is lack of transparency] in turn leads to volunteers withdrawing their commitment to the organisation, and a loss of trust between the community and the CBO. Therefore transparency and accountability are fundamental when it comes to the use of funds in the organisation.

Accountability in the CBO is not just internal but according to Ndlovu (2004), it is also external because a CBO is accountable to the community it serves. This means that the CBO has to conduct business in a manner that generates and sustains community support. This can be done through the establishment of organisational procedures that enable accountability and transparency. While misappropriation of funds may be the case in some CBOs, it is not often premeditated but rather brought about by poor bookkeeping, planning, and lack of financial management skills.
The fact that CBOs are also accountable to the community implies that they have to develop sound relationships with the members of the community, and gain insight on how to enable this. Relationship building poses a challenge, as it is symbiotic in nature. A CBO has to meet the needs of the community, and members of the community need to provide the volunteers who execute tasks. Further to this, the need for funding creates competition between CBOs, especially when there is more than one CBO operating within the same community.

Another symbiotic relationship is the one between CBOs and NGOs. NGOs like CBOs are also non-profit organisations which are described by Bebbington and Mitlin (1996: 8 in Eade 1997: 5) as professional though not always salaried, intermediary non-governmental groups channeling financial, technical, intellectual and further support to other groups. NGOs normally partner with CBOs to provide resources such as funding, training and professional skills like proposal writing and budgeting (Vakil, 1999). CBOs in turn provide NGOs easy access to communities. This symbiotic relationship poses a challenge for CBOs in terms of balancing the support received and the expectations that emanate from the relationship.

Other relations that require balancing are those that exist between CBOs and the government. Even though the government provides supportive partnership to CBOs by funding their endeavours and/or contributing towards the developing of skills, there are instances when government policies and politics negatively impact CBO operations. In research conducted by (Vakil 1999: 420) on CBOs involved in providing housing in Africa and Latin America, it was found that housing CBOs are vulnerable to the interference, manipulation and control of various actors (politicians) who usually have their own agenda. Vakil’s research reveals that factors such as delay in registering CBOs and implementation of unworkable regulations make it impossible for some CBOs to commence with construction work and access funding. This is reiterated by Datta (2005:

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who observed that politicians usually use grassroot formations as ‘vote banks’ to garner support for their own political gains. CBOs need the goodwill of civic leaders, and therefore CBO leaders have to find ways to gain support from politicians without compromising the integrity of the organisation. The same applies to sustaining their relationship with these external stakeholders.

So far the preceding paragraphs have given a description of CBOs by highlighting their characteristics and the challenges they face. Owing to the expectations that CBOs raise in their communities and the need to survive as organisations [their vulnerability not withstanding], the question that arises is how CBOs deal with these challenges in a constructive manner so that organisational objectives are achieved. There is no guideline, and therefore CBO members need to be creative and innovative, and this amongst other things, requires knowledge, competencies and skills.

This brings the discussion to the focal point of the research project, CBO managements. One of the ways CBO members navigate through challenges is by internally organising themselves to form management systems. The premise is that the well-being of a CBO begins with the effective functioning of its management. In the CBOs that have been studied, the managements instituted to provide CBO leadership and coordination are referred to as management committees. Members of the management committees perceive themselves as teams and can therefore be referred to as management committee teams. Henceforth the three CBO management committees studied in this research will be referred to as management committee teams [MCs].

1.3 MANAGEMENT COMMITTEES

A committee has been defined as a group of persons, limited in membership by selective appointment, usually appointed by some superior authority, and having joint responsibility for inquiry, deliberation, decision, action, sponsorship, or related activities in regard to matters assigned to them (Dunham, 1970: 336). It has also been described as
a contrived group, which is formed for a specific purpose. These definitions infer that CBO management committees are entrusted with the responsibility of deliberating matters on behalf of the CBO, and are expected to report back on activities. In the context of CBOs a management committee is usually made up of the founder of the organisation and selected volunteers. This is the case with the management committees [MCs] studied in this research project; they are composed of a chairperson and volunteer representatives who have specific assigned roles. The MCs manage the affairs of their CBOs and report to a Board of Directors during the annual general meetings.

1.3.1 Functions of Management Committees
Depending on the objectives of a CBO, the functions of a management committee may vary though most have generic functions which as mentioned by Dunham, (1970) include:

- **Decision making**
  Management committees have leverage to make decisions on behalf of the CBO. The decisions made may pertain to tasks, organisational policies, recruitment of volunteers, training, and budgeting. Decision making is thus an inevitable ongoing function.

- **Directing and coordinating CBO activities**
  In conjunction with decision making, management committees are also expected to play a coordinating and directing role. By so doing, the management committees are charged with the responsibility of ensuring that organisational resources are coordinated and staff members’ efforts are directed towards providing services to the community and thereby meeting organisational objectives.

- **Selecting and appointing personnel**
  Management committees are expected to recruit, train, and motivate CBO volunteer staff. With relation to staff issues, Symes (2002b: 63-64) adds that management committees have to attend to personnel matters by providing a safe working

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8*Types of Small Groups.* Located at: [http://www.abacon.com/commstudies/groups/type.html](http://www.abacon.com/commstudies/groups/type.html) [retrieved on 18/03/07]
environment that values and support all working in the CBO. A management committee is therefore required to outline policies and procedures for volunteers/staff recruitment, monitoring, evaluation, as well as staff dismissal.

**Networking**

Bearing in mind that CBOs do not exist in a vacuum, management committees are entrusted with the responsibility of developing relationships with relevant stakeholders through networking. Networking as posited by Symes (2002b: 63-64), includes maintaining a healthy public image within the community which leads to a positive climate between management and stakeholders.

**Conflict management**

When conflict occurs, it is the responsibility of the management committee to ensure it is resolved and does not render the CBO ineffective. This is done by finding means to resolve the conflict, even if it requires contracting a third party to resolve the conflict.

Other functions which management committees perform include focusing on planning, organising, setting goals, and communicating (Selles & Geyer, 2006: 7-10). In addition, Symes (2002: 63-64b) mentions that management committees need to adhere to the law, regulations and legal requirements; oversee financial matters and accountability of finances through bookkeeping, maintenance of accounts, audit and submission of financial records to donors.

The preceding cited functions of a management committee indicate the key role a committee plays in the effectiveness of a CBO. Selles and Geyer (2006: 4) state that a wise management of the organisation can contribute significantly to ensuring the effectiveness of the work a CBO does. There are various ways that a management committee can ensure it functions effectively such as enhancing the decision-making process, communicating decisions to members and involving all members in activities stemming from those decisions (Swanepoel, 2002: 133). By improving the effectiveness of management committees, CBOs can be better poised to face their challenges and
sustain the provision of services to the community. The remaining section of this chapter will discuss how teams and team effectiveness can positively contribute to the functioning of a CBO management committee.

1.3.2 Management Committees as Teams

As a group of people who are expected to provide organisational leadership, a team approach strategically positions a management committee to function effectively and enable the CBO survive in its community. Research has shown that teams lead to greater efficiency and effectiveness. For example, Applebaum and Batt (19949 in West 2007) reviewed 12 large scale surveys and 185 case studies on management practices and concluded that teams improve organisation performance in terms of efficiency and quality. This is affirmed by Schultz et al. (2003: 98) who state that teams generate better performance, job satisfaction, collective commitment to organisational goals, peer pressure to perform, create solutions by pooling ideas and decentralising decision making. The success of organisations such as Ford, Motorola, and General Electric has been attributed to the implementation of effective teams which support high performance and change (Katzenbach & Smith, 1994: 25).

If multinational organisations implement a team approach to increase their productivity, perhaps the functioning of vulnerable organisations such as CBOs can be fortified by adopting a team approach at the management committee level. Often management committees do not operate as teams, first of all because they are formed as groups and one has to recognise that groups and teams are different. The subject of teams will be discussed at length in Chapter 3. At this point it is important to note that not all groups are teams though all teams are groups. Consequently not all committees [since they are a type of group] function as teams.

The preceding paragraph has touched on a debatable issue, whether teams are groups and vice versa, hence the need to highlight some differences between the two entities. A team

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is a type of a group which requires a high degree of commitment, interaction, dependency, shared values and norms in order to work towards a shared purpose or goal (Moxon, 1991; Stewart, Manz & Sims, 1999). A team has been defined as a group of individuals who work together, who have the same work objectives, and whose work is mutually dependent (Spiegel & Torres, 1994:5). A group on the other hand is a cluster of two or more people who have come together for a specific purpose, normally for the benefit of the individual in the group or the one facilitating the group (Schultz et al 2003: 96). The definition of a group would fit that of a team in the sense that both are made up of two or more people who interact and share a common identity. However to leave it at that, would not capture the essence of a team and as stated by Keen (2003: 2) the key difference between groups and teams is in the dynamics and objective of the reason why the people are brought together.

Teams require a higher degree of commonality in terms of commitment, interaction, interdependency, mutual accountability, values, and norms (Katzenbach & Smith, 1992; Moxon, 1999; Stewart, Manz & Sims, 1999). As discussed by Nelson and Quick (2000), groups emphasise individuality, while teams stress on collectivity and fostering a high degree of mutuality amongst team members. According to Johnson and Johnson (2003), a team should be characterised by a united group of people who have a shared accountability and interdependency, and are committed to a common purpose that directs interaction. In relation to committees, they function as groups of people who work towards certain goals, have individual leadership, and accountability with a low degree of shared fate. Enlightened committees may endeavor to achieve a team-based work approach for the benefit of the committee and their organisations as a whole.

A committee that functions as a team experiences positive outcomes not just in terms of meeting task-related objectives, but as proposed by Stewart, Manz and Sims (1999: 4), such a committee would enjoy interpersonal gains. In addition, according to the just mentioned authors, people in an effective team report higher job satisfaction than those working alone. This assertion is supported by the Hawthorne Studies which revealed that
interpersonal factors positively impact on productivity when people work in groups (Forsyth, 1999). If functional teams give an interpersonal satisfying experience to members, it would follow that dysfunctional teams lead to member dissatisfaction.

Further more, effective functioning teams have multiple benefits because they better performance, job satisfaction, collective commitment to organisational goals, peer pressure to perform, and creative solutions through the pooling of ideas (Schultz et al., 2003: 98). As mentioned by Spencer and Pruss (1992) teams foster unity amongst team members so that members share in the successes of the team which increases team synergy. Bearing in mind the challenges CBO management committees face, it seems that a team approach would be beneficial. Symes (2002b: 2) proposes that a team-based approach allows a management committee to be guided by common goals, shared values, clear roles and norms to direct operations in the committee. In adopting this approach, a management committee is in a position to increase its productivity, reduce absenteeism, staff turnover, as well as achieve task-related objectives. Instituting a team approach can promote collective responsibility and a commitment to the management committee objectives.

1.3.3 Team Effectiveness in Relation to Management Committees

Even though teams benefit organisations, Buzaglo and Wheelan (1999) caution that many teams experience difficulties to the point of being dysfunctional. Teams therefore require assistance to become effective entities. In the CBO context, bearing in mind the challenges they face, it is obvious that management committees may not be conversant with the principles of leadership, management and adaptation to a team-approach. They therefore need to understand what team effectiveness is and how it can be achieved. Group dynamics would not only assist CBO management committees to acquire appropriate competencies and skills, but can enable them to examine team effectiveness and how to sustain it.
Team effectiveness has been discussed in detail in Chapter 4 though it is essential to note that it involves more than meeting task-related objectives. Team effectiveness as presented in Chapter 4 is multi-dimensional and includes team members’ relations, the satisfaction derived from team membership, and the ability to continue working in the team (Abelson & Woodman, 1983\textsuperscript{10} in Fleming & Amaya, 2001; Hackman, 1990\textsuperscript{11} in Jordan, Hubert & Armenakis, 2002).

A management committee concerned with team effectiveness would have to examine whether task-related objectives are met, the prevalence of committee members’ satisfaction and the ability of committee members to continue working together. This equates to Williams’ (1996: 18) opinion that teams should focus on process [how they work together] and relationship building. According to Batten (1957), groups [teams] must meet the needs and expectations of the members for effectiveness. To meet the needs of committee members requires the development of meaningful and satisfying relations, having the resources, and developing skills required to achieve tasks.

Thus, a management committee dedicated to team effectiveness would have to be concerned with identifying factors that contribute to task accomplishment and the development of positive member relations. Such factors include goals setting, member participation, decision making, conflict management, cohesion, and leadership\textsuperscript{12}. In addition, identifying ways of developing group identity and coordinating team activities would positively impact on team effectiveness (Forsyth, 1999: 166). Achieving team effectiveness requires planning, and as mentioned by Carter (2001)\textsuperscript{13}, the strength of a management committee lies in addressing objectives, planning, evaluating, and networking with other organisations.


\textsuperscript{12} \textit{Group Maintenance in Community Groups.} Located at: \url{http://ohioline.osu.edu/cd-fact/1702.html} [retrieved on 13/03/06]

\textsuperscript{13} Carter, I. 2001. \textit{Building the Capacity of Groups.} Located at: \url{http://tilz.earfud.org/Publications/PILLARS/Building+the+Capacity+of+local+groups/} [retrieved on 28/01/2008]
To examine team effectiveness, group dynamics as a subfield within sociology enables an understanding of human interaction and behavior in groups, all of which assist in enhancing the way group members work together [see Chapter 4]. Further to this, group dynamics insights can enable management committees to understand structural components imperative to team functioning such as norms, values, roles including leadership, status, and communication networks. Equally important, group dynamics would provide insights into understanding processes such as communication, decision making, and socialisation all of which contribute to team effectiveness. For example, Uphoff (1994\footnote{Uphoff, N. 2001. \textit{Local Communities and Institutions: Realizing their Potential for Integrated Rural Development}. Paper for Seminar on the \textit{The Role of Local Communities and Institutions in Integrated Rural Development}. Organised by the Asian Productivity Organization. Teheran, Iran, 10-15 November 2001.} in Datta 2005: 53) maintains that by focusing on decision-making roles and processes, resource mobilization, management, communication, coordination and conflict resolution management committees keep their organisations in focus and align member relations and interactions with the objectives of the organisation.

Whether or not the management committee teams studied in this research project function as teams and pay attention to team effectiveness remains to be ascertained. They do however perceive themselves as teams though it should be noted that this does not necessarily mean they operate according what is sociologically understood as a team - this is especially with reference to team effectiveness. This aspect will become clearer in Chapter 5 where the outcome of assessment pertaining to team effectiveness is dealt with. One cannot however question the importance of enabling the committees to embrace a team approach.

Motivated by Opare (2007: 261) who remarks that despite CBOs obvious merits and potential in advancing the rural development process, they often lack certain essential capacities … and the best approach is to identify and strengthen capacities that already exist within CBOs. Thus, this research will aim at identifying what aspects of team effectiveness already exist in the management committees studied. In addition, this
research will investigate what these committees perceive to be team effectiveness and thereby identify interventions that can enable the committees to adopt a team-based approach.

1.4 CONCLUSION
The purpose of this chapter was to orient the reader to what CBOs are, their characteristics and challenges. From the discussion presented, CBOs are grassroots formations which emerge in poor communities. The characteristics and challenges cited make CBOs vulnerable organisations and so to survive, they form a management committee to provide leadership and direction. From literature reviewed, the success of a CBO is attributed to the proper functioning of the management committee. It is at the management committee level that the subject of teams and team effectiveness was broached. It appears that a team approach can benefit both the CBO and management committee by enabling attainment of task-related objectives as well as the development of positive member relations. This chapter has made a case for the need to institute team and team effectiveness in the functioning of CBO management committees. Since teams can be dysfunctional, it was noted that management committee need external assistance to make team functioning a reality.

This is why this research project will examine how team effectiveness is operationalised in three management committees. The findings from this research will enable recommendations on the sort of interventions management committees need in order to adopt a team-based work approach. To obtain data that will enable the research findings, the next chapter will provide the research methodology in order for the reader to understand how this research was undertaken.

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CHAPTER 2

RESEARCH METHODOLOGY

2.1 INTRODUCTION
The contents of this chapter will serve to inform the reader of the methodological choices that were made by the researcher to ensure a valid and reliable research outcome. As a preamble to the methodology, the researcher will provide the rationale and motivation for undertaking this research. Thereafter, the research objectives will be presented that guided the research. Included in the chapter is a discussion of the research procedures and techniques that were used to enable data collection and triangulation, as well as a description of the research process that will inform the reader of how the research was conducted.

2.2 RATIONALE AND MOTIVATION
The contents of this section should be understood against background of Chapter 1 in which the reader was introduced to community-based organisations (CBOs) as grassroots formations that are established within communities in an attempt to address various needs and/or problems.

CBOs are generally composed of members living within the community in which they render a service. Owing to the unique characteristics of CBOs, these informal organisations face challenges that make them vulnerable to ineffectiveness, especially at the management level. The management of these organisations is often entrusted to
management committees, which usually consist of the organisation’s founder and specific appointed volunteers. Management committees are not only expected to ensure that services are rendered to the community, but are also responsible for creating structures to ensure effectiveness and sustainability of both the CBO and its management. However, due to a lack of skills and resources, management committee members often lack the ability to establish effective structures and processes. This may result in disorganisation eventually leading to the dissolution of the CBO. Research plays an important role in identifying problem areas, and by suggesting recommendations, this can prevent dissolution of CBOs.

Preliminary investigations for this research indicated that CBOs often equate achievement of organisational goals to management committee effectiveness. As long as CBOs are able to provide services to the community, their management committees perceived this to be a sign of effectiveness. This may not always be the case, as an assessment of the structures that are created and the processes that were developed within management committees to achieve the objectives of the CBO are often ineffective. Where this occurs, CBOs run the risk of dissolving. Linked to this, donors are not likely to assess such management committees favourably or to continue funding such CBOs, which has serious impact on sustainability and the much needed services within their communities.

It therefore takes supportive training initiatives from funding non-governmental organizations (NGOs)\(^\text{15}\) to equip members of management committees with appropriate skills that can contribute to the sustenance of a CBO. Preliminary interviews with functionaries of NGOs indicated that some CBOs dissolve because management committees are ineffective. These interviews also highlighted the fact that some management committees do not develop into effective teams even though they perceive

\(^{15}\) There are Non-Governmental Organisations (NGOs) that give funding to CBOs, as well as providing training to CBO management committees. Training offered ranges from bookkeeping, conflict management, and goal-setting to the provision of HIV/AIDS home-based care training, childcare training all of which enable tasks to be performed.
themselves as effectively functioning teams. The presence of interpersonal conflict, lack of clear team objectives, lack of cohesiveness and other structural and processual problems are often the result of poorly developed teams. Research is therefore required to assist CBO management committees to identify specific problems that hinder team effectiveness.

Observations by the researcher while working within a funding NGO also enabled her to develop a better understanding of the problems that CBO management committees have. This, together with a desire to assist management committees of CBOs to develop performance effectiveness, motivated her towards this research, as she believes that a management committee that is effective will contribute to sustainable CBOs that will amongst other things attract funds to provide an on-going service to the community.

2.3 RESEARCH QUESTIONS

To assist in the formulation of specific research objectives, the following research questions were posed:

2.3.1 What indicators are used by experts in the field of team effectiveness that can serve as benchmark criteria to assess the effectiveness of CBO management committee teams (MC teams) and can be used to identify problem areas within these teams [see Chapter 4]?

2.3.2 What indicators do members of the CBO MC teams use as criteria to assess the effectiveness of their MC teams, and can be used to identify problem areas within these teams? [i.e. ‘perceived’ team effectiveness criteria or indicators] [see Chapter 5]?

2.3.3 How do CBO MC teams operationalise ‘perceived’ team effectiveness criteria within their teams [see Chapter 5]?

2.3.4 What difference is there between the criteria of team effectiveness as indicated by ‘experts in the field of team effectiveness’ [i.e. benchmark criteria] and those indicated by CBO MC teams [i.e. perceived criteria] [see Chapter 5]?
2.3.5 What interventions can be suggested to ensure sustained MC team effectiveness [see Chapter 6]?

2.4 RESEARCH OBJECTIVES

To guide the research and obtain valid and reliable outcomes, the researcher formulated the following research objectives:

2.4.1 General Objective

To explore the nature of team effectiveness of management committees of community-based organisations according to ‘benchmark criteria’ [as indicated by experts in the field of team effectiveness], and ‘perceived criteria’ [as indicated by CBO management committees].

2.4.2 Specific Objectives:

2.4.2.1 To define the concepts: effectiveness, team, and team effectiveness.

2.4.2.2 To identify the ‘benchmark criteria’ of team effectiveness as indicated by experts, and to assess how these are operationalised within CBO MC teams.

2.4.2.3 To identify the criteria of team effectiveness as perceived by CBO MC teams, and how these are operationalised within CBO MC teams.

2.4.2.4 To make suggestions as to how CBO MC teams could enhance their effectiveness.

2.5 TARGET GROUP

The researcher identified three CBOs that are based in the townships in the Nelson Mandela Metropolitan. These organisations were formed in their respective communities to respond to the growing problem of HIV and AIDS. They receive funding from different sources.
To achieve their objectives, MC team members receive skills training from different organisations, including the provincial government Department of Social Development and Department of Labour.

Both the members of the MC teams and their volunteers receive on-going training that enables them to provide services such as home-based care and pre-school care within their community. Entrepreneurial activity is also encouraged [i.e. gardening, sewing, and brick making] partly with the aim of augmenting their funding. Furthermore, these CBOs undergo a one year mentoring programme conducted by a training and mentoring organisation based in Port Elizabeth. The mentoring programme equips CBO management with bookkeeping, project management, goal setting, and conflict resolution skills.

While MC teams have a management function, they also engage in networking with stakeholders (such as ward councillors, ward committees, the SAPS, health clinics, local schools, and churches). The following section is a brief profile of each CBO.

### 2.5.1 CBO 1

- **Background information**

  This CBO was founded in 2002 by a group of teachers who noticed that some learners in their school were unkempt, and were having difficulty with their school work. An investigation by these teachers revealed that the children were affected by HIV and

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16 Name withheld to maintain confidentiality.
AIDS in their families. These teachers, in consultation with their school’s leadership, parents, a local church, and a mentoring organisation, responded to the needs of these learners by starting the CBO. Initially the CBO only provided a feeding program for the learners. Over time additional services such as HIV and AIDS support groups, gardening, and Home-based care services were introduced. The CBO has now moved to its own premises - a rented four-room house in the township. Only two of the founding members are still with the CBO, and they serve on the MC team.

- **Organisation’s vision**
  
  To be seen as a light in a united community against HIV and AIDS by offering help through well resourced centre that will offer physical, emotional and spiritual assistance with God as a guide [sic].

- **Size of CBO**
  
  The CBO has 11 volunteers of whom five serve on the MC team.

- **Initiatives of the organisation include:**
  
  A feeding program, home-based care (HBC), counselling, vegetable garden, HIV and AIDS support groups, orphan and vulnerable children (OVC), and skills development.

**DIAGRAM 1: ORGANOGRAM OF CBO 1**
The MC team is led by a project manager [leader] and reports to a board of trustees.

2.5.2 CBO 2

- **Background information**
  CBO 2 was started in January 1993 by the current project manager together with a small group of volunteers from a local church. The project manager is also the leader of the MC team. Initially, the aim of the CBO was to have a pre-school for children who came from families whose members are affected by or infected with HIV and AIDS. With time the CBO expanded its services to include home-based care, HIV and AIDS awareness through youth peer education and a soup kitchen service.

- **Organisation’s vision**
  *To be a united community based organization, dedicated to the promotion of biblical values and the values of Ubuntu and working with KwaZakhele community in the area of HIV and AIDS [sic].*

- **Size of CBO**
  CBO 2 has a total of 24 volunteers four of whom serve on the MC team.

- **Initiatives of the organisation include:**
  Pre-school/crèche, home-based care, food parcels, a soup kitchen, and skills development.
The MC team consists of a Project Manager who is the leader of the team, and three co-team leaders who coordinate the volunteers, pre-school and orphan and vulnerable children projects respectively. One of the coordinators also acts as bookkeeper, and another as the secretary of the MC team. The MC team reports to a Board of Directors.

2.5.3 CBO 3

- **Background information**
  This CBO was established in 2001 by the youth group of a local church. After two years, a new management took leadership, as the founding members had left to engage in better paying jobs. Originally this CBO only offered a soup kitchen service. Later it expanded its service to include Home-based Care, a Pre-school and after school care, and sewing classes.

- **Organisational vision**
We are called to be a well equipped. Trained and effective Christians. Organisation bringing hope and light to the infected and affected in Veeplas and the surrounding areas [sic].

- **Size of CBO**
  CBO 3 has a total of 18 volunteers and six of these serve on the MC team.

- **The initiatives of the organisation include:**
  A soup kitchen, pre-school/creche, after school care program, skills development [sewing], counseling, and an HIV and AIDS prevention and awareness programme

**DIAGRAM 3: ORGANOGRAM OF CBO 3**

![OrganoGram of CBO 3](image)

The MC team consists of a Chairperson and five co-leaders. The MC team reports to a Board of Trustees. Each of the co-leaders take responsibility for a specific department / service, while two of the team members also function as bookkeeper and secretary within the MC team respectively. This CBO has direct links with the local church whose youth founded the organisation. The CBO operates from the premises of this church.
All three CBOs have to source funding from different donors, while additional funding is acquired through various entrepreneurial activities.

2.6 RESEARCH METHODOLOGY
To achieve the research objectives, and obtain valid and reliable research outcomes, various methodological decisions were made. These are discussed in the following subsections.

2.6.1 Research Method
The research took on a qualitative approach, which is described by Bergs (2001: 6-7) as one that … *seeks to answer questions by examining various social settings and the individuals who inhabit these settings*. In addition, Bergs mentions that qualitative researchers are interested in how humans organise themselves and make sense of their environment through *symbols, rituals, [and] social structures*. According to Creswell (2003: 181), qualitative methodology is unique in that it gives a researcher the opportunity to conduct research in a natural setting using *multiple methods that are interactive and humanistic and affords the researcher some flexibility*. By so doing, this enables greater depth of understanding and insight into the phenomenon under study.

A qualitative methodology was chosen because it would enable the researcher to gain an in-depth and holistic understanding of the target group. The researcher used personal in-depth interviews, as well as both overt and covert observation of the target group in its natural setting. In addition, the researcher entered the world of the target group and gained an understanding of what they perceive team effectiveness to be by observing and assessing how team effectiveness is operationalised. Narrative data through analysis of the minutes, agenda, the constitution of the CBOs, and other documents [Reports] provided further opportunity for qualitative research insights.

A qualitative methodology also presented the researcher with a certain level of flexibility [i.e. arrangements relating to the time and place of interviewing and observations, as well
as relating to decisions regarding arrangement and implementation of focus group sessions].

The following procedures together with related techniques [see Section 2.6.3] also facilitated triangulation to enhance the validity and reliability of the research outcome.

2.6.2 Research Procedure
Three research procedures were selected: the case study, content analysis and the focus group. The researcher’s intention was to combine these procedures to enable an in-depth analysis of the social and operational setting of the target group, and to encourage triangulation.

2.6.2.1 Case Study
The case study procedure is described as an in-depth exploration of a program, event, activity, process or one or more individuals bounded by time and activity (Creswell, 2003: 15). In this research, the case study was used to enable an analysis of each CBO and more specifically, the respective MC team that are bound by time and activity defining their existence as a social group. Furthermore, the case study procedure enabled the researcher to undertake an analysis of how each MC team operationalises effectiveness according to the criteria of team effectiveness that were identified from experts in the field of team effectiveness. While this research has its focus on the [effective] functioning of management teams, it was also necessary to undertake an assessment of how management teams interact and perform their roles within the internal and external environment of the CBO. In other words, the case study allowed the researcher to analyse each CBO as a social system, and specifically to assess effectiveness of the functioning of the management committee as a team [i.e. a sub-system of the CBO].
2.6.2.2 Content Analysis

Content analysis is described as the process of analysing written or verbal data [that has been transcribed] (Berg, 2001). Holsti\(^{17}\) (1968: 608 in Berg, 2001: 240) defines content analysis as *any technique for making inferences by systematically and objectively identifying special characteristics of messages*. By using relevant documentation, the researcher was able through analysis to acquire insightful understanding into the functioning of the management committees that were studied. Content analysis was used to analyse a number of documents such as the constitutions of the CBOs, donor reports, management minutes, and correspondence with stakeholders. These provided the researcher with information on the nature of the structures and processes that the MC teams developed to ensure effectiveness [see Chapter 3 and 5].

2.6.2.3 Focus Groups

Focus groups are *interviews within a group setting which provide a means of understanding people’s feelings, thoughts about an issue, product or service* (De Vos et al., 2005: 299). This procedure was selected to acquire specific information pertaining to ‘perceived’ criteria that are used by MC teams to realise their effectiveness [see Section 2.4.2.3 in this Chapter]\(^{18}\). One focus group session was held.

Participants in the focus group consisted of representatives from the MC teams of the three CBOs. During the focus group discussion, participants were able to state, discuss and validate what they perceive from their experience to be the criteria for team effectiveness. This led to the development of ‘perceived team effectiveness criteria’ [see Chapter 5 Section 5.3.2]. The assessment of team effectiveness was based on these criteria.


\(^{18}\) To identify the criteria of team effectiveness as perceived by CBO MC teams, and how these are operationalised within CBO MC teams.
2.6.3 Research Techniques

Research procedures dictate the choice of research techniques, as does the method of research. Henning (2004) states that case studies require multiple means of data collection, and in the case of this research it allowed for interviewing, the use of an interviewing schedule, observation, content analysis techniques and focus group facilitation. These together with the choice of research procedures enhanced triangulation.

2.6.3.1 Interviewing

Interviewing as a technique involves a researcher’s personal contact with a participant, where the latter is asked questions (Bless, Smith & Kagee, 2006: 116). This technique was utilised to gain an understanding of how MC teams operationalise team effectiveness. To ensure validity and reliability, attention was given to the following:

- Unstructured interview schedules were administered on a one-on-one basis to avoid group influence. This was done on a date mutually agreed to by the researcher and the respondent.

- The researcher, through a number of visitations to the respective CBOs, was able to forge a relationship with the members and leaders. This resulted in a relationship of trust, which eliminated the Hawthorne effect. By the time that in-depth questioning and interviewing was done, the members of the MC teams had become acquainted with the researcher, and were therefore willing to provide answers without fear or feelings of intimidation.

- Interviews were conducted informally, and the respondents were informed that there are no ‘right or wrong’ or ‘correct or incorrect’ answers. Follow-up questions were also asked during site visitations, and this enabled the researcher to verify her data, as well as to gain further information and/or insight into the functioning of both the management teams and the CBO as an organisation.
2.6.3.2 Interviewing Schedule

An interviewing schedule is defined as a set of questions either structured or unstructured that are asked and filled in by an interviewer in a face to face situation with a respondent (Labovitz & Hagedorn, 1971: 53). To formulate questions for the interviewing schedule, the researcher was guided by the benchmark criteria of team effectiveness [see Table 4.4 in Chapter 4] that was identified prior to these interviews. The criteria were categorised into those that relate to structure, processes\(^\text{19}\) and the external environment of the team as a social system.

The questions in the interview schedule were both open-ended and closed, and were grammatically simplified for the participants to understand and respond suitably. Where necessary, the researcher sourced the services of a research assistant who is able to communicate in the language of the respondent. The research assistant helped in framing the questions in Xhosa. During the interview the assistant translated the answers from Xhosa to English. The research assistant was a group dynamics honours student and therefore understood the importance of reliability in research. The researcher also took time to familiarise the assistant with the research objectives and the content and purpose of the interviewing schedule.

All members of the three MC teams were interviewed with the exception of one member of the CBO 2 MC team who had left the organisation just prior to the time of interviewing.

Where there was a need to seek additional information, the researcher booked an appointment with the specific respondent. The researcher was also able to clarify information [data] during site visits.

\(^{19}\) Team structure and process are discussed in Chapter 3.
2.6.3.3 Content Analysis

Apart from administering the interview schedule, various documents were obtained from the CBOs to ascertain how team effectiveness is operationalised by the MC teams. By using benchmark criteria, the researcher was able to do this. The researcher was able to cross-check the information [data] for reliability and validity. This also ensured that the information acquired through interviewing could be verified. An analysis of various documents together with interviewing enhanced triangulation.

Further to this, provision was made to ‘uncover’ missing data that is often common when using documents such as agenda and minutes, especially when analysing social systems of this size. Sometimes decisions are informally made without evidence tabled. Also, provision had to be made for minutes that were not written or safely stored. Informal questioning and the focus group session gave additional opportunity to obtain the ‘missing information’. To an extent, ‘missing data’ also provided some indication of the quality of the effectiveness of the functioning of a management team.

Thus, to verify accuracy of data, the researcher also counter-checked the information obtained from the documents with the MC team leaders. The documents that were examined were:

- **In the form of Constitutions**

  A social system\(^{20}\) [such as a CBO] or a sub-system [such as a management committee] requires structural and process properties to survive [see Chapter 3]. To gain information on the nature of the structure and processes that relate to each CBO, the researcher examined the constitutions of these CBOs through content analysis. The researcher also assessed if the constitutions clarified role expectations and indicated what procedures MC teams were expected to adhere to. This information enabled the researcher to evidence how relevant benchmark criterion was operationalised within the MC teams.

\(^{20}\) Refer to Chapter 3 where the team as a social system has been discussed.
In the form of Narrative reports
CBOs are required to give a report on the activities of their organisations to donors, especially those who provide funding. Reports to donors provided the researcher with information on the nature of MC team functioning, changes in the management, for what the funds were being used for, and the nature and type of interaction between the MC team and its external environment. These reports also provided opportunity for the researcher to assess how management ensured team effectiveness.

In the form of Minutes
Minutes are a source of information that depicts how MC teams conduct their business, the nature of their decision making, evidence of follow-up on decisions that were made, as well as consistency of procedures during meetings. The researcher examined the minutes of each MC team for the period of 2005-2007. Not all of the CBOs kept minutes that dated back to 2005. However, to verify information obtained from those minutes that were available, the researcher questioned the leaders or secretaries of each of the CBO MC teams. This was done informally during visits to the particular CBO.

In the form of Agenda
To a large extent, agenda can be viewed as a demonstration of the preparation MC teams take to ensure that meetings are conducted effectively [see Chapter 4]. The Agenda provided the researcher with information pertaining to the issues discussed during meetings, and how they relate these to the objectives of the MC teams.

In the form of Correspondence with stakeholders
As a social system, MC teams interact with their stakeholders in the external environment. The researcher examined correspondence between MC teams and their stakeholders to identify nature of team functioning, and what was reported to these stakeholders. The correspondence also revealed the nature of the relationship that exists between stakeholders and MC teams.
2.6.3.4 Observation
During the period of field work, explicit observation was used. This involves observing participants while they are aware that they are being observed (Davies, 2007: 170). According to Davies, explicit observation has the advantage that the researcher can discuss certain issues and ask for clarification of what has been observed.

When MC team meetings were held and site visits were made, the researcher used explicit observation to obtain data. Through observation, the researcher was able to obtain data pertaining to how meetings are conducted, what norms guided their behaviour, how decisions were made, and the nature of interaction between the members of the MC team. Observation also enabled the researcher to gather information to validate data acquired through interviews and content analysis. Observational visits also provided a window through which the researcher could ascertain how the MC teams operationalise both benchmark and perceived variables of team effectiveness [see Chapter 5]. It was also through observation visits that the researcher took the opportunity to clarify queries encountered during document study.

2.6.3.5 Focus Group Facilitation
In order to ensure achievement of research objective 3\textsuperscript{21} [see Chapter 5 Section 5.3.2], a focus group session was conducted. The objectives of the focus group session were:

- To define team effectiveness as perceived by the MC teams.
- To reach consensus on the list of ‘perceived team effective criteria’ that were proposed by the members of the MC teams.
- To gather evidence of how these ‘perceived criteria’ are operationalised within the MC teams.
- To solicit suggestions as to how MC teams could enhance their effectiveness as a team.

\textsuperscript{21} To identify the criteria of team effectiveness as perceived by CBO MC teams and how these are operationalised within CBO MC teams.
The universum consisted of fourteen [14] participants. Baring the three [3] leaders, there are altogether eleven [11] ordinary MC team members [see Table 2.1].

**TABLE 2.1: TOTAL NUMBER OF MANAGEMENT COMMITTEE MEMBERS PER CBO**

<table>
<thead>
<tr>
<th></th>
<th>Team Leader / Director / CEO</th>
<th>Old Ordinary Members</th>
<th>New Ordinary Members</th>
<th>Total Number of Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBO 1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>CBO 2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>CBO 3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

The focus group consisted of ten [10] MC team members - three leaders and seven ordinary members. The researcher reasoned that all the leaders should be part of the focus group, as they were instrumental to the founding of the CBOs and that their contributions would be important. Of the seven ordinary MC team members that participated in the focus group, four [4] are old ordinary team members and three [3] are new ordinary team members. All MC team members would have participated, but finding a date that would suit all members was not feasible.

Approximately 50% of all Ordinary members participated. The three new ordinary members that attended the focus group had been with their CBO for less than a year.

Table 2.2 reflects the purposive sample of MC members that attended the focus group.
TABLE 2.2: MEMBERS SELECTED FROM EACH CBO FOR THE FOCUS GROUP

<table>
<thead>
<tr>
<th></th>
<th>TEAM LEADER / DIRECTOR / CEO</th>
<th>OLD ORDINARY MEMBERS</th>
<th>NEW ORDINARY MEMBERS</th>
<th>TOTAL NUMBER OF MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBO 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>CBO 2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>CBO 3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

To record the focus group discussion, the researcher used a tape recorder, while responses were also recorded on a flip chart. By transcribing the recording and listing the responses on flip chart paper, the researcher was able to analyse the data. Both methods of gathering the data during the focus group provided a means of verification, and also served to validate that the focus group session was in fact conducted.

2.6.3.6 Transcription of Focus Group Session
Immediately after the focus group session was completed, the recorded information was transcribed. Where vernacular language was used, the research assistant translated the wording. The translation was correlated with the information contained on the flip chart paper.

2.7 RESEARCH PROCESS
The research processes occurred in three phases: the orientation, implementation and conclusion phases. Within each phase various research activities were performed.

2.7.1 Orientation Phase
During the orientation phase the researcher prepared and planned for the research project. The following activities formed part of this phase:
2.7.1.1 Literature Review

This enabled the researcher to gain insight into the subject of teams and team effectiveness. Past and current research on the subject of teams was examined in order gain insight. Literature review also facilitated the following:

- The charting of a direction and focus for the research project.
- Collection of information on team effectiveness to conceptualise important terms used in this research: teams, effectiveness and team effectiveness.
- Obtaining information on community-based organisations in terms of their formation, challenges and how they organise themselves to ensure effectiveness.
- Identification of salient indicators of effective teams, and how these are applied in practice.
- Ability to describe and critically assess the criteria relating to effective and ineffective teams.

2.7.1.2 Consultation with Experts

This facilitated an understanding of how CBOs function, and the challenges they face. The researcher consulted with stakeholders who work closely with CBOs in Port Elizabeth. The stakeholders included training and mentoring organisations and a NGO that partner with CBOs by also providing funding and training. These stakeholders did not form part of the research target groups. Those that were consulted offered an understanding of the relevance of studying team effectiveness, and furnished the researcher with following insights:

- How CBOs function; the challenges they face, and how these affect management committee performance effectiveness.
- The content of training that CBOs receive in order to enable their organisations to function and be sustainable.
- The conditions under which CBOs operate, and how these may affect team effectiveness.
- The relevance and feasibility of studying team effectiveness in CBOs.
During the time of undertaking the research study, the researcher also worked on a part-time basis with an NGO that is involved in providing funding to CBOs in Eastern and Southern Africa. The three CBOs that were included in this study were in partnership with the NGO where the researcher worked, and this provided her with access to the target groups. By working at the NGO, the researcher was able to gain information about the nature of CBOs, their initiatives and challenges, as well as about the training they receive in order to ensure their sustainability.

Working with the NGO that funds the three CBOs also provided the researcher with an opportunity to develop an in-depth relationship with the MC teams of the CBOs that were studied prior to the period of fieldwork. This enabled an unhindered access to members of the CBO MC team.

2.7.1.3 Identification of Target Group

From a possible 21 CBOs the researcher could select as cases to study, three were selected. The reasons for this were:

- They operated in communities within the Nelson Mandela Metropolitan in which the researcher lives.
- No finances were available to travel outside Port Elizabeth to and from the communities in which other CBOs operate. This also applied to living in these communities for periods of time to undertake a research.
- An examination of documentation on the eighteen CBOs did not reveal significant differences in the composition, functioning and services of the other CBOs. The deduction was that the three CBOs that were included in the research were thus representative of the universum.

Using a purposive sample was therefore appropriate. In addition, the fact that the researcher, at the time of her deciding on which CBOs to select, had already forged a relationship with the three CBOs in the Nelson Mandela Metropolitan provided an opportunity to develop a relationship of trust that would be more difficult to establish.
with members of the other CBOs. The three CBOs were thus accessible enabling site visits on a regular basis, which helped to ensure a valid and reliable research outcome.

### 2.7.1.4 Obtaining Consent from the CBOs

Even though the researcher had interaction with the members of the MC teams prior to the period of field work [both on an informal and a formal level], there were ethical requirements that had to be dealt with. Amongst other things, the researcher had to obtain consent from each CBO management committee, and to make sure that each member of the MC team understood the purpose of the research, as well as their role in the research. Besides a formal visit to explain the research undertaking [i.e. its purpose and process], the researcher had to ensure that the relevant forms of consent, as prescribed by the NMMU ethics committee, were completed. It was also necessary for the researcher to obtain approval of her research protocol by various research structures within the NMMU.

### 2.7.1.5 Entry into CBOs

Gaining entry into the world of the three CBOs was facilitated by the fact that the researcher already had various interactions with these CBOs due to the nature of her part-time work with a funding NGO that partnered with the three CBOs. At no stage were management members hesitant to participate in the research.

### 2.7.1.6 Development of Benchmark Criteria

To develop the benchmark criteria, the researcher undertook an extensive literature study. From literature insights, the researcher was able to develop a matrix depicting variables of an effective team as indicated by experts [see Chapter 4]. The matrix made it possible for the researcher to examine how the criteria of team effectiveness are operationalised by the MC teams.
2.7.1.7 Development of an Interview Schedule
To identify how team effectiveness is operationalised within MC teams, the researcher developed an interview schedule that enabled data-collection. To ensure validity and reliability, the interview schedule contained open-ended and closed questions in simplistic grammar and terminology. Also, a second independent opinion was sought to assess if the questions related to the research objectives.

2.7.1.8 Focus Groups Planning
In terms of process, a discussion with each leader of the CBO management team was held to plan the logistical arrangements that would ensure the research would be conducted in a professional manner. This included setting up dates for interviews, site visits for observational purposes, and for the focus group session prior to the commencement of the research. Permission was also obtained to observe meetings. Suitable dates were also set for the researcher to examine documentation relevant to her research.

2.7.1.9 Preliminary Field Observations
Observation was not only confined to MC team meetings, but also extended to observations of work activity during normal service hours. Thus the researcher planned for unannounced visits to the CBOs that would enable her to observe the MC team at work.

2.7.2 Implementation Phase
During the implementation phase the researcher was able to gather information as agreed prior to the period of field work. Research activities during the implementation phase of the research were:

2.7.2.1 Interviewing
Each of the members of the three MC teams was interviewed on a one-to-one basis. Where there was a need for a Xhosa speaking research assistant, the researcher used his service. While clarity could immediately be sort, it was sometimes necessary for the
researcher also to ask for clarification during site visits. To verify the answers that were received, the researcher used other forms of data-gathering techniques, as explained within this chapter.

2.7.2.2 Attending Meetings
The researcher was able to attend a number of meetings held by the MC teams. Observation and note-taking provided opportunity to gather relevant data. The researcher was allowed to ask questions for clarification purposes. Sometimes clarification was sought after the meeting, as not to influence the process or content of the meeting that was attended.

2.7.2.3 Focus Group Session
A focus group session consisting of representatives from each of the three MC teams was held. The following were the objectives of the session:

- To define team effectiveness.
- To propose the criteria of team effectiveness as perceived by the members of CBO teams to ensure through consensus a final criterion matrix.
- To obtain further insights relating to why these perceived criteria are important and how they are operationalised within the MC of the CBOs.
- To discuss the barriers that impact of team effectiveness.

After the focus group session the researcher transcribed the information which enabled analysis of data obtained.

2.7.3 Conclusion Phase
During this phase all the data that was gathered was organised against the background of the research objectives. Thereafter, the data was analysed, findings listed, interpreted, and discussed.
From these research activities undertaken in the three phases, the researcher was able to assess whether or not she had achieved her research objectives, and to suggest recommendations on how to enhance the performance effectiveness of MC teams [see Chapter 6].

2.8 CONCLUSION
This chapter has presented a description of the research project by presenting the rationale and motivation of the research, the research objectives, profiles of the target sample as well as the methodological decisions made to ensure the data collected was reliable and valid. As indicated in this chapter the research was motivated by a need to identify how CBO management committees as teams can be made more effective. Three management committees were identified and studied to examine how team effectiveness is operationalised. It was pointed out that four research objectives guided this research project which was conducted in three phases. In each research phase various techniques were used to obtain data. The research techniques were interviewing, interview schedule, content analysis, observation, focus group and transcription of focus group session. Each technique generated data and collectively enabled the triangulation of the information obtained. The final chapter (Chapter 6) will present the recommendations.

REFERENCES


CONTEXTUALISATION
CHAPTER 3

THE TEAM AS A SOCIAL SYSTEM

3.1 INTRODUCTION

Chapter 1 provides an overview of CBOs by describing the nature of these organisations, and the challenges they have to overcome in order to ensure sustainability. Like any organisation, to survive and render a service to the community, CBOs develop structures and processes which provide the mechanisms to operationalise organisational purposes. In addition CBOs also institute a governing structure in the form of a management committee, which provides leadership and guidance. As indicated in Chapter 1, a management committee can benefit from adopting a team approach.

This chapter will give attention to conceptualising the term team, the characteristics of a team and the team as a social system. By so doing, the reader will be able to understand what the management committee of a CBO would require in order to function as a team. The structural and process variables that affect a team functioning as a social system will also be presented. Insights contained in this chapter will enable the reader to identify if management committees function as teams and what they need to be able to do so. The content of this chapter will enable the reader to understand the findings of the research presented in Chapter 5.

This chapter should be read in conjunction with the next chapter, as both aim to assure a better understanding of team functioning and team effectiveness- two important
mechanisms for the survival of CBOs. The reader is encouraged to envision a CBO management committee when reference is made to a team in this chapter.

3.2 PERSPECTIVES ON TEAMS

In the first chapter of this thesis, the researcher addressed the importance of a team-based approach to the functioning of CBO management committees. It was articulated that a management committee that functions as an effective team impacts favourably on the CBO as a whole, because as Spencer and Pruss (1992) state, teams harness synergy. Team members who work together to achieve their purpose optimise the quality of the functioning of their team beyond the sum of the contribution of each team member. Similarly, Horr (1989) indicates that teams not only improve quality, but can boost productivity up to 30%. Individuals working together as a team need to be aware that the outcome of their functioning can either have a positive or negative effect on the overall quality of their productivity. If teams have such appealing outcomes, it is important to define and understand what teams are.

In the study of groups and group behaviour, the concept ‘team’ has largely replaced the concept ‘group’ although there may be a degree of difference between these two concepts (Guzzo & Dickson, 1996). Moxon (1993) posits that a team is a type of a group that requires a high degree of commitment, interaction, dependency, shared values and norms in order to work towards a shared purpose and goals. Forsyth (1999: 165) suggests that a group is like a team in terms of its characteristics, although the dynamics of a team are unique. Katzenbach and Smith (1992) on the other hand clearly point out that groups are not teams. Levi (2001) states that the concept ‘group’ should be used to refer to laboratory research where groups and group behaviour are studied, while the concept ‘team’ should be used to refer to groups in the work environment.

While discussing management committees as teams in Chapter 1, it was noted that groups and teams are different. Various literature sources were cited and the conclusion was that while all teams are groups, not all groups are teams. It was also noted that teams require a
higher degree of commonality and emphasis more on collective functioning as opposed to groups which focus on individual performance and functioning (Nelson & Quick, 2000).

### 3.2.1 The Concept Team

Teams are described as *structured groups working on defined common goals that require coordinated interaction for task accomplishments* (Forsyth, 1999: 165). They have also been defined as *individuals who work together, who have the same work objectives, and whose work is mutually dependent* (Spiegel & Torres 1994: 5). Katzenbach and Smith (1993: 45) define a team as *a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable*. A team has also been described as a task-related collectivity of interdependent people within a larger organisation, who are identifiable by others as a team, and performs tasks (Guzzo & Dickson, 1996). Johnson and Johnson (2003: 544), on the other hand, refer to a team as *a set of interpersonal interactions structured to achieve established goals*. Schultz et al. (2003: 96) posit that a team is a *group of people formed to work together in common, cooperative action towards the achievement of an outcome and for the benefit of the group rather than for individual benefit*. These definitions highlight the following:

- reason for the formation of the group [*purpose of the team*]
- specific membership criteria [*complimentarity of skills within the team*]
- distinct identity [*a team is different from another team*]
- commonality of goals [*achievements of reason for being*]
- mutual dependence [*need for each other*]
- interdependency [*i.e. achievement of collaborative effort*]
- mutual accountability [*i.e. collective responsibility*]

In summary, the concept team in this research will denote a group of interdependent individuals, who have a distinct identity, who aim to align their skills towards achieving a specific purpose and goals in a responsible manner, while the members acknowledge
their dependence on each other, as well as being accountable for their actions and interactions, and who strive towards sustained performance.

### 3.2.2 Characteristics of a Team

Owing to their task oriented nature, one characteristic of teams is the prevalence of a common purpose and goals. LaFasto and Larson (2001: 72) indicate that from interviews with more than 6 000 team members, goals were found to be a key determinant of the team’s outcomes.

Another key feature is that teams have complimentary skills, which enable team members to achieve team objectives. A skill is *one's ability to do a specific thing well and is typically obtained through training and practice* (Yeatts & Hyten, 1998: 225). There are three categories of skills: technical, decision making, and interpersonal skills (Katzenbach & Smith, 1992). Technical skills are linked to task performance and so have to be matched to task requirements. Decision making or problem-solving skills enable the team to analyse opportunities, threats, and explore ways of overcoming threats in order achieve team objectives. Interpersonal skills make it possible for team members to work together at both the interpersonal and intrapersonal levels. Here communication skills and conflict resolution skills are crucial.

Team members’ interdependency in order to achieve goals is another characteristic of a team. The level of dependency determines the frequency and duration of interaction required to attain and sustain interdependence (Stewart, Manz & Sims, 1999: 32). The difference between dependency and interdependency can be explained by noting that the former points to the fact that not all members of the team have equal competence and skills, and are reliant on each other to work collectively towards the attainment of goals. Interdependence emphasises on dependence, but accentuates knowing that members should be empowered, but never at the cost of others. This enables team members to achieve both personal and team goals, while enhancing the quality of performance of the
team. As such, interdependence provides an avenue for enhanced quality of team performance - effectiveness - through motivation and accountability.

Apart from interdependency, team members ensure that they are accountable to the team and that the team as a whole is accountable to the individual team members. Accountability is the *shared perception that individuals will perform particular actions important to its members and will recognize and protect the rights and interests of all team members engaged in their joint endeavors* (Salas, Sims & Burke, 2005: 568). Mutual accountability cultivates commitment and trust among the team members, which in turn fosters team spirit (Katzenbach & Smith, 1994: 60). Teams that develop cohesiveness create within the members a motivation to take responsibility for achieving team goals for the sake of their individual commitment and for the purpose of the team. This implies that each team member has the responsibility of enabling other team members to achieve their individual goals. By so doing, this would also sustain the character of interdependence within the team.

Teams have a common approach, which means that team members plan how team-based work will be executed by examining how their team goals will be achieved (Katzenbach & Smith, 1994: 56). The process of planning include *inter alia* assigning roles, assessing skills in the team, and deciding how these skills can be matched to assure effectiveness.

For the purpose of coordination and interpersonal interaction, team size matters. It is proposed that teams should be small in size (Johnson & Johnson, 2003; Wheelan, 1999). Research indicates that the ideal team size ranges between four to seven people; Yeatts and Hyten (1998: 84) recommend six to eight people for effective communication.

From the preceding characteristics of a team, a management committee intending to adopt a team approach would need to examine which of the characteristics need to be incorporated. These characteristics are necessary for a management committee to be able to understand what constitutes a team.
3.2.3 Types of Teams

There is no agreed typology of teams, a conclusion that was drawn by Devine et al. (1999) who conducted research to identify how teams are used within organisations. Consequently, teams can be categorised according to their duration [i.e. the time frame during which the team will be in existence] and the control [i.e. whether teams govern and make decisions on their own or they are externally governed] that the team will have. In terms of duration, a team may exist for a long or short period of time. Long-term teams are those formed for an on-going period [such the management committees being studied], while short-term teams are formed and disbanded once the task is completed [e.g. a team set up to find a solution for a problem]. In terms of control, there are teams that are self or internally managed and those that are externally managed.

As indicated by Prasad and Tata (2004), self-managed teams have a significant degree of decision making leverage, are responsible for planning, monitoring, and organising themselves to achieve their purpose and goals. Externally managed teams often have a strong leader who makes decisions for the team and serves as an external supervisor (Stewart, Manz & Sims 1999: 35). Unlike self-managed teams, externally managed teams are often limited in their decision making capacity, irrespective of whether they are capable of doing so. Teams akin to the management committees studied in this research are self-managed and are set up to serve over a long period of time. Such teams include committees, work teams and management teams.

 Whereas committees\textsuperscript{22} are referred to as contrived groups that are temporarily or permanently assembled to act upon a matter, work teams are referred to as task teams that are led by a team leader / supervisor / manager whose task / role is to assure the on-going functions of an organisation (Adams, 2004). Management teams consist of departmental or section or division managers who are responsible for the overall effectiveness of their teams (Cohen & Bailey, 1997), and whose tasks include planning, guidance and

\textsuperscript{22}Types of Teams. Located at http://www.teambuildinginc.com/tps/020a.htm [retrieved 26/10/07]
coordination of activities within the organisation. In this study, the management committees of the CBOs will be referred to as self-managed teams.

CBOs can also be referred to as ‘self-managed organisations’ with a management committee\(^{23}\) that is responsible for achieving the purpose and goals of the organisation. In addition a CBO can be described as a long-term self-governing organisation, which is led by a management committee team whose endeavours are supported by a number of volunteers to sustain its purpose.

While there are various theoretical perspectives that provide insights to the dynamics of a team, the researcher chose to use both the systems and inter-actionist perspectives. The latter also enables the understanding of the team as a social system.

3.3 THE NATURE OF A SOCIAL SYSTEM
A social system is defined as a set of shared interdependent elements (Cohen et al., 2001: 47). It has also been described as a *set of components interacting with each other and a boundary which filters both the kind and rate of flow of inputs and outputs to and from the system* (Bertrand, 1972: 33). The two descriptions infer a dynamic structure composed of interdependent parts. This is in line with the following characteristics of a social system proposed by (Ridgeway 1983: 43):

- *Interdependence*, implying that the components of a social system require that members to work interdependently to meet objectives.
- *Interaction*, in the sense that the members of the system exert influence over each other in order to achieve the system’s goals.
- *Emergent properties*, as a result of the presence of interdependency and frequency of interaction, and structural and processual properties.

\(^{23}\) A description of a CBO Management Committee as a team has been given in Chapter 1 Section 1.3.2
• **Boundary**, which refers to interdependency, interaction and the system’s emergent properties that separates one system from other.
• **Dynamics**, providing an indication that a social system is not a static entity, but is constantly changing.

In order to provide the reader with an understanding of the nature of a social system, the researcher will present selected insights obtained from the contributions of Talcott Parsons (1951) and G.C. Homans (1951).

### 3.3.1 Talcott Parsons

Parsons (1951: 25) defines a social system as *processes of interaction between actors, the structure of the actor relations in the interactive process which is essentially the structure of the social system*. As posited by Parsons, a social system consists of interactive actors that have a network of structured relations in a given environment. The actors interact with each other creating structure and processes to sustain its livelihood. Parsons (1951) analysed a social system from a functional perspective, and outlined four prerequisites for a system’s self sustainment: adaptation, goal attainment, integration and latency or pattern maintenance [also known by the acronym AGIL] (Hassard, 1993: 22; Mills, 1967). These are discussed below:

#### 3.3.1.1 Adaptation

Adaptation constitutes activities that a system undertakes in order to establish a relationship with its environment (Hassard, 1993; Ridgeway, 1983). In the case of a management committee, this would include the services rendered to the community such as provision of soup kitchen and home-based care. Adaptation has also been described as the *process of gaining control over conditions in the environment including resource generation and allocation* (Forte, 2007: 189) that is of importance here. A system attempts to control environmental conditions and/or resources to adapt and survive in a given environment. A scarcity of resources requires the system to adjust itself and find
ways to accommodate this scarcity in order to prevent disequilibrium within the social system.

### 3.3.1.2 Goal Attainment

Parsons (1991: 9) describes a goal as *an expected state which actors in a system actively attempt to bring about.* According to Forte (2007: 189), goal attainment is the *systemic processes activated to satisfy needs, create desirable conditions and pursue opportunities by organizing the activities of the members units (in a system) into coordinated and purposeful action.* These are the activities that define the system’s goals and enable it to mobilise its resources to attain them (Hassard, 1993).

### 3.3.1.3 Integration

Integration refers to establishing control and maintenance of coordination between parts of the system (Hassard, 1993). *Integration enables internal harmony of the system* (Forte, 2007: 190), and is maintained by the development of structural elements, which stabilise behaviour and interaction within the social system. Parsons and Mayhew (1982) postulate that even though a social system cannot fully achieve integration, because of inconsistencies that may arise between the various actors and the presence of conflict, a minimum degree of integration must be attained.

### 3.3.1.4 Latency or Pattern Maintenance and Tension Management

This refers to activities that supply players in the system with motivation. Latency is a process of *generating commitments to the system’s distinctive values and principles in order to elicit preferred patterns of operation* (Forte, 2007: 190). This not only implies the identification of values, but also the generation of norms and sanctions that govern the behaviour of the members within the social system.

As proposed by Parsons (1951), depending on the requirements, systems vary in terms of structure and patterns of behaviour. Accordingly, a system endeavours to reach a point of equilibrium where all the four functions are met.
3.3.2 G.C. Homans

Homans (1951) developed a framework for analysing human behaviour within a social system. A group [thus a social system] according to Homans (1951: 87) is composed of the dynamics of activities, interaction, and sentiments of the group members together with the mutual relations of these elements with one another during the time the group is active. The social system can be divided into an internal and external environment.

3.3.2.1 Internal Environment

Activity, interaction, sentiments and norms provide a group with its specific characteristic and relationship dynamics.

According to Homans (1951: 34), activity refers to what is undertaken by the group or the business of the group. Ridgeway (1983: 48) describes activity as things group members do as part of the group other than interact with others. For example, in the context of CBO management committees, this would include planning of activities for the provision of a soup kitchen and the running of HIV and AIDS support groups.

Interaction is the verbal and non-verbal communication between the members of a system (Homans, 1951: 36). Interaction can be analysed by observing the duration and frequency thereof, and also the order of who initiates the interaction and to whom it is directed.

Sentiments are … the internal state of the human body (Homans, 1951: 37) and include liking, dislike, and attitudes. Sentiments are by-products of interactions that occur due to the activities that are undertaken by the members of the system. Sentiments can be measured by … the numbers who approve or disapprove the convictions they have and the intensity of these convictions (Homans, 1951: 40).

Norms are ideas in the minds of the members of the group which can be articulated to specify what members of the group should do, ought to do, are expected to do under given circumstances (Homans, 1951: 123). Norms in a social system clarify and/or
permit expected behaviour by stating what each member should do or is expected to do under given circumstances.

These ‘attributes’ of a social system interact with each other to develop and sustain a social system. Therefore, if any one of these are unclear or absent, the functioning of a group or team will be adversely affected.

3.3.2.2 External Environment

The environment is what falls outside the boundary of a group and consists of three interrelated parts: technical, physical, and social (Homans, 1951: 86-89). The technical environment constitutes the tools, machinery and materials that are used by the actors in a system to achieve its objectives. The physical environment refers to the tangible attributes of the environment, such as office design, furniture, and lighting. Both the technical and physical interaction affects the development of relationships.

The social environment refers to the interactions of a system with external players and how the latter affect the on-going activities within the system. In the context of a management committee team, this refers to the relationship that each member can have with other members of CBO as the social system. An internal system is created by group interaction which is an expression of the sentiments that develop as members interact individually and collectively with one another over time in response to the external environment (Homans, 1951: 90). In contrast, an external system can be described as the activities, sentiments and interactions that relate to each other in such a manner that it enables the members to survive and sustain the group within its environment (Homans, 1951: 110).

According to Ridgeway (1983: 48), interdependence and interaction in a social system require “standardisation” and “differentiation”, which are achieved by norms and role differentiation respectively. These enable the social system to achieve its purpose and goals, as well as to survive. In summary, Gottlieb (2003) is of the opinion that the
systems approach provides a framework through which complex human groups, such as organisations, families and teams, can be analysed.

Owing to the fact that teams are task oriented units made up individuals who are interdependent means that teams have their own properties and are thus sub-systems formed within larger social systems. In addition, teams as dynamic sub-systems have boundaries, which distinguish them from other sub-systems (Ridgeway, 1983). Parsons (1951) suggests that social systems have to achieve equilibrium through adaptation, integration, goal attainment and pattern maintenance. Likewise for teams to survive they have to address these four functional prerequisites through the development of structures and processes. These functional prerequisites also enable the team to survive in its external environment (Ridgeway, 1983: 45). To meet the expectations of its environments, a team has to harness effort and behaviour. One way a team can meet these expectations is through undertaking activities that relate to the purpose of the team, and by developing strong patterns of interaction and sentiments (Homans 1951).

Pattern maintenance, according to Ridgeway (1983), implies that through clear patterns of behaviour, a team will develop a distinct identity. This includes the development of values and norms which give the team its uniqueness. Through the process of socialisation and internal integration, the team develops cohesiveness enabling survival and the achievement of its goals. To survive in its environment, a team forms structural and process properties which will be discussed in the subsequent sections.

With regards to the Homans’ framework (1951), one is able to assess behaviour in a team by examining the activities, interaction and sentiments of the team members. A team’s internal and external environment can create an understanding of the challenges teams face and hence enable intervention, should this be required.
3.4 STRUCTURE AND PROCESSES IN A TEAM

Structure and processes have a symbiotic relationship in that processes develop from the interaction between members and for stability structure is required. Bezuidenhout (2006: 30) states that some processes enable the characteristic nature of the team whereas the group structure might contribute to the type of group processes within the team. The following section will focus on defining the structural and processual elements characteristic of a team. This is necessary in order to understand how structure and processes affect team effectiveness [see Chapter 4]. One has to bear in mind the management committees that adopt a team functioning approach need to examine the structural and process variables discussed in the subsequent sections.

3.4.1 Team Structure

Structure is defined as the underlying pattern of stable relations among group members (Forsyth, 1999: 120). It develops from the need for efficiency, the need to perform according to ability to meet the motivations of individuals, and the need for a team to interact with its environment (Cartwright & Zander, 1960: 643-644).

3.4.1.1 Norms

Norms regulate behaviour, provide motivation, and organize social interaction making responses predictable and meaningful (Forsyth, 1999: 121). Some norms emerge as members interact with each other (Cohen et al., 2001; Johnson & Johnson, 2003: 27). Norms need to be clear, shared, and accepted by all members of the social system. Norms can also be prescriptive or descriptive. Prescriptive norms are those that detail what members must do, while descriptive norms outline the general action in a particular situation (Forsyth, 1999: 121). Furthermore, norms can also be formal [those written down such as rules and regulations] or informal [those transmitted verbally and hence not written].
3.4.1.2 Values
According to Parsons (1991: 12), a value is *an element of a shared symbolic system which serves as a standard for selection among the alternatives of orientation that are intrinsically open in a situation*. This suggests that values are ideas that enable an individual to make a choice that is aligned to the team values. Values have also been described as *the unconscious assumptions members of a society hold* (Homans, 1951: 127). These assumptions are relative and therefore a value in one social system may not have the same meaning and importance in another. According to Ridgeway (1983: 249), values rank goals and behaviour in terms of importance in the group. Some examples of values include honesty, trust, openness, and punctuality.

3.4.1.3 Sanctions
Sanctions are linked to norms and values by providing the motivation to ensure that members align behaviour to norms and values. Sanctions are meant to generate adherence to team norms and can either be positive [in the form of rewards] or negative [where members behaving in an unacceptable manner are punished] (Bezuidenhout, 2006). Therefore, the team as a social system needs to develop sanctions which ensure adherence to norms.

3.4.1.4 Roles
Roles have been defined as *a set of prescriptions that define the behavior required of an individual member who occupies a certain position* (Katz & Kahn, 197824 in Bray & Brawley 2002: 234). Aritzea, Senior and Swailes (2005) mention that in a team, roles can be functionary meaning they are associated with the team tasks that an individual team member is expected to perform. Therefore functionary roles require the player be in possession of the appropriate skills. Belbin (199325 in Aritzeta, Senior & Swailes, 2005: 405) makes a distinction between functionary and team roles, whereby the latter is *the tendency to behave, contribute, and inter-relate with others at work in a distinct way*.

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Linked to this, Forsyth (1999) draws attention to two prominent roles that tend to emerge within teams. These are: task and socio-emotional roles. Task roles refer to behaviour associated with task accomplishment, while the socio-emotional roles are associated with building of relationships and helping to create a cohesive climate within teams (Stewart, Manz & Sims, 1999: 39).

Forsyth (1999: 8) mentions that roles specify the general behaviour expected of people who occupy different positions within a group, or the part played by a member of a group. This definition suggests that roles are accompanied by predetermined expectations. To perform roles, team members need to clearly understand the requirements and expectations associated with their roles. Further to this, role expectations are linked to rights and obligations (Parsons & Mayhew, 1982: 120). While rights are what an actor expects from other players, obligations are what the other players are entitled to receive from the actor. The rights and obligations of a role are interdependent. Therefore if actors do not fulfill their obligations or duties then they forfeit their rights.

Roles can also be either formal or informal. Formal roles are those officially assigned for the purpose of achieving goals [e.g. a committee member will be assigned the role of co-leader or bookkeeper]. Informal roles are those that develop during interpersonal interaction [for example, an actor who takes on a supportive role] (Mabry & Barnes, 1980 in Bray & Brawley 2002: 234).

Roles, like norms, have to be clear to team members, otherwise role stress develops. Role stress is likely to occur when assigned roles are unclear, poorly defined or undeveloped (Forsyth, 1999) which would result in ineffective teams. There are two forms of role stress, namely role ambiguity and role conflict. Role ambiguity refers to the fact that a role is inadequately defined, and therefore the role player is not sure what is

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expected of him/her. Role conflict occurs when a team member may be required to fulfill roles that are incompatible with other roles (Forsyth, 1999: 129; Johnson & Johnson, 2003).

3.4.1.5 Intra-member Relations

Intra-member relations are defined as connections among the members of a group (Forsyth, 1999: 130), and include status hierarchy, sociometric relations, and communication networks. Status is an evaluation of a position in a group, the rank and prestige accorded to a position by group members (Shaw, 1981: 271). Brown (2000) mentions that status relates to the prestige, value, and power that a role exerts or is expected to exert. The different forms of statuses are ascribed status, which is based on inherent dispositions such as gender, kinship and age. The other is achieved status which is based on an individual’s accomplishments such as a chairperson or a managing director. The other one is the master status, which is the status that prevails over all other statuses that one may have (Bezuidenhout, 2006: 24; Davis, 1940 in Shaw, 1981: 271).

Status differentiation occurs either by claiming one’s status or through perceived status (Forsyth 1999: 132-133). By claiming status, an individual asserts high status through non-verbal and verbal means, for example power-dressing or talking loudly with authority, whereas perceived status refers to when the team equates authority with preconceived qualities, and those in possession of these qualities receives their status accordingly. Status influences interaction in a team by determining who speaks to who, who will be in control, and who makes decisions.

One area where status may exert itself is the use of power in a team. This is because members of a team occupying a high status are likely to have more power than those with a low status. Power is defined as the ability to influence and produce a desired effect on other individuals without having one's own behavior
modified in any undesired way by that of others. Power has also been defined as *the ability to get things done the way one wants them to be done* (Salancik & Pfeffer, 1997 in Greve & Mitsuhashi, 2007: 1199). The definitions imply that power is one’s ability to control the behaviour of other people by the manipulation of sanctions.

The ability to use power depends on various bases: legitimate, reward, coercive, information, expert, and connection (Forsyth, 1999: 214–217; Petrock; Stewart, Manz & Sims, 1999: 90-92).

According to Petrock, *legitimate power* comes from an individual’s position or title which affords them the right to exercise power over others. *Reward power* is based on the ability to provide others with things they desire, while *coercive power* refers to an individual’s ability to create unpleasant conditions for others. An individual may possess *information power* (informative power) over other members who consider this important to accomplish the goals of the team. *Expert power* is derived from possessing specific skills and knowledge that others lack and need to attain goals. Lastly, *connection power* is derived from the relationships of members with others in positions of influence and thus enabling networking.

Apart from status and power, another aspect of intra-member relations is sociometric relations which describe the patterns of attraction and repulsion between group / team members (Shaw, 1981; Forsyth, 1999). These relations may lead to the formation of cliques or subgroups which may hamper the functioning of the team. Group morale is boosted by positive sociometric relations in contrast to negative relationships, which impede cohesiveness within a team (Shaw, 1981: 400). Cohesion, an outcome of positive

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27 Seven Power Bases and How To Effectively Use Them. Located at: [http://www.edelpage.themooseboy.com/7000/seven_power_bases.html](http://www.edelpage.themooseboy.com/7000/seven_power_bases.html) [retrieved 23/10/07]
29 Ibid.
member relations is the mutual attraction among members of a group and the resulting desire to remain in the group (Johnson & Johnson, 2003: 104). Cohesion is necessary to sustain team membership, as it grows from the attraction that team members have with each other and from the pride of their team.

### 3.4.1.6 Communication Networks

Communication networks are representations of the acceptable paths of communication between people in a group or organisation (Johnson & Johnson, 2003: 595). These networks can either be centralised or decentralised. In a centralised communication network, there is a focal individual through whom information is passed. In contrast, information flows freely between the team members in a decentralized network (Forsyth, 1999). Communication networks influence the emergence of leadership, member morale, and the efficiency of problem-solving (Shaw, 1981). These impact on the level of team functioning and effectiveness within the team.

### 3.4.2 Team Processes

Williams (1996) states that processes enable a team to meet its objectives, therefore it is in the team’s interest to examine and assess its processes. This is because team processes play a critical role in task accomplishment, communication and decision making. The following section will present a description of the processes important to team effective functioning.

#### 3.4.2.1 Team Development

All groups and teams move through developmental stages which affect how they function. Teams that meet for the first time, enter into the forming stage as loosely knit individuals. This stage is also marked by low member interdependence and lack of team identity (Moxon, 1993: 9). In the forming stage, team members are usually uncertain (Forsyth, 1999; Wheelan, 1999), and if a leader is already appointed, group members are dependent on the leader for direction and guidance.
Teams move from the forming into the storming stage where the members assert themselves in order to regain their individuality and influence, which is often suppressed during the forming stage (Moxon, 1993: 9). Conflict occurs, as people disagree on opinions and task accomplishment. According to Stewart, Manz and Sims (1999), conflict at this stage may be beneficial, because it helps the team clarify direction, roles and how tasks ought to be accomplished.

The norming stage, which is the third stage in the developmental process, is known as the structure stage. This is because it is during this stage that the team unity and order forms (Forsyth, 1999: 157). In the normative stage members exhibit a greater degree of interdependency, and team identity develops. Cohesion also starts to develop within the team (Hare, 1976; Tuckman, 1965; Wheelan, 1994\(^{31}\) in Forsyth, 1999: 157). Furthermore, the formation of norms and role differentiation start to emerge during this stage (Johnson & Johnson, 2003: 29).

The fourth stage is the performing stage, during which a team works towards achieving its objectives. This stage is marked by loyalty to the team, openness between members, and there is less dependence on team structure (Moxon, 1993). The performing stage is also marked by a sense of individual and collective commitment to the team.

The final stage is the adjourning stage [only later added to his model] (Tuckman & Jensen, 1977 in Gillette & McCollom, 1995), and can either be planned or spontaneous. Planned dissolution is likely to happen when a team has completed its purpose, as in the case of a project team, while spontaneous adjourning may occur due to unprecedented problems, such as when members abandon the team or when too much conflict is experienced. It should be noted that a team can oscillate between the stages, especially with the introduction of new members, and when there is uncertainty or conflict within the team (Moxon, 1993).

3.4.2.2 Social Interaction

A team undergoes the process of social interaction whereby two or more people act or respond to each other in a mutually reciprocal manner (Bezuidenhout, 2006: 32). There are various forms of interaction; the exchange form of interaction which is reciprocal in nature through the use of tangible or intangible rewards, and the cooperative form in which the success of any team member improves the chances of success for the other members (Forsyth, 1999: 242). This gives the team a shared fate since the cooperation of one member has a bearing on the effectiveness of the others. According to Nisbet (197032 in Bezuidenhout, 2006: 33), cooperation may be spontaneous, traditional, directed or contractual.

In traditional cooperation, being cooperative becomes part of the norm in the team. In directed cooperation, a team leader directs the actions of team members in order to achieve a goal. In contractual cooperation on the other hand, a formally agreed contract directs the behaviour and expectations. Competition is another form of interaction where two people strive to attain the same goal either at the same time or before the other (Bezuidenhout, 2006: 33). To avoid conflict, this nature of interaction is regulated by rules, for example norms. Coercion is the other type of interaction in which one member attempts to impose their will on the other through the use of threats, withholding of reward and other forms of sanctions (Bezuidenhout, 2006: 34). The nature of interaction that is encouraged within a team will affect how the team functions and ultimately, its effectiveness.

3.4.2.3 Conflict

Conflict is a form of interaction which is defined as the disagreement or friction that occurs when the actions or beliefs of one or more members of the team are unacceptable to and resisted by at least another member of the group (Forsyth, 1999: 236). Conflict is inevitable and may arise from issues relating to task or relationships within a team. Task-related or cognitive conflict occurs when there are differences over how tasks should be

accomplished (Jehn, 1995; Guestzkow & Gry, 1954\textsuperscript{33} in Bayazit & Mannix, 2003), whereas affective conflict often arises from personal issues (Guestzkow & Gry, 1954\textsuperscript{34} in Forsyth, 1999: 238). Teams lodged in affective conflict have been found to have lower task performance and morale. According to Bayazit and Mannix (2003), affective conflicts breed suspicions, which may be divisive in a team.

### 3.4.2.4 Socialisation and Membership

Through a process of socialisation individuals learn the behaviour expected of them in the group or team they belong to (Bezuidenhout, 2006: 34). Stewart, Manz and Sims (1993: 93) propose that socialisation occurs in three stages, namely anticipation, accommodation and acceptance. Prior to the entry of a new member to the team, the member contemplates whether or not to join the team. During this stage the prospective member investigates the team, while the team assesses whether or not to accept the individual as a team member. At this stage knowledge about the team and its purpose is gain, but the individual has no commitment towards the team. The anticipation stage thus occurs before an individual joins a team.

When the individual gains entry into the team, the new team member is expected to show initial commitment towards the team. At the same time, the team needs to accommodate and assimilate the new member into the team. This implies that the new member is involved in the team through learning the norms, performing the assigned or expected roles and internalising the prevalent values. Meanwhile, the team through accommodation assures that the new member’s needs, expectations, and the need to be accommodated are met. To assure a high level of commitment, the team and new member need to negotiate the rights and obligations of the new member role within the team. When both sides accept each other, the acceptance stage has been reached. The new member now becomes a full member of the team.

\textsuperscript{33} Guestzkow, H. & Gry, J. 1954. *An Analysis of Conflict in Decision-making Groups*. Human Relations. 7: 367-882  
\textsuperscript{34} Ibid
While socialisation may be a slow process, its pace may be quickened by the team’s time span [i.e. how much time they have to achieve their goals]. This implies that for a team operating on a short time span, a new team member will move from entry to accommodation and acceptance at a rapid speed to assure that the team’s goals are achieved within the time that has been specified. Socialisation is time constrained and may not be in-depth though the aim will be to align team members towards goal attainment.

3.4.2.5 Decision Making
Decision making is a continuous process which is described as the means by which a team selects a choice (Yeatts & Hyten, 1998: 289). Problems might occur that may cause poor quality decisions with resultant negative impact on team functioning and achievement of team goals. Irrespective of these problems, decision making as both an emergent property of processes and structure can either enhance team effectiveness or cause a team to eventually dissolve.

3.4.2.6 Group Performance
Group performance relates to task accomplishment and the processes that affect performance. The three processes that affect team performance are: social facilitation, social combination and social efficiency (Bezuidenhout 2006: 38).

Social facilitation refers to the improvement in task performance when individuals are working in the presence of other members. While social combination Steiner (1972) refers to the dependency of productivity on the resources, and how these are combined to achieve a purpose, social efficiency relates to the productivity of a team, implying that the output of each team member is maximised by specific input that will contribute towards the team’s final product.
3.4.2.7 Influence

Influence is defined as *inter-personal processes that change the thoughts, feelings or behaviour of another person* (Forsyth, 1999: 175). A team influences its members to conform to the norms in order to belong to the team. Influence not only occurs when the majority influences the minority, but also when the minority offer compelling arguments especially when the majority is uncertain about a situation (Clark, Stephenson, & Kniveton, 1990\(^5\) in Forsyth 1999: 185).

Team members occupying a high status, such as leadership, are likely to exert greater influence over those that occupy a lower status. Like power, influence in a team is likely to manifest itself in decision making, leadership, cohesion-building and usage of power. This is because individuals are likely to be influenced by others when they want to belong to a specific team.

3.4.2.8 Leadership

Leadership is defined as *the reciprocal, transactional and sometimes transformational processes in which cooperating individuals are permitted to influence and motivate others to promote the attainment of team and individual goals* (Forsyth 1999: 343). The function of a leader is not only to define problems, plan and guide the team towards task accomplishment, but to also serve as a link between the team and the external environment (Zaccaro, Rittman & Marks, 2001). The style of leadership or the need for a specific leadership type influences the dynamics within the team and relationship with the external environment. Creating an optimum leadership capacity within a team is an important process which enables a team to achieve its purpose and goals.

3.4.2.9 Communication

Communication involves the sending of messages from the sender to a receiver who in turn responds to the sender by giving feedback (Wheelan 1999: 43). It is through the

process of communication that interaction occurs and salient information that pertains to a team is passed. Several factors such as physical location, the nature of team norms, encouragement of sound communication skills and the size of the team may influence the quality of the communication process (Yeatts & Hyten, 1998). The larger the size of a team is, the greater the coordination is required.

Communication is supported by the resources at the disposal of the team, such as access to a telephone, fax, or a computer, and these technological resources make communication efficient. The nature of inter and intra-member relations affects the quality of the communication process. For instance, some members may withhold competitive information deliberately from other members in order to gain leverage. Similarly, where interaction is cooperative, members communicate more openly with one another (Johnson & Johnson, 2003: 167).

While all people can communicate in some or another way, communication within a team is a competence that requires various skills such as listening. By enabling a process characterised by open and clear patterns of interaction, communication is fostered. Communication within a team should be open and involve all the members of the team to develop interdependence within the team (Wheelan, 1999).

The structural and processes factors discussed operate in a management committee whether it functions as a team or not. This is because first and foremost a committee being a group of people can be described as a social system [See Chapter 1 Section 1.3, 1.3.2, and this Chapter Section 3.2]. Any group of people develops these structural and processes variables which impact functioning [this will be discussed in chapter 4]. Of importance at this point is to understand that the structural and process variables discussed can be identified in management committees.
3.5 THE RELATIONSHIP BETWEEN STRUCTURE AND PROCESSES IN A TEAM

The preceding discussion has presented emergent properties of a team as a social system, which arise from intra-member interaction and inter-action of members with the external environment. Different teams may have unique tasks, but the common denominator is that they all teams develop structure and processes. While a group can be understood by examining its structure (Forsyth, 1999: 120), Williams (1996) is of the opinion that processes are the foundation of a group or team.

It is complex to assert between structure and processes which is more important, particularly because they are interdependent. While structure provides stable patterns of behaviour for the team to function, according to Williams (1996), processes are the mechanisms that relate with structure to ensure effectiveness. It is important to recognise that both processes and structure are often invisible yet fundamental to the effective functioning of a team in achieving its purpose and goals. They assist a team to adjust and achieve equilibrium thus ensuring its survival as a social system.

The interdependence between structure and processes manifests in various ways. For example, norms in a team can be used to stabilise intra-member relations, direct effective communication and allow for effective assessment thereof and consequently develop cohesion. This in turn affects the ability of the team to work together (Jordan, Field & Armenakis, 2002).

Through a normative structure a team is able to ensure that status and power dynamics serve the functioning of the team rather than individuals. Through structural elements, processes can be managed and developed in order to serve the sustenance of the team. Identifying and analysing the structural and process variables will assist researchers and experts to diagnose areas of weakness in a team and help to develop measures to address these.
3.6 CONCLUSION

This chapter has defined the concept team, and examined the salient characteristics of a team. CBOs management committees can be likened to self-managing teams set up for a long period of time. A team as a social system was discussed by presenting insights from Parsons (1951) and Homans (1951), as the premise of this research is that a team is a social system. Attention was paid to both structure and process relating to the team as a social system including a discussion on the relationship that exists between structure and processes in a team.

The concepts described in this chapter are significant in understanding the research subject of team effectiveness. By understanding that a team is a social system which interacts with its external environment, one is able to understand the role of effectiveness in enabling a team to survive within its external environment. Knowledge of the emergent properties of structure and processes facilitates the identification of areas that need development or strengthening for a team to function effectively. One can take what has been discussed in this chapter and parallel it to the functioning of CBO management committees as teams.

The information contained in this chapter lays a foundation to examine how teams can be effective entities and the variables necessary to make this a reality. This constitutes the content of the next chapter.

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Types of Teams. Located at http://www.teambuildinginc.com/tps/020a.htm [retrieved on 26/10/07]


CHAPTER 4

THE NATURE AND DYNAMICS OF TEAM EFFECTIVENESS

4.1 INTRODUCTION

The aim of this chapter is to provide a description of effectiveness within a team context by presenting various descriptions of the concepts ‘effectiveness’ and ‘team effectiveness’. This will lead to the conceptualisation of the two terms in order to provide working definitions. Different variables contributing to team effectiveness will also be discussed. These variables will then be tabulated to form the benchmark criteria for team effectiveness. The criteria will serve to analyse and assess the operationalisation of team effectiveness as per the criteria in the MCs of three CBOs [see Chapter 5]. The content of this chapter will enable the reader to understand what team effectiveness is and how it is operationalised in the management committees.

4.2 THE CONCEPT OF EFFECTIVENESS

The concept ‘effectiveness’ is synonymous with concepts such as: ‘use’, ‘success’, ‘benefit’, and is applied to what is inferred to be ‘beneficial’ or ‘properly functioning’. It thus denotes a standard or standards that are contextually defined and applied. Schweigert (2006: 419) states that the question of effectiveness is part of a fundamental human effort to make sense of experience, thus implying that it is through the effectiveness of an action that any endeavour is validated.

Efforts to find a universal or generic definition of the concept ‘effectiveness’ proved evasive. For example, research conducted in grant making foundations proved how
relative the term ‘effectiveness’ is\textsuperscript{36}. One foundation in the research defined effectiveness as the ability to set and track progress towards set goals, while another defined effectiveness as the ability to bring about change in a situation. Other cited descriptions of effectiveness include:

- \textit{A measure of the quality of attainment in meeting objectives, the extent to which goals of a project are attained or degree to which a system can be expected to achieve a set of specific requirements}\textsuperscript{37}.
- \textit{The level of conformity of the product or services produced by a project in comparison to its mission}\textsuperscript{38}.
- \textit{Effectiveness is related to outcomes and is articulated by results}\textsuperscript{39}.
- \textit{The degree to which expectations regarding the quality of outcome are met by a team} (Hoegl & Parboteeah, 2003: 5).

The above descriptions suggest that effectiveness is dependent on outcomes in relation to set objectives. According to Schweigert (2006), effectiveness is described in the context of a situation that can be altered and an agent which causes the alteration. To illustrate effectiveness one has to assess the status of a situation before and after the introduction of a change agent. It can be said that effectiveness indicates that a desired outcome has been achieved; hence an action has served its purpose signifying that the action is effective.

There are two approaches to measuring effectiveness: the uni-dimensional and multi-dimensional (Goodman & Pennings, 1997: 3). A uni-dimensional approach uses a single variable to assess effectiveness, while the multi-dimensional approach identifies various interactive and interdependent units to gauge effectiveness. Against this background, the conceptualised definition of effectiveness is: \textit{A perceived outcome that is linked to the

\textsuperscript{37} Effectiveness. Located at: http://www.maxwideman.com/pmglossary/PMG_E01.htm [retrieved on 21.04.07]
\textsuperscript{38} Ibid
\textsuperscript{39} Why Effectiveness Matters. Located at: http://ww.vspinc.biz/meaning_effectiveness.htm [retrieved on 21.04.07]
quality of performance as evidenced in measurable terms enabling the assessment of the degree to which these outcomes have been attained.

4.3 CONCEPTUALISATION OF TEAM EFFECTIVENESS

In the context of teams, the concepts ‘effectiveness’ and ‘performance’ are interchangeably used (Hackman 1992 in Yeatts & Hyten, 1998: 24-31; McGrath, 1983). The reason for this seems to lie in the thought that goal attainment is linked to both effectiveness and performance. Fitts and Posner (1967) describe performance as one’s ability to undertake tasks that require skills. Performance seems to lean towards task achievement and productivity while team effectiveness incorporates more than task performance. This will become clear after the following discussion on team effectiveness.

Like effectiveness, various definitions of team effectiveness were encountered:

- The ability to successfully navigate through the earlier stages of group development to maturity with high performance in order to achieve goals and tasks (Buzaglo & Wheelan, 1999: 112).
- A team that adds more value than the value which is equivalent to adding up the contributions of all the individuals, if performing as individuals (White, 1995: 15).
- The ability to optimise both the social aspects of a team, such as members’ satisfaction and task performance (Cummings, 1978 in Singh & Muncherji, 2007).
- In a review of research on multi-disciplinary teams, Abelson and Woodman, (1983 in Fleming & Amaya, 2001: 159) state that in a team effectiveness primarily relates to goal attainment but may also include team output exceeding or meeting quality and quantity standards of the organisation, the team experience being more satisfying than

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frustrating and team process maintaining members capacity to work collaboratively on future team tasks.

These definitions imply that team effectiveness is not confined to task performance. This is confirmed by Singh and Muncherji (2007) who state that equating goal attainment with team effectiveness overlooks the process undertaken to attain goals and the nature of interaction between team members. Thus team effectiveness takes a broader approach and examines task performance as well as the processes undertaken to ensure tasks are performed.

The idea of team effectiveness incorporating more than goal attainment is also proposed by Hackman (1990\(^{43}\) in Jordan, Hubert & Armenakis, 2002: 122) who perceives team effectiveness in terms of three related categories: (a) team performance- a team’s output in the form of goods and services which can be assessed both objectively and subjectively. (b) team viability- team members’ ability to continue working together and (c) team member satisfaction. These three facets of team effectiveness advocate for a multi-dimensional approach to measuring effectiveness.

The three features of team effectiveness proposed by Hackman have been supported by various authors. For example with regards to team performance, Levi (2001: 19) proposes that an effective or successful team is one that is able to complete tasks. For Kreitner, Kinicki and Buelens (2002: 328) team performance is the degree to which a team’s output is able to satisfy recipients. This satisfaction, according to Hackman (1990 in Jordan, Hubert & Armenakis, 2002); as well as Kozlowski and Ilgen (2006: 81), is appraised by recipients of the outputs and not the team itself.

The other component proposed by Hackman (1990) and having other proponents is team viability which is defined by Stewart, Manz and Sims (1997: 140) as a team’s ability to

continue working together. Team viability originates from the nature of relations that develop between team members. For team effectiveness, team members should maintain sound social relations and promote personal and professional development (Hackman 1990\(^44\) in Yeatts & Hyten, 1998: 31; Levi, 2001). Consequently a team laden by negative inter-member relations is unable to sustain membership. Team viability directly impacts on members’ satisfaction.

Another perspective of team effectiveness is the input-process-output framework (Cohen, 1994; Cohen et al 2001; Hackman, 1990 in Yeatts & Hyten, 1998: 24- 37; Stewart, Manz & Sims, 1999). According to Kozlowski and Ilgen (2006: 79), the input-process-output framework formulated by McGrath (1964) has shaped the last 40 years of theory and research on team effectiveness. **Input** refers to the collection of team attributes available to the team at the organisational context and as a sub-system. Attributes at the organisational level include reward system, information and resources available, as well as the nature of the task. At the sub-system/team level attributes required for effectiveness are structural components, processes, and group composition. **Processes** are the undertakings of the team, which combine efforts and resources that are obtained at the input level to generate outcomes. Processes are also the interactions team members have in order to function or meet team objectives. **Output**, as the name suggests, is the product of the team’s effort, which may be tangible or intangible, as in the case of services (McGrath, 1964\(^45\) in Yeatts & Hyten, 1998: 24- 37). The input-process-output framework therefore can be used to assess the effectiveness of a team by examining the three phases and the attributes of each phase.

For Buzaglo and Wheelan (1999: 109) team effectiveness is when a team has successfully navigated from the earlier stages of development and has emerged as a mature, high performing unit capable of achieving its goals and tasks. The authors suggest that a


newly formed team may not be effective in comparison to a team that has been in existence for years. In support of this view is Peter Drucker, a management expert, who mentions that teams can take years before becoming high performing units (Keen, 2003).

Singh and Muncherji (2007) mention that team effectiveness can be described in both quantitative and qualitative terms. Quantitatively, team effectiveness can be objectively measured by examining factors such as costs saved, expenses incurred or revenue generated. At the qualitative level it becomes difficult to measure factors such as team participation, trust, cohesion, team motivation and interaction - all of which contribute to team effectiveness. Perhaps this further contributes to the lack of a generic definition of the concept team effectiveness.

Even though the concept of team effectiveness is surrounded by relativism, there is a general consensus that it is not limited to task performance but extends to members’ satisfaction and team viability. Consequently the operational definition of team effectiveness for this thesis is:

*Team effectiveness is the process through which individuals have matured into a collectivity and by adding value greater than themselves towards their cause are able to exceed or meet expected quality of standards through collaborative satisfying effort to achieve their envisaged outcomes.*

### 4.4 VARIABLES OF TEAM EFFECTIVENESS

According to Davis (2001 in Singh & Muncherji, 2007), there are three variables of team effectiveness: the people that make up the team or team composition, the context in which the team operates, and the nature of the tasks undertaken. Team composition is *the mixture of individuals’ input and skills included in the team* (Stewart, Manz & Sims 1999: 38). For team effectiveness, a team needs a combination of task oriented members as well as individuals that provide socio-emotional support. Task related skills enable goal attainment while socio-emotional skills enable team members to develop good

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communication, promote positive intra-relations, as well as resolve conflict. It is most probably why Blake, Mouton and Allen (1987: 23) hold that an effective team is concerned with both production and the well-being of its members.

On the other hand, McGrath (1964\[47] in Yeatts & Hyten, 1998: 25) categorises team effectiveness variables into three levels: the individual, the group, and the environmental. Variables at the **individual level** constitute team members characteristics such as skills, attitudes, and personality, while **group level** variables are structure, cohesion, and size of the team. **Environmental level** variables are the nature of the task, the reward system and the stress level. It would thus seem that combining variables from the three levels would position a team to achieve effectiveness.

Stewart, Manz and Sims (1999: 31- 44) propose that team effectiveness is aided by appropriate tasks, knowledge of the nature of the task, accessibility to appropriate technology, sound leadership, team autonomy, and appropriate interactions. Knowing the nature of the task, possessing the skills to undertake the task and developing structural and processes that enable team functioning is necessary for effectiveness. A team has to be able to have autonomy to chart its course and make decisions that enable it to function within its social system.

Other variables fundamental for team effectiveness are team interaction, the purpose of the team, the resources available to the team and the ability to use these resources (Kreitner, Kinicki & Buelen 2002: 329). This is because these variables contribute to the achievement of task related objectives through the development of structural and processes components needed by a team for survival.

Additional factors affecting team effectiveness cited in Wheelan (1999: 38) include clear goals, clear roles, member interdependency, leadership style matching the stage of team

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development, the presence of open communication and feedback, planning, and decision making, including how decisions are implemented and evaluated by team members. These factors focus on the team members’ ability to develop structural and processes components that enable members to identify and achieve team objectives. Levi (2001: 33) has tabulated the factors that contribute to team effectiveness by consolidating various authors’ views as indicated below:

**TABLE 4.1: FACTORS FOR SUCCESSFUL TEAMS**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Clear goals</td>
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<td>X</td>
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<td>Appropriate leadership</td>
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<td>Organizational support</td>
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<td>Suitable tasks</td>
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<td>Accountability and rewards</td>
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<td>X</td>
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Taking cue from Levi (2001: 33) the researcher has tabulated the variables of team effectiveness cited from different sources in Table 4.2

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## TABLE 4.2: VARIABLES OF AN EFFECTIVE TEAM

<table>
<thead>
<tr>
<th>TEAM EFFECTIVENESS VARIABLE</th>
<th>Mc Grath(^\text{52})</th>
<th>Stewart, Manz &amp; Sims</th>
<th>Kreitner, Kinicki &amp; Buelen</th>
<th>Wheelan</th>
<th>Sugars</th>
<th>Levi</th>
<th>Singh &amp; Munch-erji</th>
<th>Flemming &amp; Amaya</th>
<th>Buzaglo &amp; Wheelan</th>
<th>Cohen et al.</th>
<th>Forsyth</th>
<th>Adair &amp; Thomas</th>
<th>White</th>
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<tbody>
<tr>
<td>Team composition-linked to skills</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<td>Leadership that gives direction</td>
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<td>X</td>
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<tr>
<td>Leadership style matches needs of the team</td>
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</tr>
<tr>
<td>Leadership is shared</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team size supports interaction and communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has a reward system</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team tasks encourage interdependency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has organisational support</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team members have access to resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team is cohesive</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has common goals that are clear and accepted</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has clear purpose</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Total team member involvement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has norms that govern behaviour and supports high</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^{52}\) See reference list at end of this chapter for full reference particulars for each of the mentioned authors.
<table>
<thead>
<tr>
<th>performance</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members' roles are clear</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has values that unify members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Role assignment matches abilities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team has positive external relations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team members are cooperative</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members are interdependent</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has open communication where feedback about effectiveness and performance is given</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has an informal relaxed climate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team meets to define, discuss and solve problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team has effective decision making strategies agreed in advance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Decisions are implemented and evaluated</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Members are committed</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sub-groups are integrated into the team</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team undertakes a self assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Derived from Table 4.2, the variables associated with team effectiveness have been consolidated below:

**TABLE 4.3: VARIABLES RELATING TO TEAM EFFECTIVENESS**

<table>
<thead>
<tr>
<th>COMPONENTS &amp; ELEMENTS</th>
<th>DISCRIPTION OF VARIABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Norms</td>
<td>• Team has norms governing behaviour and support high performance.</td>
</tr>
<tr>
<td>Sanctions</td>
<td>• Team has a reward system.</td>
</tr>
<tr>
<td>Roles</td>
<td>• Team Members role assignments match abilities.</td>
</tr>
<tr>
<td>Values</td>
<td>• Team member roles are clear.</td>
</tr>
<tr>
<td>Inter-member relations</td>
<td>• Team has an informal relaxed climate.</td>
</tr>
<tr>
<td></td>
<td>• Team has good member relations characterized by cooperative interaction.</td>
</tr>
<tr>
<td></td>
<td>• Team members are involved and committed.</td>
</tr>
<tr>
<td></td>
<td>• Members are interdependent.</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Leadership style matches needs of the team.</td>
</tr>
<tr>
<td>Goals</td>
<td>• Team has clear shared goals.</td>
</tr>
<tr>
<td>Sub-groups integration</td>
<td>• Sub-groups are integrated into the team.</td>
</tr>
<tr>
<td><strong>Processes</strong></td>
<td></td>
</tr>
<tr>
<td>Cohesion</td>
<td>• Team members are cohesive.</td>
</tr>
<tr>
<td></td>
<td>• Team size supports interaction, communication.</td>
</tr>
<tr>
<td>Communication</td>
<td>• Team has open communication.</td>
</tr>
<tr>
<td></td>
<td>• Members listen to each other.</td>
</tr>
<tr>
<td></td>
<td>• Team gives and gets feedback about effectiveness and productivity.</td>
</tr>
<tr>
<td>Team meetings</td>
<td>• Team meets together often enough to develop working units and accomplish goals.</td>
</tr>
<tr>
<td></td>
<td>• Meetings have a guiding agenda.</td>
</tr>
<tr>
<td>Decision making process</td>
<td>• Team has stipulated decision making strategies.</td>
</tr>
<tr>
<td></td>
<td>• Decisions are implemented and evaluated.</td>
</tr>
<tr>
<td></td>
<td>• Team is able to make decisions and exercise levels of autonomy.</td>
</tr>
<tr>
<td>Team conflict</td>
<td>• Team engages in frequent brief conflict.</td>
</tr>
<tr>
<td></td>
<td>• Team is able to solve conflict.</td>
</tr>
<tr>
<td></td>
<td>• Team has conflict resolution skills.</td>
</tr>
<tr>
<td>Team tasks</td>
<td>• Appropriate tasks that encourage interdependency.</td>
</tr>
<tr>
<td></td>
<td>• Team members have access to resources such as technology.</td>
</tr>
<tr>
<td>Team assessment</td>
<td>• Team undertakes self assessment.</td>
</tr>
<tr>
<td>External Environment.</td>
<td></td>
</tr>
<tr>
<td>External relations</td>
<td>• Team has the support of the organisation.</td>
</tr>
<tr>
<td></td>
<td>• Team has positive external relations</td>
</tr>
</tbody>
</table>
In the subsequent sections, how the above variables affect team effectiveness will be discussed.

### 4.4.1 Structural Variables and Team Effectiveness

Structure is the organised and patterned behaviour characteristic of social life and the stability a team needs to function (Brown, 2000: 68; Forsyth, 1999: 120) [see Chapter 3, Section 3.4.1]. Derived from research by experts in the field of team effectiveness, the following structural variables were identified and will be discussed in this section: norms, sanctions, values, roles [including the role of leader], status and status differentiation, inter-member relations [focussing on composition and size of membership, sociometric relations, sub-group formations, cohesion, and communication patterns], and goals. Given that these structural variables were described at length in chapter 3, in this section the discussion will pertain to how they contribute to team effectiveness.

Team norms have to be clear and accepted by team members because they direct efforts towards goal achievement (Wheelan, 1999). Clear norms also eliminate conflict that may arise from behavioural issues such as the entry of a new team member. Through norms, new members are able to establish the prescriptions and proscriptions for behaviour. Entry and exit of new team members owing to high staff turnover is common in CBO management committees [see Chapter 1 Section 1.2.1]. Without norms to provide stability a management committee can find itself vulnerable to ineffectiveness due to lack of continuity.

Norms also provide consistency in a team by governing how sanctions will be administered (Johnson & Johnson 2003: 254). It is important to have norms that stipulate how sanctions are administered because sanctions reinforce adherence to norms [see Chapter 3 Section 3.4.1.3]. According to Yeatts and Hyten (1998: 143), an effective team generates a clear reward system that motivates its members towards collaborative results, and promotes an environment of trust by clearing any hidden agendas. In order to enhance team effectiveness through rewards, the team should focus on a member’s results.
rather than on his/her behaviour. This enables a reward system to be reliant on objective data derived from performance measurements thus preventing subjective criteria which can create dissatisfaction within the team (Yeatts & Hyten, 1998: 149).

Apart from sanctions, the other structural variable impacting team effectiveness is team values. Values assist members to distinguish between what is right and wrong or good and bad\(^53\). Therefore by knowing the values of one’s team, a member is able to make choices that are parallel to team values. Cohen et al. (2001) mention that values foster unity which in turn is likely to boost cohesion within a team. Enhanced integration results in collaborative team work increases team effectiveness through the fulfillment of members’ expectations and goal attainment. Values can be viewed as the basis for healthy member interaction, and they should therefore be clear to all team members.

One aspect of team effectiveness is the ability to meet task related objectives. To be able to do so, Salas, Sims and Burke (2005) are of the opinion that for team members to effectively work together, they need to have a clear understanding of their roles, resources available, and the competencies of each team member. Clear roles contribute towards team members’ satisfaction, which in turn leads to goal achievement. Unclear roles on the other hand contribute to low morale and job stress, which causes people to leave their jobs or team (Forsyth, 1999: 130). It should be however noted that there are instances when some team members are incompetent to perform assigned tasks. In such cases skills development is required. By assessing what competencies team members have, team roles can be appropriately matched with the skills available (Wheelan, 1999: 40).

The one critical role that emerges in every group and indeed team is that of leader. According to Kozlowski and Ilgen (2006: 109),\(^54\) leadership is a position that centers on

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\(^53\) Ten Values of Excellent Teams. Located at: [http://www.trustedleader.org/team_values_g.asp?page=75](http://www.trustedleader.org/team_values_g.asp?page=75) [retrieved on 09/01/08]

\(^54\) Kozlowski, S.W. J. & Ilgen, D. R. 2006. Enhancing the Effectiveness of Work Groups and Teams. *Psychological Science in the Public Interest.* 7(3):77
problem solving with respect to goal attainment, generating, planning, and implementing solutions. Salas, Sims and Burke (2005: 574) state that a team leader ultimately facilitates team effectiveness by synchronizing and combining individual contributions of each of the team members and ensuring that members understand their interdependence and benefit of working together. The leader plays a facilitative role in identifying the needs of the team, articulating team goals, and creating an environment conducive for problem solving so that team objectives are achieved.

After interviewing over 600 team leaders, LaFasto and Larson (2001: 96) found the following to be the key competencies of effective team leaders:

- Goal focused
- Able to ensure a collaborative climate through fostering openness- which the authors explain is the ability to deal with issues objectively and supportiveness - which is bringing out the best thinking and attitude in the other person (LaFasto & Larson, 2001: 41)
- Able to build confidence amongst members
- In possession of sufficient technical skills for task accomplishment
- Able to set priorities with regards to tasks
- Able to manage performance

From the above it seems that the role of leader in a team facilitates the development of structural components and ensures that team relations remain positive. The role of leader is critical in the direction the team takes and effectiveness especially in the context of CBOs. This is pointed out by Kaplan (1996) who points out that a leader is fundamental to the effective functioning of a CBO [and in this case a team].

The other emergent property of structure related to roles is status. Equality in a team is the ideal; most groups and teams experience status differentiation so that some team members wield more influence than others Cohen et al. (2001). Status and roles are related in the sense that the role one plays influences one’s status in the team. In the
context of a CBO, the leader of an MC obviously has a higher status especially if he or she is the founder of the CBO. It was indicated in chapter 3 that status is related to use of power and ability to administer sanctions. Therefore to ensure that status and status differentiation does not interfere with team effectiveness, it seems that a normative structure can be a controlling factor.

Inter-member relations related to team size, sociometric relations, sub-group formation, cohesion, and communication patterns have a bearing on the effectiveness of a team. In chapter 3 [section 3.2.2 on team characteristics] it was mentioned that a small team size is ideal because it makes coordination and communication easier. This enables enhanced interaction and greater opportunity for the development of cohesion (Brightman, 198855; Ray & Bronstein, 199556 in Yeatts & Hyten, 1998: 257). In a large team, communication becomes a challenge, which may result in members feeling isolated and unable to express themselves (Bass & Avolio, 1994: 62). It should be noted that a large team is likely to pool a resource of complementary skills. It seems that a team has to find a balance with regards to team size so that size is a function of team performance and effectiveness.

Another aspect of inter-member relations is the development of sociometric relations which arise from sentiments emerging from interactions between team members. Sociometric relations are responsible for informal sub-group formation such as cliques. Cliques can be disruptive to a team and therefore through a normative structure, a team can outline how sub-groups are integrated into the main team. At times, a team may assemble and create formal sub-groups to achieve specialised tasks. In such a case, the team has to integrate its functioning with that of the sub-group. Wheelan (1999) holds that the hallmark of a mature team is the ability to integrate sub-groups into the team’s activities.

One of the results of positive inter-member relations is the development of cohesion. Teams that are cohesive are likely to perform better than those that are not because lack of cohesion in a team creates tension and anxiety (Shaw & Shaw, 1962 in Forsyth, 1999). In addition a cohesive team has the prevalence of members’ satisfaction and stress reduction due to the support members give each other (Hackman, 1992 in Levi, 2001: 65). Consequently cohesion impacts on team viability and member satisfaction, which in turn affect task performance (Levi, 2001: 65).

The relationship between cohesion and team performance is interdependent and as explained by Zaccaro and Lowe (1998 in Carless & De Poala 2000: 84), a team experiencing cohesion as a result of interpersonal relationships is bound to be committed to task performance. It should be however noted that when cohesion is too strong, it may lead to team ineffectiveness particularly in the area of decision making due to the emergence of group think.

Inter-member relations facilitate the development of relationships and sentiments which are enhanced by cooperative interaction. Levi (2001: 85) maintains that cooperation benefits team members by boosting motivation and cohesion. Cooperation is especially needed in teams where the members have to rely on interdependency and coordination to achieve outcomes. According to Tjosvold (1995 in Levi 2001: 87), cooperation provides a foundation for social relations … and where this is encouraged … teams have less tension, fewer conflicts and verbal confrontation. From a systemic point of view it can be postulated that cooperation enables team members to develop sociometric patterns of liking.

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Whilst cooperation benefits a team, Sommer (1994) cautions that in a team, it can breed social loafing and the tendency to ‘get along’ and concur without giving any differing views. Sommer recommends that to guard against social loafing, team members should be accountable for their individual responsibilities. In addition, having a normative structure that requires team assessment to gauge member’s contribution can assist with ensuring that cooperation is not detrimental to the team.

The network of communication patterns developed in a team should ensure that members are involved and are given an opportunity to share information regardless of their team status. Appropriate communication patterns allow for both formal and informal decision making which enhances the survival of the team. The fact that feedback and assessment are encouraged through communication also results in team effectiveness (LaFasto & Larson, 2001).

Another variable related to structure that affects team effectiveness is team goals [see Chapter 3]. Stewart, Manz and Sims (1999: 36) define goals as what a team is trying to achieve. The authors state that clear goals give direction and enable team members to work hard. According to Sugars (2006) goals which are specific, measurable, achievable, result oriented with a specific time frame enable a team to harness efforts towards goal attainment. As a sub-system influenced by its external environment, a team has to integrate its goals with those of the larger social system.

Closely related to goals are team tasks. Through goal setting a team is able to identify tasks required for goal attainment. It has been proposed that in successful teams, tasks require members to work together (Wheelan, 1999: 41). Steiner (1972 in Brown, 2000: 177) states that task performance is dependent on the following:

- Task demands: which include procedure required to undertake task performance.

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• Resources available in the team: skills and technology required to accomplish the tasks.
• Processes undertaken by the team: how team members work to complete task.

Once tasks are outlined, a team needs resources such as skills and appropriate technology if the tasks are to accomplished (Buzaglo & Wheelan, 1999). In a team there are three categories of skills that are necessary; technical, decision making and interpersonal skills (Katzenbach & Smith, 1992). A combination of all three skills enable a team to achieve its task related goals as well as provide socio-emotional support. Technical skills are related to task performance and have to match the requirements of the tasks. Interpersonal skills make it possible for people to work together on a personal level by equipping team members with conflict resolution abilities as well as good communication skills (Katzenbach & Smith, 1992). It can be deduced that socio-emotional skills support the development of good member relations which has a bearing on the effectiveness of a team.

4.4.2 Process Variables and Team Effectiveness

While discussing the team as a social system in chapter 3 [section 3.4.2], various team processes were defined. In this section the team processes that will be discussed relate to the ones contained in the benchmark criteria and they include communication, team meetings, decision making, conflict, and assessment.

Team processes are the ways people work together in order to achieve their tasks (Williams, 1996: 71). According to Levi (2001: 29), processes include those mechanisms that allow team members to effectively organise and plan how tasks will be performed. Processes require a team to consider how to develop relations that support team operations. The researcher however, is of the opinion that team processes are more the types of mechanisms developed to operationalise the purpose of the team. The quality with which these processes are developed, the reason why they are created, and the absence thereof may have a detrimental effect on the quality of team performance and
effectiveness. Thus, appropriately managed processes are important for sustained growth and survival of a team until it dissolves.

Communication plays a pertinent role in the emergence and application of team processes. According to Nixon II (1976: 66) communication enables cohesion, role and status differentiation. In a systems context, communication is the exchange of information to attain goals and it includes feedback (Anderson, Carter & Lowe, 1999: 37). It is also the vehicle through which salient information pertaining to team performance is passed between members of a team (Yeatts & Hyten, 1998: 81). LaFasto and Larson (2001: 185) indicate that effective communication aligns information, understanding, and efforts towards the ultimate goals of the organization. This is why a team has to develop an open communication structure that allows information flow. Open communication exists when team members are encouraged to participate and give feedback, hence encouraging collaboration (Nixon II, 1979; Wheelan, 1999). In the absence of open communication a team may become susceptible to rumours, conflict, and mistrust (Keen, 2003).

The one forum where open communication is exercised is team meetings. This is because during team meetings members have the opportunity to openly share information, ask questions, and respond to queries (Neuhaus, 199060 in Yeatts & Hyten, 1998: 84). Meetings also provide teams with a forum to plan, deliberate, and coordinate their activities (Singh & Muncherji, 2007). Johnson and Johnson (2003: 254) propose that norms should articulate how meetings will be conducted and the behaviour expected during meetings. Further to this, team norms should ensure that team meetings are well planned, and conducted to ensure that no time is wasted. In addition, through team norms attendance to team meetings can be encouraged.

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Decision making is an inevitable ongoing process in a team. Wheelan (1999: 110) mentions that there is no decision making process that is better than the other. What is important is that a team has a pre-determined decision making procedure. The way to clarify decision making procedures is to have norms that stipulate how decisions are made. Stewart, Manz and Sims (1999) are of the opinion that effective teams not only provide solutions to a problem, but also implement the solutions and assess the results. This is why the authors hold that a team should have some level of autonomy.

Like decision making, conflict is an inevitable phenomenon within a team, and it is a process which if not well managed can lead to team ineffectiveness. Conflict greatly contributes to team viability, members’ satisfaction, and consequently task performance. It should not be avoided or negatively perceived because it can lead to clarification of team procedures and processes thus creating a safe environment (Wheelan, 1999: 32). This is reiterated by Amason (1996\textsuperscript{61} in Kozlowski & Ilgen 2006: 94) who mentions that conflict can even be functional. For conflict to serve the team, according to Amason, it has to be moderate and is caused by task related issues.

Moreover, conflict should lead to various perspectives on how a task can be performed. In contrast, when conflict is related to interpersonal issues, and non-team purpose issues, it interferes with team performance and team effectiveness (Kozlowski & Ilgen, 2006). Given that conflict is inevitable in a team, it is important that team members know how to manage and resolve conflict. It would also be beneficial for a team to specify in its norms the procedure for resolving conflict.

Conflict in a team can be caused by use of power which affects teams relations, the decision making process and the ability to mete out sanctions (Greve & Mitsuhashi, 2007). Therefore, to ensure power is a function of a team’s ability to meet the set

objectives, there is need to have norms to regulate the use of power. The effectiveness of any group is improved when power is balanced within the group and is based on competence and information rather than the ability to coerce (Johnson & Johnson, 2003: 250).

Team assessment as a process permits a team to become aware of the degree to which goals and purposes are achieved (Wheelan, 1999: 35). Levi (2001: 315) is of the opinion that assessments assist a team in identifying obsolete objectives. In addition team assessment can reveal skill development areas and therefore enable a team to source for appropriate training. To enhance team interdependence with resultant positive effect on team effectiveness, assessment measures should be developed in consultation with all team members to generate acceptance by team members.

The foregoing discussion on team processes indicates the interdependency that exists between structure and processes. Through structural elements, processes can be managed to ensure team objectives are met and effectiveness is realised. When considering its effectiveness, a team is therefore advised to examine both components of structure and processes which ensure survival in a given environment.

**4.4.3 External Environment and Team Effectiveness**

The structural and processes variables that have been discussed enable a team as a sub-system to adapt in its external environment. This is because a team is influenced by its external environment (Kreitner, Kinicki & Buelen 2002: 329). Yeatts and Hyten (1998: 207) divide the external environment into two, specific and general [also referred to as the macro environment]. A specific environment consists of people, groups, or organisations that a social system directly deals with. In the case of a CBO this would include clients, volunteers, and ward councillors. The general environment is the one that affects the specific environment and society as a whole and would include the economy and social institutions.
The external environment influences a team in terms of standards, expectations and information (LaFasto & Larson 2001: 186). Yeatts and Hyten (1998) mention that the interaction between a team and its specific environment can boost effectiveness, particularly when team members take note of the contribution their efforts make to the well-being of the external environment. The authors also add that interaction with the external environment permits a team to assess its processes, and adopt procedures that improve on effectiveness.

The organisational context in which the team operates has a significant effect on whether teams operate successfully or not (Guzzo & Dickson, 199662 in Levi, 2001: 30). A supportive organisation creates a conducive environment for a team to survive by providing resources, feedback, and establishing a reward system (Levi, 2001). It is therefore in the best interest of the team to develop positive working relations with its external environment.

4.5 BENCHMARK VARIABLES OF TEAM EFFECTIVENESS

Information on team effectiveness gained through literature and the tabulation thereof [see Tables 4.2 and 4.3], has enabled the researcher to identify a number of variables that impact on team effectiveness. These variables have been tabulated and are being referred to as the benchmark criteria. Each of the MC teams of the three CBOs will be examined to find out how the variables in the criteria are operationalised. The following table indicates the benchmark criteria for team effectiveness.

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<table>
<thead>
<tr>
<th>Benchmark Criterion</th>
<th>Operationalisation of Benchmark Variable</th>
</tr>
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<tr>
<td>1. Norms</td>
<td>• Team has clearly defined norms accepted by all members.</td>
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<td>2. Sanctions</td>
<td>• Team has clear sanctions that reinforce observance of norms.</td>
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<td>• Team has clearly stated values.</td>
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<td>5. Inter member interaction</td>
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<td>6. Leadership</td>
<td>• The team has a leader who facilitates, motivates and evaluates the needs of the team, and who is willing to share leadership.</td>
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<td>7. Cohesion</td>
<td>• Team size supports interaction and cohesion building.</td>
</tr>
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<td></td>
<td>• The members of the team experience positive relations in the team, which encourage cohesiveness within the team.</td>
</tr>
<tr>
<td>8. Communication</td>
<td>• The team has an open communication system that ensures flow of information to all members and where feedback is encouraged.</td>
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<tr>
<td>9. Team meetings</td>
<td>• Team meets to discuss, plan and solve problems.</td>
</tr>
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<td>• Team meetings have an agenda.</td>
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<tr>
<td>10. Decision making process</td>
<td>• The team has a pre-determined procedure of the decision making, which involves all of the team members.</td>
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<td>11. Team conflict</td>
<td>• The team is able to resolve conflict.</td>
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<tr>
<td>12. Goals</td>
<td>• The team has specific achievable goals, which are clear and shared by all team members.</td>
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<tr>
<td>13. Team tasks</td>
<td>• The team members have competencies and resources to ensure successful completion of their tasks.</td>
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<td>14. Team assessment</td>
<td>• Team members assess how tasks are accomplished and what is needed to complete tasks.</td>
</tr>
<tr>
<td>15. Sub-groups integration</td>
<td>• Sub-groups are integrated into the team.</td>
</tr>
<tr>
<td>16. External relations</td>
<td>• The team is involved in developing positive relations with stakeholders.</td>
</tr>
</tbody>
</table>

The above benchmark criteria will be the basis on which the operationalisation of team effectiveness in the MC teams of the three CBOs will be examined.
4.6 CONCLUSION

Effectiveness as conceptualised in this chapter relates to outcomes which are linked to a quality of performance that is measurable. In a team context, effectiveness addresses the degree to which tasks have been performed, team members’ ability to continue working together and the degree to which team members are satisfied. This chapter has taken concepts defined in chapter three and depicted how their application affects team effectiveness. This has reinforced the role of a systemic approach in enabling the survival of a team by showing how in terms of structure and processes a team adapts in an environment. Insights in this chapter have enabled the tabulation of the benchmark criteria for team effectiveness. It is against these criteria that the operationalisation of team effectiveness in the MCs of three CBOs will be examined. Both chapter 3 and this one are fundamental in the understanding the findings of how team effectiveness is operationalised in the MCs. The next chapter [5] will present the findings.

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Effectiveness. Located at: [http://www.maxwideman.com/pmglossary/PMG_E01.htm](http://www.maxwideman.com/pmglossary/PMG_E01.htm) [retrieved on 21/04/07]


**Ten Values of Excellent Teams**. Located at: [http://www.trustedleader.org/team_values_g.asp?page=75](http://www.trustedleader.org/team_values_g.asp?page=75) [retrieved on 09/01/08]


**Why Effectiveness Matters.** Located at: [http://ww.vspinc.biz/meaning_effectivenss.htm](http://ww.vspinc.biz/meaning_effectivenss.htm) [retrieved on 21/04/07]


OPERATIONALISATION
CHAPTER 5

ANALYSIS OF THE DATA AND PRESENTATION OF FINDINGS

5.1 INTRODUCTION
The purpose of this chapter is to present findings on the operationalisation of team effectiveness in the three MC teams that were studied. The research results contained in this chapter include fundamental variables of team effectiveness which are referred to as the benchmark criteria for team effectiveness. Also presented is what MC teams consider to be the variables of team effectiveness, referred to as the perceived criteria. Both the benchmark and perceived criteria are presented in table format in this chapter. After presenting the results of how these criteria are operationalised, an in-depth discussion follows to enlighten the reader on how the findings affect the functioning of the teams. Evidence from which the findings contained in this chapter are drawn from is provided in Addendums 1 and 2 at the end of this chapter.

In order to set the scene, a brief description of the target group and the methodology applied will be outlined to reacquaint the reader.

5.2 BACKGROUND INFORMATION
5.2.1 Target Group
Three CBOs located in different townships in Port Elizabeth were studied. The CBOs formed in response to the needs created by the problem of HIV and AIDS in their communities provide home-based care for bedridden HIV and AIDS patients, pre-
schooling for HIV infected and affected children, and soup kitchen services. The CBOs rely on volunteers to provide services to the community and largely depend on the availability of external funds to sustain initiatives. The day-to-day running of the CBOs is managed by a MC team which consists of a number of functionaries including a leader or chairperson. It is at the CBO’s management level [management committees] that team effectiveness was studied.

5.2.2 Methodology
A variety of data-gathering techniques were used to ascertain validity and reliability of this research. To compile the benchmark criteria for team effectiveness, various literary sources in the field of group dynamics were consulted. To examine how the benchmark criteria are operationalised in each of the MC teams, interviewing, document study and observation were used for the collection of the data. A focus group discussion was conducted to compile the perceived variables of team effectiveness. To examine how the perceived team effectiveness criteria is operationalised, in-depth interviews with the MC team leaders and other functionaries were conducted. Triangulation ensured for quality of research results, findings and eventual recommendations.

5.3 FINDINGS ON THE OPERATIONALISATION OF BENCHMARK AND PERCEIVED CRITERIA

5.3.1 Findings on the Operationalisation of the Benchmark Criteria
To examine how team effectiveness is operationalised within the three MC teams, it was necessary to identify the variables of team effectiveness. The results of searching for a benchmark criteria led to the compilation of the variables presented below.
TABLE 5.1: BENCHMARK CRITERIA FOR TEAM EFFECTIVENESS

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</table>

Subsequently, each MC team was examined to ascertain how each variable in the benchmark criteria matrix is operationalised. The outcome of this examination is presented in the following section.
5.3.1.1 Team Norms

MC team members were asked to provide evidence of actual team norms, and where these norms are documented. The findings were:

5.3.1.1.1 Each CBO has a constitution that outlines the role expectations for Office Bearers; behaviour during meetings, and matters relating to finances. Norms in the constitutions are descriptive and procedural in nature.

5.3.1.1.2 MC team members use various concepts interchangeably, such as ‘policy’, ‘code of conduct’, and ‘constitution’ when referring to norms in general.

5.3.1.1.3 Not all members of the MC teams are clear as to the exact normative structure that guides team behaviour. Therefore to know the expected team behaviour some members either rely on observing fellow team members and/or what is informally conveyed to them during management meetings and daily interactions within the office environment.

5.3.1.1.4 While there are formal norms [mostly procedural in nature] outlined in the constitutions of the three CBOs, prevalence seems to be given to establishing norms informally, barring those that are decided on during meetings.

5.3.1.1.5 Except for the procedural norms that are outlined in the constitutions of the CBOs, there is no other document containing norms, and therefore new members may not know the acceptable team behaviour.

5.3.1.1.6 While there is reference both to formal and informal norms or formal and informal mechanisms to decide on norms, the members of the MC teams take it for granted that all team members accept these norms.

5.3.1.2 Team Sanctions

When asked to furnish evidence of both negative and positive sanctions that are linked to actual norms governing MC team behaviour, the findings were:

5.3.1.2.1 The constitutions of the three MC teams only make provision for recurring misconduct [CBO1] or absenteeism [CBO 2 and CBO 3].

5.3.1.2.2 With the exception of CBO 3, the other two CBOs do not have an established reward system.
5.3.1.2.3 A system of sanctioning for non-compliant behaviour is developed as deviance occur, and decisions regarding the type of sanction are made during MC team meetings.

5.3.1.2.4 There is no other document stipulating norms that relate to sanctions for non-compliant behaviour other than the constitutions of the CBOs.

5.3.1.3 Team Roles
The respondents were requested to provide information on the different functionary roles within their MC teams, as well as any other roles that are associated with the socio-dynamics within the team. In addition, the respondents had to indicate the type of skills they possess that relate to their roles, and how well the roles in the team were understood. The findings were:

5.3.1.3.1 The constitutions of each of the three CBOs specify role expectations for some functionary roles.

5.3.1.3.2 In all three CBOs, some of the MC team members also have assigned roles in addition to their functionary roles. These are communicated verbally to the members, mostly during MC meetings, and are related to tasks that have to be performed.

5.3.1.3.3 Some members of the MC teams do not have skills to perform tasks related to their assigned and functionary roles. The members also have no training to equip them with the skills for these.

5.3.1.4 Team Values
When MC team members were asked to provide evidence that team values had been defined and documented the findings were:

5.3.1.4.1 CBO 1, more than the other two CBOs, makes use of visual media to portray its core values.

5.3.1.4.2 In all three CBOs, there is a discrepancy between what some members understand the values of their organisation to be, and what is indicated in the constitution of the respective organisation.
5.3.1.4.3 With regards to all three CBOs, MC team members do not make a clear distinction between the values specific to the MC team and those specific to the CBO as a whole.

5.3.1.5 Inter-member Interaction
With reference to the nature of interaction that is most common within the MC teams, the respondents were asked to describe the nature of their cooperation and provide evidence for such behaviours. Below are the findings:

5.3.1.5.1 In all the three MC teams, members were working together to achieve the purposes of their respective organisation.

5.3.1.5.2 It has become customary for an MC team member to take on the tasks of an absent MC team member [this can be viewed as a form of a traditional-type of cooperation].

5.3.1.5.3 There was always an experienced team member that was willing to initiate a new member into how things should be done, and to assist where possible [this can be viewed as an exchange-type of cooperation].

5.3.1.6 Team Leadership
MC team members were asked to provide evidence of the role that the leader plays to ensure that team goals are met, as well as describe the nature of the leadership style. The findings were:

5.3.1.6.1 In each of the MC teams there is an individual who performs both the roles of chairperson and leader.

5.3.1.6.2 The role of leader is outlined only in the constitution of CBO 1 and 2.

5.3.1.6.3 In the absence of the chairperson / leader, a member of the MC team is appointed to take on this role, but is required to report back on what transpired during the absence of the chairperson / leader.

5.3.1.6.4 Some leaders more than others allow for autonomy of decisions when tasks have to be completed.
5.3.1.7 Team Cohesion
Findings for this variable were obtained by asking the respondents to describe the nature of their relationship with the other MC team members, and if they celebrate each others’ achievements. The finding was:

5.3.1.7.1 All MC teams operate as a primary group, and therefore teams are characterised by primary relationships.

5.3.1.8 Team Communication
To gain insight into the nature of team communication, the respondents were asked if they were able, without hindrances, to share their thoughts about how things can and should be done, how information is communicated within the team, if feedback is encouraged, and what they do with the feedback they receive. The findings were:

5.3.1.8.1 In each of the MC teams communication between members is characterised by openness [i.e. a willingness among both leader and members to allow opportunity to verbalise opinion and receive feedback].

5.3.1.8.2 Both formal [during the meetings] and informal communication [such as interpersonal discussion at the office] take place in the MC teams. This allows for the exchange of thoughts and concerns, which enables feedback, assessment and planning by MC teams.

5.3.1.9 Team Meetings
The respondents were asked to provide evidence that team meetings were held, the frequency thereof, and what is required before, during and after the meetings. Below are the findings:

5.3.1.9.1 MC teams met regularly, normally once a month, though there were times they met more than once. There were also times that monthly meetings were not held.

5.3.1.9.2 At various times, the minutes of the meetings were not written or circulated or where reference was made to certain minutes, these could not be found. It seems that safe-keeping of minutes is not efficiently done.
5.3.1.9.3 MC team meetings were used as an important vehicle for passing information, decision making, finding solutions, planning and assessment of tasks undertaken.

5.3.1.10 Team Decision making
To determine how decisions are made, members of the MC teams were asked to explain the decision making process that is used in their teams, and if there are written guidelines to enable this process. The findings were:
5.3.1.10.1 In CBO 1 and 2, MC decisions are made by consensus, while in CBO 3 it is by majority rule.
5.3.1.10.2 While the constitutions of the three CBOs refer to voting as a means of making decisions, there is no other document that enables new members to acquaint themselves with decision making procedures. Also, voting in the cases of CBO 1 and 2 only occurs when electing MC team members.
5.3.1.10.3 All members of the MC teams are involved in the decision making process.

5.3.1.11 Team Conflict Resolution
The respondents were asked to provide evidence of how conflict is resolved within their team, and if they were able to do so. Below are the findings:
5.3.1.11.1 Conflict resolution techniques have been developed in all three MC teams. These mostly involve discussing a matter in an attempt to reach an equitable outcome.
5.3.1.11.2 In each MC team, there are members who have training in conflict resolution.

5.3.1.12 Team Goals
The members of each of the MC teams were requested to furnish evidence that their team has goals that are contained within a document, and that they are aware of the goals and accept them. The findings were:
5.3.1.12.1 In all three CBOs there were no goals specific to the MC teams, however the aims that the members of the MC teams envisage to achieve were linked to the purpose of their CBOs as a whole.

5.3.1.12.2 Members of the three MC teams were uncertain about what the goals of their CBOs are.

5.3.1.12.3 Irrespective of whether there is clarity of team goals or not, members of the MC teams accept what they understand their goals to be [i.e. tasks which they must complete], and are willing to work towards achieving them.

5.3.1.13 Team Tasks
The respondents were asked to indicate if they were competent in performing the tasks that were assigned to them, and if they have training that would assist them in the effective performance of their task. The findings were:

5.3.1.13.1 Some of the tasks require special skills [such as bookkeeping], yet some members of the MC teams who are assigned specialised tasks lack the skills to perform them.

5.3.1.13.2 While CBO 1 and CBO 3 have computers, key MC team members who need to use the computer lack computer skills. Even though the leader of CBO 2 is not responsible for the minutes and bookkeeping, she does not have basic computer skills to enable her access information, and use the computer when this is required [e.g. to search for funding].

5.3.1.13.3 In all three CBOs, MC team members receive in-house training to enable them to be competent in their jobs, and where possible they attend training offered externally.

5.3.1.14 Team Assessment
The respondents were required to provide evidence of team assessment in terms of how they review the performance of each team member, how often this assessment is conducted, and the criteria used. Below are the findings:
5.3.1.14.1 In all three CBOs, the constitutions do not make a provision for the MC teams to assess the performance of their members or of the team as a whole.

5.3.1.14.2 The assessment of one’s performance as an MC team member takes place informally during MC meetings and during day to day interactions.

5.3.1.15 **Sub-group Integration**

The respondents were asked if sub-group formations exist and if such groups are integrated into the team. The findings were:

5.3.1.15.1 The constitutions of the CBOs make provision for the formation of sub-groups in the form of task groups. These task groups are expected to report back on their progress to the MC.

5.3.1.15.2 The MC teams make use of sub-committees [task groups] to enable the accomplishment of tasks and projects.

5.3.1.15.3 Clique formation was actively discouraged in CBO 1 and CBO 2.

5.3.1.16 **External Environment**

Each MC team was required to furnish evidence that they are involved in building relations with stakeholders in the external environment. The findings were:

5.3.1.16.1 The constitutions of the three CBOs neither stipulate those with whom the CBOs may engage with external relationship building nor any procedures for pursuing such relationships. However, the MC team members view this as an important function of their CBO.

5.3.1.16.2 Relationship building is undertaken by the three MC teams for the benefit of the CBO.

5.3.1.16.3 Relationships are built at both governmental and community levels, while inter-organisational relationships are also developed.

Having gathered information on how MC teams operationalise the benchmark criteria, a focus group session was held to gather data on what MC team members perceive to be the criteria for team effectiveness, and how it is operationalised within their teams.
5.3.2 Findings on the Operationalisation of the Perceived Criteria

In this section the findings of what is perceived to be essential for team effectiveness and the operationalisation thereof, will be presented.

5.3.2.1 Resources

Participants indicated that for a team to be effective, resources such as computers, telephone, fax, furniture, stationery, and motor vehicles are needed. These facilitate work and goal attainment within the CBO. One participant said, “let us say I am in a workshop in Pretoria and then I get a call that our NPO number is needed. If I have forgotten the number, I can call our office and ask them to fax the number to Pretoria” (sic R 3 CBO 2). Another example given by a participant was, “if you have a fax you don’t have to walk or take a taxi to deliver something, you can just fax it” (sic R 1 CBO 3). The participants also mention that if members of an MC team do not have resources, they cannot achieve their aims effectively. It was therefore felt that MC team members should take initiative to source required resources.

All three MC teams have access to some resources that enable their purpose. Only CBO 2 has access to a working fax system. The fax lines of CBO 1 and 3 are not connected. Only CBO 2 has access to a vehicle, the other two have made appeals for the donation of a car.

5.3.2.2 Accommodation

Accommodation and a postal address were said to be important resources, as they facilitate the running of team operations, and also enable communication with stakeholders. The participants discussed possible ways of resolving lack of accommodation, such as networking with ward councilors who can allocate the CBO a suitable physical location. Lack of office space makes it difficult for the members of MC teams to hold meetings, plan, and makes decisions. In addition, having a physical location

63 Italics denote actual expressions of the participants during the focus group session.
gives the CBO a ‘presence’ in the community. Participants said that even if a CBO does not have a physical premise, priority should be given to obtain a postal address for correspondence purposes. It was noted that getting a postal address is not difficult.

All three CBOs have office facilities in which the MC teams conduct their business. The MC teams of CBO 1 and 2 rent their premises. CBO 3 has set up two containers on a field owned by a local church. With regards to a postal address, only CBO 2 has its own designated postal address. CBO 1 and 3 rely on the personal postal address of their leaders.

5.3.2.3 Funding
Funding was perceived by some participants to be an important resource that impacts on team effectiveness because it enables MC teams to sustain their purpose and deliver services to the community. There was, however, no consensus on this point, as there was a participant who felt that even without funding, a CBO is able to render services to the community. The participant in question gave the example of how her CBO managed without funds for a period of two years. However, most participants felt that funding was necessary for goals to be achieved with greater ease and effectiveness.

At the time of the study, all the MC teams had significant funds [that would allow a continuation of service to the community for at least six months]. Since funds are always needed, the CBOs studied engage in income-generating activities such as sewing, beading, and small scale vegetable farming to supplement their funds.

5.3.2.4 Networking
Networking, as discussed by the participants during the focus group session, involves pursuing relationships with external stakeholders. One participant said “we network with many people; we network with all who provide support and help to us” (sic R 3 CBO3). Participants mentioned that through networking CBOs are able to access to resources such as funding, skills development, and accommodation.
All three MC teams demonstrated active involvement in networking with stakeholders [see Section 5.3.1.16 in this Chapter]. In support of networking, the leader of CBO 3 mentioned that “we network with other CBOs, donors. We have formed a team with other organisations in the community; we pray and support each other” (sic).

5.3.2.5 Clients/ Staff
The relationship between clients and staff is perceived to impact on team effectiveness. For a CBO management to execute tasks and provide services to their clients, staff are required. Clients on the other hand justify the purpose of the CBO and the MC team in the sense that without clients a CBO cannot justify getting funds from donors.

Each of the MC teams provided figures on the number of staff and clients they have, a description of the services provided to the clients, as well as who is responsible for the execution thereof.

5.3.2.6 Members Love and Care for Each Other
The participants mentioned ‘love’ and ‘care’ as pertinent to team effectiveness. When asked why these are important, one participant responded that “If we don’t have love I will have an attitude because I don’t love” (sic R 3, CBO 2), and another added that “I will always disagree with the other person without love” (sic R1, CBO 1). Through love and care, team members provide support to each other, particularly when the team is going through difficult times. One participant described the support she received during a period of bereavement. To foster love and care, the participants recommended relationship building activities such as having lunch together.

All participants were of the opinion that ‘love’ and ‘care’ nurtures openness and togetherness in their MC teams - the reasons for their willing commitment to the purpose of their organisation.
5.3.2.7 Spiritual Guidance

The CBOs studied were founded by Christians or are attached to a local church. Hence the respondents mentioned that spiritual guidance is viewed as a key instrument to team effectiveness. The participants were in agreement that networking with local churches is important for spiritual guidance. From the discussions, spiritual guidance provides a basis for dealing with team members who err or where intra-relational problems occur. A respondent mentioned that “if someone is doing something wrong in the management, we pray and if one member is not a born again or doesn’t want to change, this becomes a barrier because she is always against our work” (sic R3 CBO2). It appears that spiritual guidance enhances cohesion among the team members and creates an environment in which fruitful intra-team relations can be developed and maintained. Overall, this has a unifying effect.

While CBO 1 and 3 team members start their daily activities with devotion and prayers, CBO 2 members have not set specific times for this, but instead do so whenever the time allows. It can thus be deduced that Christian principles such as support, forgiveness, prayer, and the acknowledgement of God as Supreme Being are important values to which the members of MC teams adhere.

5.3.2.8 Workshops

Team workshops are a means through which team members receive training and are equipped with skills which enable task performance. This explains why participants felt that accessing workshops can positively contribute to team effectiveness. In support of this, one participant said, “management must attend workshops, so they know how to manage the project” (sic R1 CBO2). Through workshops MC team members gain skills that enable members to perform tasks such as bookkeeping, goal setting, communication and conflict management. MC team members also attend workshops that relate to the purpose of the CBO such as provision of home-based care, counseling, conducting support groups, and how to run pre-school programmes.

64 The term ‘Project’ as used by participants refers to the CBO as an organisation.
In all three MC teams members have attended various workshops. Skills development is an ongoing endeavour for the survival of MC teams.

5.3.2.9 Willingness to Work

Willingness to work was mentioned as playing a key role in team effectiveness as it shows a member is responsible. To explain this, a participant said, “if you are given a task, you must be able to do it. If you are not doing it, the whole group is going to depend on you, now you come and say I didn’t do it” (sic R5 CBO1). Since work is divided and assigned to the members of the MC teams, lack of completing tasks affects the MC team’s ability to meet its objectives. From the discussions, it is clear that a commitment to complete assigned tasks enhances the application of values such as ‘reliability’, ‘trust’, and ‘collective action’. One participant said that appraising staff is one way of dealing with members who are unwilling to work.

5.3.2.10 Evaluation

To assure an effective team, it is important to undertake evaluation and provide appropriate feedback. Team evaluation was defined as the ability to assess how work is progressing and as expressed by one participant, “evaluation is very important, because you can have a plan, vision, you can plan, but you must evaluate you see. You must assess where we are now” (sic R4 CBO1). This was affirmed by another who said that “after you have worked check what you have done” (sic R 5 CBO 1). The participants were of the opinion that evaluation assists to identify strengths, weaknesses and opportunities of the organisation. Evaluation was however not mentioned in the context of their functioning as a team. The participants also mentioned that evaluation assists them to address issues of lack of commitment.

When asked if they assess themselves as a team, they mentioned that they only assess the outcome of the tasks assigned to them individually. None of the MC teams had undertaken a formal assessment at the intra-team level.
5.3.2.11 Planning and Budgeting
According to a participant, planning enables a management committee to know “how much you are expecting and how much will be used” (sic R5 CBO 1). With reference to the availability of funds, a participant mentioned that “committees must sit down and budget together, management must know how much I am getting as project leader” (sic R3, CBO 2). The participants were also of the opinion that effective planning and budgeting for projects should involve all the members of the team. As expressed by other participants, it appears that planning and budgeting are linked to transparency. The values of ‘openness and trust’ play an important role, as mentioned during the focus group session, as these enhance commitment between the members of MC teams.

Findings on how this variable is operationalised revealed that all MC teams set aside time to plan and budget for CBO activities. Also, planning and budgeting is viewed as a task for an MC team, though no time is set aside to plan for intra-team activities.

5.3.2.12 Transparency and Honesty
Transparency and honesty, as one member of the focus group stated, are the window through which anyone is able to see the inside of the CBO. Transparency was tied to communication and feedback, because it is through communication that it is upheld. It was agreed that issues within the management committee have to be openly discussed. Organisational reports were proposed as avenues of exercising openness, because through the reports, a CBO can account for its activities. One participant suggested that “people should openly budget, I am not allowed to budget alone, I must budget with Patience [a member of the MC Team] and keep things in the open even when it comes to salaries” (sic R3 CBO2). From the discussions it emerged that information such as the salary of the project manager should be an open issue, and not a secret. It can thus be said that MC teams regard transparency and honesty as two important values.

To operationalise this variable, all MC teams have developed mechanisms to assure transparency and honesty. In CBO 1 any new information is discussed openly, and in all
three MC teams reports are sent to donors. In CBO 2, openness during meetings is encouraged by allowing members of the MC team to ask questions and give their opinions. In CBO 3 members are expected to submit receipts and signatures for any purchases made on behalf of the organisation.

5.3.2.13 Team Policies
The participants mentioned that policies are important for a team to be effective, because policies address issues such as how to deal with members’ absenteeism. While the teams have no documentation outlining team norms, the leader of CBO 2 mentioned that their MC team is guided by CBO’s policies outlined in their Constitution, and this ‘was working well’ (sic). She also added that the MC team had not encountered any problems relating to intra-member relations or task performance as a result of being guided by CBO policies and not MC team policies. The participants representing their CBOs were also of the opinion that the constitution is a guiding document preventing conflict or behavioural problems.

None of the MC teams had a document outlining norms to guide behaviour within their teams. MC team members therefore rely on their constitutions to align their behaviours. This is consistent with the findings on team norms [see Section 5.3.1.2 in this Chapter].

5.3.2.14 Skills
As postulated by members of the focus group, a management committee team must have skills to perform tasks related to communication, bookkeeping, provision of home-based care, and pre-school teaching – this in terms of the mission of the specific CBOs. Where skills are lacking, a participant proposed that a team should “look for training, apply for training. If there is someone between us who have got that information she can do the workshop that is in-service training” (sic R3, CBO 2). It was also suggested that a team can source for someone in the community with the needed skills to conduct training in the

65 The term policy as used by the participants implies norms which are written statements that stipulate what is expected of MC Team members.
CBO in need. In a bid to show how lack of skills affects functioning in a team, one participant of CBO 1 offered the following example, “I am an administrator but I cannot type. Then I am making my project manager to work over time for me, although she is not saying anything, it is like that” (sic R1, CBO 1). The content of this discussion should also be linked to the answer to the question on the importance of workshops [see Section 5.3.2.8 in this Chapter].

In examining how this criterion is operationalised, the leader of CBO 1 felt that she and the co-founder are able to provide skills training to MC team members in need of skills development. For example, the bookkeeper [of CBO 1] at the time of this research was receiving in-house bookkeeping training from this particular leader. Since skills training is an on-going process, all three MC teams mentioned that they constantly seek out training opportunities to acquire skills. It was also noted that in each of the MC teams there were members who lacked skills to perform their assigned roles.

5.3.2.15 Team Flexibility

The participants agreed that team flexibility is important for team effectiveness, as it enables a management committee to accommodate changes that occur within the CBO or the external environment. Relating to this, one participant mentioned that “if it is affecting the volunteers it is affecting the whole management” (sic R3 CBO 2). Another participant added that “because during the course of time, there might be changes, so it must be flexible, a management can be able to take up tasks that are not completed by other (sic R 5 CBO1)”.

All MC teams were found to exhibit flexibility owing to the dynamic nature of their context as CBOs.
5.3.2.16 Common Vision and Goals

A common vision and goals do affect team effectiveness as cited by the participants. One member of the focus group stated that “if all of us don’t have same vision we will not be effective … it means we must all have a common vision” (sic R1, CBO1).

When examining how vision and goals of a team are operationalised, the MC leader of CBO 1 mentioned that there was no need for a management committee to develop its own vision and goals. The leader felt that a management committee should only be guided by the vision and goals of the CBO. None of the three MC teams had formulated their own specific vision or goals, as no documentation was found to substantiate their existence.

5.3.2.17 Members Listen and Accept Each Others Point of View

For team effectiveness, listening and accepting each others’ point of view were perceived to be important variables. This is because they foster a sound relationship network within a team. In support of this, one of the participants mentioned that “people must have good relationship among themselves. They must know each other’s strengths and weaknesses and be responsible and be flexible. They must be willing to accept the others point of view and be able to communicate well” (sic R5 CBO1). The point was also made that “members working together having a common understanding with listening skills and communicate well. They know each others strengths and weaknesses accept each other’s point of view with love and care and are flexible” (sic R 2 CBO 3).

In examining how this is operationalised, the leader of CBO 2 mentioned that in their team, members were not allowed to undermine each other but are encouraged to voice their opinions. In CBO 1 and CBO 3 MC team members are also encouraged to voice their opinions. In addition in all three MC teams, members are encouraged to listen to each other.

The focus group session enabled the compilation of Table 5.2 depicting the variables or criteria mentioned by MC team members as important to the functioning of an effective team.
### TABLE 5.2: PERCEIVED CRITERIA FOR TEAM EFFECTIVENESS

<table>
<thead>
<tr>
<th>PERCEIVED TEAM EFFECTIVENESS CRITERIA</th>
<th>PERCEIVED TEAM EFFECTIVENESS VARIABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CBO resources</td>
<td>MC teams must have accommodation as a base for providing services, as well as access to technical, physical and monetary resources in order to achieve their purpose.</td>
</tr>
<tr>
<td>2. Networking</td>
<td>MC teams should be involved in networking with stakeholders in their external environment.</td>
</tr>
<tr>
<td>3. Clients/Staff</td>
<td>MC teams and their clientele should be in a complementary relationship [the one is reliant on the other].</td>
</tr>
<tr>
<td>4. Members' love and care for each other</td>
<td>MC team members should love and care for each other and by so doing, create a supportive and motivating environment.</td>
</tr>
<tr>
<td>5. Spiritual guidance</td>
<td>MC team members should encourage spiritual guidance through which they can maintain an environment conducive to collective working and serving.</td>
</tr>
<tr>
<td>6. Workshops and skills development</td>
<td>MC team members must have skills that enable them to perform their roles, and where skills lack, they should be given opportunity to acquire these.</td>
</tr>
<tr>
<td>7. Willingness to work</td>
<td>MC team members are willing to work and accomplish tasks assigned to them.</td>
</tr>
<tr>
<td>8. Evaluation</td>
<td>MC teams must be able to undertake a SWOT-analysis to assess the functioning of the CBO, and to assess whether or not the purpose of the organisation is being achieved.</td>
</tr>
<tr>
<td>9. Planning and budgeting</td>
<td>MC teams should be able to plan for activities and budget for expenditure, which should be a transparent process.</td>
</tr>
<tr>
<td>10. Transparency and honesty</td>
<td>MC team members should be transparent in the manner in which they go about their assigned task within the CBO, this especially concerning funding and the stipend they receive.</td>
</tr>
<tr>
<td>11. Policies</td>
<td>MC teams should have policies that govern behaviour.</td>
</tr>
<tr>
<td>12. Flexibility</td>
<td>MC team members should be able to adjust to the change.</td>
</tr>
<tr>
<td>13. Common vision and goals</td>
<td>MC teams must have a common vision and goals.</td>
</tr>
<tr>
<td>14. Members listen and accept the points of view of each other</td>
<td>MC team members must respect each other.</td>
</tr>
</tbody>
</table>

#### 5.4 DISCUSSION

There are similarities in the results obtained from examining how both the benchmark and perceived criteria are operationalised. This supports the validity and reliability of the research findings and also facilitates triangulation of data. One of the findings on the operationalisation of both criteria suggests that although MC teams regard themselves as vehicles for providing a service to their communities, they have not identified themselves
as sub-systems [MC teams] within a broader system [the CBO]. This explains why the MC teams do not differentiate between team norms and CBO norms [that is, the MC team and volunteers].

As a result of not identifying themselves as distinct sub-systems, MC teams have not taken time to formalise structural and process components that are vital for effective team functioning. Instead, all formal structural and process variables are those that guide the CBO as a social system [see in this Chapter Sections 5.3.1.1 (Team Norms), 5.3.1.2 (Team Sanctions), 5.3.1.4 (Team Values), 5.3.1.10 (Team Decision making), and 5.3.1.12 (Team Goals)]. This explains why team members were not clear on team norms goals, values, and sanctions.

It is important for a team to identify itself as a distinct sub-system because it then develops its own structural and process variables and integrates them with those of the larger social system. This ensures the survival of the sub-system within its given environment (Parsons, 1951). Also, developing its own structural and process components enables a team to guard against vulnerability which may arise from factors such the entry of a new team member. As the MC teams stand, a new member joining any of these teams would be at a loss as to what the expected behaviour might be because none of the teams have developed a specific normative structure.

As a result of not identifying themselves as distinct sub-systems, it is observable that MC teams have neither undertaken an intra-team assessment nor planned for the needs of their teams [see in this Chapter Sections 5.3.2.10 (Evaluation), and 5.3.2.11 (Planning and budgeting)]. The planning and assessment discussed by MC team members pertains to the CBO, rather than to the teams. While examining how planning and assessment are operationalised, the leaders mentioned that team evaluation is an important variable, yet none of the MC teams have a formal team effectiveness assessment plan in place. There was no evidence [from analysis of relevant documentation or in-depth interviews] to
show that the MC teams had attempted to adopt a team-based work approach that includes a formal assessment procedure.

The research results also reveal that MC teams are characterised by informal structural alignments for team functioning [see in this Chapter Sections 5.3.1.1 (Team Norms), 5.3.1.2 (Team Sanctions), and 5.3.1.4 (Team Values)]. In terms of the functional prerequisites as outlined by Parsons (1951), it would seem that in the absence of clear norms, values and sanctions, the MC teams may experience problems with pattern maintenance, tension management, and integration.

The formal MC team norms identified in this study are procedural in nature and are documented in the Constitutions of the CBOs. Norms relating specifically to the MC teams are at times informally developed and not necessarily in consultation with all MC team members. New norms are at times decided on when the behaviour of a team member disagrees with the expectations of the MC team. If the new norm is decided upon during a management meeting, it is recorded as a Minute. The problem is that minutes are not safely stored or rewritten after meetings and therefore, there is a risk that the new norm may become unclear to all team members owing to lack of a reference document. Unclear norms have a negative impact on team effectiveness, and problem behaviour is dealt with reactively rather than proactively.

In the absence of clear MC team norms, sanctions are dealt with on an ad hoc basis, and are only applied when the members of the MC team become aware of a recurring misconduct. While the Constitutions of the CBOs have reference to absenteeism and misappropriation of funds as misconducts, there are no guidelines on how they should be dealt with.

Informality is not limited to the structural level only, but extends to the processes level. For example, none of the MC teams have a formal decision making procedure to guide this process. Wheelan (1999) argues that while there is no best decision making
procedure, teams should stipulate in their norms how decisions are made to prevent ineffectiveness. Lack of formal decision making procedures may lead to faulty decision making or some team members being excluded in the process. Groupthink is one of the negative consequences that is likely to occur, especially when MC teams are highly cohesive and the leadership does not control the decision making process.

In addition, none of the MC teams have a formal conflict resolution procedure. Over time, each MC team has developed a conflict management style perhaps learned from a conflict management training workshop. Lack of formal procedures can cause instability within a team and negatively impact on team effectiveness (Forsyth, 1999). Though informal processes have been developed to deal with problems within the teams, this does not necessarily imply that teams are ineffective. This may not be ideal, but the fact that the MC teams have open and informal communication, informal decision making, and informal assessment may to an extent counteract the negative impact which is likely to occur.

Research findings also indicate that MC teams place emphasis on meeting organisational goals rather than team goals [one has to however remember that there was a lack of clarity of team goals]. It appears that MC teams view successful completion of assigned tasks and maintenance of a client-based service as sufficient evidence for team effectiveness. While this may be a relevant criterion for assessment, it means that the teams that do not possess a clear picture of their own status of effectiveness. This is likely to impede on the survival of the teams in their given CBOs as the social systems. Levi (2001) mentions that undertaking an evaluation can assist teams to identify obsolete objectives and necessary resources which aids the teams in planning a way forward.

In addition the research findings show that MC teams stress on activities that contribute to positive intra-team relations and team cohesion. The teams encourage intra-team relations and cohesion by upholding the values of love and care [see 5.3.2.6], willingness to work [see 5.3.2.9], transparency and honesty [see 5.3.2.12], and listening and
accepting each others have a point of view [see 5.3.2.17]. According to Levi (2001: 85), such values enhance cohesion, boost motivation, and therefore promote team effectiveness.

The prevalence of cohesion in the MC teams is further enhanced by the fact that they operate like primary groups even though they function within the context of a CBO. As such, they are motivated to achieve organisational goals [See 5.3.1.12], deal with conflict [see 5.3.1.11], and exchange ideas on how to achieve organisational goals in the most effective way through communication [see 5.3.1.8], team meetings [5.3.1.9], and team decision making [5.3.1.10]. Since the three teams have open communication, cooperative interaction, and willingness to resolve conflict, members are able to develop positive relations. It should be remembered that good relations between members impact on team viability and satisfaction, and both are important facets of team effectiveness (Levi, 2001: 19; Stewart Manz & Sims, 1997: 140).

This research reveals that some MC team members are not adequately skilled. This, to an extent, would make adopting a team-based work approach and attaining team effectiveness difficult [see in this Chapter, Team Tasks (5.3.1.13) and Team Assessment (5.3.1.14)]. Katzenbach and Smith (1992) say that a team should have a combination of technical task skills, decision making/problem-solving skills, and inter-personal skills. The higher the degree to which the three sets of skills are lacking in a team, the greater the degree of ineffectiveness there will be (Bayazit & Mannix, 2003; Forsyth, 1999).

To address the lack of skills in the MC teams, the leaders contribute towards skills development by offering in-house training or they source for external skills training. Despite lacking skills, the CBOs studied have existed over time during which they have created new services and expanded on others. They have also set up entrepreneurial activities to supplement existing funding. This shows that the CBOs are committed to providing services within the communities notwithstanding a lack of skills. Even though
the MC teams fall short of team effectiveness, according to the benchmark criteria, they still manage to achieve their organisational goals.

The MC teams are aware of the importance of the external environment to the effectiveness and survival of a CBO as a social system. This is why networking was cited as a criterion for team effectiveness [see Section 5.3.2.4 (Networking)]. Networking is necessary because there is a symbiotic relationship between the CBO and its community. The MC teams need the community to whom they render services and by doing so, the teams are able to give evidence of their services to donors. On the other hand, the community receives the services, and in turn provides volunteers who serve in the CBOs. Networking enables the MC teams to access funds and also builds a positive image in the community. With reference to the concept of functional prerequisites developed by Parsons (1951), this symbiotic relationship creates opportunities for CBOs to adapt to their environment. It also contributes to the integration and goal attainment within the CBO thus enhancing effectiveness of the MC team.

Activities relating to networking, fund-raising, and the management of activities/services from a physical venue, create perceptions in the mind of those in the external environment that a group of people desiring to serve the community exists. The relationship is also strengthened by volunteers, who avail themselves to serve their community through these CBOs because they have become motivated by the purpose and goals of these organisations. In reflecting on the values that are accepted by the members of the MC teams it is therefore not surprising that these CBOs have survived within the communities they serve.

MC teams are aware that goal attainment hinges on a sound intra-relational environment. By accepting and operationalising values such as accommodation, flexibility, love, care, transparency, honesty, and spiritual guidance the teams have managed to attain a degree of effectiveness. In essence, this has also contributed to stability within the teams, enhanced integration and commitment towards achieving their goals. The MC teams have
developed their own perception of team effectiveness. Examining the perceived criteria reveals that MC teams have instituted some formal and informal structural and process variables required for the survival of the CBO and its teams.

One perceived variable of team effectiveness is funding, which not only enables service delivery to the community but is also necessary for the survival of the CBO and its MC team. Since funding is always a challenge, the CBOs studied engage in income-generating activities through their volunteers to supplement donor funds. Participation in these activities creates opportunities for MC members, the volunteers and members of the community to interact. This strengthens members’ relations within the MC teams and in the organisation generally, which contribute towards greater integration and adaptation, while at the same time enabling goal attainment.

Integration and accommodation are enhanced through the value of flexibility which was also perceived as a necessary variable for team effectiveness. The MC teams often assign specific tasks to certain individuals or sub-groups under the leadership of a co-leader. Flexibility enables creativity, trust, and commitment. Even though these sub-groups have different assignments, and are managed differently, they work towards the same organisational goals. Integration of these sub-groups is operationalised by the fact that leadership within the CBOs allow the formation of the sub-groups and expect feedback on work progress. This assures integration of sub-groups into the larger structure of the CBO.

The MC team members pointed out that spirituality is important for team effectiveness as it creates a unifying environment and integration within the team. Forte (2007: 190) states that integration enables a system’s internal harmony to develop and maintain social structure. The fact that MC teams also embrace values such as forgiveness, love, and caring, indicates that some Christian values are part of the value system operationalised within these CBOs. This also explains why the participants accentuate spiritual guidance as pertinent to team effectiveness.
Although there are similarities between the benchmark and perceived criteria, the articulation of these variables is different. In the benchmark criteria, the fundamental elements of structure and processes that enable a team to be effective are clearly demarcated. The perceived criteria seem to mainly focus on members relations, values, and team resources.

This to an extent is understandable, because CBOs are formed by people who tend to lack expert knowledge and skills, and while they do not overtly express this view, members of the MC teams uphold the philosophy that ‘if it is working leave it as it is.’ On the whole, the MC teams have developed a modus operandi that allows them to continue to serve their community. Even though the manner in which they organise themselves may not be up to the experts’ standards, it has to be said that the MC teams have developed ways and means of achieving their organisational goals. A comparison of the two criteria is listed in Table 5.3.
### TABLE 5.3: BENCHMARK (BC) AND PERCEIVED (PC) TEAM EFFECTIVENESS CRITERIA COMPARED

<table>
<thead>
<tr>
<th>PERCEIVED CRITERIA [PC]</th>
<th>NOTE</th>
<th>BENCHMARK CRITERIA [BC]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CBO resources</td>
<td>While PC only refers to non-human resources, BC refers to both human and non-human resources.</td>
<td>Team tasks</td>
</tr>
<tr>
<td>2. Networking</td>
<td>Both PC and BC criteria refer to networking with stakeholders and the development of a positive relationship.</td>
<td>External relations</td>
</tr>
<tr>
<td>3. Clients/Staff</td>
<td>Both PC and BC refers to a symbiotic relationship between the MC team and their clients / staff / stakeholders per implication.</td>
<td>External relations</td>
</tr>
<tr>
<td>4. Members’ love and care for each other</td>
<td>While specific values are stated as PC, BC only refer to the fact that values are important and that they must be accepted by the members of the team.</td>
<td>Values</td>
</tr>
<tr>
<td>5. Spiritual guidance</td>
<td>MC team members focus strongly on spiritual principles to guide intra-personal relations and view this as an important PC. BC does not specify this.</td>
<td>Norms Values</td>
</tr>
<tr>
<td>6. Workshops and skills development</td>
<td>Both PC and BC refer to the fact that skills are important for task performance. However, PC specify skills development, which BC specify specific role allocation and competencies thereof.</td>
<td>Roles Team tasks</td>
</tr>
<tr>
<td>7. Willingness to work</td>
<td>Both PC and BC refer to team members contributing their efforts for task accomplishment.</td>
<td>Team tasks Team meetings Intra-member interaction</td>
</tr>
<tr>
<td>8. Evaluation</td>
<td>Both PC and BC focus on the importance of assessment.</td>
<td>Team assessment</td>
</tr>
<tr>
<td>9. Planning and budgeting</td>
<td>Both PC and BC focus on the importance of planning.</td>
<td>Team meetings</td>
</tr>
<tr>
<td>10. Transparency and honesty</td>
<td>While specific values are stated in the PC, the BC only refers to the fact that values are important and that they must be accepted by the members of the team.</td>
<td>Values</td>
</tr>
<tr>
<td>11. Policies</td>
<td>Both PC and BC refer to the importance of norms. The BC is specific that a team needs norms while the PC is not specific about this other than those that are indicated in their Constitutions.</td>
<td>Norms</td>
</tr>
<tr>
<td>12. Flexibility</td>
<td>While specific values are stated as PC, BC only refer to the fact that values are important and that they must be accepted by the members of the team.</td>
<td>Values</td>
</tr>
<tr>
<td>13. Common vision and goals</td>
<td>Both PC and MC accentuate that goals are important.</td>
<td>Goals</td>
</tr>
<tr>
<td>14. Members listen and accept the points of view of each other</td>
<td>Both PC and BC value open communication.</td>
<td>Communication Values</td>
</tr>
</tbody>
</table>
As listed in Table 5.3, the perceived criteria lack some significant variables such as roles and leadership. Participants in the focus group did not point out that leadership affects team effectiveness. While examining how team leadership is operationalised, it was evident that each team relies on their leader. Leadership is only shared where it concerns sub-task performance and in the absence of the official leader. While the constitutions of two of the three CBOs outline the role of the leader, the exactness thereof, is not specified. In the context of roles, these are not clearly articulated despite the fact that team members must have skills. This highlights key areas in which the MC teams require intervention in order to make team approach and team effectiveness a reality.

5.5 CONCLUSION

This chapter has presented findings obtained from data that was gathered to examine the operationalisation of benchmark and perceived criteria for team effectiveness. From these findings it was noted that the MC teams do not identify themselves as a sub-system within a larger social system [i.e. the CBO]. Consequently, the MC teams have not proactively examined their own structural and process components. Prevalence is given to creating informal structural and process components to achieve purpose and goals. The implications of not identifying themselves as sub-systems and being guided by informality in the teams were discussed. While the MC teams may perceive themselves as effective, this does not imply that they view themselves as a team. Examining the two criteria reveals that there are key variables of team effectiveness such as leadership and roles that were not articulated in the perceived criteria. The discussion presented in this chapter explained that MC teams have developed their own perception of team effectiveness and despite their limitations, have continued to provide services to their communities.

In the final chapter of this thesis, the data obtained in this study, the findings, and the discussion will provide a basis to assess whether the research objectives have been achieved. Furthermore, chapter six will provide an opportunity to suggest
recommendations which may enhance effectiveness, and whose platform has previously been defined by the CBO MC team members.

REFERENCES


CHAPTER 6

RECOMMENDATIONS

6.1 INTRODUCTION
This chapter contains a brief discussion of the research questions which were instrumental in formulating the research objectives. This research was guided by four specific research objectives which will be presented in this chapter in order to assess if they have been achieved. This will be followed by recommendations on how team effectiveness can be enhanced in the three CBOs that were studied.

6.2 RESEARCH QUESTIONS
This research was guided by five research questions whose operationalisation will summarily be subsequently discussed.

6.2.1 What indicators are used by experts in the field of team effectiveness that can serve as benchmark criteria to assess the effectiveness of CBO Management Committee teams (MC teams) and can be used to identify problem areas within these teams?

The researcher undertook an extensive critical review of relevant literature [see Chapters 1, 3 and 4]. To enable this, various electronic databases [such as Ebscohost, and Sage Online] were used to identify and extract articles; use was also made of the NMMU electronic library catalogue system to identify books relating to the topic of this research. This review enabled the:

- Definition of relevant concepts such as effectiveness, team, team effectiveness, CBOs, committees, social system as well as structural and process variables of a team as a social system [see Chapters 1, 3 and 4].
• Identification of the problems that CBOs and their MCs encounter that impact on the quality of team effectiveness, as well as the functioning of a CBO [see Chapter 1].
• Analysis of a team as a social system [see Chapter 3].
• Identification of the variables important for team effectiveness as indicated by experts in the field of team work and behaviour, as well as group dynamics [see Chapter 4].
• Development of the benchmark criteria for team effectiveness that can be used to analyse how MC teams operationalise these in practice [see Chapter 4 and 5].

6.2.2 What indicators do members of CBO MC teams use as criteria to assess the effectiveness of their MC teams, and can be used to identify problem areas within these teams?

By undertaking in-depth interviews and a focus group session [see Chapters 2 and 5], information pertaining to problem areas and challenges faced by CBOs and their MC teams was obtained [see Chapter 1]. In addition this enabled the identification of the perceived criteria for team effectiveness and its operationalisation in the three MC teams [see Chapter 5].

6.2.3 How do CBO MC teams operationalise ‘perceived’ team effectiveness within their teams?

By selecting members of MC teams to participate in a focus group session [see Chapter 2], a discussion that unpacked the criteria that these teams consider as important for team effectiveness was conducted [see Chapter 5]. While there were some differences between the participants on certain criterion, consensus was reached to enable a final set of criteria. To gain perspective as to why each criterion is important, participants were asked to discuss these and to give examples how they were operationalised in their teams. Observation, informal interviews and attending MC meetings also provided opportunity for clarification and a better understanding of how these CBOs and their MCs function.
6.2.4 What difference is there between the criteria of team effectiveness as indicated by ‘experts in the field of team effectiveness’ [i.e. benchmark criteria] and those indicated by the CBO MC teams [i.e. perceived criteria]?

Compiling both the benchmark and perceived criteria for team effectiveness [see Chapter 4 and 5], and examining how these criteria are operationalised within the MC teams [see Chapter 5], enabled the researcher to indicate in a tabular format the similarities and differences between the two sets of criteria in Chapter 5.

6.2.5 What interventions can be suggested to ensure sustained MC team effectiveness?

Suggested interventions are presented in the form of recommendations in this chapter. These interventions are based on the findings and the points highlighted and discussed in Chapter 5.

6.3 EVALUATION OF RESEARCH OBJECTIVES

The purpose of the research was to explore the nature of team effectiveness in the MC of CBOs according to a ‘benchmark criteria’ [indicated by experts in the field of team effectiveness], and ‘perceived criteria’ [indicated by CBO management committees]. To be able to do so, the following research objectives were formulated.

6.3.1 Research Objective One

To define the concepts: effectiveness, team, and team effectiveness.

To achieve this objective, an intensive study of relevant literature was undertaken. This enabled the concepts essential to this research to be defined [see Chapter 1, 3 and 4]. To place these definitions in perspective, the researcher also undertook a study on a team as a social system. This broadened the basis to further discuss relevant concepts that were later used in Chapters 3 and 4 in this thesis.

This research objective was thus was achieved.

6.3.2 Research Objective Two

To identify the ‘benchmark criteria’ of team effectiveness as indicated by experts, and to assess how these are operationalised within the CBO MC teams.
A critical review of relevant literature enabled the researcher to identify fundamental criteria that are indicated by experts in the field of team functioning and behaviour [see Table 4.2 in Chapter 4]. After refinement thereof [see Table 4.3 in Chapter 4], the benchmark criteria for team effectiveness was compiled [see Table 4.4 in Chapter 4 and Table 5.1 in Chapter 5]. The criteria served as a means to determine how these were operationalised by members of MC teams [see Chapter 5 and also Addendum 1 at the end of Chapter 5]. Data was gathered by means of in-depth interviews, informal questioning, document analysis and observations during site visits and when attending MC meetings [see Chapter 2 and 5]. Findings and deductions support the deduction that this research objective was achieved.

6.3.3 Research Objective Three

Identify the criteria of team effectiveness as perceived by the CBO MC Teams and assess how these are operationalised within the CBO MC Teams.

In-depth interviews with members of the MC teams, as well as a focus group discussion [see Chapter 2] provided opportunity to identify the ‘perceived criteria’ for team effectiveness [see Chapter 5]. Questioning of team members during site visits, attending meetings, and observations during site visits enabled data-gathering. In addition, the researcher was able to gain examples for how the ‘perceived criteria’ were operationalised through content analysis of documents and interviewing. This assisted her to verify content that was obtained during the focus group session. Data gathered enabled the researcher to compile a table depicting a list of the ‘perceived criteria’ [Table 5.2 Perceived Criteria for Team Effectiveness]. Furthermore, the discussion in Section 5.4 of Chapter 5 enabled the researcher to relate this to MC teams as social systems. The researcher is of the opinion that this research objective was achieved.

6.3.4 Research Objective Four

To make suggestions as to how the CBO MC teams could enhance their effectiveness.
Based on an exposition of the problems and challenges that CBOs and their MCs face, insights into MCs as social systems, identification of criteria for team effectiveness and an analysis of how the three CBOs incorporated into this research operationalise the criteria, recommendations are suggested to enhance team effectiveness of MC teams. By so doing, this research objective has been achieved.

6.4 RECOMMENDATIONS

Based on the outcome of the first three research objectives, the following recommendations are suggested:

6.4.1 It is recommended that the MC teams are guided through a series of workshop sessions to assist them in their understanding of a team as a social system.

A critical review of the findings outlined in Chapter 5 reveal that the members of CBO MC teams, while viewing themselves as a team, do not understand that they are a distinct grouping. Therefore, to the members of the MC teams there is no distinction between MC team functioning and CBO functioning. In sociological terms, they view Management and the CBO as similar social entities. To them, management has a leadership and organising function, and the CBO is the vehicle through which they fulfil a service to the community. Sociologically, the CBO would be viewed as the dominant social system, with the MC team as a sub-system within the CBO. To achieve or enhance team effectiveness, MCs of CBOs should view themselves as a separate social aggregate [i.e. team or sub-system], but integrated into the entity of the CBO. This mode of thinking and operationalisation is apparent when assessing team norms, team values and other criteria of team effectiveness. The notion of ‘what is good for the organisation, is also good for management’ probably describes this situation the best. For this reason it is suggested that the members of the MC teams be assisted to differentiate between the CBO as a social system, and the MC team as a sub-system of the CBO. By so doing, attention can be given to enabling them in their understanding of:

- a team as a social system [structure and process].
- the MC team as a sub-system within the CBO as a social system.
• the functional prerequisites related to a social system [Parsons].
• the interaction processes that relate to structure [roles, norms, values etc.] and process [communication, interaction types, etc.] within a team as a social system [Homans].

6.4.2 It is recommended that the MC team members are guided through a series of workshop sessions on what an effective team is [i.e. the MC team] and organisation [i.e. the CBO] is.

Based on an analysis of the deductions that were made of the findings on the operationalisation of benchmark criteria [see Chapter 5, Section 5.3.1], and of the outcome of the focus group discussion in which perceived criteria for team effectiveness were identified and clarified [see Chapter 5, Section 5.3.2], it became apparent that although CBO MC teams made attempts to function effectively, there is no assessment document against which members assess team effectiveness. Members of the MC teams rather relied on how well they were achieving their organisational purpose and goals by successfully achieving tasks. It is for this reason that it is recommended that management teams be assisted to:
• identify assessment criteria for team performance effectiveness.
• define each criterion enabling an exact assessment that is based on evidence.
• decide on criteria that can enable them to differentiate between an effective functioning team and an effective functioning organisation.

6.4.3 In line with the above mentioned recommendations, it is also suggested that the CBO MC teams are enabled to formalise the structures and process associated with an effective team through a series of workshop sessions.

While the MC team members have given attention to structural components of a team such as norms [see Chapter 5, Section 5.3.1.1], sanctions [see Chapter 5, Section 5.3.1.2], functionary roles [see Chapter 5, Section 5.3.1.3], values [see Chapter 5, Section 5.3.1.4], and communication [see Chapter 5, Section 5.3.1.8], these are mostly based on directives from the Constitution of the CBO as an organisation. New members may find it difficult to participate after their entry into the MC team, as there
are no documents that have been specifically developed to provide an overview of guidelines for expected behaviour. In addition, there is a lack of understanding what constitutes a team and an organisation as well as an effective team and organisation. Together with this, MC teams lack insight into socialisation of new members. While the MC teams are not adversely affected by the way in which they function, the findings do point to room for improvement for team effectiveness. An understanding of the nature and importance of the functional prerequisite: *pattern maintenance and tension management* [see Parsons, Chapter 3, Section 3.3.1] would enable the teams under guidance of an expert to develop structures that aim to enhance team effectiveness. Since the development of structures is mainly left to MC teams through inadequate guidelines prescribed in their Constitutions, *it is suggested that the MC teams be enabled to*:  
- define their team expectations.  
- identify appropriate norms and values with related sanctions.  
- define team roles, giving attention to functionary as well as socio-emotional and task roles within their teams.  
- understand the importance and nature of structural components in assessing team effectiveness.

Further to the above, CBO MC teams *also require training in the understanding of important processes that enable effective team functioning*. These relate to:  
- decision making  
- problem-solving  
- conflict management  
- integration of new members into the team, and  
- effective communication within the intra-team environment.

6.4.4 While leadership is not a problem within these MC teams, no provision has been made to develop leadership skills in the other members of the MC team. Thus, without a contingency plan for leader succession and skills development, it would imply that none of the current members of the MC teams would be in a position to
respond as a leader. **It is therefore suggested that all MC team members, through leadership training, be enabled to acquire leadership competencies and skills.**

**6.4.5** In line with these recommendations, **it is suggested that the outcomes of this research, are tabled at a briefing meeting with each of the MC teams.** The aim will be to briefly give feedback on the research outcomes, and also to encourage all the members of the MC teams to attend a one-day workshop during which a detailed presentation of the important research findings will be given. This may set the scene for further workshops as indicated in the above recommendations.

**6.4.6** **It is also recommended that a research report be presented to the funding NGO with the aim of encouraging further research specific in the area of skills training and development, as well as the development of an assessment matrix which CBOs can use to enhance their effectiveness.** The fact that funders often use criteria relating to that of the benchmark criteria as identified in this research, and not take into account the perceived criteria that are used by CBO MC teams, would serve as an avenue to develop an ‘equitable’ matrix of assessment acceptable to both parties. This would satisfy both parties in their quest for performance effectiveness.

**6.5 CONCLUSION**

This chapter has presented evidence to demonstrate that the research objectives were achieved. While this research concentrated on the MC teams of three CBOs that are funded by the specific NGO earlier mentioned in Chapter 2, there is little doubt that even the rest of the CBOs not studied would also require assistance to enhance the capacity of their teams. Implementing the recommendations presented in this chapter will enhance the operationalisation of team effectiveness in the three MC teams studied.
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1. **Benchmark variable: Team Norms**

The members of the management committee teams (MC) were asked to provide evidence of actual team norms and where these norms are documented.

### DATA GATHERING SOURCE

<table>
<thead>
<tr>
<th>CBO 1</th>
<th>CBO 2</th>
<th>CBO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constitution</strong></td>
<td><strong>EVIDENCE</strong></td>
<td><strong>EVIDENCE</strong></td>
</tr>
<tr>
<td>Norms relating to the office bearers of the MC are:</td>
<td>Norms relating to the office bearers of the MC are:</td>
<td>Norms for the office bearers of the MC are:</td>
</tr>
<tr>
<td>• The chairperson of the management committee serves for two years before standing for re-election.</td>
<td>• Members are expected to attend all meetings.</td>
<td>• Office bearers serve for three years but they can stand for re-election for another term. Depending on what kind of services they give to the organisation.</td>
</tr>
<tr>
<td>• All members of the management Committee are expected to conform to the code of conduct contained in the organisation’s Constitution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The code of conduct indicates the following norms relating to membership:</td>
<td></td>
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<tr>
<td>• Management committee reserves the right to withdraw the membership of any Member for serious, unrepentant misconduct.</td>
<td></td>
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</tr>
<tr>
<td>• Neither the management committee nor the organisation shall be required to give reasons for their decisions with respect to membership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No rights or privileges of membership shall be transferred or dismissible in any way.</td>
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<td></td>
</tr>
<tr>
<td>• Members may at any time resign his membership from the organisation.</td>
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</tr>
</tbody>
</table>

66 Italics denote actual words expressed by the respondents.
Procedural norms in the constitution relating to MC meetings are:

- Proper notice for meetings shall be given with two thirds of the members forming a quorum.
- During meetings, the chairperson or in his absence vice-chairperson shall chair all meetings. If both are not in, members present shall appoint someone to chair the meeting.
- Someone shall be appointed to act as secretary, who shall record the persons present at each meeting, the minutes of the meeting, which shall be deemed to be an accurate record of the proceedings of the meeting.
- The minutes shall be signed by the member who chairs the meeting.
- Each member shall have one vote.
- In the event of a deadlock the chairman shall exercise his casting vote.
- A resolution in writing signed by all members present and entitled to attend and votes shall be valid and effective for the time being as if the resolution will then be officially minuted and validated at the next meeting.

Procedural norms relating to meetings of the MC are:

- Management committee meets at least once a month
- Minutes will be taken at every meeting to record management committee’s decisions. The minutes of each meeting will be given to management committee members at least two weeks before the next meeting.
- The minutes shall be confirmed as true record of proceedings by next meeting of the management committee and shall thereafter be signed by the chairperson.
- The management will hold at least two ordinary meetings each year.
- The chairperson or two members of the committee can call special meeting if they want to. They must let the other management committee members know the date of the proposed meeting not less than 21 days before it is due to take place. They must also tell the other members which issues will be discussed at the meeting. If however one of the matters to be discussed is to appoint a new management committee then those calling the meeting must give the other management committee members not less than 30 days notice.
- In the absence of the chairperson during meetings, before the meeting starts management committee members present shall appoint someone to chair the meeting.

Procedural norms relating to meetings of the MC are:

- A member of the management committee should apply or obtain for leave of absence if they are not able to attend a meeting.
- Minutes will be taken every meeting to record the management committee decisions.
- The management committee will meet at least once a month.
- A quorum in the management committee is 50% of the actual membership of the committee.
- Minutes for every meeting have to be recorded.
- Two weeks before a meeting members should get minutes of the previous meeting.
- Minutes must be safely kept and accessible to all member of the organisation.
- Failure to attend three management meetings consecutively without leave of absences warrants a dismissal.
<table>
<thead>
<tr>
<th>Minutes</th>
<th>The management committee shall vote on issues where necessary, if the votes are equal then the chairperson will either cast a second vote or the deciding vote.</th>
<th>Minutes of all meetings must be kept safely and always be on hand for members to consult.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If the management committee thinks it is necessary, then it can decide to set up one more sub-committed. It may decide to do this to get work done quickly.</td>
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</tr>
</tbody>
</table>

**Norms governing finances are:**
- Whenever funds are taken out of the bank account, the chairperson and at least two other members of the organisation must sign the withdrawal or cheque.
- The organisation’s accounting records and reports must be ready and handed to the director of non-profit organisations within six months after the financial year end.

**Minutes**

<table>
<thead>
<tr>
<th>Them minutes examined did not contain norms relating to the MC.</th>
<th>The minutes examined did not contain norms relating to the MC.</th>
</tr>
</thead>
</table>

**Norms identified in the minutes:**
- When absent, proof of illness must be produced, otherwise R10.00 will be deducted from the stipend [minutes of 27/09/06].
- MC members should attend all meetings [minutes of 19/04/06].
- MC members should not talk behind the backs of other members [minutes of 19/04/06].
In-depth interviews

When asked if MC has written norms, the respondents said:

- Yes, some are written in the form of policies and are hang on the wall. Some we are informed in the meeting [sic R1]. Unwritten norms cited by the respondent include:
  - MC members are expected to give a notice if they are going to be absent.
  - Treat people with love.
- Yes, one must be a Christian. I think we have them in our mission statement [sic R2]. The respondent cited the following unwritten norms:
  - One has to be honest and reliable.
  - Openness to one another during meetings is encouraged so that errors can be mentioned and rectified. She added that unwritten norms are discussed during MC meetings.
- Yes, they are in the Constitution [sic R3]. The respondent said that there are some norms not written and these she knew by observing how people behave.
- No we don’t have norms for MC at present [sic R4]. However the respondent said that MC members are expected to observe the following:
  - Every member must be committed, punctual and report when absenteeism is inevitable.
  - When a task is delegated one is expected to take initiative and complete it.
  - MC members are expected to report

When asked if MC has written norms, the respondents said:

- I have not seen them [sic R1]. The respondent said that there are norms which are agreed upon but not written such as the one concerning the time the CBO should be opened at 09.00 every weekday.
- Some are written in the constitution, some we know from workshops [sic R2]. Unwritten norms cited by respondent were:
  - Information has to pass through the chairperson.
  - No one in the organisation (MC members included) is allowed to borrow money from the petty cash.
  - Work in the CBO starts at 08.30 to 16.30.
  - MC members are not allowed to discuss financial matters unless information has been sanctioned by MC.
- MC does not have written norms. Norms observed by MC have been verbally communicated. Unwritten norms cited by the respondent were:
  - All are expected to be punctual.
  - If one is going to be absent they must report to the office and if a doctor is visited, a letter from the doctor must be presented.
  - Confidentiality is upheld.
  - No borrowing money from the organisation.
  - Only secretary, bookkeeper and

When asked if MC has written norms, the respondents said:

- No, they are for the organisation. They are written down as decision in the minutes [sic R1]. The respondent however said there are unwritten norms communicated verbally such as:
  - Matters discussed in the MC should be kept confidential until the time is right to disclose them to the rest of the CBO staff.
  - Members of MC are expected to respect, love each other and work together.
- Written norms apply to all members of the CBO. The respondent cited the following norms which are not written, but are observed:
  - MC members should be role models, and observe time.
  - MC members are not allowed to take anything from the office [R2].
- Norms are verbally communicated in the meeting. The respondent mentioned the following unwritten norms:
  - One is expected to attend MC meetings.
  - MC members are expected to listen to each other during meetings.
  - MC members are not allowed to be rude to each other [R4].
- Yes, they are written down [sic R3, R5 & R6].
**Other** [data obtained from observation, informal discussions]

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<table>
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<tbody>
<tr>
<td></td>
<td>what is going on in their departments. (The respondent said these norms are communicated during MC meetings).</td>
</tr>
<tr>
<td></td>
<td>Yes we do, they are written in policies. There are things that are not written which require common sense and some emerge in the course of work [sic R5].</td>
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<td></td>
<td>Chairperson are allowed to access office files [R3].</td>
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<td></td>
<td>In an informal discussion, the Chairperson of the MC acknowledged that the team has no written policies [visit of 29/11/07].</td>
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<tr>
<td></td>
<td>While attending a management meeting during which the agenda and previous minutes were not circulated, the Chairperson reminded</td>
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<tr>
<td></td>
<td>o The administrator that she is expected to ensure the agenda and previous minutes are distributed for every meeting.</td>
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<tr>
<td></td>
<td>o The members to be present during MC meetings</td>
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<tr>
<td></td>
<td>o The members should listen to one another and that only one person was allowed to speak at a time.</td>
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<tr>
<td></td>
<td>o The chairperson mentioned that the financial report has to be presented at every MC meeting for approval [meeting held on 6/11/07].</td>
</tr>
<tr>
<td></td>
<td>From informal discussions with MC members, the following unwritten norms were mentioned:</td>
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<tr>
<td></td>
<td>o No work no pay</td>
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<td></td>
<td>o Office hours commence at 09.00</td>
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<td></td>
<td>o MC has to report on daily activities.</td>
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<tr>
<td></td>
<td>o An MC member will receive no pay for three months when they first join the CBO.</td>
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<tr>
<td></td>
<td>From informal discussions with MC members it was mentioned that</td>
</tr>
<tr>
<td></td>
<td>o No MC member is allowed to take a garment from the skills development department without first paying for it.</td>
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</tbody>
</table>
2. **Benchmark variable: Sanctions**

The members of the MC had to furnish evidence of both negative and positive sanctions that are linked to actual norms adhered to by the team.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCE</th>
<th>EVIDENCE</th>
<th>CBO 1</th>
<th>CBO 2</th>
<th>CBO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution</td>
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</tr>
<tr>
<td></td>
<td>The sanctions stipulated in the constitution relate to unrepentant misconduct only:</td>
<td>The sanctions stipulated in the constitution relate to absenteeism only:</td>
<td>The sanctions stipulated in the constitution relate to absenteeism only:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The management committee reserves the right to withdraw the membership of any member for serious, unrepentant misconduct [sic].</td>
<td>- If a member of the management committee does not attend three management meetings in a row, without having applied for and obtaining leave of absence from the management committee, the management will find a new member to take that person’s place [sic].</td>
<td>- If a member of the management committee does not attend three management meetings in a row, without having applied for and obtaining leave of absence from the management committee the management will find a new member to take that person’s place [sic].</td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No sanctions were cited in the minutes.</td>
<td>- No sanctions were cited in the minutes.</td>
<td>The following sanctions were cited:</td>
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</tr>
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<td></td>
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<td></td>
<td>- The leader announced there would be a reward for best performer in the MC. Subsequent meetings were held to discuss how the reward will be administered [minutes of 09/05/05, 27/06/05, and 30/06/05].</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- In a meeting it was announced that R10.00 per day will deducted from anyone who was absent from work without permission [minutes of 27/09/06].</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- One member of the management did not get his stipend, because he was absent for three consecutive meetings without permission [minutes of 25/07/05].</td>
</tr>
</tbody>
</table>
When asked if there is a system of sanctioning [reward and punishment] within the MC, the following responses were obtained:

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>There is no reward at the moment [sic R1]. The respondent said she could not remember any MC member not complying with the norms.</td>
</tr>
<tr>
<td>R2</td>
<td>We have not had this before [reward system] but we discussed about having a reward, we will be giving tokens to all who work hard. When one breaks norms we encourage and motivate the person [sic R2].</td>
</tr>
<tr>
<td>R3</td>
<td>When one breaks norms, the person is called and politely talked to [sic R3]. The respondent said that the management was planning to have a reward system since there was none in place.</td>
</tr>
<tr>
<td>R4</td>
<td>There is no reward system at the moment [sic R4].</td>
</tr>
<tr>
<td>R5</td>
<td>There is no reward system yet, when norms are broken we talk to the person [sic R5].</td>
</tr>
<tr>
<td>R6</td>
<td>The respondent was not aware of a tangible reward system except verbal affirmation for a job well done. When one breaks norms, meetings are held, for example, one gets a pep talk and is reprimanded [sic R1].</td>
</tr>
<tr>
<td>R7</td>
<td>There is no rewards system. When norms are broken we sit down and talk, letters of warning are given to the person [sic R2].</td>
</tr>
<tr>
<td>R8</td>
<td>There is no reward system in place, but leader said she was developing one. When norms are broken a disciplinary committee made up of the MC and two mature volunteers is called to solve the matter [sic R3].</td>
</tr>
<tr>
<td>R9</td>
<td>The MC leader gives presents to those who are performing well. When one breaks the norms usually people just decide to leave if they cannot commit to the CBO [sic R1].</td>
</tr>
<tr>
<td>R10</td>
<td>There is a reward system [sic R2]. The respondent said that when one breaks norms they are spoken to and counseled.</td>
</tr>
<tr>
<td>R11</td>
<td>The respondent said there is a reward system, any wrong doer is talked to and counseled [sic R3].</td>
</tr>
<tr>
<td>R12</td>
<td>The respondent said there is a reward system for MC Members and when one does something wrong, a letter of warning is issued [R4].</td>
</tr>
<tr>
<td>R13</td>
<td>The respondent said there is a reward system and that when norms are broken, the errant may be verbally warned or a warning letter is issued [R5].</td>
</tr>
<tr>
<td>R14</td>
<td>The respondent said there is a reward system, and that in the case of norm breaking, the individual is spoken to. A written warning may be issued if there is persistent norm breaking [R6].</td>
</tr>
</tbody>
</table>
3. Benchmark variable: Team Roles

The respondents were requested to furnish evidence of actual roles defined and performed within the MC, as well as any other roles that are associated with the socio-dynamics within the team. In addition, respondents had to indicate the type of skills they possess that relate to these roles, their level of competence and how well they understood the role of each team member.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCE</th>
<th>CBO 1</th>
<th>CBO 2</th>
<th>CBO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution</td>
<td></td>
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</tr>
<tr>
<td>The Constitution states what is expected of those performing the functionary role of:</td>
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</tr>
<tr>
<td>• Chairperson:</td>
<td></td>
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<tr>
<td></td>
<td>The chairperson shall oversee all activities of CBO and shall be the visionary leader with proper leadership accountability [sic].</td>
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<tr>
<td>• Secretary:</td>
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<td></td>
</tr>
<tr>
<td>o Record attendance during MC meetings</td>
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</tr>
<tr>
<td>o Record minutes of MC meetings.</td>
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<tr>
<td>Constitution states what is expected of those performing the functionary role of:</td>
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<tr>
<td>• Chairperson:</td>
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<tr>
<td>Heads the committee, enforces discipline, signs contracts and leases, attends to all official correspondence, resolves conflict within the organisation, ensure an annual report is produced, an AGM takes place, prepares for meetings, provide agenda for meetings, and chairs meetings [sic].</td>
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<tr>
<td>• Deputy chair:</td>
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<tr>
<td>Takes the place of the chairperson when s/he is away, and is responsible for supporting the chair person in the running of the organisation [sic].</td>
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<tr>
<td>• Secretary:</td>
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<tr>
<td>Keeps a list of names and contact details of all volunteers, employees and other stakeholders of other organisations. Types all correspondence and keeps record of documents generated by the management committee assists in preparing for the AGM takes minutes at meetings, gives notice of all meetings to committee members sends reminders calls for reports from committee check draft of minutes with chairperson before typing and</td>
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<tr>
<td>Constitution states what is expected of those performing the functionary role of:</td>
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<tr>
<td>• Chairperson:</td>
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<tr>
<td>Preside over all AGM, sign all documents, call for meetings, inform the secretary, focus the committee’s vision on the goal of the committee at all times. Must supply what the MC needs to be able to perform their duties such as finances, stationery. Ensure that each member of the committee performs their duties properly, must bear the final responsibility for the committee. Audit and check on the finances of the organisation [sic].</td>
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<tr>
<td>• Vice chairperson</td>
<td>Same as chairperson [sic].</td>
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</tr>
<tr>
<td>• Treasurer</td>
<td>Responsible for all finances, fundraising and collection of money, bookkeeping, give monthly financial record at meetings, give a complete financial statement for the year to present to Members before or at the AGM [sic].</td>
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<tr>
<td>• Secretary</td>
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</tbody>
</table>
• **Treasurer**  
  Oversees organisational funds, ensures that income and expenditure are controlled and recorded properly, sets up financial rules for the organisation and ensures that they are kept, ensures that there is a bank account belonging to the organisation, is responsible for financial statements of the organisation, ensures that petty cash and cash books are up to date and reconciled before committee meetings, investigates and reports any misuse of funds. At meetings she/he presents information on the money in the bank account and petty cash and expenditure reports against budget for the year to date [sic].

• **Ordinary member of the committee**  
  They must be ready and willing to work, come to meetings on time and remain till the end, work as a team, always keep confidentiality regarding committee discussions, contribute to the discussions, give helpful ideas stick to the agenda at meetings, take note of what they are asked to do and report promptly to the committee give apologies if they cannot attend meetings at all times [sic].

Responses to the question ‘What role do you play in the MC?’ were:

- *I am an administrator, I assist in orphan and vulnerable children and spiritual matters* [sic R1]. [The respondent plays the role of]

- The respondent said he is the coordinator of the home-based care workers. He said that he was verbally told of what he is expected to do and was informed that he would be asked to attend meetings at all times [sic].

- In the MC, the respondent said she functions as a bookkeeper [R1]. [She has also been assigned the role of]

Taking minutes/notes during the meeting, distribute minutes of each meeting to everyone in attendance as soon as possible after the meeting, report all the letters that he/she has written or received, must send memos having the agenda for the next meeting [sic].
| Interview schedule | functionary role of administrator which incorporates secretarial functions such as taking minutes, ensuring members are aware of management meetings. She has also been assigned the role of assisting orphans and vulnerable children as well as leading devotions.  
- The respondent has been assigned the role of coordinating home-based care. She said that she was told in a meeting what she is expected to do [R2].  
- The respondent performs the functionary role of bookkeeper which includes being the treasurer, handling payments, and balancing the accounts. The respondent said that what is expected of her role was verbally communicated [R3].  
- The respondent is the leader, and also delegates work to the members of the team; provides in-house training, and assists with bookkeeping [R4].  
- The respondent has been assigned the role of coordinating child care workers and gathers information from other CBOs. The respondent mentioned that they try as much as possible to match roles with skills and to consider the strengths of the individual MC member [R5].  
Response to the question of ‘what skills training do you have in order to match the role you perform within the MC?’ were:  
- The respondent said she did not have formal training for the functionary role of administrator/secretary. For the assigned to do as the coordinator [R1]. [The respondent was elected by the home-based care volunteers to represent them in the MC].  
- The respondent said she is the bookkeeper and is also in charge of orphans and vulnerable children department [R2].  
- The respondent is the leader of the MC and founder of the CBO [R3].  
Response to the question of ‘what skills training do you have in order to match the role you perform within the MC?’ were:  
- The respondent said he has received training on business management and home-based care which has enabled him to opening the premises on time, and coordinating the after school care programme. What is expected of her in the roles she performs was verbally communicated by the leader].  
- The respondent said that within the MC she functions as the Secretary and is responsible for handling phone calls, sending faxes, minute taking during meetings, informing MC members about management meetings [R2]. [She has also been assigned the role of handling the petty cash box].  
- The respondent has been assigned the role of coordinating skills development which includes sewing, and looking after clients [R3].  
- The respondent is in skills development and she is responsible for Sewing, visiting clients and gardening [R4].  
- The respondent has been assigned the role of coordinating pre-school and gardening [R5].  
- The respondent is the chairperson of the MC and CBO [R6].  
Response to the question of ‘what skills training do you have in order to match the role you perform within the MC?’ were:  
- The respondent said she has training on how to balance books, how to lead
<table>
<thead>
<tr>
<th><strong>Other</strong> [observation, informal discussions]</th>
<th>From informal discussions the administrator who is also responsible for taking minutes is not computer literate even though the organisation owns a computer and printer. The administrator stated that she hand writes all minutes and agendas in a minute book.</th>
<th>In an informal discussion the MC leader stated she needs computer training. The researcher observed the MC leader being assisted to access information from the computer by an MC member.</th>
<th>From informal discussion, the bookkeeper stated that she needs computer skills for bookkeeping purposes, as bookkeeping is currently done manually. The bookkeeper also stated that she needs computer training as all bookkeeping is manually done.</th>
</tr>
</thead>
<tbody>
<tr>
<td>role of conducting devotions, the respondent said that she had learnt how to do so from her church [R1].</td>
<td>The respondent has trained in home-based care, home nursing, and training in trainer-of-trainee for TB management and is therefore able to perform her tasks [R2].</td>
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<tr>
<td>• The respondent has trained in home-based care, home nursing, and training in trainer-of-trainee for TB management and is therefore able to perform her tasks [R2].</td>
<td>• The respondent did not have any formal bookkeeping training, but was getting informal bookkeeping training from the MC leader [R3]. [Prior to being elected to lead the MC leader was the bookkeeper].</td>
<td>• The respondent has received training on home-Based care, pre-school teaching, leadership, counseling, and is thus capable of performing her role as leader [R3].</td>
<td></td>
</tr>
<tr>
<td>• The respondent did not have any formal bookkeeping training, but was getting informal bookkeeping training from the MC leader [R3]. [Prior to being elected to lead the MC leader was the bookkeeper].</td>
<td>• The respondent is the leader of the MC, has bookkeeping training and is a teacher by profession [R4].</td>
<td>• The respondent has been trained on how to provide home-based care, sewing, cooking, and gardening. She however said that she did not know how to cut out patterns and relied on the MC leader to cut out patterns [R3].</td>
<td></td>
</tr>
<tr>
<td>• The respondent is the leader of the MC, has bookkeeping training and is a teacher by profession [R4].</td>
<td>• The respondent has training in project management, counseling and caring for orphan and vulnerable children. She felt that she was therefore able to perform her tasks [R5].</td>
<td>• The respondent has training in project management, counseling and caring for orphan and vulnerable children. She however said that she did not know how to cut out patterns and relied on the MC leader to cut out patterns [R3].</td>
<td></td>
</tr>
<tr>
<td>• The respondent has training in project management, counseling and caring for orphan and vulnerable children. She felt that she was therefore able to perform her tasks [R5].</td>
<td>work as a coordinator [R1].</td>
<td>• The respondent took a secretarial course but was not able to complete it [R2]. [Respondent writes out MC minutes and runs the office].</td>
<td></td>
</tr>
<tr>
<td>• work as a coordinator [R1].</td>
<td>• The respondent obtained her bookkeeping skills from a mentoring organisation and also has home-based care training [R2].</td>
<td>• The respondent has training on home-based care, home visiting, leadership, counseling, and is thus capable of performing her role as leader [R3].</td>
<td></td>
</tr>
<tr>
<td>• The respondent obtained her bookkeeping skills from a mentoring organisation and also has home-based care training [R2].</td>
<td>• The respondent has received training on home-based care, pre-school teaching, leadership, counseling, and is thus capable of performing her role as leader [R3].</td>
<td>• The respondent has training on home-based care provision and gardening [R4].</td>
<td></td>
</tr>
<tr>
<td>• The respondent has received training on home-based care, pre-school teaching, leadership, counseling, and is thus capable of performing her role as leader [R3].</td>
<td>• The respondent has received training on home-based care provision and gardening [R4].</td>
<td>• The respondent had started a childcare course for one year but was not able to complete it due to lack of finances [R5].</td>
<td></td>
</tr>
<tr>
<td>• The respondent had started a childcare course for one year but was not able to complete it due to lack of finances [R5].</td>
<td>• The respondent has undertaken a management and tailoring course [R6].</td>
<td>• The respondent has undertaken a management and tailoring course [R6].</td>
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</tbody>
</table>
4. **Benchmark variable: Team Values**

The respondents were asked to provide evidence that the MC members have defined and documented team values.

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<thead>
<tr>
<th>DATA GATHERING SOURCE</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td></td>
<td>CBO 1</td>
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<tr>
<td>Constitution</td>
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<tr>
<td>MC members are expected to subscribe to the following values as stated in the code of conduct:</td>
<td>The constitution does not state values of the MC or the CBO.</td>
</tr>
<tr>
<td>• Treat people equally, with dignity, respect and compassion.</td>
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<tr>
<td>• Respect the rights and uphold the confidentiality of all those living with HIV and AIDS.</td>
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<tr>
<td>• Serve voluntarily in the community with honesty and integrity.</td>
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<tr>
<td>• Use and distribute the funds and acquired assets of the organisation with honesty and integrity.</td>
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<tr>
<td>• Have credibility in the community.</td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td>No team values were cited in the minutes.</td>
</tr>
<tr>
<td>Report to donors</td>
<td>No team values were cited in the donor reports examined.</td>
</tr>
</tbody>
</table>
When asked to state the values of their team, the following responses were given:

- **Transparency** [sic R1].
- **Christianity, more than anything, transparency, honesty** [sic R2].
- **Respect, cooperation, transparency, dedication. I have seen it with others it’s not that I read somewhere** [sic R3].
- **Transparency, spiritual** [sic R4].
- **Team work, trust respect** [sic R5].

When asked to state the values of their team, the following responses were given:

- The respondent said he is not aware of any values [R1]. [However while discussing the question of norms, the respondent stated that the MC follows the values of ‘ubuntu’, he could not specifically state what the ‘ubuntu values’ were].
- **Confidentiality, respect, understanding each other, communication with community** [sic R2].
- **Good manners, be an example, dedication to work, honesty, confidentiality, love, care for each other** [sic R3].

When asked to state the values of their team, the following responses were given:

- **Confidentiality, loyalty, respect** [sic R1]. The respondent said she knows in her heart what must be done.
- **Confidentiality, trust, to be a Christian** [sic R2].
- **They are truthfulness and confidentiality** [sic R3].
- **Love, respect** [sic R4].
- **To take care of the sick and needy, look after self** [sic R5].
- **Respect, punctual, no gossiping, trust** [sic R6].

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**In-depth interviews**

<table>
<thead>
<tr>
<th>Other [data obtained from observations and informal discussions,]</th>
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<tbody>
<tr>
<td>The researcher observed that the code of conduct containing values is posted on the wall of the CBO.</td>
</tr>
<tr>
<td>No other data source indicates values.</td>
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<tr>
<td>No other data source indicates values.</td>
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</tbody>
</table>
5. **Benchmark variable: Member Cooperation**

With reference to the nature of interaction that is most common between the members of the MC, the respondents were asked to indicate whether cooperation existed between them, and to provide evidence of such cooperation.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCE</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minutes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The nature of team interaction was not cited in minutes.</td>
</tr>
<tr>
<td></td>
<td>• The nature of team interaction was not cited in minutes.</td>
</tr>
<tr>
<td><strong>Interview schedule</strong></td>
<td></td>
</tr>
<tr>
<td>The following are responses to the question: ‘Do you think your team is cooperative and why do you say so?’</td>
<td>The following are responses to the question: ‘Do you think your team is cooperative and why do you say so?’</td>
</tr>
<tr>
<td>• Yes, we work as a team. If the person to do something is not in, we step in to help. There is nothing like it’s not my responsibility [sic R1].</td>
<td>• Very much, we work hand in hand, we delegate work and discuss for example the action plan to re-launch the organisation [sic R1].</td>
</tr>
<tr>
<td>• Now yes, we had a haphazard way of working but now we are working together, the chairperson is now working fulltime in the project [sic R2].</td>
<td>• Yes, we know each other and understand each other [sic R2].</td>
</tr>
<tr>
<td>• Yes, we sit, talk, plan and divide the work amongst us then we come and report back [sic R3].</td>
<td>• Yes [sic R3]. The respondent stated they share together.</td>
</tr>
<tr>
<td>• Yes, with the exception of one who likes to counter tasks assigned to her [sic R4]. [To handle the member who counters tasks, the respondent as the leader said she normally takes time to speak to the member].</td>
<td>• Yes because I do assist others when they are not around [sic R4].</td>
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<tr>
<td>• There is cooperation, because we are</td>
<td>• Yes, a lot, it’s harmony in action [sic R5].</td>
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<td></td>
<td>• Yes sic [R6].</td>
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<tr>
<td>Other [Observation, informal discussion]</td>
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<td>----------------------------------------</td>
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<tr>
<td>• During a visit, the researcher observed that MC members had turned up to assist with cooking and shopping for the world AIDS day [Visit of 29/11/07]</td>
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<tr>
<td>• During a management meeting, the researcher observed that one member of the MC [the bookkeeper] took initiative to assist the new secretary [Visit of 25/10/08].</td>
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<tr>
<td>• During a field visit, the researcher observed that members of management were busy with collective tasks such as serving food and feeding the children [Visits of 30/10/07 and 29/10/07].</td>
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6. Benchmark variable: Team Leadership

With reference to leadership within the MC, the respondents were required to provide evidence on how their leader leads, and what role the leader plays to ensure that team goals are met?

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<tr>
<th>DATA GATHERING SOURCES</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>CBO 1</td>
<td>CBO 2</td>
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</table>

**Constitution**
- Concerning leadership, the constitution states:
  - *The management committee shall include a chairperson. The chairperson is expected to oversee all activities of CBO and provide visionary leadership with proper leadership accountability [sic].*
  - Concerning leadership, the constitution states:
    - *The chairperson heads the committee, enforces discipline, signs contracts, leases and all official documents, resolves conflict within organisation, ensures annual report is produced and AGM takes place, prepares for meetings and provides agenda for and chairs meetings [sic].*
  - Concerning leadership, the constitution states:
    - *The chairperson is to audit and check on the finances of the organisation. Must focus the committee’s vision on the goal of the committee at all times. Ensure that each member of the committee performs their functions by motivation, leadership and direction [sic].*

**Minutes**
- Evidence that leader facilitates, motivates and evaluates needs of the MC:
  - There was no evidence in the minutes to show that the leader evaluates MC needs.
  - There was no evidence of leadership sharing in the minutes.
  - Evidence that leader facilitates, motivates and evaluates needs of the MC:
    - In a meeting, the chairperson not only welcomed attendants, but also explained the importance of attending meetings and noted that there was an increase in absenteeism without apology [minutes of 23/02/05].
    - The chairperson addressed the issue of absent signatories and how it was impacting on work [minutes of 27/07/2005].
    - There was no evidence of leadership sharing in the minutes.
  - Evidence that leader facilitates, motivates and evaluates needs of the MC:
    - In all MC minutes there is reference to the leader facilitating meetings.
    - During an MC meeting, the leader encouraged members to prepare their departmental reports stating that there would be a reward for best performer [minutes of 28/02/05].
    - In an MC meeting, the leader reported that she had noted that the financial books were not up to date [minutes of 30/01/06].
    - There was no evidence of leadership sharing in the minutes.
<table>
<thead>
<tr>
<th>Interview schedule</th>
<th>When asked if leader shares leadership, the responses were:</th>
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<tbody>
<tr>
<td></td>
<td>- Yes, leader sometimes asks people to lead projects. Sometimes she will follow up and others she will wait for you to give feedback. If you advise her she will accept or will think about it then agree with you if she thinks it will work [sic R1].</td>
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<td>- She, she likes other peoples opinions [sic R2]. The respondent also added that the leader can be firm.</td>
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<td></td>
<td>- She does, everyone is given a chance to lead in her role. My role as bookkeeper am allowed to speak about other things in the group that may not be related to finances [sic R3].</td>
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<td></td>
<td>- The respondent said there are times when the MC leader was autocratic, though the leader generally allows people to lead in their departments [R4].</td>
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<td>- The respondent said that once duties are assigned, the leader allows people to work and decide how they will work. She allows people to lead within their task [R5].</td>
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<table>
<thead>
<tr>
<th>Other [informal discussions, observations]</th>
<th>When asked if leader shares leadership, the responses were:</th>
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<tr>
<td></td>
<td>- Yes, she shares leadership. In her absence she allows people to make decisions as long as they don’t affect the organisation negatively. I can’t remove money to purchase stuff that is not in the budget [sic R1].</td>
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<td></td>
<td>- Yes, if it’s for the good of the project [sic R2]</td>
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<td></td>
<td>- The respondent stated that as the leader, she allows others to lead [R3].</td>
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</table>

|                                          | When asked if leader shares leadership, the responses were: |
|                                          | - The respondent said that the MC leader is a fulltime teacher, so when she is away, the leader allows other MC members to lead [R1]. |
|                                          | - Because she is a teacher, she delegates leadership [sic R2]. |
|                                          | - Yes, she allows us to lead also, humble person [sic R3]. |
|                                          | - Yes, she does allow others to lead [sic R4]. |
|                                          | - Yes, in your own position you can lead like now am in the crèche [sic R5]. |
|                                          | - As the leader, the respondent said she allows members to lead and involves them in decision making [R6]. |

|                                          | From an informal discussion with an MC member, it was mentioned that the leader will allow MC members to represent her at meetings if she is unable to attend or to have them report back to her later. The leader then expects the representative to promptly report back on what transpired |
|                                          | From observations made, it appears that MC is reliant on the leader, as during her absence no management meetings were held. [Visit of 30/10/07]. |
| the task herself [visit of 06/11/07]. | in the meeting in question.  
- The researcher observed that in the leader’s absence, the treasurer took a visitor from the department of labour on a guided tour of the CBO, and answered questions [visit of 14/11/07]. |
### 7. Benchmark variable: Team Cohesion

Evidence for this variable was obtained by asking the respondents to describe the nature of their relationship with the other members of the team, if they enjoyed working within the team, and if the team members celebrate each other’s achievements.

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<tr>
<th>DATA GATHERING SOURCES</th>
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<tr>
<td></td>
<td>CBO 1</td>
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</table>
| **Constitution**        | • The constitution states that MC shall consist of not more than eight members.  
                          • The constitution does not indicate nature of team relations. | • The constitution states that MC will be made up of not less than eight members.  
                          • The constitution does not indicate nature of team relations. | • The constitution states that MC will be made up of no less than five members.  
                          • The constitution does not indicate nature of team relations. |
| **Interview schedule**  | • The MC has five members.  
                          When asked if they have positive team relations, the responses were:  
                          • I enjoy their company, I feel relaxed. We have adopted a sisterhood, we don’t celebrate birthdays but when in need we visit each other. When I was sick they visited me, we went for our leader’s niece’s wedding [sic R1].  
                          • I have no hassles with any of them, I enjoy working them they are open to be advised, we criticise ourselves jokingly and there are no hard feelings. It is quite a happy group; we seldom visit each other as we live far apart [sic R2].  
                          • I take them as my sisters; we appreciate each other, pray together and help each other [sic R3].  
                          • We enjoy working with each other. The | • The MC has three members.  
                          When asked if they have positive team relations, the responses were:  
                          • We are like a family, the leader being the mother and the others my sisters. I enjoy working with my team mates pretty much [sic R1].  
                          • We are helpful and supportive of each other. We sit together and discuss our problems [sic R2].  
                          • My relationship with other members is good, most of them are my friends. We do celebrate each others achievements like birthdays [sic R3]. | • The MC has six members.  
                          When asked if they have positive team relations, the responses were:  
                          • We understand each other and I enjoy working with them [sic R1].  
                          • The respondent stated that relationships are excellent, and that she enjoys working with MC members [R2].  
                          • The respondent said that she enjoys working with MC members [R3].  
                          • The respondent said she enjoys working with MC members [R4].  
                          • I have an encouraging relationship with team Members [sic R5].  
                          • Relationship with other Members is good, reliable, I trust them [sic R6]. |
| Other [informal discussion, observation] | • The researcher observed that members freely communicate and give their views during meetings. One member of MC was challenged over a task he had not done [visit of 6/10/07].  
• The researcher also observed that communication is often face-to-face; the MC has weekly meetings, and four of the MC members work from the same office. | • During a management meeting, the researcher observed that the MC Members were free to share, challenge and query each other on work progress [visit of 25/10/07].  
• Communication is often face-to-face as the MC members work from the same office five days a week. MC members also live in the same neighborhood, enabling them to visit each other after working hours. | • During lunch, the researcher observed that MC members ate together.  
• The researcher also observed that communication is often face-to-face, as the five of the MC members work from two containers that have been placed next to each other. |
8. Benchmark variable: Team Communication

In order to gain insight into the nature of team communication, the respondents were asked if they were free to share their thoughts at work and during meetings, how information was communicated within the team, if feedback is encouraged, and what they do with the feedback they receive.

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<tr>
<th>DATA GATHERING SOURCES</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td></td>
<td>CBO 1</td>
</tr>
<tr>
<td>Minutes</td>
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<tr>
<td></td>
<td>Some examples contained in the minutes relating to communication are:</td>
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<td></td>
<td>- The treasurer gave a full report about a vacant site that the CBO was anticipating to acquire [minutes of 21/09/05].</td>
</tr>
<tr>
<td></td>
<td>- MC members discussed whether they would receive bus fare, after which they agreed that since the CBO did not have funds, bus fare would be given once money was available [minutes of 28/06/06].</td>
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<tr>
<td></td>
<td>- During the presentation of financial matters, members present were invited to ask questions if they did not understand the report [minutes of 28/06/06].</td>
</tr>
<tr>
<td></td>
<td>- The chairperson of MC reported on what had transpired in a meeting that was held with the Local Council to petition for a vacant plot close to where the CBO offices are situated [minutes of 18/04/07].</td>
</tr>
<tr>
<td>Interview schedule</td>
<td>Responses to the question ‘do you feel free to share your thoughts during MC meetings?’ were:</td>
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<tr>
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<tr>
<td></td>
<td>Yes, because I feel part of the management team [sic R1]. The respondent also said feedback is encouraged.</td>
</tr>
<tr>
<td></td>
<td>Yes, at first I would listen to all of them talk as I was new. I couldn’t speak much, I knew nothing. Now I feel confident to voice my thoughts. I used to feel like an outsider, but not anymore. Feedback is encouraged in meetings the information is used for planning [sic R3].</td>
</tr>
<tr>
<td></td>
<td>As the MC leader, the respondent allows discussions to take place in meetings and encourages feedback [R4].</td>
</tr>
<tr>
<td></td>
<td>Yes, we offer suggestions on how to deal with arising problems [sic R5]. The respondent also mentioned that feedback is encouraged.</td>
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<tr>
<td>Other [informal discussion, observation]</td>
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<td>----------------------------------------</td>
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<tr>
<td>• During a management meeting the researcher observed that MC members freely communicated with each other, and gave their views on what was being discussed [Visit of 6/10/07].</td>
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<tr>
<td>• During a management meeting, the researcher noted that MC members were free to share, challenge and query each other on tasks performed [Visit of 25/10/07].</td>
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<tr>
<td>• No additional data was obtained.</td>
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</table>
9. **Benchmark variable: Team Meetings**

The respondents had to provide evidence that team meetings were held, the frequency thereof, and what is required before and during the meetings.

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<thead>
<tr>
<th>DATA GATHERING SOURCES</th>
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<tbody>
<tr>
<td></td>
<td>CBO 1</td>
</tr>
<tr>
<td><strong>Constitution</strong></td>
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<tr>
<td>• The constitution does not stipulate the frequency of MC meetings. However, it does state that the secretary has to take minutes in every management meeting.</td>
<td>• The constitution states that MC shall meet at least once a month, during which minutes are to be taken, and that the minutes are to be safely kept available to all members.</td>
</tr>
<tr>
<td><strong>Minutes</strong></td>
<td></td>
</tr>
<tr>
<td>The following is evidence that MC meets to discuss, plan and solve problems:</td>
<td>The following is evidence that MC meets to discuss, plan and solve problems:</td>
</tr>
<tr>
<td>• The MC met to discuss the logistics of disbursing stipends. It was agreed that due to a lack of funds it was not possible to give monthly stipends, thus the need to raise funds [meeting of 02/07/07].</td>
<td>• There was a problem with absentee cheque signatories which was causing a delay in work. It was agreed during a meeting to call the signatories in order to discuss a way forward. Absent signatories were called in order to discuss and resolve the problem. [Meetings of 27/07/05 and 26/08/05].</td>
</tr>
<tr>
<td>• The need for a social worker in the MC was discussed [minutes of 14/02/06].</td>
<td>• Since transport was a constant problem, the MC chairperson tabled the need to have a vehicle. It was agreed that the CBO could afford a van. Therefore all were asked to help find a suitable vehicle [minutes of 27/01/06].</td>
</tr>
<tr>
<td>• MC met to discuss the rent of the current premises, stating that the owner of the house was interested in moving back. MC members opted to look for another premise instead of sharing the premise with the owner of the house [minutes of 31/01/07]</td>
<td>• Meetings have an agenda, and minutes are taken during meetings. However, there are meetings without an agenda.</td>
</tr>
<tr>
<td>• The minutes for meetings held in 2005 were missing though there was a note in the minute book stating that minutes had been taken.</td>
<td>• The May to October 2007 minutes were missing.</td>
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<tr>
<td></td>
<td>Evidence that MC meets to discuss, plan and solve problems:</td>
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</tbody>
</table>
been taken in Xhosa. Upon enquiring, the minutes were not available as the minute book in which they were written was missing. In 2006, minutes for April, May, October and November were missing. Similarly in 2007, minutes of January, April, May, July and September were missing.

When asked how often MC meets and what constitutes the meetings, the responses were:

- **MC meets at least once a month, but we do have special meetings for special things that arise for example a workshop** [sic R1].
- The respondent said that MC meets once a week on Wednesdays during which feedback of tasks allocated is given. The discussion is also focused on obstacles that are faced, future plans of the CBO, and the needs of the CBO clients [R2].
- The respondent said that the MC meets twice a month. During meetings people report back on their duties, make decisions, and plan [R3].
- The respondent said that MC meets twice a month on a Tuesday. The MC decides on plans for the CBO, and prepares for the annual general meeting [R4].
- **We meet weekly. We discuss the future of the CBO, ideas on how to improve CBO project** [sic R5].

When asked how often MC meets and what constitutes the meetings, the responses were:

- The respondent said the MC meets once a month though there may be additional meetings to discuss important issues such as the departure of an MC member [R1]. [During the MC meetings members plan, give reports on work progress].
- The respondent said that the MC meets once a month, but sometimes they meet more than once a month when there are urgent decisions to be made. She mentioned that they meet as heads of departments to discus what is going on in the CBO, and also to review how work is being performed [R2].
- The respondent said that the MC meets once a month during which, we plan, talk about things happening in the project, we decide what to do [sic R3].

When asked how often MC meets and what constitutes the meetings, the responses were:

- The respondent said that the MC meets once a month, but can meet more than that if there is a need. She said that management matters pertaining to the CBO are discussed during meetings as well as reviewing ongoing work [R1].
- In meetings we discuss what is to be done and then we go and do it [sic R2]. The respondent said that during meetings they discuss how to manage staff, what is happening in their departments, how to delegate work and how to be role models as MC members.
- The respondent said that MC meets once a month. During these meetings, project issues and funding matters are discussed. Members are informed of any communication from other CBOs, donors, members set goals for the CBO and make decisions as well [R3].

2006; March, April and August 2007.
| Other [informal discussion, observation] | The researcher observed that in the MC meeting, the secretary did not circulate an agenda and minutes of the previous meeting. The leader brought this to the attention of the members, saying that an agenda and previous minutes must be circulated in a meeting [visit of 6/11/07].  
- The MC met to plan and give status reports on the upcoming world AIDS day, for which the CBO was planning [visit of 6/11/07].  
- In an informal discussion with the chairperson of the CBO [also leader of the MC] she said that minutes were | The researcher observed that during a management meeting no agenda was circulated, as the new secretary had not been able to type one [meeting of 25/10/08].  
- During the MC meeting members reported on their tasks and discussed financial audits which were not being done on time by the external auditors. The members suggested possible solutions for this including finding new auditors, and requested the chairperson to visit the auditor’s offices in order to resolve the problem [meeting of 25/10/08]. | No management meeting was conducted during the duration of the research project, as the leader’s husband had died. |
| **inconsistent, because there are times**<br>**the secretary does not write them.**<br>**There was also a period when the MC**<br>**did not have a secretary.** |   |   |
10. Benchmark variable: Team Decision making

With regards to decision making within the MC, respondents were asked to explain the process of decision making used in their team, and if there are written guidelines for the process.

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<tr>
<th>DATA GATHERING SOURCES</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td></td>
<td>CBO 1</td>
<td>CBO 2</td>
</tr>
</tbody>
</table>
| **Constitution**        | The decision making procedure stated in the constitution relates to decisions pertaining to an errant member of the MC and is as below:  
  • All members of the management committee must conform to the code of conduct. If there is reasonable cause to doubt this of any member of the management committee including the chairperson, a special meeting will be called, where each management committee member has one vote and a final decision will rest with the two-thirds of the MC [sic]. | The decision making procedure stated in the constitution relates to voting and is as below:  
  • When necessary the management committee will vote on issues. If the votes are equal on an issue, then the chairperson has either a second or deciding vote [sic]. |  
  • The constitution does not stipulate any decision making procedure. |
| **Minutes**             | Minutes indicate that decisions have been made, but it is not clear what procedure is used. Decisions cited in minutes were:  
  • It was agreed that the CBO should start a brick-making program to raise funds [sic minutes of 04/07/06].  
  • It was agreed that there would be a standard collection for funerals (R100 + R 10 collected from each member) [sic minutes of 30/05/07]. | Minutes indicate that decisions have been made, but it is not clear what procedure is used. Decisions cited in minutes were:  
  • We must ask from our donors first to buy us a container, and if they can’t we should buy the container from the organisation’s saving. All agreed on this [sic minutes of 22/03/05]. |  
  • Minutes indicate that decisions have been made, but it is not clear what procedure is used. Decisions cited in minutes were:  
  • It was agreed that one has to be in the project for more than six months to be eligible for training [sic minutes of 24/01/05].  
  • It was agreed that every volunteer should have 10 people/family to take care of [sic minutes of 25/08/06]. |
### In-depth interviews

**When asked how decisions are made in the MC, the responses were:**
- *We discuss first, it’s by consultations* [sic R1].
- The respondent said by discussion stating that, *we don’t make votes, we discuss, argue, then decide* [sic R2].
- The issue is discussed. *Sometimes we do come to an agreement* [sic R3]. The respondent further said that in cases of a stalemate, voting is taken, though the aim is always to aim for consensus.
- The respondent said they don’t vote as decisions are made by consensus after discussing the issue [R4].
- The respondent said that decisions are made by majority rule [R5].

**When asked if there is a decision making procedure that is written, the responses were:**
- *Yes in the policy / code of conduct* [sic R1].
- *No written guidelines, it has become a practice* [sic R2].
- The respondents said that there were no written guidelines [R3, R4].
- The respondent said that there was a written guideline [R5].

**When asked how decisions are made in the MC, the responses were:**
- *By discussion then we come up with a solution or solutions* [sic R1]. The respondent said that depending on the nature of issue, decisions can be through voting or consensus. For example, he was voted by his peers to be their Coordinator.
- The respondent said decisions are made by consensus [R2].
- The respondent said decisions are made by consensus though voting is also exercised during elections [R3].

**When asked if there is a decision making procedure that is written, the responses were:**
- The respondent was not aware of any [R1].
- The respondent said it is written down in the constitution [R2].
- The respondent said that the constitution states that a system of voting should be used, but practically all decisions are made by consensus. Voting is only done when elections are conducted [R3].

**When asked how decisions are made in the team, the responses were:**
- *By discussion then agreeing* [sic R1].
- The respondent said decisions are made by majority rule [R2].
- *By majority rule, but majority side has to explain their point of view* [sic R3].
- The respondent said it is by majority rule [R4].
- The respondent said it is by majority rule [R5].
- The respondent said MC normally brainstorms, discusses then majority rule.

**When asked if there is a decision making procedure that is written, the responses were:**
- The respondent said she is not aware of any written decision making procedures [R1].
- *Yes they are written in our policies* [sic R2].
- The respondent was not aware of written decision making procedures [R3].
- The respondents said that decision making procedures are written down [R4, R5].
- *Decision making procedures are written down in the minute book* [sic R6].
| Other [informal discussion, observation] | • While attending a management meeting, the researcher observed that issues were discussed, and decisions made by consensus not by voting [Visit of 6/11/07]. | • During a management meeting, the Researcher observed the practice of discussing points on the agenda, and decisions were made by consensus [minutes of 25/10/07]. | • There was no opportunity to observe decision making process in a meeting, as no MC meeting was held during the time research was conducted. |
11. Benchmark variable: Team Conflict Resolution

The respondents were asked to provide evidence of how conflict is resolved within their team, and if they have received any conflict resolution training.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCES</th>
<th>EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td><strong>Minutes</strong></td>
<td><strong>EVIDENCE</strong></td>
</tr>
<tr>
<td><strong>Evidence of team conflict resolution practice cited:</strong></td>
<td><strong>Evidence of team conflict resolution practice cited:</strong></td>
</tr>
<tr>
<td>• In the minutes had a recording of the MC intervening to solve a conflict that occurred between volunteers and clients [minutes of 08/08/06].</td>
<td>• The minutes examined did not contain evidence of conflict resolution incidences.</td>
</tr>
<tr>
<td><strong>In-depth interviews</strong></td>
<td><strong>Evidence of team conflict resolution practice cited:</strong></td>
</tr>
<tr>
<td><strong>When asked how conflict is resolved, and what skills training members of the MC have, responses were:</strong></td>
<td><strong>When asked how conflict is resolved, and what skills training members of the MC have, responses were:</strong></td>
</tr>
<tr>
<td>• <em>We admit fault and discuss</em> [sic R1]. [The respondent has conflict resolution training].</td>
<td>• The respondent said he has attended a conflict resolution course, which has enabled him to resolve conflict within his department [R1].</td>
</tr>
<tr>
<td>• <em>We discuss the issue</em> [sic R2]. [The respondent has conflict resolution training]</td>
<td>• The respondent cited an example of a conflict relating to absenteeism, it was resolved through discussing the matter with those concerned. [The respondent has conflict resolution training] [R2].</td>
</tr>
<tr>
<td>• The respondent stated she did not have conflict resolution skills, and therefore depends on the other MC members to resolve conflict [R3].</td>
<td>• <em>First the parties involved sit and discuss the issue in order to resolve it. If they are not able to, we call in a third party to assist with the resolution</em> [sic R4]. The respondent has conflict resolution training</td>
</tr>
<tr>
<td>• The respondent cited a conflict where MC members shouted at each other in front of the other staff members, the leader called a meeting to resolve a matter [R4]. [The respondent has no conflict resolution skills training, but has read about how to resolve conflict]</td>
<td></td>
</tr>
<tr>
<td><strong>Other [informal discussion, observation]</strong></td>
<td><strong>No other data on conflict resolution was obtained.</strong></td>
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<tr>
<td><strong>•</strong> We sit and find out the cause before making a decision, all managers listen [R5]. The respondent has conflict resolution training.</td>
<td><strong>•</strong> Even though the respondent has not experienced conflict within the MC, she has received conflict resolution training from a mentoring organisation [R5].</td>
</tr>
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</table>
12. Benchmark variable: Team Goals

With reference to team goals, the respondents were requested to furnish evidence that their team has goals contained within a document, and that MC members are aware of the goals and accept them.

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<tr>
<th>DATA GATHERING SOURCES USED</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td></td>
<td>CBO 1</td>
<td>CBO 2</td>
<td>CBO 3</td>
</tr>
<tr>
<td>Constitution</td>
<td>• The constitution states the objectives of the CBO, and not the MC.</td>
<td>• The Constitution states the objectives of the CBO, and not the MC.</td>
<td>• The Constitution states the objectives of the CBO, and not the MC.</td>
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<tr>
<td>Minutes</td>
<td>Examples of team goals cited in minutes are:</td>
<td>Examples of team goals cited in minutes are:</td>
<td>Examples of team goals cited in minutes are:</td>
</tr>
<tr>
<td></td>
<td>• There was a plan to purchase and set up a container for the CBO, and to acquire a vacant plot adjacent to their current premises [minutes of 18/04/07].</td>
<td>• It was decided the CBO needs to purchase a vehicle to run errands [minutes of 27/01/06].</td>
<td>• The CBO was going to undertake a fundraising drive for the CBO’s children’s department [minutes of 26/10/05].</td>
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<tr>
<td></td>
<td>• The CBO planned to start a brick-making business [It was agreed a machine for making bricks would be bought] [minutes of 04/07/06].</td>
<td>• The MC planned to launch the work of the CBO in the community [minutes of 25/10/07].</td>
<td>• Register the CBO with the rent office in order to have garbage refuse collected [minutes of 02/07/07].</td>
</tr>
<tr>
<td>Reports</td>
<td>• The reports examined did not contain MC goals.</td>
<td>Examples of goals cited in Reports to donors are:</td>
<td>Examples of goals cited in Reports to donors are:</td>
</tr>
<tr>
<td></td>
<td>• The CBO will hold a world AIDS day celebration, candle lighting, and a Christmas party for pre-scholars [1st quarter 2005 report to ATTICC].</td>
<td>• To train Care Givers.</td>
<td>• To train Care Givers.</td>
</tr>
<tr>
<td></td>
<td>• To have an outing for children in November 2006 [2006 Oct report to Starfish].</td>
<td>• To raise funds for sewing.</td>
<td>• To raise funds for sewing.</td>
</tr>
<tr>
<td></td>
<td>• To register pre-scholars in local primary schools, and purchase uniforms for them [2006 Oct report to Starfish].</td>
<td>• To fund volunteers [September - November 2007 report].</td>
<td>• To fund volunteers [September - November 2007 report].</td>
</tr>
<tr>
<td></td>
<td>• To employ a cook for the children’s programme [January to August 2007 report to Starfish].</td>
<td>In a Report to a donor, the following are indicated under a ‘future plans’ section:</td>
<td>In a Report to a donor, the following are indicated under a ‘future plans’ section:</td>
</tr>
<tr>
<td></td>
<td>• To find a bigger place to accommodate clients.</td>
<td>• To have a factory for sewing with more machines and to train more volunteers.</td>
<td>• To have a factory for sewing with more machines and to train more volunteers.</td>
</tr>
<tr>
<td></td>
<td>• To train people for marketing.</td>
<td>• To train child care givers.</td>
<td>• To train child care givers.</td>
</tr>
<tr>
<td></td>
<td>• To train child care givers.</td>
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<tr>
<td>In-depth interviews</td>
<td>When asked if MC has goals, responses were:</td>
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<td></td>
<td><strong>Yes, to monitor progress in the organisation, guide, control and plan for the organisation [sic R1].</strong></td>
<td><strong>Not aware of team goals and was waiting for the leader to say what the goals were [sic R1].</strong> The respondent said that he works on tasks given to him during MC meetings.</td>
<td><strong>Yes, depending on the project and quarter [sic R1].</strong> The respondent said that what constitutes MC goals is what the CBO is trying to achieve and is discussed in MC meetings.</td>
</tr>
<tr>
<td></td>
<td><strong>We do have goals for example to fundraise with brick making, sewing, getting a container. We are planning for a concert to raise funds [sic R2].</strong></td>
<td><strong>We have goals for example to have an orphan and vulnerable children’s centre [sic R2].</strong></td>
<td>The respondent said that the MC discusses in meetings what is to be done. Each member is then assigned a task and is expected to report progress in the next MC meeting. The respondent also stated that goals are set in meetings and thus written in minutes [R2].</td>
</tr>
<tr>
<td></td>
<td><strong>Yes, they are written in the Constitution [sic R3].</strong></td>
<td><strong>Yes we have goals because planning starts from the MC. Goals are dependent on the nature of the project [sic R3].</strong></td>
<td>The respondent said that the team has goals, but did not mention examples [R3].</td>
</tr>
<tr>
<td></td>
<td><strong>No MC does not have goals of its own, it’s those of the organisation. The Respondent cited the goal to acquire a plot of land and start a brick laying project [sic R4].</strong></td>
<td></td>
<td>Every week the respondent’s sewing department is expected to complete three items. The respondent said that this target is dependent on availability of resources [R4].</td>
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<tr>
<td></td>
<td><strong>Yes, to have a counseling centre, make people self supportive [sic R5].</strong></td>
<td></td>
<td><strong>Yes, for example to get transport for the project [sic R5].</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>One goal mentioned by the respondent is to hold a graduation for pre-scholars. The respondent said goals are set every month and are written in</td>
</tr>
</tbody>
</table>
When asked if team goals are clearly written, the following responses were given:

- **No, they are not written down** [sic R1]. The respondent said that when she joined the MC, goals were verbally communicated to her.
- **Yes, in the minutes when they are discussed** [sic R2].
- **Yes, they are written down in the constitution** [sic R3].
- **Yes** [R4]. The respondent said the MC goals and those of the CBO are the same.
- **Yes, most of them are written on charts in the office, constitution, minutes** [sic R5]. Examples of goals cited by the respondent were, *to have a counseling centre, make people self supportive* [sic].

When asked what they thought of the team goals and if there was involvement in achieving the goals the responses were:

- **Yes, to me they are good they help us to run our project in a correct manner. We help each other, work hand in hand in order to achieve our goals** [sic R1].
- **They are attainable, we can follow up on them, we can see the end results** [sic R2]. The respondent stated she was involved in compiling the goals.
- **They are achievable** [sic R3]. The

When asked if team goals are clearly written, the following responses were given:

- **No, they are not written down** [sic R1].
- The respondent said that when she joined the MC, goals were verbally communicated to her.
- **Yes, in the minutes when they are discussed** [sic R2].
- **Yes, they are written down in the constitution** [sic R3].
- **Yes** [R4]. The respondent said the MC goals and those of the CBO are the same.
- **Yes, most of them are written on charts in the office, constitution, minutes** [sic R5]. Examples of goals cited by the respondent were, *to have a counseling centre, make people self supportive* [sic].

When asked what they thought of the team goals and if there was involvement in achieving the goals the responses were:

- **Yes, to me they are good they help us to run our project in a correct manner. We help each other, work hand in hand in order to achieve our goals** [sic R1].
- **They are attainable, we can follow up on them, we can see the end results** [sic R2]. The respondent stated she was involved in compiling the goals.
- **They are achievable** [sic R3]. The

When asked if team goals are clearly written, the following responses were given:

- **Yes, in the minutes when they are discussed** [sic R2].
- **Yes, they are written** [sic R2]. The respondent stated that goals were discussed in meetings.
- **Yes, in the minutes. In meetings opinions are discussed and then goals are set in a meeting** [sic R3].
- **Yes, we discuss and deliberate on what is needed** [sic R4].
- **Yes** [sic R5].

The respondent said the MC has monthly goals which are written down in the minutes [R6].

When asked what they thought of the team goals and if there was involvement in achieving the goals the responses were:

- **Yes, they are very good for the motivation of the team** [sic R1]. The respondent said MC Members were involved and worked as a team in achieving the goals.
- **They fit into the philosophy of helping those in needs** [sic R2]. The respondent said team Members were
The respondent said that although she was not involved in setting the goals, she accepts them. She also stated that team members were involved in achieving these goals.

- The respondent stated that the members were committed to the goals and that the goals are achievable [R4].
- The respondent stated that team goals were *excellent and motivating* [sic R5].

They are alright, positive goals [sic R3]. According to the respondent MC members were working in order to achieve the goals.

- The respondent said the goals were positive and had been discussed by all MC members therefore there is a commitment towards goal attainment [R4].
- *They are good for the progress of the team* [sic R 5].
- *Goals are accepted as all members are involved in achieving them* [sic R6].

### Other [informal discussion, observation]

- From visits the researcher observed a task chart for the brick-laying project that was supposed to be started by the CBO. The chart indicates various task and names of people responsible for the tasks [visit of 09/10/07].

- During a site visit, the researcher observed a task chart for the re-launch of the CBO in the community. On the chart were name of individuals and their responsibilities [visit of 01/10/07].
13. Benchmark variable: Team Tasks

The respondents were asked to indicate if they were competent in performing the tasks that were assigned to them, and if they have any training that would assist them in task performance.

<table>
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<tr>
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<tbody>
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<td>CBO 1</td>
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<tr>
<td>Minutes</td>
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</tr>
<tr>
<td>The minutes do not indicate competencies and skills possessed by MC.</td>
<td>The minutes do not indicate competencies and skills possessed by MC.</td>
</tr>
<tr>
<td>Reports</td>
<td></td>
</tr>
<tr>
<td>The reports examined did not indicate if MC members were competent or had received any training to assist with task performance.</td>
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</tr>
<tr>
<td>In-depth interviews</td>
<td>When asked if they were able to perform their tasks responses were:</td>
</tr>
<tr>
<td></td>
<td>• The respondent is responsible for filing, minute taking, and reception work. She said she needs training in administration and computer skills [R1]. [Even though the respondent has access to a computer, minutes are handwritten as</td>
</tr>
<tr>
<td></td>
<td>• As a bookkeeper the respondent said she balances the books manually as</td>
</tr>
</tbody>
</table>
she does not know how to use a computer].

• The respondent said she is in-charge of home-based care and feels competent to perform her work as she has received formal training with the government, Red Cross and in church on how to provide home-based care [R 2].

• As the bookkeeper, the respondent said she was receiving an in-house book keeping training with the MC chairperson [R3]. [The respondent balances the books manually as she does not have computer skills].

• As chairperson of MC, respondent stated she feels competent to perform her tasks. She said she is computer literate and was intending to teach the other MC members how to use the computer. She also said would like a counseling course and will be going to NMMU for training [R4].

• The respondent said that even though she is competent, she would like more computer training [R5].

Other [informal discussion, observation]

• Although the CBO has a computer, and a fax none are used; the fax line needs to be fixed and the secretary needs computer training. Chairperson had alerted Telkom to fix the telephone line.  

• From observation during site visits, MC members have access to computer, fax, and telephone facilities.

• The researcher observed that the leader needed to be assisted in order to use the computer [visit of 22/10/07].

• During site visits the researcher observed that MC has a computer, telephone and fax though the fax is yet to be fixed. 

has received informal book keeping training and is able to competently use a computer for bookkeeping. However she felt that she would like a certified bookkeeping course [R2].

• As chairperson of CBO and MC, respondent said she is competent but would like further leadership training. The respondent also said she would like some training on how to use the computer [R3].

• The respondent said that even though she is competent, she would like more computer training [R6]. The respondent who is in charge of the pre-school department said she is competent and would not mind more training [R5]. The respondent took a one year child care course.

• The respondent said she even though she is competent her role of providing leadership in the MC, she would like further leadership, administration computer training [R6].

• The respondent is in the sewing department.

• The respondent is in charge of the sewing department and though she can sew, she said she relies on the leader when it comes to pattern cutting and thus feels the need to be train on pattern cutting [R3].

• The respondent said she has training and is able to perform her work [R4]. [The respondent is in the sewing department].

• The respondent who is in charge of the pre-school department said she is competent and would not mind more training [R5]. The respondent took a one year child care course.

• The respondent said she needs computer training to be able to type minutes [R2]. [Minutes are hand written as respondent is not comfortable using a computer].

• The respondent is in-charge of the sewing department and though she can sew, she said she relies on the leader when it comes to pattern cutting and thus feels the need to be train on pattern cutting [R3].

• The respondent said she has training and is able to perform her work [R4]. [The respondent is in the sewing department].

• The respondent who is in charge of the pre-school department said she is competent and would not mind more training [R5]. The respondent took a one year child care course.

• The respondent said she even though she is competent her role of providing leadership in the MC, she would like further leadership, administration computer training [R6].
14. Benchmark variables: Team Assessment

The respondents were required to provide evidence of team assessment in terms of how they review the performance of each team member, how often this is assessment is conducted and criteria used.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCES</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CBO 1</td>
</tr>
<tr>
<td>Minutes</td>
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<tr>
<td>In-depth interviews</td>
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<td></td>
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</tr>
<tr>
<td>Other [informal discussion, observation]</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• We have our own standards, review is done weekly [sic R5].</td>
<td></td>
</tr>
<tr>
<td>• From informal discussions, no formal assessment is conducted, except the feedback that MC members get when they report on work progress during management meetings and day-to-day interactions.</td>
<td></td>
</tr>
<tr>
<td>• The leader has developed a staff appraisal form, which is yet to be used. All staff in the CBO will be appraised once the appraisal process is finalised.</td>
<td></td>
</tr>
<tr>
<td>• From informal discussions, no formal assessment is conducted, except the feedback that MC members get when they report on their activities and tasks during management meetings and also during day-to-day interactions.</td>
<td></td>
</tr>
<tr>
<td>• From informal discussions, no formal assessment is conducted, except the feedback that MC members get when they report on their activities and tasks during management meetings and also during day-to-day interactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The respondent said that performance is reviewed during MC meetings or daily interaction, the MC leader assesses how work is performed [R6].</td>
</tr>
</tbody>
</table>
15. Benchmark variable: Sub-group Integration.

The respondents were required to provide evidence of subgroup functioning within their team, and how integration was managed.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCE USED</th>
<th>EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>CBO 1</td>
</tr>
<tr>
<td>Constitution</td>
<td></td>
</tr>
<tr>
<td>The following evidence was identified:</td>
<td></td>
</tr>
<tr>
<td>• Management committee can ratify committees for specialized areas of activities or projects within the limits and guidelines as set out and decided upon by the constitution and the financial committee, at whose meetings at least one member of the management committee will always be present [sic].</td>
<td></td>
</tr>
<tr>
<td>• The organisation has the right to form sub-committees. The decisions that sub-committees take must be given to the management committee. This meeting should take place soon after the sub-committees meeting. By agreeing to decisions the management committee ratifies them [sic].</td>
<td></td>
</tr>
<tr>
<td>• The organisation has the right to form sub-committees. The decision that sub-committees take must be given to the management committee. Everything to be reported to the chairperson [sic].</td>
<td></td>
</tr>
<tr>
<td>In-depth interviews</td>
<td></td>
</tr>
<tr>
<td>When asked how team deals with subgroups the following were the responses:</td>
<td></td>
</tr>
<tr>
<td>• Yes sub-groups are formed to pursue work which they then report to MC [sic R1]. The respondent said sub-groups were not bothered with and that the MC carries on with its work.</td>
<td></td>
</tr>
<tr>
<td>• On informal sub-groups the respondent said, it’s a matter of perception, everybody is an individual working together with the same aim [sic R2]. She further added that the absence of cliques makes work within the MC easy. She however said there are times when sub-</td>
<td></td>
</tr>
<tr>
<td>• The respondent said she was not aware of any sub-groups, referring to cliques saying that the leader has no favourites [R2].</td>
<td></td>
</tr>
<tr>
<td>• As MC leader the respondent said she discourages groupings and encourages people to work together [R3].</td>
<td></td>
</tr>
<tr>
<td>• We discuss and iron out differences [sic R4]</td>
<td></td>
</tr>
<tr>
<td>• No groupings in our team [sic R5].</td>
<td></td>
</tr>
<tr>
<td>• The respondent said that every MC member heads a department and that when sub-groups are formed; they are</td>
<td></td>
</tr>
</tbody>
</table>
committees are formed for task purposes and are expected to report back to the MC.

- The respondents stated there were currently no sub-groups [cliques] in the MC [R3].
- The respondent said there is a clique of two who influence each other. As the leader the respondent said she provides spiritual oversight so that the clique does not affect work. The respondent said that sometimes sub-committees are formed especially when there are events that need planning [R4].
- The respondent stated there were no sub-groups [cliques] in MC [R5].

<table>
<thead>
<tr>
<th>Other [informal discussion, observation]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• During a meeting held to discuss the world AIDS day celebration, the researcher observed that one member of MC was asked to set up a sub-group [task group] to oversee catering for the occasion [meeting of 06/11/07].</td>
</tr>
<tr>
<td>• During a meeting held to discuss pre-school graduation and fundraising, members reported on their tasks which they were working with sub-groups [meeting of 25/10/07].</td>
</tr>
<tr>
<td>• The researcher did not find any other data source that confirmed sub-group integration.</td>
</tr>
</tbody>
</table>
16. Benchmark variable: External Environment

The MC had to demonstrate that it is involved in building relations with stakeholders in the external environment.

<table>
<thead>
<tr>
<th>DATA GATHERING SOURCE USED</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CBO 1</td>
</tr>
<tr>
<td>Constitution</td>
<td>The constitution states the following regarding external environment:</td>
</tr>
<tr>
<td></td>
<td>• CBO staff (MC included) is to serve the community with honesty and integrity.</td>
</tr>
<tr>
<td></td>
<td>• Members are expected to have credibility in the community.</td>
</tr>
<tr>
<td></td>
<td>• The constitution does not make a provision for relationship building with stakeholders.</td>
</tr>
<tr>
<td>Minutes</td>
<td>Evidence in minutes indicating that MC is involved in relationship building with external environment:</td>
</tr>
<tr>
<td></td>
<td>• One MC member was asked to make an appointment with the local councilor, because the CBO was interested in an acquiring a vacant plot to enable them to expansion their services [minutes of 04/07/06].</td>
</tr>
<tr>
<td></td>
<td>• The Minutes don’t indicate that MC pursues relations with external stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Evidence in Minutes indicating that MC is involved in relationship building with external environment:</td>
</tr>
<tr>
<td></td>
<td>• The CBO operates in the premises of a local church. Therefore, during an MC meeting, it was agreed that a letter should be written to inform the church council on the services and activities of the CBO [minutes of 25/01/05].</td>
</tr>
<tr>
<td></td>
<td>• In a meeting it was discussed that people in the church have indicated that they have problems with the project. It was agreed that the church should only be given information pertaining to the activities of the project and nothing else [minutes of 18/09/06].</td>
</tr>
<tr>
<td></td>
<td>• CBO network with other CBOs in the community [minutes of 12/10/06].</td>
</tr>
<tr>
<td></td>
<td>• It appears that there was a meeting in the</td>
</tr>
</tbody>
</table>

CBO 3                                                                 | The constitution does not make a provision for relationship building with stakeholders. |
local councilor’s office which MC wanted to attend, it was therefore decided that the MC would contact the councilor to ask if an MC representative can attend the meeting [minutes of 02/07/07].

• Reports examined did not give evidence of relationship building with stakeholders.

• In a report to a donor, it was noted that the outgoing local councilor was not positive towards the CBO, but this changed with the entry of a new councilor who was supportive of the CBO [ATICC report November 2005, iThemba report December 2006, Starfish report August 2007].

• In a report the MC leader approached churches in the community to provide spiritual guardianship [October 2006 iThemba report].

• The MC reported that the vehicle of the CBO is used to provide services to the community (e.g. transporting clients to the local government offices, clinics) [Starfish report July -September 2006].

• It was reported that the CBO networks with five other local organisations [iThemba report].

• It was reported that the community had confidence in the items produced by the skills development project. This has led to the CBO was receiving orders from the community [Starfish September - November 2007].

When respondents were asked to give evidence that they engage in positive relationship building with the external environment responses were:

• The respondent said that volunteers in the CBO are supportive of the MC, as they bring information from the community to the MC. She also stated that the MC leader

• We share experiences, we learn from each other for example with the other organisations, churches and clinics [sic R1].

• External relations are important because they provide learning opportunities [sic R1]. The respondent said that they have been able to offer

Networking is the common term used to refer to relationship building with external stakeholders such as local leaders, hospitals, other CBOs.

67 Networking is the common term used to refer to relationship building with external stakeholders such as local leaders, hospitals, other CBOs.
<table>
<thead>
<tr>
<th><strong>engages in relationship building with local leaders, other CBOs and mentoring organisations [R1].</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• The respondent said that a local school assists the CBO with photocopying facilities and a local clinic had allowed the CBO to have a vegetable garden on the clinic’s premises. The respondent also said that the volunteers are supportive of the MC and are protective over its resources [R2].</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that by networking the MC gains knowledge and skills. She said that the MC networks with local councilors, teachers and nurses [R3].</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that the MC is involved in developing positive relations with external environment [R4].</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that they visit stakeholders, such as the local clinics, which in turn has made it easy for them to work with the staff of the clinics [R5]</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that external relations are important, because in their case, they have been able to refer clients to other CBOs and vice versa. She also said that volunteers are supportive of the MC, and that is why the volunteers assist in recruiting new volunteers [R2].</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that it gives us a forum to communicate [sic 3]. She gave an example of how conflict was averted as a result of the MC visiting parents whose children attend the CBO’s pre-school. MC members visited parents whose children did not get free uniforms in order to explain why these children did not get uniform. [The parents were appeased, and a conflict that had been brewing was managed].</strong></td>
</tr>
<tr>
<td><strong>• The respondent stated that external relations are important for their CBO [R2].</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that MC meets with other CBOs during workshops, and that they discuss issues and even pay for visits to other organisations [R3].</strong></td>
</tr>
<tr>
<td><strong>• We pay them visits to forge relations [sic R4].</strong></td>
</tr>
<tr>
<td><strong>• We write letters to stakeholders [sic R5]. The respondent said that external relations are important, and that volunteers are supportive of the MC.</strong></td>
</tr>
<tr>
<td><strong>• The respondent said that they do pursue relationships with stakeholders [R6].</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other [informal discussion, observation]</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• The researcher noted that neighbours are protective of the CBO premises and offer assistance to visitors when the premises are closed. At times management meetings are conducted at a neighbouring house when the CBO offices are very busy.</strong></td>
</tr>
<tr>
<td><strong>In a discussion with respondent 2, she mentioned that the MC has a relationship with a local clinic, which has been beneficial to the CBO, because the clinic has allowed the CBO to have a vegetable sewing classes to other CBOs in the community.</strong></td>
</tr>
<tr>
<td><strong>• From an informal discussion the researcher learnt that the CBO was started by the youth of the local church that has allowed the CBO to operate from its premises.</strong></td>
</tr>
<tr>
<td><strong>• In an informal discussion with the MC leader, the researcher learnt that the CBO had formed an alliance with other CBOs in order to improve access to funding.</strong></td>
</tr>
</tbody>
</table>
garden on the grounds of the clinic [visits of 15/10/07, 6/11/07].
ADDENDUM 2: EVIDENCE OF THE OPERATIONALISATION OF PERCEIVED TEAM EFFECTIVENESS CRITERIA IN MC TEAMS

The data presented in the table below contains the evidence of how the perceived variables of team effectiveness are operationalised in the three CBOs. To obtain this data researcher conducted interviews with the leaders of each of the management committee teams (MC).

<table>
<thead>
<tr>
<th>Perceived team effectiveness variable.</th>
<th>CBO 1</th>
<th>CBO 2</th>
<th>CBO 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team has resources such as office equipment (computer, telephone, fax, furniture and stationery) and transport means.</td>
<td>The MC has access to a computer, office furniture, and stationery. The fax line and telephone were not functioning as Telkom SA had not connected the line. The MC does not have its own transport means though they have approached a local vehicle manufacturer company to donate a car.</td>
<td>The MC has access to a computer, telephone, fax, and office furniture. The MC has access to a vehicle which belongs to the organisation.</td>
<td>The MC has access to a computer and telephone. The fax is not fixed as telephone is on Telkom SA pre-paid option. The MC has no vehicle. The leader said the CBO needs one for running errands and so letters have been written to a local vehicle company appealing for the donation of a vehicle.</td>
</tr>
<tr>
<td>Team has a purchased or rented accommodation and a functional postal address.</td>
<td>The CBO operates from a rented house thus MC team has access to accommodation. The MC does not have its own postal address but uses the Chairperson’s personal address. The CBO had a postal box which was in a location not easily accessible so they opted to use the Chairlady’s personal postal address.</td>
<td>The CBO operates from a rented house thus MC team has access to accommodation.</td>
<td>The CBO operates from two trailers set up on the grounds of a local church. The leader however said she was not satisfied with the current accommodation as it is small and the organisation is growing. The MC does not have a postal address instead the CBO uses the leader’s personal address.</td>
</tr>
<tr>
<td>Team must have finances and funding to do work.</td>
<td>At the time of conducting the research CBO had one donor whose funding expires on 2008.</td>
<td>The CBO has funding for up to 2009.</td>
<td>The CBO has funding for up to six months.</td>
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</tr>
<tr>
<td>Team engages in networking</td>
<td>The MC has a good working relationship with its stakeholders. For example for the world AIDS day celebration, the ward councillor allowed the organisation to use the local hall for free. A local clinic has allowed the project to use the garden there to grow foodstuff. MC mainly networks local clinics, schools, ward councillors.</td>
<td>The leaders said that CBO has a very good relationship with the community. In an informal conversation, the MC leader said the CBO had formed an association with other CBOs in order to increase their chances of accessing funds.</td>
<td>The leader said “yes we network with other CBOs, donors. We have formed a team with other organisations in the community, we pray and support each other”. The leader said that the association that has been formed with other organisations in the community meets quarterly to discuss problems within they experience. Other key stakeholders that CBO 3 networks with include clinics and police stations.</td>
</tr>
<tr>
<td>Team has clients and staff</td>
<td>The MC works with 15 staff members and together they serve 51 clients.</td>
<td>As of July 2007 CBO served over 200 clients and 20 staff members [ABC Trust statistics report Jun 2007].</td>
<td>The MC has 88 clients and 18 staff members. The leader however said that the number of clients fluctuates.</td>
</tr>
<tr>
<td>Team members love and care for each other</td>
<td>The MC members love each other because there is support within the team. The leader said “we support each other when there is a problem even at home”. She gave an example of one member who was in need, the other MC members combined their resources and bought groceries for the member in need.</td>
<td>The leader said that the absence of conflict is a sign that the MC members love and care for each other. The leader said “we help each other when someone has a problem we share together”.</td>
<td>When asked if MC members’ love and care for each other, the leader said, “we love each other for example they were with me when I had a problem. We support each other”. She added that because they work together they also discuss their personal problems.</td>
</tr>
<tr>
<td>Team has spiritual guidance.</td>
<td>MC together with the rest of the volunteers begins the day with a time of devotion. This according to the leader has helped in confronting problems in MC such as absenteeism. For example she was able to speak to</td>
<td>MC members are all Christians. The leader said the MC has impromptu bible studies.</td>
<td>The MC leader provides spiritual support to MC team. The leader also said that every day at the CBO they start work with prayers and bible study. There CBO has established relationships with local pastors.</td>
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</table>
one member who is always absent, the member was apologetic about her conduct.  

**Team attends workshops.**  
Apart from undergoing a one year CBO mentoring programme, MC members also attend workshops when there are opportunities.  
MC members attend workshops. The CBO has also been able to undergo a one year mentoring programme. The leader’s motto is that you only stop learning when you die.  
The leader said that the MC receives training every quarter. Such training includes sewing skills, child care, and leadership. The CBO has undergone a one year mentoring programme.  

**Team members are willing to work.**  
The leader said MC members willingly perform their tasks. For example the upcoming world AIDS day will be celebrated in the CBO on Friday 30/11/07 and all members are involved in assisting with the planning and performing their tasks.  
The leader said MC members are willing to work because “when there is a task we divide and follow up”. When the leader notes that an assigned task is incomplete, she allocates it to someone else.  
The leader said that MC members are willing to work because they come to work on time and that they work together and are responsible. They also give a monthly status report of what is going on in their department.  

**Team evaluates and conducts a SWOT analysis.**  
The MC has not undertaken a SWOT analysis.  
The MC has not undertaken a SWOT analysis.  
The MC has not undertaken a SWOT analysis.  

**Team plans and budgets.**  
The MC meets twice a year to plan and budget for CBO activities. Other members of staff in the CBO are also involved in the planning.  
The MC meets every month to plan and budget for the organisation.  
The MC plans and budgets together on a monthly basis.  

**Team is transparent and honest.**  
In the MC transparency is encouraged through reporting of finances to donors. During meetings new developments in the organisation are communicated to member.  
The constitution of the CBO also states when asked if MC is transparent and honest, the leader said “in our meetings people must feel free to ask anything”. The leader further added that as a MC they have undergone a mentoring training where they were told that transparency is the windows of the  
The MC leader said that people work together. Receipts and signatures serve as check measures to ensure that finances are honestly handled.
that transparency and honesty should be upheld. organisation and the team. She also said that the CBO’s constitution stipulates that transparency must be upheld.

| Team has policies that govern how team operates. | The MC is guided by the policies stipulated in the organisation’s constitution. The leader indicated that following the focus group discussions she sees the need to develop policies specifically for the MC because problems such as absenteeism can be addressed. Currently, the leader deals with the issue of absenteeism by talking to the absentee member. | The MC does not have its own policies but is guided by the CBO policies outlined in the organisation’s Constitution. The leader said she is content with being guided by the policies of the CBO as opposed to the MC having its own policies because there has been no problem so far. | The MC is governed by the Organisation’s policies stipulated in the Constitution. |
| Team members have skill. | The leader stated that the team has some skills to perform their tasks. She felt that the two founding MC members had sufficient skills to assist the others in the MC. The leader however acknowledged that there are some MC members who needed skills, such as the bookkeeper and the administration secretary who need computer training. Currently the leader is giving in-house training to the bookkeeper. The leader also assists the administrator with her work. | The leader stated that while MC members have skills, the training they have received is not accredited. She is however in the process of trying to find accredited SETA courses. The leader has also approached local authorities to come and audit the certificates the MC members have received from all the workshops training they have attended for accreditation.  

The leader said the MC is in need of computer training. | On skills development the leader said, “bookkeeper has been trained, secretary has been trained and they have certificates. However we need refresher training, we need computer training, administration skills”.

| Team is flexible to accommodate changes in the Management. | The leaders said the MC is flexible because members are able to change departments and they cooperate willingly to take each other’s tasks. | The leader said that the MC is flexible saying “before Patience [a Member of MC team] was team leader for volunteers we changed her to lead care workers because she is young. | The leader said the MC is flexible because “people are willing to take up tasks even when they are not theirs. If one is not present we can ask another to do the work”.

<p>| | | | |
|   |   |   |   |</p>
<table>
<thead>
<tr>
<th><strong>Team has common vision and goals.</strong></th>
<th>The MC is guided by the vision and goals of the CBO.</th>
<th>The MC is guided by the vision and goals of the whole CBO. The Leader said, “<em>The goals of CBO 2 govern the work of Management</em>”.</th>
<th>The MC is guided by the vision and goals of the CBO.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team members listen and accept each other’s point of view.</strong></td>
<td>The leader said that even though MC does experience times of disagreements, MC members are encouraged to be open and share their opinions in a bid to reach a consensus.</td>
<td>The leader said “<em>we don't undermine each other and we don’t have any right and wrong point of view</em>”.</td>
<td>The leader said that in the MC meetings discussions are held in order to come to a decision.</td>
</tr>
</tbody>
</table>
Addendum 3: Focus Group Session

FOCUS GROUP SESSION PLAN

1. Purpose
   • Define team effectiveness
   • To propose the perceived variables of CBO management team effectiveness in order to assure through consensus a final perceived criteria matrix.
   • To identify how team effectiveness can be enhanced.

2. Questions
   • How would you define team effectiveness?
   • What would you advise if someone wanted to establish an effective team?
   • What are the barriers of team effectiveness?
   • How can one overcome these barriers? [Brainstorm each hindrance for relevant suggestions].
Addendum 4: Interview Schedule

BACKGROUND
When was the MC formed?
How often does the MC meet?

ROLE WITHIN MC
What role do you play within the MC?
What skills do you possess?

NORMS
Do you have norms for your management team?
Are these norms written?
If norms are not written, how do you get to know team norms?
Do you accept the team norms? Explain your answer.
What team norms do you have that encourage performance in your team?
How do you ensure team norms are followed?
What happens when one breaks team norms?

VALUES
What are the values of your team?

FUNCTIONARY ROLE
How do team members know what they are supposed to do?
How did you decide on the roles each member plays in the management team?

EXPECTATIONS
When a new member joins the team what happens to ensure that they know what is expected of them?

SUBGROUP INTEGRATION
How do you deal with ‘groupings’ in your team?

SANCTIONS
What reward system does your team have?

TEAM SIZE
How many team members are in your team?
COOPERATION
Do you think people work cooperatively in your team?
Why do you say your team is cooperative?

LEADERSHIP
Describe how your leader leads?
Does she always lead this way?
Does the leader at times allow other team members to lead?
What role does the leader play in ensuring team goals are met?
How would you describe your leader?
Do you feel supported, encouraged by your leader? Explain your answer?

COMMUNICATION
Do you free to share your thoughts at work and during meetings? Explain your answer.
How long have you been meeting as a team?

MEMBERSHIP
How often do you get new members?

GOALS
What are the goals of your team?
Are they written down?
What do you think of your team goals?
Did you participate in compiling them?
In order to achieve your goal do you think all team members are involved? Explain your answer.

COMMUNICATION NETWORKS
How is information communicated in your management team?
Is the above written?
Is there one person in the team who is responsible for communicating with other members?

FEEDBACK
Is feedback encouraged in your team?
What does your team do with the feedback that you get?
DECISION-MAKING
How are decisions made in your team?
What written guidelines do you have that say how decision making should be done?
Are these guidelines available to all team members?

CONFLICT AND CONFLICT RESOLUTION
Do you ever have conflict in your team?
Describe the cause of the conflict.
How do you resolve conflict as a management team?
Have you received any training on how to resolve conflict?
Do you think the training helped you learn how to resolve conflict?
How have you been able to use the information you got from the training?

INTRA-MEMBER RELATIONS/COHESION
As a team member how would you describe the relationship you have with the other team members?
Do you enjoy working with your team members?
How would you rate the company of your team mates?
Do you celebrate each others achievement in the team?

DESCRIPTION OF TEAM
How would you describe your team in terms of formal or informal?

TASK PERFORMANCE
Do you know how to perform the tasks that you are given by the team?

TRAINING
Is there any training needed for your task?
Where was the training conducted?
Who conducted the training?

TASKS
Do the tasks you do require the input of each member?
Do you think your team is capable of performing the task? Explain your answer.
Do you need any technology to perform your tasks?

TECHNOLOGY
Do you have access to the technology?
Do you use the technology?
How can you be enabled to use the technology?

**TASK**
Are you allowed in your team to come up with innovative ways of performing a task?
Do you have to strictly follow one method of performing your tasks?

**REVIEW / TEAM ASSESSMENT**
How do you review how each of the team members is performing?
How often is this review done?
Do you get feedback from the team on your work performance?
What criteria do you use to evaluate your performance?

**MEETINGS**
When you meet what is it that is discussed in team meetings?
How do you implement and evaluate the decisions that are made by the team?

**EXTERNAL STAKEHOLDERS**
Do you think external relationships with the environment or stakeholders are important?
Explain your answer.
How do you establish external relations with stakeholders?
Do you think the organisation supports your team? Explain your answer

**SUBGROUPS**
Do you have to work with other work units in the organization?
List these work units.
How do you establish a working relation with these units?