INVESTIGATING TEAMWORK COMPETENCIES IN THE VALUE CHAIN
OF A SELECTED WOOL BROKERAGE LOGISTICS DEPARTMENT

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In partial fulfillment of the requirements for the degree Masters
Business Administration
Nelson Mandela Metropolitan University
Business School

Promoter:                       Dr. Paul Poisat
November 2008
DECLARATION

I Kenneth Bruce Craig declare that:

- The work in this research is my original work;

- All sources used or referred to have been documented and recognized; and

- This dissertation has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognized education institution.

…………………………      …………………
Kenneth Bruce Craig      Date
December 2008
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- My company and sponsor BKB Ltd, for investing and providing me with the opportunity to further my knowledge; and

- To my wife Maritza Craig and my two sons Cole Craig and Connor Craig, for their encouragement and understanding.
The researcher focused on teamwork competencies in the value chain team and on how to determine, develop, maintain and enhance teamwork competencies, to develop a high performance value chain for the fibre logistics department of BKB Ltd.

The research aimed at addressing the team balance, the environment and culture in which the team operates and teamwork competencies of the value chain. Thus, creating a high performance value chain team will add to the success of the team, and hence the company as a whole.

Research to establish the degree of teamwork within the value chain was undertaken. A survey which included a structured self-administered questionnaire was used to elicit information from all eight value chain team members (four section heads and their four supervisors), who represented the entire cross-section of the value chain team.

The research revealed the following important points pertaining to the value chain team:

- The team's balance needs to be addressed; and
- The culture and environment in which the team operates needs to be reviewed.

Points of interest pertaining to teamwork competencies include the following:

- The degree of teamwork is average;
- The level of individual competencies is high;
- The extent that team members are team players is average;
- That team communication is below average;
- A high perception of hidden agendas exists;
• Dysfunctional team conflict exists;
• A high level of empowerment and autonomy exists;
• Team leadership - team linker is absent;
• Co-operation and collaboration is below average;
• Team attitude is high;
• Team motivation is high;
• Team strategies exist, but need more attention;
• Team set goals are set;
• Free-wheelers exist in the team;
• Job satisfaction is above average;
• Team recognition is high; and
• Team synergy is average.

Teamwork needs to be analyzed holistically, to ensure that the complex dynamics of teamwork is acknowledged and understood. A greater knowledge and understanding of the characteristics and measurement criteria of teamwork will equip team enthusiasts in building high performance teams, to the benefit of all role players. High performance team based organisations will add to the current and future success of the business. As the term “synergy” implies, the result is greater than the sum of the individual effects and capabilities. This emphasises why team-based organisations are fast becoming the modern trend of doing business.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER 1

RATIONALITY AND RESEARCH DESIGN ................................................................. 1

1.1 REASONS FOR THE STUDY ........................................................................... 1

1.2 SIGNIFICANCE OF THE RESEARCH .......................................................... 8

1.3 OBJECTIVES TO BE ACHIEVED ................................................................ 9

1.4 RESEARCH DESIGN .................................................................................. 9

1.5 REVIEW OF RELATED LITERATURE ......................................................... 10

1.6 ETHICS ................................................................................................ 12

1.7 CHAPTER OUTLINE ................................................................................. 14

## CHAPTER 2

THE CHARACTERISTICS AND MEASUREMENT CRITERIA OF TEAMWORK COMPETENCIES .......................................................... 15

2.1 INTRODUCTION TO TEAMWORK ............................................................. 15

2.2 GROUPS VERSUS TEAMS ........................................................................ 16

2.3 THE CHARACTERISTICS OF TEAMWORK .............................................. 18

2.3.1 The reasons for teams in organisations ........................................... 18

2.3.2 Types and size of teams ................................................................... 21

2.3.3 The stages of team development and progression ........................... 22

2.3.4 Challenges facing teams ................................................................. 23

2.3.5 Team conflict .................................................................................. 26
<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.6 Characteristics of effective and ineffective teams</td>
<td>28</td>
</tr>
<tr>
<td>2.3.7 The laws of teamwork</td>
<td>30</td>
</tr>
<tr>
<td>2.4 TEAMWORK COMPETENCIES</td>
<td>31</td>
</tr>
<tr>
<td>2.4.1 Communication in teams</td>
<td>33</td>
</tr>
<tr>
<td>2.4.2 Attitude</td>
<td>33</td>
</tr>
<tr>
<td>2.4.3 Empowerment</td>
<td>34</td>
</tr>
<tr>
<td>2.5 EVALUATING AND MEASURING TEAM COMPETENCIES</td>
<td>35</td>
</tr>
<tr>
<td>2.5.1 The nine team competency profiles, team balance</td>
<td>35</td>
</tr>
<tr>
<td>2.5.2 Teamwork grid</td>
<td>37</td>
</tr>
<tr>
<td>2.5.3 Teamwork competency assessment survey</td>
<td>39</td>
</tr>
<tr>
<td>2.5.4 The eleven characteristics of high performance teams</td>
<td>41</td>
</tr>
<tr>
<td>2.6 TEAM LINKING SKILLS</td>
<td>43</td>
</tr>
<tr>
<td>2.7 TEAM LEADERSHIP</td>
<td>45</td>
</tr>
<tr>
<td>2.7.1 Building high performance teams</td>
<td>46</td>
</tr>
<tr>
<td>2.8 CONCLUSION</td>
<td>46</td>
</tr>
</tbody>
</table>

CHAPTER 3 ........................................................................................................... 48

RESEARCH DESIGN .......................................................................................... 48

3.1 INTRODUCTION ......................................................................................... 48
3.2 RATIONALE FOR THE DATA COLLECTION ............................................... 48
3.3 RESEARCH METHODOLOGY ....................................................................... 48
3.3.1 Data collection method .................................................................. 49
3.3.2 Data gathering technique                                         | 50   |
3.4 APPLICATION OF DATA GATHERING TECHNIQUE ...................................... 50
3.5 THE QUESTIONNAIRE ............................................................................ 51
3.6 SAMPLE ................................................................................................. 52
3.7 SUMMARY ............................................................................................... 53

CHAPTER 4 ........................................................................................................... 54

EMPIRICAL FINDINGS ...................................................................................... 54

4.1 DEMOGRAPHIC DETAIL OF RESPONDENTS ........................................... 54
4.2 TEAM WORK RELATED QUESTIONS ....................................................... 58
4.2.1 Team balance

4.2.1.1 Relationships (relate to others)

4.2.1.2 Information (gathers and use information)

4.2.1.3 Decisions (makes decisions)

4.2.1.4 Organisation: (organize oneself and others)

4.2.2 Environment culture

4.2.3 Teamwork competencies

4.2.3.1 The degree of teamwork in the value chain

4.2.3.2 The level of individual competency of team members

4.2.3.3 The extent team members are team players

4.2.3.4 Communication within the team

4.2.3.5 Hidden agendas within the team

4.2.3.6 Team conflict

4.2.3.7 The level of empowerment and autonomy in the team

4.2.3.8 Team linker

4.2.3.9 Team co-operation and collaboration

4.2.3.10 Team attitude

4.2.3.11 Team motivation

4.2.3.12 Team strategy

4.2.3.13 Team goals

4.2.3.14 Free-wheelers in the team

4.2.3.15 Job satisfaction

4.2.3.16 Team recognition

4.2.3.17 Synergy within the team

4.3 SUMMARY

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

5.2 SUMMARY OF THE STUDY

5.3 CONCLUSIONS

5.3.1 Demographic detail of respondents
5.3.2 Team work related questions ......................................................... 78
5.3.3 Team balance ............................................................................... 79
5.3.3.1 Relationships (relate to others - extrovert/introvert) .................... 79
5.3.3.2 Information (gathers and use information - practical/creative) ... 80
5.3.3.3 Decisions (makes decisions - analytical/belief) ......................... 80
5.3.3.4 Organisation (organize oneself and others - structured/flexible) 80
5.3.4 Environment culture ..................................................................... 81
5.3.5 Teamwork competencies ............................................................... 82
5.3.5.1 The degree of teamwork in the value chain .............................. 82
5.3.5.2 The level of individual competency of team members ............... 83
5.3.5.3 The extent team members are team players ............................. 83
5.3.5.4 Communication within the team .............................................. 83
5.3.5.5 Hidden agendas within the team .............................................. 83
5.3.5.6 Team conflict ........................................................................... 84
5.3.5.7 The level of empowerment and autonomy in the team .............. 84
5.3.5.8 Team linker ............................................................................. 84
5.3.5.9 Team co-operation and collaboration ...................................... 85
5.3.5.10 Team attitude ......................................................................... 85
5.3.5.11 Team motivation ................................................................. 85
5.3.5.12 Team strategy ....................................................................... 85
5.3.5.13 Team goals .......................................................................... 86
5.3.5.14 Free-wheelers in the team ..................................................... 86
5.3.5.15 Job satisfaction ..................................................................... 86
5.3.5.16 Team recognition ................................................................. 86
5.3.5.17 Synergy within the team ....................................................... 87

5.4 RECOMMENDATIONS ................................................................. 87
5.4.1 Team balance ............................................................................. 87
5.4.2 Environment and culture ........................................................... 88
5.4.3 Teamwork competencies ............................................................. 89

5.5 CONCLUSION ................................................................................ 89

REFERENCES .................................................................................... 91
LIST OF FIGURES

FIGURE 2.1 TEAMWORK GRID - ENVIRONMENT CULTURE 38
FIGURE 4.1 AGE OF RESPONDENTS 54
FIGURE 4.2 WORK EXPERIENCE 55
FIGURE 4.3 NUMBER OF YEARS WORKED AT BKB 56
FIGURE 4.4 TEAM BALANCE - RELATIONSHIPS 59
FIGURE 4.5 TEAM BALANCE - INFORMATION 60
FIGURE 4.6 TEAM BALANCE - DECISIONS 61
FIGURE 4.7 TEAM BALANCE - ORGANISATION 62
FIGURE 4.8 TEAMWORK GRID - ENVIRONMENT CULTURE 64
FIGURE 4.9 LEVEL OF TEAMWORK 65
FIGURE 4.10 LEVEL OF INDIVIDUAL COMPETENCY 66
FIGURE 4.11 TEAM MEMBERS TEAM PLAYERS 66
FIGURE 4.12 OPENNESS AND TRANSPARENCY OF COMMUNICATION 67
FIGURE 4.13 HIDDEN AGENDAS 67
FIGURE 4.14 TEAM CO-OPERATION AND COLLABORATION 70
FIGURE 4.15 TEAM ATTITUDE 70
FIGURE 4.16 TEAM MOTIVATION 71
FIGURE 4.17 TEAM STRATEGIES 71
FIGURE 4.18 INDIVIDUAL JOB SATISFACTION 73
FIGURE 4.19 TEAM SYNERGY 74
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>WOOL PROCESS FLOW OF THE VALUE CHAIN</td>
<td>7</td>
</tr>
<tr>
<td>2.1</td>
<td>COMPARISONS BETWEEN GROUPS AND TEAMS</td>
<td>16</td>
</tr>
<tr>
<td>2.2</td>
<td>EFFECTIVE AND INEFFECTIVE TEAMS</td>
<td>28</td>
</tr>
<tr>
<td>2.3</td>
<td>MAXWELL’S 17 LAWS OF TEAMWORK</td>
<td>30</td>
</tr>
<tr>
<td>2.4</td>
<td>TEAMWORK COMPETENCY ASSESSMENT SURVEY</td>
<td>40</td>
</tr>
<tr>
<td>4.1</td>
<td>NUMBER OF PEOPLE IN A TEAM SECTION</td>
<td>57</td>
</tr>
<tr>
<td>5.1</td>
<td>TEAM CONFLICT</td>
<td>68</td>
</tr>
<tr>
<td>5.2</td>
<td>TEAM LINKER</td>
<td>69</td>
</tr>
<tr>
<td>5.3</td>
<td>TEAM FREE-WHEELERS</td>
<td>73</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDIX A</th>
<th>COVERING LETTER</th>
<th>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX B</td>
<td>TEAMWORK QUESTIONNAIRE</td>
<td>94</td>
</tr>
</tbody>
</table>
CHAPTER 1

RATIONALE AND RESEARCH DESIGN

1.1 REASONS FOR THE STUDY

According to Margerison (2001:117) much has been written about the importance of teamwork competency. To focus on team competencies and the ability to perform in the context of a team rather than to purely focus on the individuals’ competencies is of the utmost importance. Margerison (2001:117) openly states that in practice the focus was mainly on individual competency levels rather than the ability to perform in the context of a team, which was critical in most circumstances. Individual competencies, therefore, need to be viewed in the context of team requirements and how well individuals integrate and hence perform in a team environment. Thus, the primary focus of this study was on the characteristics and measurement criteria of teamwork competencies.

Margerison (2001:118) states that it was vital that managers in organisations be persuaded to focus and place equal importance on team as well as individual competencies. The importance of individual competencies was certainly not suppressed, but in order to achieve maximum performance the individual needs to be competent in the context of the team. This is further illustrated in practice at the Shell Oil Company, where Margerison (2001:117) acted as a consultant, to understand how and what individuals contributed to the team effort and their role in the context of the team. In each case, individuals indicated that their primary focus was on their particular area of competence, such as finance, marketing, design, sales, production or administration, rather than on the integration and linking between various departments. This led the researcher to analyze four measurement criteria or tools which the researcher identified as applicable and suitable for the identification and measurement of teamwork characteristics and competencies within organisations, which included the following:
The nine teamwork competency profiles and team balance of Margerison (2001:118);
The teamwork grid, and company culture of Black, Mouton and Alan (1987:22);
The teamwork assessment survey and teamwork competencies of Hellriegel, et al.,(2005:345); and
The self assessment survey of high-performance teams, and teamwork competencies of Margerson and McCann, (Quest group Australia).

Each of these four tools was briefly discussed in this chapter; a more detailed analysis will follow in chapter two, the literature study. The “first tool” discussed, was the nine teamwork competency profile by Margerison (2001:118). According to Margerison (2001:118), team management systems need to be practical and in any given situation a team comprises of nine teamwork competency profiles, which include the following:

- Advising;
- Innovating;
- Promoting;
- Developing;
- Organizing;
- Producing;
- Inspecting;
- Maintaining; and
- Linking.

Ideally, according to Margerison, (2001:119) the fibre department team needs to be competent in all nine areas to ensure a high performance team is achieved.

Ultimately, teams are developed to ensure maximum performance of the collective members working in collaboration to achieve a designated goal. Margerison (2001:119) states that a team can be competent but not
effective. A team may on paper be competent in all areas but still not perform. The elusive linking element of team members is critical to achieve a high performance team. Therefore, managers/leaders must strive to develop a competent team and determine the important linking aspects, such as inspirational leadership, which will ensure the future success of the team. A team’s success is built over time; it takes time for team members to learn their own and team member’s roles within the context of the team. Managers/leaders must set a platform conducive for the team members to communicate and integrate with each other. This will give team members a clear understanding of their position and role in the team.

For a team to perform, it is essential that a positive environment is created. Thus the culture of the company needs to lend itself or be conducive to team development and enhancement to ensure the linking element is achieved. This leads to the discussion of the effect of company culture on teamwork, which is the “second tool”.

The “second tool” by Black, et al., (1987:22), analyses the environment and culture in which the team operates, based on concern for people and or production. Black, et al., (1987:22), illustrated that a number of outcomes are possible, which will give researchers a sound analysis of how competent teams are managed within organisations. Black, et al., (1987:24) identified seven combinations in a grid format, which will be covered more extensively in chapter two. The combinations on the teamwork grid are measured according to 12 teamwork competency areas, which will be identified and discussed in more detail in chapter two. This led the researcher to the discussion of the “third tool”, namely Hellriegel, et al., (2005:345) teamwork competency assessment survey.

The “third tool”, by Hellriegel, et al., (2005:345), assesses teamwork competency by means of a survey, which will be illustrated in detail in chapter two. This survey will give researchers a significant understanding of the level of teamwork within the team. Finally this led the researcher to the “fourth tool”.
The “fourth tool” was found whilst attending a Lempriere Australia Annual General Meeting in August 2008 on the Gold Coast in Australia, which included an analysis of the team management profile of the company. The presenter of the team management profile seminar, Ron Jungalwalla from Quest Group Australia www.questgroup.com.au, provided the researcher with a “snap shot” self assessment survey of high performance teams. The analysis of High Performing Teams (HPT), which is derived and formulated from renowned researchers Dr. Charles Margerison and Dr. Dick McCann, found that teams always demonstrated 11 characteristics, which will be identified and discussed in more detail in the following chapter.

The above four examples were investigated and analyzed thoroughly, and a combination of the four methods were implemented for the purpose of this study. Margerison (2001:120) placed emphasis on the term “linking” and reiterated that the most important aspect of any team is its ability to link successfully. This led us to the significance of teamwork in the value chain of the fibre department of the selected wool brokerage company.

The value chain process can be described briefly as follows. Wool bales are received from grower clients at the receiving area of the value chain. Thereafter, a number of value adding-processes are undertaken, which include; binning, coring, sampling, dumping, stowageing, cataloguing, auctioning, and shipping. The wool value chain in BKB (receiving to shipping) is as follows:

- Wool growers deliver their wool clip in bale and/or bag form to the BKB receiving area, by truck or train;
- A wool receipt is immediately given for the consignment to acknowledge the receiving thereof;
- Wool bales from a clip received in marketable format are allocated to a catalogue and lot number for sale according to the grower's description. A consignment received in non-marketable format, such
as bags etc, is sent to the bin and blend, which is repacked with wool which has identical specifications into a marketable format;

- Wool bales and bags are weighted accordingly, and receiving letters and weight notes are e-mailed, SMS and posted to growers, within two working days;
- Bales received in marketable format, which were allocated a catalogue and lot number, are sent to the core-line. At this point three scientific sampling methods are conducted under the supervision of an independent organisation, the Wool Testing Bureau of South Africa (WTBSA);
- The first sample, a grab sample is drawn randomly from each bale of a specific lot, which is sent to the show floor for brokers, buyers and grower clients to appraise or view subjectively, by means of a catalogue and lot number;
- A second sample, a core sample is drawn randomly from each bale in a lot, which is sent to the WTBSA for objective micron, comfort factor, yield, vegetable matter and colour etc, which is displayed in the catalogue;
- A third sampling method, objective length, strength, coefficients and position of break, is optional according to the broker's discretion or grower clients advice;
- These three measurements are used to determine the value of the wool;
- Wool bales are then sent from the core-line to the high density presses, which press the bales to ensure a higher volume of wool, is stored in stowage locations and for containerization purposes;
- Growers receive a valuation for their wool for sale, a week prior to the sale, via e-mail, fax and verbal communication from their respective BKB field representative;
- The sale is conducted three weeks after the sale closing date via an open cry auction system;
- The buyer receives ownership of the wool once the hammer has fallen;
• Growers receive prices and a Rand value for their sale realization of their clip via SMS, e-mail, post and verbal communication on the same day of sale;
• Market reports are sent locally and internationally, via SMS, e-mail and Internet;
• Account sales are generated for growers, and invoices for buyers, by the broker;
• A week later the wool merchant settles with the broker, who promptly settles with the wool grower;
• The wool merchant is then entitled to ship the wool bales he has bought as soon as he had made payment;
• The broker promptly containerizes the wool bales for shipment on behalf of the merchant in 20 foot (96 bales) or 40 foot (+-152 bales) containers according to the merchant’s instructions; and
• The majority of wool bales (75%) are shipped in grease format to a number of international destination, whereas a portion of the clip (25%) is sent to the local wool millers, Cape of Good Hope and Gubbs & Inns for semi-processing, which is also mostly exported (95%).

A detailed illustration of this process is given in table 1.1 on page nine. Clearly, teamwork is essential to ensure integration and flow between all sections of the underlying value chain. Clearly the organisation needs to create an environment conducive to the development of high team performance. The key to a team’s success is its ability to link successfully. Thus an environment needs to be created to ensure that it is rewarding, challenging and a privilege to be a contributing member of a team.
# Denotes availability of customer feedback documentation.
Given the importance of enhancing teamwork competency for the value chain (figure 1.2) of the fibre department of the selected wool brokerage company to function more in unison, the following questions arose: “How can the level of teamwork competency be determined and enhanced in the value chain of a selected wool brokerage logistics department”?

From this question the following related issues arose:

- What, according to literature, were the characteristics of teamwork competencies?
- How can team competencies be measured?
- What was the current level of teamwork competency?
- How can the team environment and teamwork competencies be improved in the value chain? and
- How can team management/leadership in the fibre department be enhanced?

1.2 SIGNIFICANCE OF THE RESEARCH

The planned research was important for the following reasons:

- The enhancement of teamwork competencies in the value chain of logistics department would increase performance and productivity;
- Increased efficiency and effectiveness in service deliver;
- Greater synergy would be achieved; and
- It will add to the knowledge and understanding of teamwork, unique to the applicable situation, which would assist the leadership of the department and the company as a whole.

The proposed research led to a greater understanding of the characteristics and measurement criteria, of teamwork competencies, applicable in the value chain of the logistics department. The research also contributed to the body of knowledge applicable to developing and
maintaining high performance teams within the fibre department’s value chain.

1.3 OBJECTIVES TO BE ACHIEVED

The objectives of this research were to:

- Critically examine existing literature of teamwork competency;
- Undertake an empirical study by means of a questionnaire to investigate and analyze the level of teamwork within the fibre department value chain;
- Propose proactive solutions, which would assist in enhancing teamwork competencies; and
- To develop a high performance value chain team.

1.4 RESEARCH DESIGN

- A literature study of books, journal articles and internet sources aimed at providing a conceptual framework for the study was conducted;
- A team management profile seminar was attended, which enriched and exposed the researcher to the latest theories and practical elements of creating a high performance team; and
- An empirical study by means of a questionnaire was conducted, to determine the level of teamwork competencies. The value chain, section heads and assistants were targeted for the purpose of the research. Thus, the sample size included the entire population, a total of eight respondents, which represented all the value chain team members.
1.5 REVIEW OF RELATED LITERATURE

According to Margerison (2001:117) individual competency requirements for a job had received major attention in practice, whereas team competency had received little attention. Despite this, a rich source of secondary data pertinent or related to this field of study, such as teams, teamwork and teambuilding was found in books, on the internet and in journal articles. The most relevant secondary data sources found by the researcher, which are not sequentially stipulated according to importance or preference, included the following: Firstly, a journal article written by Margerison (2001:117), which focused on the nine teamwork management profiles; secondly a book, by Black, et al.,(1987), which analyzed teamwork on two axes by means of a teamwork grid; thirdly, a book by Hellriegel, et al.,(2005), which assessed teamwork competency by means of a survey; lastly, a study that analyzed high performing teams (HPT), which was derived and formulated by renowned researchers Margerison and McCann. Further secondary data sources revealed the characteristics of teams, such as Bagraim, et al., (2005:135), who listed seven basic types of teams which were discussed, and included the following:

- Cross-functional teams;
- Functional teams;
- Project teams;
- Self-directed teams (SDT's);
- Virtual teams;
- Management teams; and
- Shared service teams.

These different types of teams will be discussed in more detail in chapter two. Margerison (2001:118), states that there is misplaced overemphasis on individual competency levels and not enough attention is paid to team competency. This led the researcher to conclude that the individual must be measured in the context of the team. Thus the collective competencies of the individuals in the team must act in unison through linking, to ensure
synergy between team members, which led the researcher to discuss the importance of leadership in teams. Chamberlin, et al., (2006:115), state that the leadership within the team is imperative to developing an affective team. Thus a leadership charter was drawn up, which included the following:

- Provide vision and direction;
- Manage performance;
- Plan and review activities;
- Develop people;
- Develop themselves;
- Communicate effectively; and
- Demonstrate integrity and commitment.

This would form the foundation for effective leadership within the group, either from a particular individual with strong leadership capabilities, or by means of shared leadership roles. This brought the researcher to the criteria according to Chamberlin et al (2006:118), for evaluating team effectiveness, which are:

- Has the team produced quality work that met the brief?
- Have members experienced the development of an effective team?
  and
- Have members developed transferable teamwork skills?

If the above was met, then the team was on the road to success, which is the objective and goal of most organisations.

Stashevsky and Koslowsky (2006:63) state that as with individual performance, group performance is a vital determinant and frequently used indicator of organisational outcomes. Further, it is emphasized that leadership, knowledge, abilities, intelligence and team cohesiveness are the cornerstones to performance outcomes, and ultimately success. Over the past decade team based measurement and performance has started
to gain more attention. Stashevsky and Koslowsky (2006:63) state that human resources place teamwork as the “number one priority” for success. The following outcomes were revealed:

- Transformational leaders, as compared to transactional ones, lead to higher levels of team cohesiveness;
- Women see leaders as more transformational, as compared to men;
- Gender serves as a moderator in predicting team performance; and
- Team performance is a function of perceived leadership style, gender, knowledge level, and team cohesiveness of the team members, Stashevsky and Koslowsky (2006:66).

Therefore, the management of the teams’ leadership, knowledge and cohesiveness is critical to its success. This led the researcher to discuss the ethical issues of the research.

1.6 ETHICS

Ethical issues are extremely important in research. Addressing ethical issues assisted the researcher in obtaining information which was both accurate and relevant to the specific research area. Respondents were likely to react indifferently to questions or analysis methods which they perceived to be sensitive or potentially threatening. The ethical issue of the company, industry and country in which the research was conducted was monitored on a continuous basis. The micro and macro environment in which the research was conducted needed to be analyzed and monitored on an ongoing basis and addressed accordingly. Ethical issues which affected the accuracy of the research in any way whatsoever were noted and addressed in such a manner as to have a minimal, preferably negligible, effect on the outcome of the research. According to Collins and Hussey (2003:38), researchers would be well advised to make use of the following checklist for ethical research:
• Would the research process harm participants or those about whom information was gathered (indirect participants)?
• Were the findings of this research likely to cause harm to others not involved in the research?
• Were the researchers violating acceptable research practice in conducting the research and data analysis, and drawing conclusions? and
• Were the researchers violating community standards of conduct?"

The above check list gave the researcher a guideline to the ethics of the study. This addressed the ethical issues that were relevant to researching the level of teamwork in the value chain of the fibre department of a selected wool brokerage firm. The importance of addressing ethical issues in the underlying research was twofold and was divided into two major categories, namely respondents’ and company issues. Firstly, the respondents’ issues were addressed. Respondents were assured that all information supplied by them was strictly confidential and would be professionally measured and evaluated and used to improve the current situation in a positive manner. Thus, respondents would have complete faith in the methodology used in the research, in order to create a platform conducive to the retrieval of accurate and relevant information pertaining to the research area.

Secondly, company policy and procedure were strictly adhered to. All information retrieved was regarded as the sole right and intellectual property of the company involved. The nature of the research did not restrict or hinder employees’ daily activities pertinent to their jobs.

From the afore-going it was clear that the ethical issues were of paramount importance in ensuring that a professional research project was conducted, which if not managed correctly, could have had a huge impact on the outcome of the research.
1.7 CHAPTER OUTLINE

The dissertation is divided into five chapters. Chapter one provides detail on the rationale of the study, the objectives set, and the research design.

Chapter two, the literature study, focuses on the characteristics of team work competencies and measurement for the value chain of the fibre department, of the selected wool brokerage company.

Chapter three deals with the discussion of the research design in detail, while, chapter four presents the major findings of the empirical study.

Chapter five consists of a summary of the study, lists the conclusions based on both the literature and empirical findings, and concludes with recommendations based on these conclusions.
Chapter 2

The Characteristics and Measurement Criteria of Teamwork Competencies

2.1 Introduction to Teamwork

In this chapter the focus will primarily be on the characteristics of teamwork competencies, and the measurement thereof. There is an increasing trend towards team structured organisations, which emphasizes the importance of the study of teamwork. Human resources of organisations are increasingly valued as the most valued asset. Thus the challenge of creating cohesion amongst employees is of paramount importance. This is clearly emphasized by Maxwell (2001:xii), who emphasizes the critical importance of teamwork. The linking element or “gel” in teamwork is likened to an elusive secret, which is evident in all success stories. Maxwell (2001:xiii) emphasizes that there is no one aspect which can be focused on to ensure a team’s success. Thus teamwork is a multifaceted, integrated field of study which requires a holistic approach, to understand the continuous evolving complex dynamics of teamwork.

The starting point in any team building exercise is attitude. This briefly alludes to the complexity and elusiveness of developing, enhancing and maintaining successful teams. Individuals may be highly competent in their area of work. However if they cannot perform and add value as a contributing member of the team, their efforts will likely be counterproductive.

A team according to Katzenbach and Smith (1994:45) is defined 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”. Clearly, developing, enhancing and maintaining competent teams in business is becoming increasingly
popular. Undoubtedly, unlocking the full worth of the human resources of an organisation to realize its maximum potential, is of benefit to the individual and the organisation as a whole. This leads to the discussion of teams versus groups.

2.2 GROUPS VERSUS TEAMS

Maddux (1988:3), states that it is important to analyze the differences between group and team dynamics. Maddux (19838:3) states that a group does not necessarily constitute a team. Teams are dynamic functional entities which are designed to add value to the organisation, by achieving team goals. Table 2.1 gives a detailed comparison between groups and teams.

**TABLE 2.1**
**COMPARISON BETWEEN GROUPS AND TEAMS**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members think they are grouped together for administration purposes only. Individuals work independently, sometimes at cross purposes with others.</td>
<td>Members recognize their interdependence and understand that both personal and team goals are best accomplished with mutual support. Time is not wasted struggling over territory or seeking personal gain at the expense of others.</td>
</tr>
<tr>
<td>Members tend to focus on themselves because they are not sufficiently involved in the unit’s objectives. They approach their jobs as simply hired hands.</td>
<td>Members feel as sense of ownership for their jobs and unit because they are committed to goals they helped to accomplish.</td>
</tr>
<tr>
<td>Members are told what to do rather than being asked what the best approach would be.</td>
<td>Members contribute to the success by applying their unique talent and knowledge to team objectives.</td>
</tr>
</tbody>
</table>
Suggestions are not encouraged.

<table>
<thead>
<tr>
<th>Members distrust the motives of colleagues because they do not understand the role of other members. Expressions of opinion or disagreements are considered divisive or unsupportive.</th>
<th>Members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements and feelings. Questions are welcomed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members are so cautious about what they say that real understanding is not possible. Game playing may occur and communication traps be set to catch the unwary.</td>
<td>Members practice open and honest communication. They make an effort to understand their point of view.</td>
</tr>
<tr>
<td>Members may receive good training but are limited in applying it to the job by the supervisor or other group members.</td>
<td>Members are encouraged to develop skills and apply what they learn on the job. They receive the support of the team.</td>
</tr>
<tr>
<td>Members find themselves in conflict situations that they do not know how to resolve. Their supervisor may put off intervention until serious damage is done.</td>
<td>Members recognize conflict is a normal aspect of human interaction but they view such situations as an opportunity for new ideas and creativity. They work to resolve conflict quickly and constructively.</td>
</tr>
<tr>
<td>Members may or may not participate in decisions affecting the team. Conformity often appears more important than positive results.</td>
<td>Members participate in decisions affecting the team but understand their leader most must make a final ruling whenever the team cannot decide, or an emergency exists. Positive results, not conformity, are the goal.</td>
</tr>
</tbody>
</table>

Clearly, Maddux, (1988:3) as illustrated in the above table 2.1, teams or teamwork is a positive active collaborative involvement of all members,
motivated to achieving a mutually desirable outcome or goal. The importance of moulding a group of individuals into a successful team requires commitment from all team members. Teams are dynamic complex entities, thus a thorough, in-depth knowledge of the characteristics of teamwork, will assist team members and leaders in developing, enhancing and maintaining the effectiveness and success of the team. This leads to the discussion of the characteristics of teamwork.

2.3 THE CHARACTERISTICS OF TEAMWORK

The following section describes the characteristics of teamwork and gives reasons as to why organisations are increasingly restructuring towards team-based organisations; the different types and sizes of teams; stages of team development and progression; challenges facing teams; team conflict; characteristics of effective and ineffective teams as well as the laws of teamwork. Firstly, the reasons for teams in organisations will be discussed.

2.3.1 The reasons for teams in organisations

According to Margerison (2001:117), focusing on team competencies and the ability to perform in the context of a team rather than to purely focus on the individuals’ competencies is of the utmost importance. Margerison (2001:117), confirms that in practice the focus is mainly on individual competency levels rather than the ability to perform in the context of a team. As Maxwell (2001:xi) asserts that, everyday, in some way, one is part of a team, be it in business and or private life. Relationships are critical to the past, present and future success. Thus, individual competencies need to be viewed in the context of team requirements.

Margerison (2001:118), states that it is vital that managers in organisations be persuaded to focus and place equal importance on team as well as individual competencies. The importance of individual
competencies is certainly not suppressed, but in order to achieve maximum performance the individual needs to be competent in the context of the team. This leads to why teams are important.

According to Bagraim, et al., (2005:134), teamwork is important for the following reasons:

- A significant improvement in performance in comparison to traditional supervisory structures;
- Increased job satisfaction, due to higher intrinsic rewards;
- An increase in collective commitment to company goals;
- Hierarchical supervision is replaced by peer control, which enables managers to focus on higher strategic issues;
- Peer pressure stimulates performance;
- Successfully managed teams result in an increase in commitment, accountability and responsibility, which in turn has a positive effect on initiative;
- Team member’s ideas collectively enhance creativity and problem-solving capacity;
- Effective self-managed teams result in a reduction of cost and time overheads, as effective self managed teams incorporate the role of managers and specialists in hierarchical structures; and
- Decision-making is decentralized to team members on the front-line, which improves productivity and service.

Hellriegel, et al., (2005:335), list the most common reasons for organisations having employees work in teams, which include the following:

- Improve on-time delivery of results;
- Improve customer relations;
- Facilitate innovative products and services;
- Essential for management and employee development and career growth;
• Reinforce or expand informal networks in the organisation;
• Improve employees’ understanding of the business;
• Reduce costs and improve efficiency;
• Improve quality; and
• Increase employees’ ownership, commitment, and motivation.

Clearly the benefit of teamwork is evident in the above text. According to Hellriegel, et al., (2005:335), a recent study revealed that 65% of US organisations are team-based, whereas in South Africa of the 60% studied, 38% had moved towards team-based organisations. Clearly South Africa is following the international trend. Bearing in mind the US is more of an individualistic culture than Asian and African culture in general. This indicates that team-based organisations would be more suitable in the latter cultures. This leads to the characteristics of team-based organisations. According to Bagraim, et al., (2005:133), team-based organisations have the following characteristics.

• Teams are used to perform the core functions of the organisation in contrast to traditional hierarchical work structures;
• Teams are organized according to functional or departments as core working units;
• Teams are empowered and accept collective responsibility of the production process;
• Management perform a more strategic role and set direction. However, the team operationalize goals, set schedules and solve problems;
• Management assumes an inspirational, mentoring mature leadership role, as opposed to dealing with the everyday running of the business; and
• Work is organized laterally (across functional areas and layers). Teams do not reach their full potential in vertically powered hierarchical structured organisations, which opposes the logic and spirit of co-operative behaviour or team work.
Team based structures in organisations set a potential flat form which enables employees to be positively engaged in their jobs, which will bring the best out of them. Team based structures enables and allows for synergy, which ensures greater output, productivity and ultimately success. Clearly, there are many reasons to develop teams in organisations and only the tip of the ice-berg has so far been revealed. The importance of performing in the context of the team is critical to the long term success of the individual and the organisation. The importance of developing a high performance team in the value chain of the fibre department will ensure multiple benefits for the individuals and the company as a whole. This leads to the types and context of teams.

2.3.2 Types and size of teams

Many different types of teams are found in practice, depending on the purpose, capacity and competencies available to accomplish the team’s goals. Bagraim, et al., (2005:135), list seven basic types of teams:

- Cross-functional teams;
- Functional teams;
- Project teams;
- Self-directed teams (SDT’s);
- Virtual teams;
- Management teams; and
- Shared service teams.

Thus a suitable type of team is identified which compliments and fits the purpose of the team. According to Hellriegel, et al., (2005:339), the optimal size of a team is between five and twelve members, depending on team tasks. Hellriegel, et al., (2005:339) emphasize that understaffed teams tend to outperform overstaffed teams. For high performance innovative decision-making teams, five to nine members is ideal. Thus the eight member team in the value chain of the fibre department under study is
ideal according to the above recommendation. Once the type and size of team has been identified the stages of team development and progression need to be understood. As stated previously, high-performance teams are developed and built over time. Team members’ managers/leaders need to understand that great teams need to be developed, trained and mentored to ensure the success of the team. Thus team development is a continuous evolving, dynamic, complex process, which needs to be managed and led correctly to ensure success. This brings the research to the discussion of the stages and progression of team development, and the importance of the understanding and having an insight thereof.

2.3.3 The stages of team development and progression

The Tuckman-Jansen model in Bagraim, et al., (2005:147) and Hellriegel, et al., (2005:341), defines the development of a team in five stages, namely:

- Forming;
- Storming;
- Norming;
- Performing; and
- Adjourning (if and when required).

The above stages are relatively self explanatory, and can be used as a tool to indicate how the team has progressed, where it is at present and where it needs to be in the future. It is important to understand the above progression and development process. As pointed out previously in this study, great teams are built over time; a great deal of time, effort-hard work and patience is needed. This leads to the challenges facing teams.
2.3.4 Challenges facing teams

Keen (2003:5) asserts that the downside of teams, is that group decision-making is time consuming, which diverts attention from the individual's primary functions. Furthermore, “free-wheeling” on the back of other stronger team members is an area of concern. In addition Bagraim, et al., (2005:140), categorizes team problems into five sections, namely; task-oriented, performance, process-oriented, intergroup and people-orientated problems.

Task-orientated problems:

- **Action orientation** - According to Bagraim, et al., (2005:140) a strong prevalent desire to perform can have an adverse affect on team planning. Planning includes a thorough analysis of the team’s goals, objectives and clear identification and allocation of roles and responsibilities;

- **Unclear roles** - In Bagraim, et al., (2005:140) Mey indicates that inadequate allocation of roles, responsibility and accountability can result in disorganisation and conflict. Team dynamics develop and evolve over time into stable and effective entities. It would be highly unreasonable to expect a team to perform in a short space of time; and

- **Poor use of time** – According to Bagraim, et al., (2005:141), time management concerning the likes of team meetings need to be managed judiciously, as many hours can be wasted holding lengthy meetings. Ensure meetings are well planned to ensure creative problem solving and synergy.
Performance problems:

- Lack of competence – due to inadequate training in team competencies;
- Lack of role clarity and common goals - According to Bagraim, et al., (2005:142), results in under performance. Team members need to be given full responsibility for the jobs and empowered and to implement, and maximize team performance; and
- Role over-load and under-load - according to Bagraim, et al., (2005:142), is a common problem in teams. This occurs when team members' responsibilities are not clearly defined and measureable. Thus all team members need to be actively motivated, involved and challenged to participate in the context of the team.

Process-orientated problems:

- Conflict – Bagraim, et al., (2005:143) emphasize that an optimal level of conflict is a necessity and is healthy amongst team members. Functional conflict stimulates creativity, discussion and action, whilst dysfunctional conflict should be avoided. High emotional intelligence, knowledge and experience of conflict will assist team members in resolving conflict; and
- Team styles – according to Bagraim, et al., (2005:144) are determined by the leadership style of the team. For example, an autocratic style will result in a lack of meetings, a corporate style will result in procedural committee type meetings, whilst a permissive style results in meetings for the sake of it.
- Decision-making problems – Bagraim, et al., (2005:144) list four decision making problems:
- Product blocking – only one individual can speak at a time, which can result in lengthy meetings especially in large groups;
- Evaluation apprehension - members are reluctant to share creative ideas that they perceive to be of no value, as team members may feel that they are being silently evaluated by their counterparts;
- Peer pressure – may result in team members going with the flow rather than challenging team decisions and actions; and
- Group think – the need for team cohesion is given a higher priority than quality thinking, will lead to a team’s downfall.

- Intergroup problems:

According to Bagaim, et al., (2005:145), the problems associated with competition between teams result in the following outcomes:

- Within teams:
  - Team members form loyal closely guarded clicks;
  - The team becomes more task orientated;
  - Leaders become autocratic; and
  - Team is more structured and organized, which results in conformity and loyalty.

- Between teams:
  - Teams see each other as enemies;
  - Imprecise perception and stereotypes of competing teams develop;
  - Inter-team hostility increases and communication decreases; and
  - Interaction breakdown occurs.

- People-orientated problems:
  - Hidden agendas – such as rivalry, distrust, ambitions and critical actions will have an adverse affect on the team;
• Unco-operative team members – particularly individualistic behaviour will affect the team’s effectiveness; and

• Team leadership problems – between team members jostling for leadership positions can affect the team. In other words, too many team leaders due to an unbalanced team.

The challenges in teams undoubtedly lead towards potential conflict situations. Hence the importance of analyzing team conflict.

2.3.5 Team conflict

Conflict is often at the heart of an organisation. Thus it needs to be stimulated and managed in such a way as to ensure that it is functional rather than dysfunctional. Functional conflict gives rise to positive outcomes, which ensure sustainable development, enhancement and the success of the organisation. Despite the many positive aspects that stem from conflict, many individuals shy away from potential conflict situations, due to the potential negative outcomes which are perceived to exist.

According to Bagraim, et al., (2007:231), conflict can be defined “as a situation where differences in power, values and attitudes give rise to disagreement, opposition or animosity between two or more parties”. Bagraim, et al., (2005:231), also state that increasing pressures on “collaboration, teamwork, innovation, creativity and diversity” in a highly competitive work environment, stimulates the likelihood of conflict more frequently. In Bagraim, et al., (2005:231), Nelson and Quick place emphasis on managing conflict with emotional intelligence. A high level of emotional intelligence enables a manager to control his own emotions and at the same time understand the emotions of the other party or parties involved, thereby reacting appropriately to these emotions. Goleman in Bagraim, et al., (2005:60) indentifies the following components of emotional intelligence:
• Self-awareness – the ability to recognise and understand personal moods and emotions;

• Self-regulation – the ability to control disruptive impulses and moods;

• Motivation – the ability to channel one’s emotions towards a goal to increase attention, perseverance, mastery and creativity;

• Empathy – the ability to empathise is an essential people skill; and

• Social skills – involves more effective conflict resolution, negotiation, communication, participation and leadership.

Thus the message is clear, that emotional intelligence is as crucial as neurological intelligence (IQ) or academic excellence in the business environment. This provides a window of understanding to the complex and dynamic study of conflict management.

According to Quick (1992:67), successful conflict management in teams has the following characteristics:

• Conflict is considered natural;
• Conflict resolves through openness;
• Conflict occurs over issues, not over personalities;
• Conflict involves a search of alternatives;
• Conflict resolution is present-orientated; and
• Conflict is a group issue.

Clearly, conflict is prevalent in all aspects of life, particularly in healthy organisations, where functional conflict exists to ensure healthy relationships are managed and nurtured. Determining the level of conflict is extremely important to ensure that conflict is managed at an optimal level. Too low and too high conflict levels create an adverse situation and hence outcome. Too high levels of conflict are destructive, whereas too low levels result in complacency and stagnation. Therefore, optimum
levels of conflict are critical to ensure innovative learning and progression. Thus organisations must strive to develop levels of conflict which are “just right”. Conflict management is a fundamental aspect of team management. Therefore an in-depth knowledge and experience in conflict management is imperative in managing and developing highly effective teams. This leads to the discussion of the characteristics of effective and ineffective teams.

2.3.6 Characteristics of effective and ineffective teams

Investigating notable characteristics of effective and ineffective teams will assist in building successful teams. Quick (1992:4), in table 2.2, clearly defines these differences.

**TABLE 2.2**
**EFFECTIVE AND INEFFECTIVE TEAMS**

<table>
<thead>
<tr>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information:</strong></td>
<td></td>
</tr>
<tr>
<td>Flows freely up, down and sideways,</td>
<td>Flows mainly down, weak horizontal</td>
</tr>
<tr>
<td>Full sharing</td>
<td>Hoarded, withheld</td>
</tr>
<tr>
<td>Open and honest</td>
<td>Used to build power</td>
</tr>
<tr>
<td></td>
<td>Incomplete, mixed messages</td>
</tr>
<tr>
<td><strong>People relationships:</strong></td>
<td></td>
</tr>
<tr>
<td>Trusting</td>
<td>Suspicious and partisan</td>
</tr>
<tr>
<td>Respectful</td>
<td>Pragmatic, based on need or liking</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Competitive</td>
</tr>
<tr>
<td>Supportive</td>
<td>Withholding</td>
</tr>
<tr>
<td><strong>Conflict:</strong></td>
<td></td>
</tr>
<tr>
<td>Regarded as natural, even helpful</td>
<td>Frowned on and avoided</td>
</tr>
<tr>
<td>On issues, not person</td>
<td>Destructive</td>
</tr>
<tr>
<td></td>
<td>Involves personal traits and motives</td>
</tr>
<tr>
<td>Atmosphere:</td>
<td>Compartmentalized</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Open</td>
<td>Intimidating</td>
</tr>
<tr>
<td>Nonthreatening</td>
<td>Guarded</td>
</tr>
<tr>
<td>Non competitive</td>
<td>Fragmented, closed groups</td>
</tr>
<tr>
<td>Participative</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decisions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By consensus</td>
<td>By majority vote or forcing</td>
</tr>
<tr>
<td>Efficient use of resources</td>
<td>Emphasis on power</td>
</tr>
<tr>
<td>Full commitment</td>
<td>Confusion and dissonance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More options</td>
<td>Controlled by power subgroups</td>
</tr>
<tr>
<td>Solutions-orientated</td>
<td>Emphasis on activity and inputs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power base:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared by all</td>
<td>Hoarded</td>
</tr>
<tr>
<td>On competence</td>
<td>On politicking, alliances</td>
</tr>
<tr>
<td>Contributed to team</td>
<td>Pragmatic sharing</td>
</tr>
<tr>
<td></td>
<td>Contribution to power source</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to goals set by team</td>
<td>Going along with imposed goals</td>
</tr>
<tr>
<td>Belonging needs satisfied</td>
<td>Coercion and pressure</td>
</tr>
<tr>
<td>More chance for achievement</td>
<td>Personal goals ignored</td>
</tr>
<tr>
<td>through group</td>
<td>Individual achievement valued without concern for the group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rewards:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on contribution to group</td>
<td>Basis for rewards unclear</td>
</tr>
<tr>
<td>Peer recognition</td>
<td>Based on subjective, often arbitrary appraisals.</td>
</tr>
</tbody>
</table>

Clearly Quick, (1992:4), marked differences exist between effective and ineffective teams. By analyzing the above table, one can clearly determine to what degree the team is excelling or is deficient at a particular aspect. Once this has been determined, preventative or corrective action can be put into place and/or rewards are given where they are due. This brings the study to the indisputable laws of teamwork.
2.3.7 The laws of teamwork

Maxwell (2001:xii) identifies “The 17 indisputable laws of teamwork”. Each of these laws can be applied broadly to most circumstances. Maxwell’s stance on teamwork originates strongly from a leadership perspective and the effects it has on teams. Maxwell’s work emphasizes the importance of competent leadership in teams. Maxwell has identified the following 17 laws of teamwork in table 2.3 below.

**TABLE 2.3**
MAXWELL’S 17 LAWS OF TEAMWORK

<table>
<thead>
<tr>
<th>No.</th>
<th>Law</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>The law of significance - one is too small a number to achieve greatness.</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>The law of the big picture - the goal is more important than the role.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>The laws of the niche - all players have a place where they add the most value.</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>The law of Mount Everest - as the challenge escalates, the need for teamwork elevates</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>The law of the chain - the strength of the team is impacted by its weakest link.</td>
<td></td>
</tr>
<tr>
<td>vi.</td>
<td>The laws of the catalyst - winning teams have players who make things happen.</td>
<td></td>
</tr>
<tr>
<td>vii.</td>
<td>The law of the compass - vision gives team members direction and confidence.</td>
<td></td>
</tr>
<tr>
<td>viii.</td>
<td>The laws of the bad apple - rotten attitudes ruin a team.</td>
<td></td>
</tr>
<tr>
<td>ix.</td>
<td>The law of accountability - teammates must be able to count on each other when it counts.</td>
<td></td>
</tr>
<tr>
<td>x.</td>
<td>The law of the price tag – the team make adjustments when it knows where it stands</td>
<td></td>
</tr>
<tr>
<td>xi.</td>
<td>The law of the scoreboard - the team can make adjustments when it knows where it stands.</td>
<td></td>
</tr>
<tr>
<td>xii.</td>
<td>The laws of the bench - great teams have great depth.</td>
<td></td>
</tr>
</tbody>
</table>
Maxwell, (2001:xii) clearly attempts to unearth the hidden secrets of teams which can certainly assist teams in understanding and gaining much needed knowledge on team dynamics. These laws will certainly have an inspirational affect on scholars striving to learn and grasp the competencies required to develop and maintain successful teams from a wide variety of backgrounds.

Having a sound knowledge of the characteristics of teamwork will assist team builders and can be used as a basis from which team competencies are identified and enhanced. Developing high-performance teams is an evolving ongoing process; great teams are built over time. These characteristics form the building blocks from which high-performance competent teams are developed. This leads the research to the analyses of teamwork competencies.

### 2.4 TEAMWORK COMPETENCIES

In Bagraim, et al., (2007:115), Meyer, describes competency, as “the integration of knowledge, skills and attitude to achieve a defined standard in a specific context”. Thus competence, in the context of a team, is a broad range of attributes that team members bring to the team to achieve specific goals and objectives.
According to Keen (2003:41), competencies within teams are divided into two categories. Firstly, “functional competencies”, which is the individual expertise or job, function. Secondly, “team competencies”, which is the role the individuals perform in the context of the team. Keen (2003:41) emphasizes that a team’s functional and team competencies need to be balanced, to ensure that the team operates effectively. This will explain why a team may have competent individuals, yet the team fails to perform. Teams need to be functional and team competent to perform effectively, to ensure success. Keen (2003:42) identifies three main team competency roles as follows:

- **The Doers**
  - Organizers; and
  - Analyzers.

- **The Problem Solvers**
  - Mobilizes;
  - Thinkers; and
  - Stimulators.

- **The People Persons**
  - Harmonizers; and
  - Catalysts.

Keen (2003:41) emphasizes that teams must have an optimum balance of role players in the team to ensure the team operates effectively and successfully. This brings the study to the importance of communication in teams.
2.4.1 Communication in teams

According to Diamond and Diamond (2007:74), clear continuous communication is the most important factor in creating and sustaining team achievement. Thus effective communication is fundamental for any team to succeed. Diamond and Diamond (2007:74) continue that “creating a flow of clear, open, productive communication requires not only working on fundamentals”, but also a careful analysis of one’s own communication style. This is often derived from ones personalities, are they aggressive or passive. Cognizance of the choice of communication style is paramount to ensure that the correct message is communicate verbally and non-verbally. Diamond and Diamond (2007:74) emphasize clear effective ABC’s of communication as:

- Accurate;
- Brief; and
- Clear.

Thus effective communication is undoubtedly an essential requirement of any successful team, particularly to create and maintain “linking” in teams. This leads to the discussion of attitudes in teams.

2.4.2 Attitude

Williams (2002:73) states that one should “hire for attitude and recruit the best”. Southwest Airlines, an industry leader whose policy is what they term “hire for attitude, train for skills” to stress the importance of giving thought to the makeup of a team. This emphasizes the importance of attitude, as the old saying goes if ones attitude is right, they are half way there, or is the glass seen as half full or half empty. Clearly, the individual team member’s attitudes have a strong bearing on the collective attitude of the team. This leads to the discussion of empowerment.
2.4.3 Empowerment

The importance of teamwork is further highlighted in Hellriegel, et al., (2005:334). General Motors South Africa (GMSA), in Hellriegel, et al., (2005:334), states that the cornerstone of the team concept is empowerment. Empowerment according to Bagraim, et al., (2005:225), involves getting the best out of people and improving job satisfaction. In Keen (2003:26), Blanchard states, that “teamwork is driven by team members feeling empowered to act and make decisions”, which highlights the following outcomes:

- Potency;
- Meaningfulness;
- Autonomy; and
- Impact.

Management’s most important role in creating a supportive team environment is that of empowerment. Maxwell (1998:118) states: The people’s capacity to achieve is determined by their leader’s ability to empower.

Nurturing and developing the team members and thus the team as a whole, by means of training and mentoring, will assist teams in becoming successful. This leads to the following section; the evaluation and measuring of team competencies. Teams need to be constantly evaluated and measured to ensure that the team is on the right track, and to ensure that the desired outcome is achieved. The team needs to have a road map of where it has come from, where it is now, where it wants to be in future, and lastly how it is going-to get there, a team strategy. This leads to the evaluation and measuring of team competencies.
2.5 EVALUATING AND MEASURING TEAM COMPETENCIES

Evaluating and measuring teamwork competencies is essential in determining where one is at present, and where one wants to be in the future. Strengths are acknowledged and guarded as the team’s core competencies, whereas weaknesses are identified and addressed appropriately in a positive creative innovative manner. For the purposes of this study, four tools for evaluating and measuring team competencies have been identified and analyzed. These four tools form a basis from which a questionnaire will be developed from in the research design chapter three, which includes the following:

- The nine teamwork competency profiles, and team balance of Margerison;
- The teamwork grid and company culture, of Black, et al.,;
- The teamwork assessment survey and teamwork competencies of Hellriegel, et al.,; and
- The self assessment survey of high-performance teams and teamwork competencies, of Margerson and McCann, (Quest group Australia).

These four tools will be discussed and analyzed in the following sections. This leads to the first teamwork competency tool, namely the nine team competency profiles.

2.5.1 The nine team competency profiles, team balance

According to Margerison (2001:118), team management systems need to be practical and in any given situation the teams comprise of the following nine profiles:

- Advising – enjoys giving and gathering information;
- Innovating – enjoys coming up with ideas and different approaches to tasks;
• Promoting – enjoys exploring possibilities and looking for new opportunities;
• Developing – enjoys analyzing new opportunities and making them work in practice;
• Organizing – likes to push forward and get results;
• Producing – enjoys working in a systematic way to produce outputs;
• Inspecting – enjoys focusing on the details and checking aspects of work;
• Maintaining – likes to uphold and maintain standards and values; and
• Linking – integrated role of all team players.

These nine team management profiles have been used extensively in over 80 countries. Individuals need a basic understanding of all nine areas. Furthermore, in order to be in a position to develop a competent team it is necessary for at least one member to be competent in at least one area. This will be one step closer towards developing a foundation, from which high performance teams can be built. Individuals are likely to have a strong natural preference to at least one of the nine team profiles. However individuals can be trained to adapt and develop appropriate behaviour in a profile to which they tend to shy away from. It is also important to take note that individuals are likely to have a major preference to one of the nine profiles; however that does not indicate the level of competency. This, leads to the measurement of the team’s performance.

To measure the team’s performance according to Margerison (2001:119), the nine factors are assessed according to the following:

• Objectives;
• Priorities;
• Time management allocations; and
• Performance assessment.

According to Margerison (2001:117), an individual may perform but the team could still fail to meet its objective. Therefore, it is the manager’s
responsibility to identify and implement proactive solution to solve the team’s weakness. The team is likened to a chain which is as strong as its weakest link. Thus the team leader’s role is to create a positive atmosphere conducive to mutual assistance rather than blame. Feedback and feed-forward from all members is, therefore, vital to ensure the success of the team. For a team to perform at the optimum, it is essential that a positive environment is created, thereby ensuring a platform from which all challenges confronting the team are addressed. Thus the culture within the company needs to be conducive to the development of a high performance team. This leads to the discussion of the effect of company culture on teamwork, which is the “second tool”.

2.5.2 Teamwork grid

The “second tool”, Black, et al., (1987:22), in figure 2.1 analyzes teamwork by means of a teamwork grid. Black, et al., (1987:22), analyses teamwork on two axes, firstly concern for people and secondly concern for production, as illustrated in figure 2.1. Thus, teams can determine where they are now and where they want to be in future. Concern for production is getting results and concern for people is respect for superiors, colleges and subordinates. Thus a collective assumption can be determined, based on respondent’s outcomes. Black, et al., (1987:preface), identifies two ways of improving what he terms “human effectiveness”, firstly develop the individual and secondly the team. Black, et al., (1987:preface), further states that the vast majority of people in organisations work in teams, very rarely in isolation. They clearly emphasize the need to work in the context of a team. Black, et al., (1987:preface), state that team performance is strongly reliant on a positive team culture in the organisation. The authors offer a complex in-depth analysis of teamwork.
In figure 2.1, Black, et al., (1987:22) illustrates that a number of combinations are possible, which will give researchers a sound analysis of how conducive the company environment and culture is to develop a high performance team (HPT), based organisation. Based on figure 2.1, Black, et al., (1987:24), identify seven combinations or sections:

- 9.1 – Maximum concern for production, minimum concern for people;
- 1.9 – Minimum concern for production, maximum concern for people;
- 1.1 – Minimum concern exists for production and people;
- 5.5 – Average amounts of concern on both scales a middle-of-the-road- attitude;
- 9.9 – Concerns are integrated at a high level in a team approach;
- 9 + 9 – Paternalism – Concerns are high for both results and people, in an additive manner; and
• Opportunism – Several styles are used interchangeably depending on the person involved.

The above descriptions which define the various combinations on the teamwork grid which are illustrated in figure 2.1 are measured according to 12 teamwork competency areas, which include:

• Direction;
• Meetings;
• Conflict;
• Objectives;
• Innovation;
• Communication;
• Job description;
• Delegation;
• Quality;
• Performance appraisals;
• Team spirit; and
• Commitment.

Each combination or section has a complete questionnaire pertaining to the above core teamwork competencies areas, which identifies, analyzes, investigates and interprets key determinants to the degree to which organisational culture is conducive to a positive team environment. This leads to the third tool the assessment of teamwork competencies by means of a survey.

2.5.3 Teamwork competency assessment survey

Hellriegel, et al., (2005:345), assesses teamwork competency in table 2.3, by means of a survey. Team members complete the survey and an interpretation is given according to the average scores per analysis. Deficiencies are thus indentified and addressed appropriately, whereas
strengths are acknowledged. This survey equips the researcher with a tool that can be administered relatively easily and simply, which will give the researcher a quick-snap shot of the level of teamwork development within the team. Once the researcher compiles and releases the findings, action can be initiated were necessary, or a more in-depth analysis can be carried out. Teamwork competencies are assessed by means of the following survey in table 2.4.

**TABLE 2.4**

TEAMWORK COMPETENCY ASSESSMENT SURVEY

(note: one is ranked as weak and five as strong)

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Team members understand the range of backgrounds, skills, preferences, and perceptions in the team.</td>
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<tr>
<td>Team member differences and similarities have been effectively harnessed towards achieving team goals.</td>
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<tr>
<td>The team cannot integrate diverse viewpoints.</td>
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<tr>
<td>Members view themselves as a team, not as a collection of individuals with their own particular jobs to do (e.g. they work interdependently, have joint accountability, and are committed to joint goals).</td>
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<tr>
<td>Team members have articulated a clear set of goals.</td>
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<tr>
<td>The team’s goals are not motivating to members.</td>
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<tr>
<td>Team members agree on what goals and objectives are important.</td>
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<tr>
<td>The team has an effective work structure. It understands what work needs to be done, when work needs to be completed, and who is responsible for what.</td>
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<tr>
<td>It is not clear what each person in the team is supposed to do.</td>
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<tr>
<td>Team members have devised effective timetables and deadlines.</td>
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<tr>
<td>Characteristic</td>
<td>Evaluation</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Team members have a clear set of norms that cover most aspects of how to function.</td>
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<td>Team members take arguments personally and get angry easily.</td>
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<tr>
<td>Every team member does his or her fair share of the work.</td>
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<tr>
<td>A few members do most of the work.</td>
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<tr>
<td>A few people shirk responsibility or hold the team back.</td>
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<tr>
<td>Team members are imaginative in thinking about new or better ways to perform team tasks.</td>
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<tr>
<td>All team members participate in decision-making.</td>
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<tr>
<td>Team members have the resources, information, and support they need from people outside team boundaries.</td>
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<tr>
<td>Team meetings are well organized.</td>
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<tr>
<td>Team meetings are not productive.</td>
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<tr>
<td>Co-ordination among members is a problem. People seem not to know what to do and when to do it for smooth team functioning.</td>
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<tr>
<td>Team members support each other.</td>
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<tr>
<td>Team members are not effective at decision-making.</td>
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</tbody>
</table>

Clearly, Hellriegel, et al., (2005:345), the survey in table 2.4, will give researchers a general understanding of the level of teamwork within the team. This leads to the discussion and analysis the fourth and final tool, namely the eleven characteristics of high performance teams.

2.5.4 The eleven characteristics of high performance teams

Whilst attending Lempriere Australia Annual General Meeting in August of this year (2008), on the Gold Coast in Australia, which included an analysis of the team management profile of the company. The presenter of the team management profile seminar Ron Jungalwalla, from Quest Group Australia [www.questgroup.com.au](http://www.questgroup.com.au), provided the researcher with a “snapshot” self assessment survey of high performance teams. The analysis of
High Performing Teams (HPT), which is derived and formulated from renowned researchers Dr. Charles Margerison and Dr. Dick McCann found that teams always demonstrated 11 characteristics, which include the following:

1) There is a “linker” as a key member.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

2) The team sets itself high-quality targets and regularly achieves them.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

3) Team members gain a high degree of job satisfaction from their work.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

4) Team members co-operate well with one another.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

5) Managers co-operate well with one another.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

6) The team is well balanced in terms of the roles people play in relation to their skills.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

7) The team has a high degree of autonomy.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

8) The team quickly learns from mistakes.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

9) The team is client oriented.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

10) The team has high problem-solving skills and regularly reviews their performance.

    LOW 1 2 3 4 5 6 7 8 9 10 HIGH
11) Team members are motivated.

The above self assessment survey will give the team a clear and immediate indication of the level of teamwork within the team. Once this has been obtained, the positives can be communicated, whilst the challenges can be addressed by means of training and development. Margerison (2001:120) places emphasis on the term “linking” and reiterates that the most important aspect of any team is its ability to link successfully.

2.6 Team linking skills

Margerison and McCann (2008) identified 13 key skills essential to linking within High Performing Teams. These skills are divided into three areas, namely, people, task and leadership skills:

People skills

- Active listening – listen before deciding;
- Communication - keep team members up to date on a regular basis using “pacing” skills;
- Team relationships - encourage respect, understanding and trust within the team;
- Problem-solving and counselling - available and responsive to people’s problems;
- Participative decision-making - involve team members in the problem solving of key issues; and
• Interface management – co-ordinate and represent team members, both internally and externally.

Task skills:

• Objective settings - set achievable targets but always seek continuous improvement;

• Quality standards - set an example and agree on high quality standards with the team;

• Work allocation - allocate work to people based on their capabilities and preferences;

• Team development - develop balance, knowledge and skills in the team; and

• Delegation - delegate work which is not essential to do oneself.

Leadership skills:

• Motivation - Make goals and visions attractive enough for the team to strive for and support team members to achieve them. Inspire team members to go beyond self interest, and present an optimistic yet realistic view of the way forward, and

• Strategy - Thinking with the "big picture" in mind and how each team member, each team function and each team process fits into the broader vision. Working analytically to review assumptions, foreseeing obstacles and holding complex elements together. At all times knowing where one is going and having a plan on how to get there.
Competent leadership forms a fundamental role in ensuring linking of the team, and to ensuring the team achieves its goal and succeeds. According to Maxwell (2002:25), the teams “leadership” differentiates the difference between two great teams. This leads to the discussion of leadership within teams.

2.7 TEAM LEADERSHIP

Effective team leadership is of critical importance to the team’s success. Swanepoel, et al., (2005:353) define leadership in the 21st century as “an influence relationship among leaders and followers who intend real changes that reflect the purposes mutually held by both leaders and followers”. Clearly, the meaning in this definition emphasizes that leaders “live what they say”, their words must reflect in their actions. In this way clear messages will be infiltrated to their followers. Swanepoel, et al., (2005:355) clearly makes a comparison between transactional and transformational leaders.

Transactional leader:

- Establishes goals and objectives;
- Designs workflow and delegates task assignments
- Negotiates exchange of rewards for effort;
- Rewards performance and recognizes accomplishments;
- Searches for deviation firm standards and takes corrective action; and
- Contingent reward.

Transformational leader:

- Charismatic;
- Individualized consideration;
- Intellectually stimulating; and
Inspirational.

From the above explanation it is clear that 21\textsuperscript{st} century managers should aspire to be transformational rather than transactional leaders, to become effective leaders. This leads the research to the importance of developing, maintaining and enhancing high performance teams.

2.7.1 Building high performance teams

Williams (2002:77) suggests ways of creating a supportive environment for optimizing team performance:

- Delegate as much as possible;
- Focus on relationships, understanding, and love;
- Allow for human frailty, mistakes, and error;
- Use authority sparingly;
- Acknowledge and affirm people; and
- Be visible.

Creating a high performance team will empower and equip the team to achieve their goals and succeed. Organisations need to create an environment conducive to the development of high team performance to ensure collaboration and the team’s success. The key to the team’s ultimate success is its ability to link successfully. Thus an environment needs to be created to ensure that it is rewarding, challenging and a privilege to be a contributing member of a team.

2.8 CONCLUSION

Much has been written about the importance of teamwork, and hence the importance of organisations embracing team based structures. Teams are the fundamental entities which create synergy in organisations, which potentially enables organisations to achieve more with fewer resources.
Ultimately, achieving more with fewer resources is the goal of most organisations. Thus an in depth knowledge and understanding of teamwork dynamics is of paramount importance. The linking factor in teams is essential for the team’s success. This points to the importance of leadership in teams. However, for the purpose of this study, the focus is primarily on the characteristics and measurement criteria of teamwork competencies. Clearly team based organisations are becoming increasingly popular, for many reasons; notably a team’s success has a more for reaching and profound effect. This brings the research, to the research design, which will be addressed in chapter three of this study.
CHAPTER 3
RESEARCH DESIGN

3.1 INTRODUCTION

In chapter two, the literature review focused primarily on the characteristics and measurement criteria of teamwork. The literature review provided a theoretical foundation and platform for the study, from which the empirical study was launched. Thus the primary objective of this chapter is to describe the research design tool which was used for the empirical analysis of the study, and employed as an instrument to investigate teamwork competencies within the value chain team of the fibre department. A questionnaire will be designed to give insight into the above objective. The research sample as well as the data gathering technique used will be discussed. The data collected from the underlying study is intended to inform and to stimulate an interest in this subject and to assist in the development of a high performance team within the value chain team of the fibre department.

3.2 RATIONALE FOR THE DATA COLLECTION

Primary data was collected from the value chain team’s section heads as well as their supervisors. The data was collected via self-administered questionnaires that enabled the researcher to gather the responses from the entire value chain team. The data gave insight into the current extent of teamwork in the value chain (see table 1.1 for a graphical representation of the value chain).

3.3 RESEARCH METHODOLOGY

This section identifies and justifies the choice of the data collection method and technique utilized in the empirical research. The advantages and limitations of both the method and technique are discussed.
3.3.1 Data collection method

The empirical study was qualitative in nature. Collins and Hussey (2003:151) suggest seven data collection methods for qualitative research, namely:

- Critical incident technique;
- Diaries;
- Focus group;
- Interviews;
- Observation;
- Protocol analysis; and
- Questionnaire.

The researcher chose to employ a survey for this study because of its appropriateness to the research topic under investigation. Observation would not have allowed the researcher to gather the respondents’ attitudes and feelings regarding certain issues. Experimentation was also inappropriate for the study as there were no variables that had to be tested or manipulated in order to obtain the necessary information.

The major advantages of using a survey method are in line with those suggested by Lamb, et al., (2002:264):

- The speed at which data is collected via e-mail questionnaires;
- Cost effectiveness of sending e-mail questionnaires;
- Broad geographic areas can be targeted;
- Accessibility, ease of reaching the target group; and
- Honesty: the absence of an interviewer means that respondents can freely provide information, which they might be reluctant to provide if an interviewer conducted the survey.
The fact that no interviewer was present and that the respondents remained anonymous was expected to increase the possibility of truthful responses.

3.3.2 Data gathering technique

Schiffman and Kanuk (1994:31) suggest that the primary data collection instrument for qualitative research is the questionnaire, which can be distributed in person, via postal or electronic mail. Thus data for the current study was obtained by means of a questionnaire, which was distributed in person to all respondents, due to the nature of the study. Distribution of the questionnaires in person, provides the advantage of ensuring that all respondents receive a self-administered questionnaire. The personal nature of this method created a sense of obligation for participants to complete the questionnaire. Thus a 100% completion of the questionnaires was obtained.

The major disadvantage of employing self-administered questionnaires was the ease at which respondents could ask the researcher for assistance, which could have resulted in respondents being influenced. However, this could also be seen as an advantage, as questionnaires are self-administered and anonymous, thus any assistance would only be to ensure that questionnaires are understood and completed correctly. This ensured that none of the questionnaires or part of questionnaires was declared null and void for the purposes of this study.

3.4 APPLICATION OF DATA GATHERING TECHNIQUE

The criterion for the study was that respondents had to be a team member of the value chain team of the logistics fibre department of BKB. The entire population of eight respondents, which represent the value chain team, was selected. Due to the fact that the entire population or all team members were active participants, this ensured that retrieval of information
was accurate and complete. A major advantage of the study was the accessibility, as all respondents are in one location in the logistics department of a wool brokerage company. Thus the ease and speed of data collection was a major advantage. This also enabled the researcher to distribute and collect the questionnaires in person from all participants, on an agreed upon date. Thus respondents were obligated to complete their questionnaires.

3.5 THE QUESTIONNAIRE

The self-administered questionnaire, (see appendix B) consisted of eleven pages.

The questions followed a short covering letter briefly explaining the purpose and objectives of the study. The letter further assured respondents of their anonymity.

The questionnaire was divided into two main sections. Section one, which is the demographic profile and brief background of the participants such as their age, gender, years of working experience in total, and at BKB.

Section two, which was divided into three subsections. Section B 1.1 was related to team balance, 1.2 company culture and 1.3 which was structured around teamwork competencies. Section B consisted of mainly structured questions combined with an open ended question, to allow all possible answers to the question. Team balance questions were based on personal preferences in relationships, gathering information, decision-making and how the respondents organize themselves and others. The company culture section of the questionnaire retrieved information of the environment culture in which the team operates (concern for people and/or production). Lastly, the team work competency sub-section questioned respondents on their perception and/or views of how competent the value chain is as a team.
The number of respondents, namely eight, represented the entire population or value chain team, allowed for a high number of open ended questions. This gave respondents scope and freedom of expression. The nature of this study lent itself towards open ended questions. The questionnaire was quantitative in nature. Questions were a combination of dichotomous, likert scale and multiple-choice questions. Grids with a rank order were also utilized. Section one of the questionnaire was of the same format.

The high number of open ended questions posed a major potential disadvantage to the intended focus of a particular question, as respondents veered off into unrelated territory. To minimize this potential problem, open ended questions were clearly structured. However any unrelated responses were summarized and dealt with separately on a need-be basis and therefore not reported in chapter four, of the research.

3.6 SAMPLE

The research sample represented the entire value chain team comprising four section heads and their four supervisors. The value chain team is responsible for processing wool through the BKB brokering warehouse in Port Elizabeth, North End, from receiving thought to shipping (see table 1.1 for a graphical representation of the value chain). Of the 320 000 bales, which represents the annual South African wool clip, 50% (160 000 bales) are processed through the Port Elizabeth warehouse. Thus, the value chain team is responsible for processing half of the entire South African wool clip., which represents a total annual Rand value of around R700 000 000 to R800 000 000 million Rand at current average wool prices of R35 to R45 greasy per kilogram. This emphasizes the importance of teamwork in the value chain team, as each section is reliant on the performance of the others.
3.7 SUMMARY

Primary data was collected from all of the team members within the value chain of the fibre department. The data was collected via self-administered questionnaires. The way the questionnaire was structured, with open ended questions will provide the most useful basis for collecting data which will provide useful insights for further development of the value chain team. The data also evaluates the degree of team work within the value chain team. Where deficiencies are found corrective action will be advised and recommended, which will most certainly be in the interest of the individual team members and the company, namely BKB Ltd. This brings the research to the empirical findings which are presented in chapter four.
Chapter four answers two of the sub-problems identified in chapter one relating to the empirical section of the study, namely: what is the current level of team work competency?, and how can the team environment and team work competencies be improved in the value chain? This section answers the research questions by reporting on the findings of the empirical study and follows the outline used in the questionnaire, thus the demographic detail of the respondents (section A), is discussed first. Section B is divided into three subsections; team balance, environment and culture, and teamwork competencies. Of the eight questionnaires sent out to the total team population of eight, all eight (100%) were completed and will be used for the purpose of the study. This leads to the findings in section A, the demographic detail, such as age, gender, and work experience in total and at BKB.

4.1 DEMOGRAPHIC DETAIL OF RESPONDENTS

Figure 4.1 illustrates the age groups of the eight respondents.

FIGURE 4.1
AGE OF RESPONDENTS

![Age Distribution Chart]

- 0.0% <25
- 12.5% 25-35
- 87.5% 36-45
- 0.0% 46-55
- 0.0% >55
Figure 4.1 illustrates that the predominant age distribution of 88.5% was for the 36 to 45 years category, followed by 12.5% for the 25 to 35 years category and none for the remainder of the categories. Respondents were also requested to indicate their gender. All respondents were male. Thus the respondents which represent the total value chain team are male and between the age of 36 to 45.

Respondents were also requested to indicate the number of years that they had of work experience, which is illustrated in figure 4.2.

**FIGURE 4.2**
WORK EXPERIENCE

![Work Experience Chart](image)

Figure 4.2 indicates that 50% of the total group had working experience of between 15 to 20 years, 25% between 11 to 15 years, and 13% between 5 to 10 and more than 20 years respectively, while none had less than 5 years work experience. Thus the majority of the respondents had a rich amount of work experience, which added value to the quality of the data obtained.
Respondents were requested to indicate the number of years worked for BKB, which is illustrated in figure 4.3.

**FIGURE 4.3**
NUMBER OF YEARS WORKED AT BKB

Figure 4.3 indicates that 50% of the respondents had worked for BKB between 11 and 15 years, whilst the remainder was equally distributed between the remaining categories. Thus if figures 4.2 and 4.3 are analyzed, the assumption can be made that the majority of the respondents have spent most of their working years at BKB, which shows a low staff turnover rate for the value chain team.

Respondents were requested to indicate the number of people in their section, which is also an indication of the number of individuals they are responsible for, this is illustrated in Table 4.1.
Table 4.1, clearly indicates that the bulk class section is responsible for the most people, whereas receiving and storage and shipping have the least. However, management efficiencies within each section will also affect the number of individuals required to do the job. This does not imply that the bulk class section is inefficient or the receiving is efficient. The state merely suggests that one of the sections may have room for improvement.

Respondents were requested to indicate their highest level of education achieved, the majority of the respondents held a matric, whereas two had completed a diploma.

Respondents were also requested to indicate their marital status. Five were married, two are single and one is divorced.

Lastly, the ethnic group of the respondents was asked, and an even split of 50% between white and coloured was given.

This leads to the second section, which is the core of the research questionnaire, namely teamwork, which is discussed next.
4.2 TEAM WORK RELATED QUESTIONS

This section illustrates the findings in the questionnaire relating to teamwork, which was divided into three sub-sections namely:

- Team balance;
- Environment culture; and
- Teamwork competencies.

Data and findings from these three sub-sections provide the researcher with invaluable information pertaining to the value chain team. Findings from this section of the questionnaire provide direct answers to the empirical research questions mentioned in the opening paragraph of this chapter. This leads to the analysis of the first subsection, namely team balance.

4.2.1 Team balance

Respondents were requested to indicate their opinion of their team members’ preference according to the following:

- Relationships – relate with others;
- Information – gathers and use information;
- Decisions – makes decisions; and
- Organisation – organize oneself and others.

By analyzing the data according to these four behavioural preferences, the researcher is equipped with data, which will give an insight into the teams’ balance. A well balanced team is a foundational requirement, which will assist in developing, enhancing and maintaining, a high performance team (HPT). The first behavioural preference analysis, under the team balance section, is relationships.
4.2.1.1 Relationships (relate to others)

The first team preference revolves around relationship preferences within the context of the environment, the individuals and team operates. Figure 4.4 illustrates the perceptions that individual team members have of themselves, and vice versa, the perception that the team has of the individual team members, on how they prefer to relate to others in relationships.

**FIGURE 4.4**
TEAM BALANCE - RELATIONSHIPS

The team's average is also indicated on the graph, which excludes individuals' own ratings. An average rating of +1.1 indicates a slightly positive reading of extrovert. However, two members are perceived by the team to be introverts, which brings a degree of balance in the team, bearing in mind that a balanced team, is a healthy team. Incidentally, a
strong correlation between individual and team perceptions exists, with only one exception. Code (R2) in figure 4.4 perceives himself to be an extrovert, whereas team members perceive him to be an introvert. This brings us to the second preference, namely information.

4.2.1.2 Information (gathers and use information)

The manner in which individuals gather and use information differs, as individuals are unique in their own way. Figure 4.5 illustrates the perceptions that individual team members have of themselves, and visa versa, the perception that the team has of individual team members, on how they prefer to gather and use information.

FIGURE 4.5
TEAM BALANCE - INFORMATION
Figure 4.5 indicates that the team, on average, is more practical than creative. However, three team members are viewed as creative, which adds to the balance of the team. Practical as well as creative individuals are needed in the team. Practical people ensure the work is done, whereas creative people stimulate new ideas and ways of doing things.

4.2.1.3 Decisions (makes decisions)

Individuals differ in the way they make decisions. Some are more analytical, while others are more belief orientated in the way they prefer to make decisions. Figure 4.6 illustrates the perceptions that individual team members have of themselves, and vice versa, the perception that the team has of individual team members, on how decisions are preferred to be made.
The team average, illustrated in figure 4.6, indicates that the team members mostly prefer to make decisions based on beliefs rather than use analytical methods. Only one team member, B1, is viewed by the team as more analytically minded. However, this team member believes he is strongly belief-orientated, when making decisions. A number of variances exist particularly with team code (R2, C2, and B1), which indicates that the team perceives the individual to be different to what they perceive themselves to be in decision-making. Clearly, according to the team reading, an imbalance towards beliefs exists.

4.2.1.4 Organisation: (organize oneself and others)

Individuals differ in the way they organize themselves and others. Figure 4.7 illustrates the perceptions that individual team members have of themselves, and visa versa, the perception that the team has of individual team members, on how decisions are preferred to be made.

FIGURE 4.7
TEAM BALANCE - ORGANISATION
Figure 4.7 indicates that the team’s perception is that they are more flexible than structured, with the exception of one team member (R2), who is more structured. R1’s self-rating differs markedly from the team’s score. The above indicates that the team may well find repetitive work laborious.

Clearly, team imbalances exist, which will be addressed in chapter four. The following teamwork-related question revolves around the work environment and culture in which the value chain team operates.

4.2.2 Environment culture

Respondents were requested to indicate their view of the culture of the environment in which they work. A graph was provided to the respondents in the questionnaire, as illustrated in figure 4.8. Respondents were requested to plot their opinions based on concern for people and/or production and the intensity thereof. The dots indicate the respondent’s views, whereas the star indicates the researchers projected average.
Figure 4.8 indicates that collectively the respondents believe that a relatively strong concern for production exists and that the concern for people is more moderate. The following reasons for the allocation in figure 4.8 were given; a number of the respondents stated that their work was challenging, and that it was important to have a high regard for production to ensure that the company made a profit, which then enabled the company to reward their employees financially. However, it was also stated that employees were not remunerated adequately, particularly at lower levels, such as permanent and casual labour. The respondents clearly indicated that there is a strong drive for production, and a somewhat moderate concern for the well-being of the employees.
4.2.3 Teamwork competencies

In the last section of the questionnaire, respondents were asked questions pertaining to teamwork competencies within the value chain team. The first question asks respondents to indicate their view of the degree of teamwork within the value chain of the fibre department.

4.2.3.1 The degree of teamwork in the value chain

The average from all team members (respondents), as illustrated in figure 4.6, is three out five, which represented a score of 60%.

![Figure 4.9: Level of Teamwork](image)

Respondents indicated an above average rating for the level of teamwork in the value chain, of 3.1 (62.5%), out of five. From this rating it is clear that improvement is needed.

4.2.3.2 The level of individual competency of team members

The second competency question requested respondents to indicate their view of the level of the individual’s competencies within the team, which is illustrated in figure 4.10.
Figure 4.10, indicates that team members agree that individual team members are competent at their work, and gave an average rating of 3.4 (68.8%) out of five. This is a positive reading, indicating that individuals are capable of doing their jobs well and the team believes that high levels of individual competency exist within the team.

4.2.3.3 The extent team members are team players

The third teamwork competency question asked respondents to indicate the extent to which they thought team members were team players. This is illustrated in figure 4.11.

Figure 4.11, TEAM MEMBERS TEAM PLAYERS

This question is similar to the first teamwork competency question which is illustrated in figure 4.9. Both results indicate a similar reading, which validates the authentication of the results. Clearly there is room for improvement.
4.2.3.4 Communication within the team

The fourth team work competency question was based on whether the communication in the team is open and transparent, which is illustrated in figure 4.12.

FIGURE 4.12
OPENNESS AND TRANSPARENCY OF COMMUNICATION

| High | 5 | 4 | 3 | 2 | 1 | 0 |

Clearly, as illustrated above, communication needs to be addressed. Figure 4.12 indicates an average reading of 50% from the respondents. An improvement is needed to ensure the team operates functionally. Communication is a critical component in developing a high performance team.

4.2.3.5 Hidden agendas within the team

The fifth team work competency question indicated the degree of hidden agendas within the team, which is illustrated in figure 4.13.

FIGURE 4.13
HIDDEN AGENDAS

| High | 5 | 4 | 3 | 2 | 1 | 0 |

Figure 4.13 above indicates that a moderately high existence of hidden agendas amongst team members exists, which is problematic, and is in
line with the previous communication question. If communication is not open and transparent, team members may perceive hidden agendas to exist even if they do not. This issue also needs to be addressed.

4.2.3.6 Team conflict

The sixth team work competency question dealt with conflict within the team. Respondents were asked if the conflict was functional or dysfunctional (table 5.1) and to motivate their answer.

<table>
<thead>
<tr>
<th>TEAM CONFLICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional:</td>
</tr>
<tr>
<td>Dysfunctional:</td>
</tr>
<tr>
<td>Both functional and dysfunctional:</td>
</tr>
</tbody>
</table>

Based on the outcome above, one can safely state with a fair amount of confidence that conflict is generally functional within the team. However, 50% indicated that both forms of conflict exist, which alludes to the fact that at times, conflict is dysfunctional or counter-productive. Although certain degree of dysfunctional conflict is considered normal, it must be managed prudently and adequately addressed. An improvement in communication will certainly improve conflict management.

4.2.3.7 The level of empowerment and autonomy in the team

The seventh team work competency question dealt with empowerment and autonomy. The question was open ended in nature, respondents were asked to motivate their answers. Seven out of the eight respondents, indicated yes. Respondents stated that team members had competent leadership skills and took responsibility for their work in their sections of
the team. The respondent that indicated no stated that more personal development through training was required.

4.2.3.8 Team linker

The eighth teamwork competency question, asked if there was a team member that acted as a linker between team members, which is indicated in table 5.2.

<table>
<thead>
<tr>
<th>Yes:</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No:</td>
<td>75%</td>
</tr>
</tbody>
</table>

The majority of the respondents expressed no (75%), which indicates that the role of leadership within the team is has not been clarified and established, which is in line and related to the communication and hidden agenda issue. Sound leadership is the difference between two great teams. Leadership is critical in developing a high performance team in any environment. Clearly sounds leadership is lacking in the value chain team.

4.2.3.9 Team co-operation and collaboration

The ninth teamwork competency question was based on co-operation and collaboration within the team, which is essential in high performance teams. The degree of co-operation and collaboration is illustrated in figure 4.14.
A score of 2.8 (55%) in figure 4.14, clearly indicates that co-operation and collaboration is insufficient and in urgent need of attention. The majority of the respondents indicated the need for an improvement in communication. One respondent advised multi-skilling. Co-operation and collaboration is strongly related to the leadership in the team.

4.2.3.10 Team attitude

The tenth teamwork competency question, addressed the team’s attitude. A positive team attitude is critical to ensure the success of the team. The outcome was illustrated in figure 4.15.

The team indicated an average of 3.13 (62.5%) out of five, one team member indicated a zero (0%), whilst another indicated a four (80%) rating out of five. However, the majority was in the vicinity of a three out of five (60%) rating. This indicated that there is a wide variation between two team members. The majority agreed that the team attitude is average to good, however, there is clearly a lot of room for improvement. Some respondents indicated that when the work load increased; the positive
attitude decreased. Therefore, more support is required when the work load increases. The majority of the respondents indicated that the team would find a solution to challenges, which is positive. However, one team member indicated that commitment was lacking, which is a concern.

4.2.3.11 Team motivation

The eleventh teamwork competency question asked how motivated team members were, which is illustrated in figure 4.16.

**FIGURE 4.16**  
TEAM MOTIVATION

<table>
<thead>
<tr>
<th>High</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

Respondents indicated an average rating of 3.2 (63.8%), which indicates an above average level of motivation, which is a positive outcome. However, there is room for improvement.

4.2.3.12 Team strategy

The twelfth teamwork competency question asked respondents how well the team strategized and hence set clear goals and objectives for the team to achieve. This is illustrated in figure 4.17.

**FIGURE 4.17**  
TEAM STRATEGIES

<table>
<thead>
<tr>
<th>High</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>
The respondents indicated an average rating of 3.4 (68.8%), which indicates an above average reading. Thus the team strategizes, and then sets goals and objectives, which are critical for a teams’ success. However, there is room for improvement.

4.2.3.13 Team goals

The thirteenth teamwork competency question, asked the team members if the goals the team sets were SMART. The following responses were obtained:

- Specific – Yes 75% / No 25%;
- Measurable – Yes 75% / No 25%;
- Achievable - Yes 75% / No 25%;
- Realistic - Yes 75% / No 25%; and
- Time Based - Yes 75% / No 25%;

This indicates that the majority of the team members believe that the teams’ goals are SMART. However, a 100% buying is a requirement for a high performance team to function.

4.2.3.14 Free-wheelers in the team

The fourteenth teamwork competency question asked the team members (respondents) if there are free-wheelers in the team, which is indicated in table 5.3.
TABLE 5.3
TEAM FREE-WHEELERS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

This is clearly a strong negative outcome, and needs to be addressed as soon as possible. Free-wheelers are counter-productive in any team and need to be weeded out.

4.2.3.15 Job satisfaction

The fifteenth teamwork competency question asked how satisfied respondents were with their jobs, which is illustrated in figure 4.18.

FIGURE 4.18
INDIVIDUAL JOB SATISFACTION

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

The score of 3.5 (70%) rating out of five, as illustrated in figure 4.18, shows a relatively high job satisfaction level, which is an above average reading. 37.5% of the respondents indicated a 100% job satisfaction level, 50% indicated 3.0 (60%) rating. Whilst 12.5%, which happens to be one respondent, indicated a 1.0 (20%) rating, which is a very low rating, which is a concern to the future success of the team.

4.2.3.16 Team recognition

The sixteenth teamwork competency question asked respondents if they were recognized as a team member within the team. Seven (87.5%) out of
the eight respondents said yes, whilst one team member indicated that he was unsure of what the team thought of him. This is a positive outcome, and addressing the leadership in the team will address this issue more comprehensively.

4.2.3.17 Synergy within the team

The seventeenth and last teamwork competency question asked to what extent synergy occurred within the team, which is illustrated in figure 4.19 below.

![Figure 4.19: Team Synergy](image)

Seven of the eight respondents completed this question, two indicated a very positive rating, whilst the remainder indicted a below average rating. The average rating of the seven respondents was 2.43 (48.57%). This rating is in line with the low rating for communication and linking, which indicates that team members act individualistically, every person for themselves. This also points to low leadership levels and roles within the team. Leadership in the team needs to be addressed. Synergy is paramount to maximizing team output.

4.3 SUMMARY

From the findings of the empirical research, it is clear that certain issues need to be addressed in the interest of the individual team members and the company as a whole. This will set a platform for the development, enhancement and maintenance of a high performance team (HPT). The
major findings uncovered problem areas in communication, leadership, cooperation, presence of dysfunctional conflict, openness and transparency and environment culture. The findings have assisted and equipped the researcher with an insight into the extent of teamwork in the value chain team. This will enable the researcher to formulate conclusions from the findings, which will be discussed in the following chapter five.
CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will make conclusions based on the literature study in chapter two and the empirical findings in chapter four, and give recommendations based on these conclusions. This is intended to assist BKB in determining and enhancing the level of teamwork competencies in its value chain team, by creating a road map to do so. This research, and particularly this chapter, is intended to lay the foundation for developing, enhancing and maintaining a high performance value chain team for BKB’s, fibre logistics department. Clearly, a high value chain team will be an asset to BKB, and will contribute exponentially to the teams’, the departments, and to BKB’s success as a whole; for the benefit of all role players, clients, employees and shareholders concerned. This emphasises the importance of this study.

5.2 SUMMARY OF THE STUDY

The aim of the research was to investigate which teamwork competencies in the value chain team needed to be addressed, to ensure that a high performance value chain team is developed, enhanced and maintained, to ensure success. The study was intended to aid the enhancement of teamwork and the vision the company has for its value chain team. The objective of the research was to lead to a better understanding of the unique teamwork competencies needed to develop a high performance value chain team, for a South African wool broker, namely, BKB Ltd. The research was also intended to contribute to the body of knowledge available on teamwork competencies within the context of a South African wool brokering environment and to stimulate interest in the subject, to the benefit of both the individual team members and the company as a whole.
Chapter two consisted of a literature study that focused primarily on the characteristic of teamwork competencies, and the measurement criteria thereof. The emphasis was on the importance competent teamwork and its benefits, such as co-operation, collaboration and synergy. Leadership which effects the linking in the team was also discussed. These teamwork theory traits, such as co-operation, collaboration and synergy, were translated into a self-administered questionnaire format, which was distributed to the total population of eight respondents, which is the entire value chain team. The findings of this empirical research, (the current level of team work competency, and how the team environment and team work competencies can be improved in the value chain), were outlined in chapter four.

5.3 CONCLUSIONS

The conclusions based on the empirical study in chapter four, are discussed in the following sections. This should give a clear understanding of the findings that were established from the empirical research, which was sub-divided into two sections, A and B. Section B, was further divided into three sub-sections, namely, team balance, environment culture and teamwork competencies.

5.3.1 Demographic detail of respondents

Section A, the demographic section of the empirical study, indicated that the respondents which represent the total value chain team were male between the ages of 36 and 45, and an even ethnic split between white and coloured exists. The majority had a matric qualification, whereas two had completed a diploma. The majority had work experience between 16 and 20 years, and had worked for BKB for between 11 and 15 years. Thus most of the respondents, which are the value chain team members, had spent most of their working years at BKB, which is suggestive of a low staff turn over-rate for the value chain team. The majority were married. A
A rich amount of experience and expertise has been built up in the value chain team, which leads to the number of people within a team section.

The bulk class section is responsible for the most people, whereas receiving and storage and shipping has the least. Management efficiencies within each section will also affect the number of individuals required to do the job. However, this does not imply that the bulk class section is inefficient or that receiving is efficient. This merely suggests that any one of the sections may have room for improvement.

The demographic section was followed by section B, the team work related questions. Section B, was divided into three sub-sections, namely, team balance, environment culture and teamwork competencies. This brings the research to the findings pertaining to section B of the questionnaire, namely, teamwork competencies.

5.3.2 Team work related questions

This section illustrates the findings in the questionnaire relating to the teamwork, which was divided into three sub-sections namely:

- Team balance;
- Environment culture; and
- Teamwork competencies.

By gathering and analyzing data from these three subsections, the researcher was equipped with a tool, to retrieve invaluable information pertaining to the value chain team. Next the first subsection, namely team balance, is analysed.
5.3.3 Team balance

Respondents were requested to indicate their opinion of their team members’ preference according to the following:

- Relationships – relate with others;
- Information – gathers and use information;
- Decisions – makes decisions; and
- Organisation – organize oneself and others.

By analyzing the data according to these four behavioural preferences, the researcher was equipped with a tool, which gave insight to the teams balance. A well balanced team is a foundational requirement to ensure a high performance team is developed, enhanced and maintained. The first team balance section revolves around how team members prefer to relate to others team members in the value chain team. Thus team members’ behavioural preferences in relationships are discussed in the following section.

5.3.3.1 Relationships (relate to others - extrovert/introvert)

According to the findings, the team’s average rating of team members was one of an extrovert. Thus the team is mostly made up of extroverts; however two team members are viewed as introverts, which adds to the team’s balance. Introverts tend to think before they speak, whereas extroverts tend to speak and think simultaneously. Thus a good balance of extroverts and introverts in a team is ideal, to minimize conflict. Individuals need to understand that people are unique and thus behave in relationship according to the inert preferences, which is a combination of nature and nature.
5.3.3.2 Information (gathers and use information - practical/creative)

The manner in which individuals prefer to gather information is different. The majority of the respondents in the value chain team tend to prefer a more practical method of gathering and using information. This is in line with the nature and requirements of the value chain job functions, which tend to be more technical and practical in nature. However, three members are perceived to be creative, which adds value to the team balance. The creative members of the team will tend to be more likely to think of new and innovative ways of doing things, which is of paramount importance in improving efficiencies, and developing, enhancing and maintaining a high performance team. Clearly, individuals differ in the way they use and gather information and this needs to be understood by all team members in terms of diversity and richness.

5.3.3.3 Decisions (makes decisions - analytical/belief)

Individuals differ in the way they prefer to make decisions. Which is either analytical or belief orientated. Most of the respondents are belief orientated. However, one team member is viewed by the team as analytical. This imbalance will likely result in the team not analyzing figures and facts objectively and thus risk overlooking important information. Individuals need to be aware of this potential inherent weakness, and need to learn how to address and take care of these short comings. If individuals are taught how to become more analytical or vice versa, they will broaden their horizons and contribute to their own and their team’s success.

5.3.3.4 Organisation (organize oneself and others - structured/flexible)

Individuals differ in the way they organize themselves and others. In general, the team members perceive the team to be more flexible than structured. Only one of team member is perceived by other team members
as structured. This is in line with the previous preference, beliefs. Again, team members need to understand the pros and cons of either preference. If there is no structure, chaos will likely be the order of the day and no work will be done. However, flexibility is critical in times of a crisis. In times of a crisis, the normal way of doing things often needs to be altered to deal with the crisis in the best possible manner. However, in order to achieve efficiencies and output, stability and structure is required.

Thus the teams preference set is: “Extrovert, practical, belief orientated and flexible”.

Clearly pros and cons exist and are part and parcel of both sides of the behavioural preferences, be it extrovert/introvert, practical/creative, analytical/belief and structured/flexible. However, a good understanding of the different behavioural preferences will enhance emotional intelligence, which will act as a foundation to better equip a high performance value chain team. More scientific measurement and analysis tools for determining the team’s preferences set under team balance are available. However, the above findings give a fairly accurate feel of the teams balance at present. For the purpose of this study the researcher used this tool to investigate whether there are any signs of imbalances.

5.3.4 Environment culture

As discussed in the literature study, through the use and application of Black and Mouton’s grid system an organisation can determine how conducive the environment and culture is to teamwork, or a team based organisation. The company’s culture needs to be conducive to the development of high performance teams and that team performance is strongly reliant on a positive team culture in an organisation. In the literature study the following seven company environment culture combinations or sections were indentified:

- 9.1 – Maximum concern for production, minimum concern people;
• 1.9 – Minimum concern for production; maximum concern for people;
• 1.1 – Minimum concern exists for production and people;
• 5.5 – Average amounts of concern on both scales production a middle-of-the-road- attitude;
• 9.9 – Concerns are integrated at a high level in a team approach;
• 9 + 9 – Paternalism – Concerns are high for both results and people; in an additive manner; and
• Opportunism – Several styles are used interchangeably depending on the person involved.

The culture in the value chain team as rated by the team member respondents, viewed as a combination between a 9.1, 5.5 and 9.9, which is thus projected to be in the vicinity of a 9.5, which is strongly weighted towards concern for production, and a moderate concern for employees. This rating is more on the positive side than the negative; however, for the team to perform at its full potential, the company must put mechanisms in place to move towards a 9.9, which is a high concern for both people and production, and is described as penetrating, rewarding, challenging and committed to be a team member. In short, a team based organisation is a team culture environment.

5.3.5 Teamwork competencies

This section concludes the degree of teamwork competency in the value chain team. Appropriately, the degree of teamwork was the first teamwork competency to be revealed.

5.3.5.1 The degree of teamwork in the value chain

The degree of teamwork in the value chain team is viewed by the team members as slightly above average, a 60% rating on the likert scale. Clearly, team members are not acting in unison with one another, which highlights the need for this research.
5.3.5.2 The level of individual competency of team members

A high level of individual competency was revealed which is positive, as team members view their individual team members as highly competent at their jobs. Thus the value chain team has capable members.

5.3.5.3 The extent team members are team players

However, despite being individually competent, team members were generally not highly rated as team players, which is in line with the slightly above average rating of the degree of teamwork alluded to earlier. Although the team has highly competent team members, their interaction as a team is not so highly rated, this needs to be addressed.

5.3.5.4 Communication within the team

The openness and transparency of the communication rating was below average, and incidentally, was one of the lowest. As discussed in the literature study, effective communication is critical in high performance teams. Clearly, communication in the value chain team needs to be addressed, which will solve many other underlying issues within the team. Communication is also critical in the linking and leadership roles of team dynamics.

5.3.5.5 Hidden agendas within the team

High levels of hidden agendas are perceived to exist in the value chain team, which is in line with the poor communication rating. If communication is not open and transparent team members will become highly suspicious in general, even if there is no real reason to be. Trust is based on open and transparent communication.
5.3.5.6 Team conflict

Team conflict is viewed mostly as functional and dysfunctional. Team members are aware of the positive or functional outcomes of conflict. As discussed in the literature study, functional conflict gives rise to positive outcomes, which ensure sustainable development, enhancement and success of the organisation. However, the dysfunctional elements of conflict which are stated by the respondents need to be addressed, as they are counterproductive. Ineffective team communication will also increase the likelihood of dysfunctional conflict, as there will be misunderstandings and confusion.

5.3.5.7 The level of empowerment and autonomy in the team

The large majority indicated yes, that high levels of empowerment and autonomy exists, which is in line with the fact that most of the team members are highly competent at their jobs, thus they have the confidence to make their own decisions. The leadership within each team section is indicated in the empirical study as highly competent. However, there is a suggestion in the empirical study that personal develop through training is required.

5.3.5.8 Team linker

As stated in the literature study. A member or members acting as a linker is critical, especially when the team is under pressure to perform. They provide the inspiration to find a solution to a challenge. Team linking is directly linked to team leadership, clearly the leadership within each section (receiving, bulk class, core-line and storage and shipping) is seen as competent. However, across the value chain team, the leadership roles are not clearly defined and established. This is in line with the poor communication levels across the value chain and a high level of hidden agendas.
Great leadership, as discussed in the literature study, is the difference between two great teams. Transformational leadership is needed to develop a high performance value chain team for the fibre logistics department.

5.3.5.9 Team co-operation and collaboration

The moderate rating in the empirical study is in line with the issues surrounding teamwork, communication, hidden agendas and linking. Co-operation and collaboration is critical in developing a high performance team.

5.3.5.10 Team attitude

The team attitude score in the empirical study was above average, which is a positive outcome. A positive team attitude will assist the value chain team to overcome most challenges. However, one team member indicated a zero rating, which is a concern for the wellbeing of the team. The team’s attitude is challenged when the work load increases, which eludes to the leadership roles across the value chain.

5.3.5.11 Team motivation

Motivation is also on the positive side of the spectrum; which is in line with the positive attitude of the team. Clearly, the team is motivated to achieve and become a high performance team and the combination of a good attitude and motivation speaks volumes for the teams’ capacity in general.

5.3.5.12 Team strategy

The literature study stated categorically that a sound team strategy is required to develop a successful high performance team. Objectives and
goals need to be clearly understood and achieved. The empirical study pointed towards a moderate score of how well the value chain team developed its strategies. Thus goals and objectives are set, but full confidence in the team strategy is lacking.

5.3.5.13 Team goals

As the literature study stated, goals need to be SMART (specific, measurable, achievable and realistic), to achieve them. The empirical study gave a rating of 75% SMART rating, which is positive. The team believes the goals are obtainable. However there is not a 100% buy-in which is a concern, although the outcomes of the findings are on the positive side of the scale.

5.3.5.14 Free-wheelers in the team

Clearly, free-wheelers exist. They need to be identified and addressed as soon as possible, as free-wheelers are counterproductive. Free-wheelers are a burden to the team and the team could do better without them.

5.3.5.15 Job satisfaction

A moderate to high level of job satisfaction was given, which is an extremely positive rating. Given that two team members indicated a 100% job satisfaction is an extremely positive result. However, the one team member, which gave the lowest possible reading of one out of five, needs to be addresses urgently, for the sake of the team.

5.3.5.16 Team recognition

Seven out of the eight team members indicated yes, which is again a highly positive outcome. It is not always the same respondent that
indicates a negative rating, although there is a certain correlation. However, due to the confidentiality agreement, that information cannot be divulged. Team leadership has a role to play in team recognition.

5.3.5.17 Synergy within the team

Synergy is what teams strive to achieve. Synergy is what enables teams to achieve more with fewer resources. Two of the team members indicated a very high rating, whilst the rest indicated a below average rating. This resulted in a below average score for the level of synergy achieved by the team, which is in line with the issues pertaining to teamwork, communication, hidden agendas and linking and leadership in the value chain team. Synergy is a product of a high performance team, thus it can be safely stated, that the value team is not a high performance team (HPT) which it clearly needs to be, to achieve its maximum potential. This leads to the recommendations section of this research study.

5.4 RECOMMENDATIONS

Recommendations based on the conclusions will be discussed in the following section. This will assist BKB in the development and enhancement of a high performance value chain team for the logistics fibre department. This will contribute towards the success of the value chain team and, ultimately contribute to the success of BKB’s business as a whole.

5.4.1 Team balance

As discussed in the theory in chapter two, as well as illustrated in the empirical study in chapter four, it is essential that teams are well balanced. A well balanced team is a foundational requirement for a team’s success. Although imbalances exist in the value chain team, it must be highlighted that individuals may have a certain preference in relationships, information
gathering and use, decision-making and organisation. However, individuals can be trained to move or migrate to another preference. Thus individual team members learn to adapt and behave according to what the situation requires. The researcher strongly advises that the value chain does team training on team balance preferences. Once team members have an understanding of their own preferences, they can be mentored and trained with the skill of moving to an opposing preference of their own. For example, moving from an extrovert to an introvert, despite being an extrovert, one can be taught to listen and give other team members a chance to be involved. This will benefit both the team member and the team. One will also likely build respect and be acknowledged as emotionally mature. Emotionally mature individuals are likely to achieve more in their jobs, particularly in the team environment.

5.4.2 Environment and culture

A number of issues are advised in this section. Firstly, in order to ensure an improvement in environment and culture, communication needs to be more open and transparent. This will allow management to understand and have a feel of what is required to develop a more rewarding, challenging and committed team environment. It is imperative that the company steers its-self towards a high concern for people and production. This will ensure employees are fully engaged in their jobs and roles as team members. This will also enable and ensure that the individual as well as the team performs to its maximum potential. Lastly, leadership across the value chain needs to be stimulated and clarified, as this will also create linking and synergy in the team. A general leadership short course, which will include communication, is strongly advised. The Nelson Mandela Metropolitan University Business School (NMMU) is equipped to assist companies in team-building exercises, such as seminars, short courses and workshops. The NMMU is conveniently in close proximity to BKB, approximately five kilometres or a ten minute drive.
5.4.3 Teamwork competencies

Clearly, individuals are competent at their jobs, and individual training and development most continue, to ensure that the current individual level of competency is maintained and enhanced. However, there is a lack of teamwork within the value chain team, which needs to be improved. A number of obvious team competencies need to be addressed to enhance teamwork. Firstly, communication needs to be more open and transparent; this will assist in developing trust amongst team members, with the leadership overseeing the value chain team. Effective communication is critical to the performance of any team. As the literature study advises, communication in the 21st century is more effective when it is verbal and directly from the source. The message is decoded and encoded more effectively, thus a better understanding between all parties is the result. Leaders need to have a tangible feel of the needs and concerns of their employees and vice versa.

This leads research to the leadership requirements. Leadership needs to be clarified and instilled in the value chain team through a natural process. A leadership course through the NMMU is strongly advised. The NMMU can put together a leadership course, tailor-made for the value chain team, which will cover communication, team conflict, co-operation and collaboration and linking. Team linking as identified in the literature study is the elusive element, which teams need to achieve to become successful high performance teams (HTP). Clearly, as the term teamwork defines itself, leaders need to approach teams holistically. All the characteristics of teams and teamwork competencies need to be achieved to ensure a platform is set to enable linking develop.

5.5 CONCLUSION

Great teams are not built over night. High performance teams need to be nurtured and mentored to develop skills which will pave the way towards developing, maintaining and enhancing a high value chain performance
team. The challenges identified in this study can be brought down to communication, hidden agendas, team conflict, co-operation and co-ordination and linking, which is directly related to leadership. Through training and development, these issues can be overcome which will undoubtedly enable the value chain to unlock its full human resource potential, which will result in the development and maintenance of a high performance value chain team. This will certainly be to the benefit of the individuals and company concerned, and will add to the success of both. Finally, through teamwork, more can be achieved with fewer resources, as high performance teams create synergy, which is a product of successful team linking. Teamwork is a collaborative holistic approach to modern-day business.
REFERENCES


BKB Ltd. web site, www.bkb.co.za


30th November 2008

Dear Respondent

The researcher is a final year Master of Business Administration (MBA) student at the Nelson Mandela Metropolitan University (NMMU) in the city of Port Elizabeth. As partial fulfillment of my studies I am required to submit a dissertation. The topic of the dissertation is to investigate the level of teamwork within the value chain of a selected wool brokerage logistics department, namely BKB Ltd. The results are intended to stimulate interest in the field of teamwork. There is an increasing trend towards team-structured organizations, which emphasizes the importance of the study of teamwork. Clearly, developing, enhancing and maintaining competent teams in business is becoming increasingly popular. Unlocking the full worth of the human resources of an organization to realize its maximum potential, is undoubtedly of benefit to the individual in particular and the organization as a whole. The objective of the study is to obtain answers to the following questions:

- What is the current level of teamwork in the value chain?
- How can team management and leadership in the fiber department be enhanced? and
- How can a high performance team be developed in the value chain of the fiber logistics department?

Respondents are guaranteed that the content of their responses will be treated as confidential. Please feel free to express your views, as the quality and content of the responses will foster enhancement of teamwork within the value chain of the fiber logistics department.

Yours sincerely

Ken Craig (Independent external consultant)
APPENDIX B

TEAMWORK QUESTIONNAIRE

The questionnaire is divided into two main sections. Section A, which is the demographic profile and brief background of the participants. Section B, which is divided into three sub-sections. Section B 1.1 is related to team balance, 1.2 Company culture and 1.3 which is structured around teamwork competencies.

SECTION A: BIOLOGICAL QUESTIONS

Note: Please indicate applicable selection in the tick box provided

Age: □

<25 □  25-35 □  36-45 □  46-55 □  >55 □

Gender:

Male □  Female □

Years experienced or worked:

<5 □  5-10 □  11-15 □  16-20 □  >20 □
Years worked at BKB:

<5 □    5-10 □    11-15 □    16-20 □    >20 □

Number of people in your section (team – include all staff, permanent and seasonal):

<5 □    5-10 □    11-15 □    16-20 □    >20 □

Education, highest level achieved:

Matric □    Diploma □    Degree □    Masters □

Marital status:

Single □    Divorced □    Married □    Widowed □

Ethnic group:

Asian □    Black □    Coloured □    European □    Indian □
1.1 TEAM BALANCE

Please indicate your opinion of each team members’ preference, by placing the team members' code, on the likert scale below, for example Ken Craig independent external consultant (K1). Make use of the following name codes for the likert scale below:

- Jaco Botha (R1),
- Geo Crouse (B1),
- Jacques Taljaard (C1),
- Gavin Rockman (S1),
- Deon Jonas (R2),
- Theaan L le Roux (B2),
- Stan Aries (C2),
- Mervin Mashapa (S2).

1.1.1 RELATIONSHIPS: (Relate to others),

Extrovert

Introvert

K1
1.1.2 INFORMATION: (Gathers and use information),

1.1.3 Decisions (Makes decisions),

1.1.4 Organization (Organize yourself and others)
1.2 ENVIRONMENT CULTURE

Please indicate your view of the culture in the environment in which you work in the figure below, by placing “one” large dot (○) in the figure below. The Y axis indicates concern for people the X axis indicates concern for production.

Please motivate your selection:

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1.3 TEAMWORK COMPETENCIES

1. Indicate the degree of teamwork within the value chain of the fiber department?

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2. Indicate the general level of individual’s competencies within the team?

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3. To What extent are team members team players?

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4. Is communication open and transparent?

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5. Are there hidden agendas?

High            Low

5  4  3  2  1  0

6. Do you regard the conflict in the team as:

Functional          Or, Dysfunctional

Please motivate your answer:

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7. Does the team have a high level of empowerment and autonomy? Motivate your response.

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8. Is there a member in the team that acts as a linker between team members?

Yes [ ]
No [ ]

If yes, please explain.
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9. To what extent do team members co-operate and collaborate amongst each other?

High                Low

5   4  3  2  1  0

What can be done to improve co-operation and collaboration?
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10. How do you experience the team attitude?

Strong team attitude    Weak team attitude

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Motivate your decision on team attitude or, give reasons for your selection.

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11. How motivated are team members?

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Explain reasons for your score.

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12. How well does the team strategize and set clear goals and objectives?

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Please give reasons for your score.

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13. Are the goals that the team sets SMART?  

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Please give reason to your selection:

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Measurable: …………………………………………………………………………………………………………………
Achievable: …………………………………………………………………………………………………………………
Realistic: …………………………………………………………………………………………………………………
Time based: …………………………………………………………………………………………………………………

14. Are there free-wheelers in the team?

Yes [ ]
No [ ]

If yes please explain.
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15. How satisfied are you with your job?

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Please motivate your selection.

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16. Are you recognized as a team member? Motivate your answer.

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17. To what extent does “synergy” exist in the team?

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Please give a reason for your selection.

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