A STUDY ON THE USE OF TEAM BULIDING AS AN ORGANISATION DEVELOPMENT TECHNIQUE IN INDIAN ORGANISATIONS

By

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Thesis Submitted For the Degree of
Doctor of Philosophy in Commerce

Under the Supervision of
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2004

DEDICATED
TO
MY PARENTS

DECLARATION

I do hereby declare that the thesis entitled "A Study of the Use of Team Building as an Organisation Development Technique in Indian Organisations" is the result of my own research work, pursued under the supervision of Dr. Palas R. Sengupta, Professor, Department of Commerce, University of North Bengal, India.

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Squadron Leader

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LIST OF ABBREVIATIONS USED

Sl NO.	ABBREVIATION	ORIGINAL WORD
1.	AME	Association for Manufacturing Excellence
2.	ANOVA	Analysis of Variance
3.	df	Degree of freedom
4.	Ho	Null Hypothesis
5.	Ha	Alternative Hypothesis
6.	HRD	Human Resources Development
7.	HR	Human Resource
8.	IIM	Indian Institute of Management
9.	IISC	Indian Institute of Sciences
10.	IIT	Indian Institute of Technology
11.	KSA	Knowledge, Skill and Attitudinal Competencies
12.	MNC	Multi National Company
11.	NTL	National Training Laboratories
13.	QWL	Quality of Work Life
14.	STS	Socio-technical Systems theory
15.	OD	Organisation Development
16.	SD	Standard Deviation
17.	SPSS	Statistics Package for Social Sciences™
18.	TPM	Team performance measurement
19.	VP	Vice President

ABSTRACT

Numerous socio-economic influences within our culture and our organisations have necessitated an intensive investigation into the fundamental components that enable a group of individuals to work together effectively. In light of the tremendous leaps in technology and the advances in the overall capacity to control most operations within an organisation, there is no reason that the manager's ability to release the potential of the team members should not keep pace with such strides being made in the other fields.

Teams are important for a number of reasons. First, much individual behaviour is rooted in the socio-cultural norms and values of the work teams. If the teams, as a team, changes those norms and values, the effect on the individual behaviour are immediate and lasting. Second, many tasks are so complex that they cannot be performed by individuals: people must work together to accomplish them. Third, teams create synergy that is, the sum of the efforts of members of a team is far greater than the sum of the individual efforts of people working alone. Fourth, teams satisfy people's need for social interaction, status, recognition and respect. Teams nurture human nature.

A number of OD interventions are specifically designed to improve team performance. Examples are Team Building, Inter-group Teambuilding, Process consultation, Quality circles, Parallel learning structures, Socio technical systems programs, Grid OD, and techniques such as Role Analysis technique, Role Negotiation technique, Responsibility charting, Survey feedback and Sensitivity training.

Team Building is a relatively recent invention, which grew rapidly in the 1970s and 1980s with thousands of organisations in public and private sector utilising its theory and methods with great success. Today it represents one of the best strategies for coping with the rampant changes occurring in the market place and the society, and will definitely be the most preferred improvement strategy well into the next century.

In spite of this, it is unfortunate that team development has until now not been given the due importance and status it deserves. Research has shown that team

development is a relatively inexpensive form of intervention for producing major results within a shorter period of time. In interviews many managers have amplified that most of the time they could not get things done themselves, but had to work, not through individuals acting alone, but through a small cohesive group of people.

While studies have been carried out abroad in this field, very little research has been done in team building in Indian industry. Therefore a need was felt to first establish the importance of teams in the present day environment in modern Indian organisations and then to bring out certain unique and interesting organisational, structural and behavioural issues of team development. Subsequently there would also be a requirement to develop peak performance teams for world class results in Indian organisations.

It is with this in mind that this study has been planned and executed. The study has brought out certain crucial lessons for the Indian organisations which when implemented will enhance the output and at the same time increase their effectiveness within the organisation.

A major finding of the study, as may be recalled, is that there is the reluctance among the managers to hand over the control to the team due to the perceived loss of authority. Another finding is that inspite of the fact that teams are felt to be necessary for improving organisational performance; there is a hesitation among the top managerial staff in handing over the authority to teams. This is due to the fact that the top level management feels that inspite of the existence of teams the overall responsibility of running the organisation still is their domain. This finding does not augur well for the managers of tomorrow.

Management education is another aspect which needs to be upgraded, by, including training in teambuilding skills, in addition to providing them with cognitive abilities. Developing these skills may call for a pedagogy which involves role-plays, problem solving exercises in groups, real and mock sessions of negotiations, etc., wherein participants can experiment with interpersonal skills, for example, of how to operate in groups, where, when, how and how much to accept influence from others and also practise

how to be appropriately open to create a trusting atmosphere that facilitates openness from others, which in this study has been found to be lacking.

Although the research has not been very conclusive about superiority over individual work or work groups, nevertheless some very clear guidelines have been laid down for increasing their effectiveness.

A good deal of research evidence has indicated that people will work harder if they are asked to perform are intrinsically interesting, motivating, challenging and enjoyable. This therefore calls for very careful design of the objectives and tasks of teams. In many companies influenced by Japanese management practices, individuals work in relatively autonomous self-managing teams, re-design work themselves to make tasks more meaningful and to improve quality of performance. Teams should be give tasks which are intrinsically interesting, but should also be given considerable autonomy in modifying task objectives to ensure that team's goals help to maintain overall motivation.

The research also indicates that while individual evaluation is given sufficient importance, team evaluation and appraisal is not given adequate attention in Indian organisations. For the same reason that it is important for individuals to have clear goals and performance feedback, so too is it important for the team as a whole to have clear group goals with performance feedback.

Teams are much more responsive to leader interventions at the beginning of their life, or when they reach a natural break in their work, or when the product has been produced or a performance period has ended.

Another question which confronts the HR department is that of seeking external intervention in getting on with changing its way of work. Outside consultants are useful where team members and the team leaders are inexperienced or apprehensive in dealing with group processes. A consultant can also be helpful when the team members are unhappy about speaking up, particularly if their leader is involved, where there is unresolved conflict or apathy in the team.

Some additional aspects which have emerged include the fact that armed forces response has been different form the civil sector (public and private sector) in the questions such as: has the organisation ever organised team intervention sessions, has a failure in the team resulted in an external intervention consultant's involvement, whether external intervention was appreciated within the team and on the issue of out sourcing team requirements.

The main reason for this is due to the fact that Armed forces do not generally out source their training needs nor do they employ external consultant for intervention. However in the interview it emerges that they regularly send selected employees for training to institutes of repute like IITs, IIMs, IISC etc where they are trained. Once they are back into the organisation, they infuse modern ideas into the organisation including OD practises and they also are utilised as interventionists as and when required.

CHAPTER-I

INTRODUCTION

It is not good for man to be alone;
I will make a companion suitable for him.

- Genesis, 2:18.

1.0 Introduction

Today, 'Change has become an inevitable part of life. Organisations that do not change with the times or are not sensitive to the need for change do not survive for long. They are overtaken by others'. Successful organisations take proactive steps to change and create new benchmarks and standards for others to follow rather than wait for others to set the standards. Indian organisations are no exception to these compulsions. They face many more challenges and complexities, operating, as they do, in a highly volatile political and economic environment.

The Indian mind that governs Indian organisations is much less systems driven and more people and relationship driven. When faced with uncertainties, Indian organisations are forced to work for short term goals rather than for long term ones in an uncertain future. With the opening up of the economy, they faced unprecedented competition from internal and external corporate. To stand up to global competition with borrowed technologies, insecure and relationship driven employees, organisation need to bring about changes rapidly.

Indian organisations need to be more sensitive to change. They need to master the change process. Yet, the mindset is tradition bound, fatalistic and more resistant to change. Hence it can be clearly seen that there is an urgent need for organisation development (OD) today which can help Indian companies in keeping up and competing with MNCs and international conglomerates.

1.1 Relevence of OD.

As the term suggests organisation development is about developing and improving organisations. In addition it is also about developing individuals. This dual focus is a unique strength of OD. It energise the talents of organisation members in the pursuit of their own self-interests in making the organisation more successful and making their quality of working life more satisfying. OD is a process for planned change. It aims at building internal competencies in individuals and teams in the organisational context, and taking organisations to higher levels of performance by building individual, group, system, and process related competencies. It focuses on behavioural tools. It has specialised body of knowledge and therefore needs specialists to handle it. It focuses on people, processes, systems, structure etc., and can extend from individual-based intervention to structural changes and system revamps.

OD channels the intelligence, experience, and creativity of the organisation members in systematic, participative programmes in which the members themselves find solutions to their most pressing challenges.

1.2 Origins of Organisation Development

1.2.1 Origins Organisation development is a relatively recent invention. It started in the late 1950s when behavioural scientists steeped in the lore and technology of group dynamics attempted to apply that knowledge to improve team functioning and inter group relations in organisations. Early returns were encouraging, and attention was soon directed towards other human and social

processes in organisations such as the design of work tasks, organisation structure, conflict resolution, strategy formulation and implementation, and the like. The field of OD grew rapidly in the 1970s and 1980s with thousands of organisations in the public and private sectors utilising the theory and method of OD with great success. Today organisation development represents one of the best strategies for coping with the rampant changes occurring in the market place and society. With the continuing trend in its utilisation, OD is sure to be preferred as an improvement strategy well into the next century.[1]

1.2.2 The Spread of OD in India

In India, OD and planned change started in the early part of 1960s. a group of Indian professional trained at the National Training Laboratories (NTL) at Bethel, Maine, USA, brought a good deal of OD technology to India. In the mid-1970s, OD was first introduced in India in Larsen and Tubro as a formal and structured part of the HRD department. It was expected that the change process would get institutionalised and more OD specialists would be developed. Unfortunately this did not happen as the corporate sector had a very protected and secure environment and there were very few compulsions to change. OD therefore remained in academic institutions- the forte of a few specialists. That it has had a slow growth is indicated by the fact that even after more than 25 years of existence the Indian Society for Applied Behavioural Science (ISABS), an associate of NTL, produced less than a 100 process specialists in this vast country.[2]

The scenario is changing fast thanks to an increasing number of applied behavioural scientists and Trainers, the HRD movement and establishment of HRD and Personnel departments, contribution of multinationals in India, and the influence of western education. Professional bodies such as the Indian Society for Applied Behavioural Sciences (ISABS), Indian Society for Individual and Social Development (ISISD), Indian Society for Training and Development (ISTD) and HRD network, and academic institutions such as the IIMs further facilitated this. In the post liberalisation period, every one has been forced to seek change. As a result, the application of OD technology has increased.[3]

The opening up of local markets in addition to the increased communication and learning between organizations in different countries has meant that large slow moving organizations might not be able to compete in the century ahead. Traditional career paths in organizations are being shortened and employees need to learn faster, be able to take on new information and technologies, and be flexible in the face of opportunities and threats.

A number of OD interventions are specifically designed to improve team performance. Some of these are Team Building, Inter-group teambuilding, Process consultation, Quality circles, Parallel learning structures, Socio technical systems programs, Grid OD etc. In addition there are also other techniques such as Role

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[1] Wendell L. French and Cecil H. Bell Jr, OD Behavioral Science Intervention for Organisation Improvement, PHOI. 1999

[2] Ramnarayan, Rao and Singh. OD Interventions and Strategies. Response Books, London. 1998. Page 8

[3] Ibid, page 10

Analysis technique, Role Negotiation technique, Responsibility charting, Survey feedback and Sensitivity training.

1.3 Development of Teams

In any situation requiring the real time combination of multiple skills, experiences, and judgements, a team inevitably gets better results than a collection of individuals operating within confined job roles and responsibilities. Teams are more flexible than large organisational groupings because they can be more quickly assembled, deployed, re-focused and disbanded. The record of team performance speaks for itself. Teams invariably contribute significant achievements in organisations involved in business, charity, schools, government and of course the military. There is more urgency to team's performance today because of the link between teams, individual behavioural changes and high performance. It has been observed; the same team dynamics that promote performance also support learning and behavioural changes, and do so more effectively than larger organisational units or individuals left to their own devices. Most leaders today cannot succeed without the participation and insights of people across the broad base of the organisation. Teams bring together, complementary skills and experiences, jointly develop clear goals and communication that support real time problem-solving and initiatives. They can adjust their approach to new information and challenges with greater speed and accuracy. They can also help concentrate the direction and quality of top down leadership, foster new behaviours and facilitate cross-functional activities.

1.3.1 What is a Team?

What distinguishes a team from other groupings of individuals? The word "team" and variants such as "teamwork" and "team player" have become so popular in organizations that their meanings have become diluted and confused. The problems that many organizations have experienced with teams have been attributed to this diffusion of meaning. The team ideology itself has also been blamed for the widespread inappropriate use of the team approach. In the popular book, The Wisdom of Teams, Katzenbach and Smith[4] used an empirical study of fifty teams to derive the following working definition of a team:

"A team is 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."

The authors draw strong distinctions between teams and working groups based on criteria such as shared leadership, cohesiveness, degree of interdependence of processes and work products, organisational orientation and performance measurement. Other definitions cast teams as specialized forms of working groups. For example, Schein[5] defines a working group as a "small set of individuals who are aware of each other, interact with one another and who have a sense of themselves together as a unit." Still others have used the term interchangeably.

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[4] Katzenbach, J.R. and Smith, D.K., The Wisdom of Teams, Harvard Business School Press, Boston, MA, 1993.

[5] Schein, E.H. "Organizational Culture." *American Psychologist* (Feb. 1990): 109-119

1.3.2 Definition of Teams

Hackman defines work groups and work teams as having following three characteristics:

(a) They are intact social systems complete with boundaries, interdependence among members and differentiated members roles.

(b) They have one or more tasks to perform. The group produces some form of outcome for which its members have collective responsibility.

(c) They operate in an organizational context. The group, as a collective, manages relations with other individuals or groups in the larger social system in which the group operates.

However, there is a great difference between a group and a team. As on the sporting ground often a "group" of talented champions can be defeated by a "team" of more modest players. Teamwork is a skill that must be trained and does not come naturally. It is a mixture of good leadership and motivation skills, ability to absorb new information, to solve conflicts, and to understand the management style and personalities of others in the team. All types of people are required in an organization but not all organizations nurture all of them

1.4 Purpose of Team Building

Teams are rapidly becoming the primary work unit across business and industry. Teamwork is way of fitting individuals into organisations, and the first group of issues and problems that teamwork raises has to do with this process. The obvious point is that teamwork, like any other form of organisation, is an instrument for carrying out the policy of the agency. Thus many management texts promote teamwork as a way of getting workers to do what the management of an organisation wants. Others see teamwork as form of mutual support, and might even see it as a way of influencing managers to do what they want, or as a way of preventing managers from having influencing over them. Much has been written about the advantages of teams in problem solving, decision making, quality improvement and performance. Likewise, the body of knowledge surrounding team development, team dynamics and teamwork has grown rapidly over the last 15 to 20 years. While many theories have been proposed and supported by "laboratory" and empirical study, there is still no consensus on the critical factors of, much less reliable models of work group and team performance. There are several likely reasons for this.

1.4.1 Teams are inherently complex socio-technical systems. As such the inter-relatedness of influencing factors make them difficult to study.

1.4.2 Teams evolve and adapt in complex ways over time. Hence models must also capture the dynamic effects of team development on performance variables.

1.4.3 Teams exist within dynamic organizational contexts, which influence their behaviour. This limits the validity of team experiments conducted in controlled, isolated environments, such as team training.

1.4.4 Teams are open systems with respect to information, ideas and influence. This is particularly true of cross-functional teams(e.g. product development), which interface to varying degrees with customers, suppliers, regulatory agencies and multiple functional areas in the process of meeting their objectives. The very boundaries of these teams are dynamic.

1.4.5 According to Beckhard (1972) there are four primary purposes of team building:

(a) To set goals or priorities
(b) To analyse or allocate the way work is performed according to team members' roles and responsibilities.
(c) To examine the way the team is working- that is, its processes such as norms, decision making, communications, and so forth.
(d) To examine relationships among team members.

Beckhard points out that all these purposes are likely to be operating in a team effort, "but unless one purpose is defined as the primary purpose, there tends to be considerable misuse of energy. People then operate from their own hierarchy of purposes and, predictably, these are not always the same for all members"[6]

1.5 Teambuilding as an OD intervention technique

Team Building is a relatively recent invention, which grew rapidly in the 1970s and 1980s with thousands of organisations in public and private sector utilising its theory and methods with great success. Today it represents one of the best strategies for coping with the rampant changes occurring in the market place and the society, and will definitely be the most preferred improvement strategy well into the next century.

A focus on work teams has been a central aspect of OD since the emergence of the field, but recent years have seen a widening and deepening interest in teams. Interest has intensified particularly in self managed or self directed teams. Many organizations have used team building approaches to assist self managed teams and cross functional teams in getting started. In addition, teams have assumed many functions previously performed by management. Supervisors and middle managers have utilized team building approaches within their own ranks to help reconceptualise their own roles.

The old ways, where one person was the repository of all wisdom in an organization is coming to an end. No man is an island, and the most productive companies are moving to a flexible team structure where more information can be processed and better decisions made. The "team" is now the basic unit of the flexible organisation and is replacing the "cult of the individual". Some modern teambuilding intervention techniques which are in use today are:

(a) Role Analysis Technique.
(b) Interdependency Exercise.
(c) Role Negotiation Technique.

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[6] Beckhard R and Harris R.T, Organisational Transition: Managing Complex Change. Addison Wesley. 1977. pp24.

(d) Appreciation and Concern Exercise.
(e) Appreciative Inquiry.
(f) Responsibility Charting.
(g) Visioning.
(h) Force field Analysis.

1.6 Growth of teams

Teams are becoming an integral way of life for American companies. Recent surveys summarized by Lawler and Cohen (1992)[7] show that teams of various types are in use in 47% to 100% of Fortune 1000 companies:

1.6.1 Nearly 87% of all Fortune 1000 companies are using parallel teams – groups of individuals working in parallel to the existing organizational structure to improve quality. Examples of this type of team are quality circles and other temporary problem solving teams.

1.6.2 Nearly 100% of all companies are using *project teams* – usually cross-functional teams brought together to complete a project lasting several months to several years. After the project is completed the team disbands. Examples include product development teams or a team to open a new plant.

1.6.3 47% of all companies are now using permanent *work teams* as the way of getting work done. These teams are not outside the organizational structure, they *are* the organizational structure. A cross functional team to handle design, manufacturing, and distribution of new greeting card lines is one such example.

Other studies have also indicated that teams definitely produce positive results in improving the productivity within the organisation. Hoerr(1987) has brought out that his study of teams concluded that the use of teams in Westing House Furniture increased the productivity of the organisation by 74% in three years. Demaine(1990), has brought out that FEDEX (Federal Express Corporation) was able to cut service errors in the organisation by 13%. Wyscoki (1990), has said that CARRIER (a division of United Technology Corporation) was able to reduce unit turn around time from two weeks to two days. Volvo Corporation on the other hand was able to reduce defects by 90% by effective employment of teams(Patinkin, 1987). GE (General Electric) was able to increase productivity by 250% at its Salisbury Plant (Hoerr, 1989). AT&T was also able to increase its service quality by 120% by use of teambuilding techniques in training the operators.

1.7 Justification of the Study

Teams in the workplace are rapidly growing in popularity and acceptance. Corporate world is beginning to realize that the "old ways" are no longer going to work. Time changes everything and so businesses must change also or perish. Work teams have emerged as a progressive alternative to the outdated hierarchical trickle-down organization. For most businesses, using teams is a radical change and for

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[7] Lawler, Edward E. and Cohen, Susan G. Designing Pay Systems for Teams, American Compensation Association Journal. 1992. 1 (1). pp 6-18

others, it is only an extension of what they already practice. No matter what the background of an organization, the switch to teams is difficult and often frustrating.[8]

The creation of teams to accomplish tasks and effect desired change needs to become a key strategy in organisations. It is however unfortunate, that team development has until now not been given the due importance and status it deserves. Research has shown that team development is a relatively inexpensive form of intervention for producing major results within a shorter period of time. Many managers have amplified that most of the time they could not get things done themselves, but had to work, not through individuals acting alone, but through a small cohesive group of people.

In addition, the age of rapidly changing technology, decision making under uncertainty, cost and time constraints and instant communications, results in leaders having to face newer challenges each progressive day. As our work settings become more and more complex and involve increased numbers of interpersonal interactions, individual effort also has lesser impact and a group effort is required.

There is thus an urgent need today to study the use of teambuilding as an OD intervention technique in Indian organisations and suggest ways to improve functioning of the organisation by extensive utilisation of teams and creating environment for promoting teambuilding within the organisation.

1.8 Statement of the Problem

While studies have been carried out abroad in this field, very little research has been done in team building in Indian industry. There is therefore "*a need to, first establish the importance of teams in the present day environment in modern Indian organisations and then to bring out certain unique and interesting organisational, structural and behavioural issues of team development, which would include a study of difference in perception and attitudes between different groups as far as the issue of use of teams is concerned. Subsequently there would also be a requirement to suggest a model of peak performance teams for world class results in Indian organisations*".

1.9 Scope

The scope of any research is dependent on several factors such as time available, availability of sample, accessibility to the respondents, the amount of time the respondents can spare for participation in the survey etc. Hence in order to carry out a focused study within the laid down time limit, the scope of the study has been limited to Indian organisations/ multi national companies operating from Indian shores only.

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[8] Buller, P. F. 1986. The team building task performance relation: Some conceptual and methodological refinements. Group & Organizational Studies. Sep 11(3) 147-168.

1.10 Specific Objectives of the Study

The broad purpose of the study would be to investigate the existence of Team Building as an organisational development intervention technique in modern Indian Organisations. The specific objectives of the study will be:

(a) To identify the various types of teams existing in the Indian Organisations.
(b) To analyse the various stages of team building in the sample organisations and the effect of each stage on team development.
(c) To identify the characteristics and limitations which affect optimum team performance in these organisations?
(d) To analyse the effect of leadership on team effectiveness in Indian organisations.
(e) To analyse the reasons for the failure of teams in India and derive the solution for a successful team.
(f) To study the role played by external consultant in team development in the sample organisations
(g) To discuss various means of team compensation and performance appraisal of team members in current practice.
(h) To study the resistance to team formation and ways to overcome such resistance among the sampled organisations.
(i) To identify the way to create productive team culture in the sampled organisations.
(j) To Judge the training requirements of team members and the various methods of team training in current practice.
(k) To analyse the structure of teams and their weaknesses in the sampled organisations.
(l) To identify the team intervention techniques used by the companies in the sample.
(m) To suggest measures to be taken to make team intervention an effective OD technique.

1.11 Research Questions

Since the research is based on team building in the Indian industry, the following questions will be emphasised:

(a) What are the types of teams existing in the modern Indian Organisations?
(b) What are the various stages of team building in Indian Organisations and how do they effect in development of teams?
(c) What are the characteristics and limitations which affect the optimum team performance in the Indian Organisations?
(d) What is the role of leadership in team building?
(e) What are the reasons for failure of teams in Indian organisations?
(f) Should teams utilise external consultant to achieve optimum performance?

(g) What are the various methods of team compensation in India?
(h) What is the effect of team appraisal on teams in India?
(i) Why is there a resistance to the formation of a team in Indian organisations and how can this be overcome?
(j) How can a productive team culture be created in Indian organisations?
(k) What are the training requirements of team members? Are these being fulfilled in the Indian organisations?

1.12 Need for the Present Study

Concepts and theories that constitute the scientific literature on a topic may be considered as analogous to cartographical maps that represent particular geographical territories of interest. Maps of geographical territories are graphic representations that provide a frame of reference to people who want to deal with the territory. Even as such maps are a means by which people understand where they are and where they can go, so should the social science literature provide a cognitive frame of reference, with which the researcher could know the whereabouts of his current position and how he could proceed to reach where he wants to go.

Several maps may be available for the same territory, but not all of them might serve or be useful to an explorer. The pertinence, specificity and practicality of the maps will render some of them more useful than others for a given purpose. A choice, therefore, is necessitated. In the social science literature, there are numerous studies, which focus on any of the multifarious human issues such as health, illnesses, conflict, stress, motivation and performance, and show that all these issues are somehow (as causes and/or consequences) related to interpersonal relations. We shall, however, restrict our review to studies that will sufficiently help us focus the objective of the present study in some perspective.

What makes teams work better? The question seems so simple, but reality is rather less straightforward. Certainly we can all point to effective teams without any difficulty, but isolating the factors that make one team a success and another less so, is not so easy. Leadership is clearly part of the equation, and much has been made of selecting and training individuals to assume command, but it is not the whole solution. The work of Hastings (1986)[9] provides a good illustration of the complexity of factors leading to team effectiveness and the need for systematic study. It is with this in mind that an attempt to work in this area and to quantify the factors that characterize an effective team, this study has been planned in both the public and private sector.

1.13. Hypotheses

Before turning to the empirical examination, it is appropriate to put forward some hypotheses about the use of teams in Indian organisations. The formulation of usable hypotheses is of central importance as the entire study rests upon the potential significance of the hypotheses. Emphasis needs to be paid to the criterion that a hypothesis should be related a body of theory. It is also important to anticipate the

[9] Hastings C, Bixby, P. and Chaudhry-Lawton, Superteams, Fontana , London, 1986.

verification problem. Zetterberg[10] has stated three criteria for the acceptance of a working hypothesis:

(a) The empirical data were found to be arranged in the manner predicted by the working hypothesis
(b) We have disapproved the null hypothesis with a certain probability
(c) We have disapproved alternate hypothesis to the one tested

While framing the hypotheses some factors have been kept in mind. These include the fact that the hypotheses must be conceptually clear; they should have empirical references and must be specific. In addition they should be related to available techniques and as mentioned above they should be related to the body of theory.

The major purpose of the present study, as has already been mentioned earlier, is to explore the existence of team building in Indian organisations. Even a purely descriptive study could achieve that purpose and provide us with results that would then be the empirical base, from which to generate testable hypotheses, later on. All the same, a set of tentative hypotheses were formulated to be tested in this preliminary study itself. Thus, in addition to descriptive presentations of results, the study will test the following hypotheses:

1.13.1 Hypothesis –I: Challenges do not bring out better performance within the team.

Formal work group do exist in most of the organisations, a team performs better only when it is faced with a challenging task that cannot be performed by individuals. Conversely, potential teams (work groups) without such challenges usually fail to become effective teams. To prove this otherwise, it may be hypothesised that Challenges do not bring out better performance within the team.

1.13.2 Hypothesis –II : Team performance isn't better than individual performance.

Team performance is better than individual performance as a team consists of a number of individuals. More number of individuals could help in providing more ideas and act as a cohesive group. In addition to this teams could have members from diverse functions thereby providing specialisation all the required fields, whereas individuals will rarely have specialisation in diverse fields required in modern organisations. In order to prove this aspect it may be hypothesised that team performance isn't better than individual performance.

1.13.3 Hypothesis –III: Teaming-up opportunities are exploited by the organisation. Team basic apply to many different groups including teams that recommend things (e.g., tasks forces), teams that make or do things (e.g. Worker teams, sales teams), and teams that run things (e.g. Management teams at various levels). Each of these types of teams, of course, face unique challenges. But the commonalties are more important than the differences when striving for team

[10] Zetterberg, Hans L. On Theory and Verification in Sociology, 3rd ed., Totowa, NJ:Bedminister, 1965.

performance. Unfortunately, some organizations recognize team opportunities in only one or two of these categories, leaving a lot of team performance potential untapped. It may therefore be hypothesised that teaming-up opportunities are exploited by the organisation.

1.13.4 Hypothesis –IV: In case of outstanding performance the leader is appreciated more than the team members. Inspite of the fact that teams have gained widespread acceptance in all organisations, the team as a whole still does not get the credit due to it whenever it performs exceedingly. It is still the leader who gets the recognition as the star performer while the rest of the team might just get secondary recognition. It may therefore be hypothesised that, in case of outstanding performance the leader is appreciated more than the team members.

1.13.5 Hypothesis –V: The team effort at the highest levels in the organisation is easy. The complexities of long-term challenges, heavy demands on executive time and ingrained individualism of senior people conspire against teams at the top. In addition, how executives are expected to act often conflicts with effective team performance. As a result, there are fewer teams at the top of large organizations and those that do exist tend to have fewer people. Importantly, however, this is caused by a number of misplaced assumptions about teams and behaviours at the top. It may therefore be hypothesized that team effort at the highest levels in the organisation is easy.

1.13.6 Hypothesis –VI : : It is easier to hold an individual accountable rather than the entire team. Job descriptions, compensation schemes, career paths, and performance evaluations focuses on individuals. Teams are often an after thought in the 'nice to have category'. Our culture emphasizes on individual accomplishment and makes us uncomfortable trusting our career aspirations to outcomes dependent on the performance of others. Even the thought of shifting emphasis from individual accountability to team accountability makes us uneasy. It may be therefore hypothesized that it is easier to hold an individual accountable rather than the entire team.

1.13.7 Hypothesis –VII : Good team performance in one department spurs growth of teams within the other departments of the organisation. Companies with strong performance standards seem to spawn more 'real teams' than companies that promote teams per se Teams do not become teams just because we call them teams or send them to team building workshops. Infact, real teams perform best when management makes clear performance demands. It may therefore be hypothesized that good team performance in one department spurs growth of teams within the other departments of the organisation.

1.13.8 Hypothesis –VIII : Given a choice of team leadership, would improve the team's output. If a choice of team leadership is given to the team, it would result in improving the leadership due to the fact that the team would feel more involved in the decision making process and also because a leader selected by it would be more dedicated towards the team. The team would also have absolute confidence in its leader thereby producing better results vis-à-vis a leader imposed

upon them by the organisation. It may be therefore hypothesised that if a choice of team leadership is given to the team, it would improve the team's output.

1.13.9 **Hypothesis –IX** : **Team sessions can be convened easily and frequently.** Since teams are now becoming integral part of an organisation today, team members understand the need for teambuilding within the organisation. It is due to this understanding that team sessions can be held conveniently and easily as and when it is required to be held. It may therefore be hypothesised that team sessions can be convened easily and frequently.

CHAPTER-II

METHODOLOGICAL ISSUES

If only tool you have is a Hammer, then you tend to see every problem as a nail

-Abraham Maslow

2.1 Introduction

Research embraces four interdependent elements:

(a) The phenomena with which the problem under consideration is concerned.
(b) The theories that relate to the phenomena.
(c) The methods of data collection.
(d) The statistical procedures for data analysis.

Having identified these components of research, Magnusson (1992)[11] asserts that the theory, the methods and the statistical procedures must all be based on systematic descriptions of the phenomena per se. Our first chapter described the phenomenon of OD and further team building as an intervention technique of OD; the second chapter on the other hand carries out a review of the historical aspects including the review of the existing literature in the field of team building. The third chapter aims to bring out an understanding of group and team dynamics. The Objectives of the Study are covered next so as to remain focused on the study and to bring out certain facts and rationale for stating of the hypothesis. Now we turn to addressing the fifth element, the methods. In this chapter, I shall first give a brief description of the framework adopted for the study and then go on to discuss the research design, instruments, variables & measures, the sample and methods of data summarisation and analysis.

2.2 Conceptual Framework

The purpose of the present study, is to first establish the importance of teams in the present day environment in modern Indian organisations and then to bring out certain unique and interesting organisational, structural and behavioural issues of team development. Subsequently there would also be a requirement to develop peak performance teams for world class results in Indian organisations. As discussed in our review of literature, the theory of Team Building deals exclusively with the domain of our interest.

2.2.1 Research Design

Issues related to Team Building could be studied in a variety of ways. They can, for example, be studied by experimentation or by survey methods. In-depth case studies and case clustering methods would be useful, too. Ethnographic techniques could be employed for eliciting interpersonal behaviour dynamics in groups. The final choice of a particular research design, however, is dependent on the purpose one wants to pursue. Given the objectives of the present study, ethnographic and experimental approaches are unnecessary and even inappropriate. In our pursuit to map the existing interpersonal needs of teams Indian organisations would need to cover a large sample of subjects and compare/classify the profiles of sub-groups within the sample. Use of complexity-reduction statistical techniques could then provide us with a snapshot picture of what is out there at present. Hence, for the

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[11] Magnusson, David (1992). Back to the phenomena: Theory, methods, and statistics in psychological research. European Journal of Personality, 6 (1), 1-14. Abstracted in Sociological Abstracts, June 1993, # 93z7022, p.684.

purposes of the present study, it was decided to adopt a cross-sectional, exploratory-integrative research design.

2.2.2 Research Instrument and Data Collection

While discussing the various sources of data, Leary (1957)[12] proposed that data on interpersonal dimensions could be obtained at three levels: public, conscious, and private. According to his definitions, objective ratings of behaviour would be at the public level; subjective ratings or self-reports would be at the conscious level; dream contents and responses to projective tests would be at the private level. Leary also suggested an I-would-like-to-be, or the ideal, level at which meaningful data could be obtained, but, according to Birtchnell's review (1990)[13], "this has been largely neglected by subsequent theorists and researchers".

2.2.3 The Procedure

The major source of data for the present study was at the conscious level: self-reports done in an atmosphere of trust and confidentiality.

2.3 Collection of Data

While questionnaire method was to be the main source of data, some other sources were also utilised for collection of data. Following were the additional sources of data:

(a) Direct interview with the people concerned with the dispute resolution process.
(b) Content analysis of studies carried in the use of teams.
(c) Available published records/ literature.

The methods used for collection of data from each of these sources are stated below:

2.3.1 Direct Interview

Direct personal interviews with the target population is a good way of collecting data due to its being more flexible, faster, and more interactive. However due to various factors such as being more expensive, time consuming and induction of bias of the interviewer creeping into the interview it was not treated as the the source of primary data collection tool. However for designing of the testing tool and for seeking clarification on doubts and dichotomous issues extensive interviews were resorted to.

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[12] Leary, T., Freedman, M.B., Ossorio, A.G., and Coffey, H.S. The interpersonal dimension of personality. Journal of Personality. 1990, 143-161.
[13] Birtchnell J., How Humans Relate A New Interpersonal Theory, Praeger Publishers. Westport, Conn. 1993.

2.3.2 Content Analysis of cases

Extensive efforts were made to collect information on cases of improvement of organisational effectiveness with the help of teams. However due to initial difficulties in tracing data and its limited availability of the same, cases were not limited to Indian organisation and data available from abroad was also utilised. For study of Indian cases studies by Arvindam[14] were resorted to. In addition to this, studies by Richard and William[15] were utilised as a base for formulating some basic theories on the use of teams and their effectiveness in the organisation.

2.3.3 Published Sources.

The information for the study was also collected from various published sources. Company rules, books, journals and various publications in the field of teambuilding, published and unpublished works of academics in the field were also valuable source of information.

2.4 Research methodology

2.4.1 Developing a survey.

Katzenbach and Smith[16] provide a thorough examination of factors which appear to be associated with effective teambuilding. However, as they point out: "Many people simply do not apply what they already know about teams in any disciplined way, and thereby miss the team performance potential before them". The development of the questionnaire for this survey was influenced by this comment. Based on the initial study, a questionnaire was designed to capture team members' views on the extent to which their team exhibited behaviours typically associated with effective performance. Question categories included:

(a) Types of teams.
(b) Stages of Team Building
(c) Characteristics & Limitations of Teams
(d) Team Leadership
(e) Failure of Teams
(f) External intervention/intervention techniques
(g) Team Compensation
(h) Performance Appraisal
(i) Resistance in team.
(j) Creating productive teams
(k) Team training
(l) Team structure
(m) Creation of a team
(n) Team opportunities
(o) Teams at the top

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[14] Arvindam P., Team Engineering and World Class Management, India.: Capital publishing , 1997.
[15] Wellins R.S., and Byham W.C., Inside Teams. How 20 World class Organisations are winning through team work, San Francisco: Jossey-Bass Publishers, 1994.
[16] Katzenbach, J.R. and Smith, D.K., The Wisdom of Teams, Harvard Business School Press, Boston, MA, 1993

(p) Team accountability
(q) Promotion of teams
(r) Hierarchy and teams

2.4.2 Questionnaire as a method of survey research.

The choice of mode of collecting data involves many factors. The projection of results expected is speculative, because in one sense every sample and the conditions surrounding it are unique. Even changes in world events during administration can make a difference.[17] Of the three most popular methods, viz, the mail questionnaire, telephone survey and the personal survey, the mail questionnaire is regarded as an impersonal survey method and most economical. Hence this was the primary method which was used for data collection. Keeping time constraint in mind the method were slightly modified in the sense that instead of mailing the questionnaire to the respondents, it was distributed personally either to the respondents or the HRD department of the participating organisation and then collected back thereafter. This exercise has achieved two main objectives:

(a) Saved time for collection of the response.
(b) Resulted in a higher response rate.

The system was found to have the following advantage which favoured its use:

(a) **Low-cost**: It is cheaper than personal interviewing. It does not require it trained staff of interviewers. The processing and analysis are usually also simpler and cheaper than those of the personal interview. Further for a population widely spread geographically as is the case of this survey, this method suits the most. In the present study, only those organisations located in south, western and north India were covered to generate the Sample. However the aim has been to cover a wide spectrum of industries in the survey.

(b) **Reduction in biasing error**: The second major advantage of the questionnaire method is that it reduces biasing errors that might result in the personal characteristics of interviewers and from variability in their skills. There are many possibilities of bias in a personal interview situation that may arise because of the nature of the personal interaction between the interviewer and the respondent. This can be completely avoided with a questionnaire.

(c) **Greater anonymity**: The third advantage, greater anonymity, is also associated with the absence of an interviewer. Teambuilding and organizational behaviour is a sensitive issue that people generally avoid discussing it specially if the researcher is has the permission of the organisation. This aspect was taking care of by using the questioner method.

(d) **Considered answers and consultations**: Questionnaires are also preferable when questionnaire demands a considered (rather than an

[17] Miller Delbert. C. Handbook of Research Design and Social Measurement 5th ed. Sage Publications. London. 1991. pp167-168.

immediate) answer of if the answer requires consultations of views of other people.

(e) The main disadvantage of the questionnaire, that of low response rate has been taken care of by distributing the questionnaire personally to the respondent and collecting them back thereafter. If this was not possible the HR branch was handed the questionnaire for onward handing over to the respondents. Also the human resources departments of the participating organisations were actively involved to elicit maximum participation in the study.

(f) In this method as most of the questionnaires were distributed personally, the doubts which were raised by the respondents were personally clarified on the spot.

In addition to the questionnaire method, the interviewing method was also proposed to be used to clarify any doubt or even to amplify certain controversial replies in section II B, which consisted of an open ended questionnaire.

2.5 Questionnaire design

2.5.1 Conceptual stage

Detailed study of the current practices, teambuilding efforts, or the lack of it, organisation behaviour and interpersonal relationship in groups as well as a thorough study of existing cases of OD intervention in Indian organisations has helped in understanding the present system as it exists. This has helped in laying down questions, about team building which in the later stages took the shape of the final questionnaire. Literature survey has brought out salient aspects of the teambuilding efforts and the stumbling blocks world over. With this as the background, the questionnaire was designed covering all aspects of the study.

2.5.2 Selection and Construction of Social Scale.

Scaling techniques play an important role in the construction of instruments for collecting standardised, measurable data. Scales and indices are significant because they provide quantitative measures that are amenable to greater precision, statistical manipulations and explicit interpretations. Therefore before selecting a scale or constructing one, a careful survey of the literature was made to ascertain if an appropriate instrument was available to measure the variables in the study.

Based on the study of the existing literature, and in order to achieve the objective of the study, the data collection tool was designed, which had to draw the opinion of a large number of respondents in various aspects of the study. It was designed in two parts (a copy is attached as appendix A).

The first part of the questionnaire evaluates the existence of teams within the organisation and its effectiveness as an OD tool within the organisation. This section also seeks to explore what the team accomplished and whether goals were better achieved when teams were extensively employed. In this part there were a total of 18 parts with a total of 83 statements. In this section, the Likert's five point scale

was used to judge the satisfaction level ranging from strongly agree to strongly disagree, all questions being close ended. . The second part consists of ten statements which have significant relevance to the existence and utilisation of teambuilding in the organisation. Here the respondents were asked to give their opinions whether they agree (by selecting 'Yes') or disagree (by selecting 'No') with the statements. This part will help in finding out various factors with their criticality towards effectiveness of teambuilding.

In the part II B, the respondents were requested to come out with their views on various facets of teambuilding, and problem areas, which are persistent problems and are roadblocks to the success of teams as perceived by them. They could also suggest ways to improve effectiveness of teams within the organisation if they wished to do so. Sufficient place was provided for them to elicit their views.

The questionnaire survey was proposed to collect empirical data about the research variables, and hypotheses were to be statistically tested. Respondents were to be randomly drawn from the user population. The respondents at higher level, middle level and junior managerial levels were included. Input from the user with more than five years of experience was considered for analysis. The responses from inexperienced and novice users were removed from the pool of usable responses. Of the 410 potential participants, 256 provided usable response, giving a response rate of 62.43%. This marginal response rate was achieved inspite of personal intervention by higher managerial staff who were approached and involved from the beginning of the survey. This response rate was accepted as against non-response bias for a blind mailing (Belohlar and Fiedler). Table 2.1 shows Industry wise participation vis-à-vis the planned response rate.

Table 2.1 : Sector wise participation in the Survey.

Sector	No of Industries	No of Questionnaires sent	No of Valid Questionnaires received
Public Sector	**12**	**120**	***79***
Private Sector	**14**	**140**	***90***
Armed Forces	**03**	**150**	***87***
Total	***29***	***410***	***256***

2.5.3 Questionnaire Development

No existing testing tool was available for the conduct of study, hence a questionnaire was planned to be developed for the survey. For the initial designing of the questionnaire, seven vice presidents of human resources and two managing directors of public/private sector companies were interviewed in-depth on the subject of teambuilding. The questionnaire was thereafter developed on the basis of

the key concerns that emerged from these discussions, as well as based on the questions which were raised.

A pilot survey was carried out using the questionnaire which was developed. Based on the response, certain shortcomings and bias/errors were noticed in the questionnaire. The questionnaire was thereafter modified or amended as per requirement before its final dispatch.

Initial responses were kept confidential in order to encourage openness and maximum disclosure; therefore analysis based on the classification of the individual organisations is not given. To diminish the skewness on data from the same geographical region and to get views from a widely scattered user population, the survey was conducted in five major cities in India viz., New Delhi, Bangalore, Coimbatore, Pune and Hyderabad.

2.6 Data Collection

The collection of data is the crucial operation in the execution of a good research design. The quality of research rests upon the quality of the data. It is therefore very important that before planning the data collection means, the right methodology be selected based on the research problem.

The data has been collected both from primary source and secondary source. It has been collected from the managers at all the levels of the organisation, i.e., supervisors and managers to ascertain their views on team building and related issues. The methods used were questionnaire method and non-structured personnel interview as and when felt necessary.

Given the purpose of the study, namely, to explore and map the existence of teams and team building in Indian organisations, simple random samples of the three groups were considered adequate. Stratification has been made with an effort to include manpower intensive industries from all spheres of activities viz., service, production, marketing, IT etc.

A study was carried out of the existing research work, which indicated a severe limitation in the term of response received from respondents by the mailing method which varied between 21 per cent[18] and 40 per cent[19]. The target organisations were personally visited and assistance was sought for active participation in the survey. This was done by convincing the HRD managers/Vice presidents HR/Corporate Services, of the importance of the study. Initially only seven of the 29 organisations agreed to participate in survey. On repeated requests/visits and on including additional organisations, a total of 29(including the three Armed Forces) organisations participated in the study. In order to have a higher response rate vis-à-vis the existing mail questionnaire responses, the 410 questionnaire were not sent to the respondents directly by mail, but were either

[18] Measurement of Info Enabled systems for Organisational flexibility. Journal of services Research, Vol3 No.2. pp81-103.
[19] Building Corporate Transformation: New HR Agenda, Vision, July-Dec 2003, pp1-23

distributed physically or mailed to the head of the HR department of the participating organisations.

2.7. The Sample Frame

Any sample selection procedure will give some individuals a chance to be included in the sample while excluding others. Those people who have a chance of being included among those selected constitute the sample frame. The first step in evaluating the quality of sample is to define the sample size.

2.7.1 Deciding on the Size of Sample:

When the sample size was being decided, the question that first emerged was 'How big a sample did the researcher need?' While the random sampling technique was thought to be adequate as a technique for sampling, the formula that was used to decide upon the sample size is as follows[20]:-

$$n = \frac{P(100-P)}{E^2}$$

Where n is the sample size required, P is the percentage occurrence of the state or condition, and E is the maximum error required. Considering an acceptable standard error of 5% and based on the pilot study which conveys the percentage occurrence of affirmative of 51 %(just above half) of the respondents then using the above formula we could calculate the sample size as follows:

$$n = \frac{51(100-51)}{5^2} = 99.6$$

This figure would give us the minimum sample required to provide 95% accuracy for that one question. With the questionnaire containing 83 questions the calculation would need to be carried out as many numbers of times to get the correct feel for the range of samples size indicated. However a quick rule of thumb as described by Mark-Smith has been used. This formula is as follows:

$$n = \frac{2500}{E^2} \text{ or } \qquad \frac{2500}{5^2} = 100$$

However the planned sample of 410 target respondents, even a low response of 50% would result in 205 responses which would be well beyond the critical figure of a minimum of 100 respondents.

The sample for the managerial group was randomly drawn from 12 governmental organisations and 14 from private sector. In addition the three armed forces, viz., Army, Navy and Air Force were also included. With, ten managers at random from each organisation, the managerial sample size were 410 composed of deputy managers, departmental heads and managing Directors. As far as possible,

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[20] Mark, E Smith, Thorpr and Lowe Andy. Management Research: An Introduction. Sage Publications. New York. 1999. pp123-126.

the subjects were contacted in their own organisation during the working hours or during the recess in the premises of the organisations where they worked for filling of questionnaire, as well as for the conduct of the unstructured interviews. The break-up of sample, organisation wise is given as under:

Table 2.2: Profile of Participating Public Sector Units

Sl No	Unit	Age of unit (yrs)	Profit/Loss (Rs Crores)	Gross Turn Over(Rs Crores)	Net Worth (Rs Crores)	No of Employees	*Product*
1	MMTC	36	92.30	8115.80	1388.16	3096	*Composite*
2	SAIL	21	-1574	14624.07	8489.00	166147	*Steel*
3	BEL	45	102.34	1261.30	350.80	4000	*Electronics*
4	AIR INDIA	06	-296.94	3817.81	5951.46	3500	*Aviation*
5	IISCO	82	7.39	708.75	366.29	339333	*Steel*
6	BPCL	46	170.07	10177	951.04	13781	*Petroleum*
7	UCI	32	1.46	40.29	198.60	3898	*Power*
8	BHEL	35	36.9	3153.60	83.68	73664	*Power Gene Eqpt*
9	NMDCL	41	175.01	510.50	717.08	6783	*Minerals*
10	CWC	37	60.98	209.30	1360.00	9085	*Ware housing*
11	C-DAC	8	27	21	33	8945	*IT Education*
12	*BHEL*	*51*	*947*	*1700*	*2255*	*24000*	*Power Eqpt*

Table2.3: Profile of Participating Private Sector Units

Sl No	Unit	Age of unit (yrs)	Profit/Loss (Rs Crores)	Gross Turn Over(Rs Crores)	Net Worth (Rs Crores)	No of Employees	*Product*
1	ACC	63	96.57	1562.90	481	9337	*Cement*
2	BOMBAY DYEING	119	36.03	591.98	194.94	3654	*Textiles*
3	TISCO	92	127.12	3500.12	742.14	15540	*Steel*
4	CEAT	41	14.32	1149.00	421.00	6133	*Tyres*
5	TATA POWER	80	26.48	866.60	59.08	2739	*Power*
6	IND DYE STUFF	45	8.20	356.20	172.94	48989	*Dyes*
7	MUKUND	61	35.15	901.09	345.31	8534	*Steel*
8	L & T	53	118.83	2202.01	1500.04	22895	*Composite*
9	IND HOTELS LTD	98	137.96	623.91	812.80	2724	*Services*
10	SPIC	29	78.96	2133.17	602.83	9659	*Petroleum*
11	CTSL(IND OPS)	11	344	1733	2055	4595	*IT SOLUTIONS*
12	ALFA LAVAL	44	124	822	1344	1050	*POWER EQPT*
13	INFOSYS	19	955	1441	1553	11500	*IT SOLUTIONS*
14	*BHARAT FORGE*	*37*	*485*	*889*	*1121*	*1700*	*BEARINGS*

Table 2.4 : Profile of Armed Forces

Sl No	Unit	Age of unit (yrs)	Profit/Loss (Rs Crores)	Gross Turn Over(Rs Crores)	Net Worth (Rs Crores)	No of Employees	*Product*
1	ARMY	250	NIL	--	N/A	11,23,650	*NATIONAL SECURITY*
2	NAVY	150	NIL	--	N/A	1,10,450	-,,-
3	*IAF*	*75*	*NIL*	--	*N/A*	*75,550*	-,,-

2.8 Sample design

2.8.1 Sampling technique

Since the population from which the sample is to be drawn does not constitute a homogeneous group, stratified sampling technique has been applied to obtain a representative sample. This technique suits the study, as in this technique, the population is stratified into a number of non-overlapping sub-populations or strata and sample items are selected from each stratum. The population (managers at lower level to senior managers) was divided into three categories on the basis of hierarchy existing in the Sample organisations. The selection of respondents was done on a random basis but stratified as per the three categories. This was done so that the views obtained could be considered as representing at least three hierarchy levels in the organisation.

2.8.2 Sample size

A Sample size of the 410 serving managers at the three hierarchy levels, ranging from lower to top management, was considered statistically adequate for making accurate statements about the population considering even a low response rate of 50%. Based on the actual strength of managers at various levels and different departments, the stratified sample distribution was made. The same is shown in table 2.5.

Table 2.5: Planned sample distribution.

S No.	Sector	Planned Respondents
1	Public Sector	120
2	Private Sector	140
3	Armed Forces	150

The criteria for selection of above mentioned organisations were:

(a) Willingness of the organisation to help in the conduct of survey

(b) Wide coverage to represent all aspects of Indian organisation.

(c) Availability of sufficient number of employees for the conduct of survey

(d) Accessibility to the organisation and its HRD policies.

Here, all the managers, whether from operations, technical, or HRD etc., have been clubbed into one category regardless of their specialisation. This has been done to make the analysis easier without compromising on the quality of survey.

2.8.3 Categorisation of Sample

The right way to evaluate a sample is not by the results obtained or the characteristics of the sample but by examining the process by which it was selected.[21] Total Sample has been categorised into three sub-units in order to carry out the proper analysis. This is based on the respondents' position in the organisation based on his managerial responsibility in the hierarchy of the organisation. The same is depicted in Table 2.6.

Table 2.6: Categorisation of Sample based on Managerial Responsibility

S No.	Managerial Level	Category
1	Higher Level Management	CAT-I
2	Middle Level Management	CAT-II
3	Junior Level Management	CAT-III

2.9 Personal profile

Sample consists of roughly 57.50% professionals with an experience of 16 yrs and above. This is followed by those with 11-15 years of work experience(28.75%) and finally those with 5-10 yrs (13.75%). 58.72% belong to the top management group, followed by 35.39% middle level and 5.89% to the junior level. Almost half of the Sample (46.34%) are post graduate in arts or sciences, followed by roughly one third (30.37%) MBAs with engineers and 23.29% being graduates.

2.10 Administration of survey

2.10.1 Pilot study

The designed questionnaire was then taken to field to carry out the pilot study. The survey instrument was pilot tested to ensure its content validity with 50 professionals from organisations in and around Coimbatore (Tamil Nadu). Every three weeks from initial mailing, reminders were sent. Some respondents were

[21] Fowler F.J.Jr, Survey Research Methods,sage publications, Sage Publications, London. 2002. pp10-11.

contacted in person for this purpose, while others were contacted over landline (telephone). Based on their answering pattern and some useful discussion, suggestions were incorporated and subsequently some of the items/questions were rephrased. The modified questionnaire was the one which was widely used as a data collection tool.

2.10.2 Pilot testing

Out of a total of 50 questionnaires only 35 valid responses were received which were complete in all respects. The questionnaire items and instructions were tested with 35 responses received. Consequently, some items in the questionnaire were re-phrased and more technical words were removed; duplicate and controversial questions which were left unanswered by the respondents were also deleted.

2.11 Validation Scheme

Validation scheme included validation of structure, behaviour and policy implications. The structure validation is testing for objectives; behaviours (results) generated by the study and policy implications are for the recommendations made by the study. The questionnaire items were validated through field experts at the level of the HRD managers, VP/President HRD.

To ensure more confidence in the data analysis and results; incomplete or the once with most extreme cases of data values were omitted from analysis. The Hypotheses were validated with Chi-Square test with a 0.05 level of significance. In addition, ANOVA test was also been utilized for checking inter group variance both in sector wise distribution and in managerial level distribution. Team intervention aspects and recommendations suggested by the study were validated with field experts.

2.12 Processing and statistical analysis.

The data collected, both from primary and secondary sources was arranged in logical order and processed manually. The collected data has been statistically analysed using, besides the method of percentage, comparison, summary statistics such as averages, mean, median, mode, standard deviation, ranking based on overall scores and comparison of the mean score based on the scoring scale depending upon the desirability of different dimensions studied.

2.12.1 Technique of Analysis. A variety of instruments were used to measure the various factors of team building in the Indian Industry. The following analysis techniques were utilised:

(a) For measuring satisfaction of group members, a Likert-type interval scale was used. A five point scale formats ranging from strongly disagree to strongly agree was utilised for each item to measure team building related factors. The interval scale was used for its obvious simplicity and easy

representability. The measure of managerial success was on a nominal scale.

(b) Mean and SD score on all factors of team building has been analysed.

(c) The SPSS package(Version 11) has been utilised for data analysis and to test the hypothesis.

Since the study mainly focuses on the attitude analysis, the need was felt to quantify the data which was otherwise qualitative in nature. In the present study, summated rating scoring scale by Rensis Likert (popularly known as Likert type technique)[22] was applied. In such a scale respondent was asked to respond to each item on a particular issue understudy in terms of several degrees of agreement or disagreement, for example

1= Strongly Disagree
2= Disagree
3=Undecided
4= Agree
5= Strongly Agree

The responses to various items were scored in such a way that a response indicative of the most favorable attitude was given highest score and vice versa (5=high; 1=Low). The technique of choice scoring has been used to assist order of preference, or in other words, the degree of popularity of particular variable. If the respondents ranked a certain specimen as number one, at the top five given specimens, he evidently preferred it to the other four and so on. In such cases weight of five to the first, four to the second, three to the third, two to the fourth and one to the fifth has been given on a five point continuum. Similarly, the other scoring scale of Yes/No has been applied as per requirement.

In order to ensure that the respondents get sufficient time to go through the questionnaire, they were not asked to fill the questionnaires on the spot. Based on the instructions passed onto the HR staff, in most of the cases they were provided with sufficient time (two to three days) for filling up of the questionnaire in their free time. A few of the respondents objected to filling up of this questionnaire, due to apprehensions/fear of reprisal. The individuals were not forced to reply and were permitted to withdraw from the survey. This was to ensure that the exercise was taken up by the respondents on a purely voluntary basis. A Total of 410 questionnaires which were distributed and at the end of the survey a total of 256 questionnaire where returned. Thus, response rate works out to 62.4 per cent. The category wise break up is given in table 2.7.

[22] Likert Rensis, New Patterns of Management, McGraw-Hill Nook Company Inc., London. pp 26-43.

Table 2.7: General Characteristics of the Sample

Sector	No of Industries	No of Questionnaires sent	No of Responses	Response rate (%)
Public Sector	12	120	79	65.8
Private Sector	14	140	90	64.3
Armed Forces	03	150	87	58.0
Total	29	410	256	62.4

2.13 Problems Faced During the Field Work

Due to the lower academic background as well as lack of knowledge about the organisational policies and rules related to teambuilding, some of the respondents at the lower end of the management were not able to respond to questions accurately. Some of the respondents expressed apprehension of official reprisal on answering questions related to higher managerial functioning, they were also unsure of the chain of submission of questionnaires which resulted in their not answering the questions related to top managements involvement in teambuilding effort within the organisation. While most of them were appraised of the confidentiality and the answers obtained, others had to be rejected due to the impracticality of contacting them and also due to time frame limitations.

Most of the organisations which were approached were initially very reluctant to participate in the study quoting the company policy or time constraints. Some governmental organisations also quoted organizational confidentiality and declined to participate in the study. Some of the respondents on the management side were not cooperative with the investigator. They were not very well conversant with the happenings within the organisation. They had to be approached after intervention by the higher management. Some gave misleading information and even hesitated to talk freely to the investigator for the fear of being caught disclosing company's weakness to the investigator. While there were others who declined to participate quoting that they were busy with their duty and could not afford time for interviews and filling up of questionnaire.

While most of the respondents did cooperate when instructed to do so by the organisation, others were dropped from the survey so that the same could be progressed within the specified timeframe.

2.14 Plan of Study

The study is divided into seven chapters. The first chapter covers an overview of the study. It delves into the origins of Organisation Development in general and also its roots in India. Next it seeks to map the spread of OD to India. It

also explores to define the meaning of team and discusses the use of teambuilding as an OD technique and its growth the world over in general and in India in particular. This Chapter also describes the specific objectives of the study, covering the scope of the study and will also define the statement of problem. In addition to this it will state the research questions and the various hypotheses which are proposed to be tested.

In the second chapter, methodological issues are discussed. The chapter begins by discussing the significance of the present study. It also describes the research methodology appropriate for addressing the research questions framed for the study. It also discusses steps adopted for designing the questionnaire which was finally used as a tool for collection of data. Some important issues concerned with the sample design and data collection have also discussed in this chapter. Method of data collection is also presented in this chapter. Problems faced during the field work and limitations of the study have also been brought out here.

The third chapter endeavours to carryout a review of the existing literature by carrying out a review of early teambuilding efforts. A review of the existing literature and the studies already carried out in the field of teambuilding are also discussed in this chapter. In addition, a review is also carried out of some of the important aspects, which fall under the purview of the study, such as classifications of teams, team performance, the various stages of development of teams, characteristics, limitations, team leadership, conflict, team resolution, team failure, team compensation and team performance appraisal.

In the fourth chapter an effort has been made to understand group and team dynamics. Here it has been clearly brought out that forming of a group does not make a team. This chapter also discusses the teambuilding with an Indian perspective including factors of good followership.

Chapter five discusses various statistical techniques adopted for analysis of the data. Here, a brief discussion on the codification procedure adopted for the questionnaire and responses received have also been made. Detailed analysis of the research questions have also been covered in this chapter.

The next chapter i.e., chapter six consists of the results and discussions based on the analysis carried out in the sixth chapter. The inferences drawn and interpretation from these findings is also carried out based on the research objectives and the hypotheses which were framed in the second chapter.

The concluding chapter carries out a brief recapitulation of major findings and discusses the various conclusions drawn from the study. It also brings out some major limitations of the study and suggests the scope for future research work.

CHAPTER-III

REVIEW OF LITERATURE

When human beings work together, they can produce a piece of work that is superior to the work of individuals toiling alone.

3.0 Introduction.

"Until recently, when you said you worked with someone, you meant by implication that you worked in the same place for the same organization. Suddenly though, in the blink of an evolutionary eye, people no longer must be co-located – or, in the same place – in order to work together. Now, many people work in 'Teams' that transcend distance, time zones, and organizational boundaries" (Lipnack, 1997).[23] Towards this, teambuilding is a unique organisational intervention/improvement strategy that emerged in late 1950s and early 1960s. Initially it started off as group study and intervention methodology but soon got separated for group dynamics and branched off into a specialised strategy/intervention technique of OD

3.1 Early Team Building Efforts

With our present awareness, some of the earliest sessions of what would be now called "team building" were conducted by Robert Tannenbaum in 1952 and 1953 at the U.S. Naval Ordinance Test Station at China Lake, California.[24] According to Tannenbaum, the term "vertically structured groups" was used, with groups dealing with "personal topics and with organisational topics." These sessions, which stimulated a 1954 Personnel article by Tannenbaum, were conducted "with all managers of a given organisational unit present." The more personally oriented dynamics of such sessions were described in a 1955 Harvard Business Review article by the same author.[25]

Chris Argyris, then a faculty member at Yale University, in 1957 was one of the first to conduct team building sessions with a CEO and the top executive team. Two of Argyris's early clients were IBM and the now defunct Enron. His early research and interventions with a top executive group are reported in his 1962 book Interpersonal Competence and Organisational Effectiveness.[26]

While Douglas McGregor did not make a direct contribution towards team building, he did establish a small internal consulting group that in large part used behavioural science knowledge in assisting line managers and their subordinates to learn how to become effective in groups. McGregor's ideas were a dominant force in this consulting group.

3.2 Review.

With growing interest in this aspect of OD, many researchers have concentrated their attention in the various aspects of team building. Among the early writers who directed attention to the importance of team functioning were Rensis Likert and Douglas McGregor. Likert, for example, suggested that organisations are

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[23] Lipnack, J. and J. Stamps. Virtual Teams: Reaching Across Space, Time, and Organizations with Technology. John Wiley and Sons, Inc., 1997.

[24] French. Wendell L and Bell Jr Cecil H.. OD Behavioral Science Interventions for Organisation Improvement. PHOI. 1999. Page 39.

[25] Tannenbaum Robert Kallejian Verne J., , and Weschler Irving R., "Managers in Transition", Harvard Business Review, July- August 1955, Page 55-64.

[26] Argyris Chris, Interpersonal Competence and Organisational Effectiveness. Homewood,1962.

best conceptualised by systems of interlocking groups connected by linking pins. It is through these interlocking groups that the work of the organisation gets done.

3.2.1 Richard Beckhard(1972) listed, in order of importance, the four major reasons or purposes involved in having team meetings other than for the sharing of information:

(a) To set goals and/or priorities.
(b) To analyse or allocate the way work is performed.
(c) To examine the way group is working, its processes
(d) To examine the relationship among the people doing the work.

He noted that often all four items would be covered in a single team building session, but it was imperative that the primary goal be clear and accepted by all.

3.2.2 William Dyer (1994) described the team building process as a data gathering, diagnostic, action planning and action taking process conducted by intact work teams. He further said that the basic building blocks of organisations were teams and one of the basic building blocks of OD was team building.

3.2.3 Glenn parker (1990) identified the characteristics of effective teams and developed an exclusive list, which attempted to specify the dimension of team effectiveness. These include factors such as clarity of purpose, informality, participation, listening, consensus decision making, open communication, clear roles and work assignments, shared leadership, style diversity and self assessment.

3.2.4 Katzenbach and Smith (1984) said that strong personal commitment to each others' growth and success – distinguished high-performance teams from effective teams. High performance teams had the same characteristics as effective teams but to a higher degree. They make an important distinction between "high performance teams" and "teamwork." Teamwork, they point out, is a "positive set of values," while high performance teams are "discrete units of performance." This distinction has, for us, had a significant impact on how we form and develop teams.

3.2.5 Skopec and Smith (1997) said that teams have emerged as a dominant force in business and industry because they are seen as the best means of responding to an extraordinary set of challenges faced by modern companies.

3.2.6 Aravindan (1997) while stressing on the importance of team work, cautioned against sudden and unfocussed change over to teams. He concluded that, 'there is a real danger that some enterprising managers will jump on the team work bandwagon to the ultimate sorrow of the concept. The change over from the conventional to the team work is complicated and has to be implemented with extreme care and rigour'.

3.2.7 Montebello (1994) observed that from a business perspective, teams were more productive, produce higher quality and most cost–effective than solo efforts. From a human relations perspective, the positive effects of team work on job satisfaction, motivation and employee's morale, and were well worth the investment of time, effort and expenditure.

3.2.8 French and Bell (1999) found that the reason team building produces such powerful positive result was because it was an intervention in harmony with the nature of organisation as social systems.

3.2.9 Margerison and McCann (1992) provided a new approach to the development of high performing teams, wherein, they found that teams could work together effectively, particularly if they are well balanced and under the guidance of a managerial linker. They have also outlined the way in which managers can develop effective work teams and various organisational processes that need to be put in place for this to be achieved.

3.2.10 Glenn Varney's study (1989) indicated that the team management aspects are more intangible than finance and other operational aspects of the job, and it plays a centrally critical role in advancing productivity.

3.2.11 James Lundy (1998), while discussing about poor team work in an organisation, said, 'poor teamwork happens! It is a natural phenomenon. The natural tendencies of individuals and sub groups to neglect the interests of others, complain about others, or yes, even have the conflict with others will not go away'. He however concluded that these tendencies can be managed or controlled.

3.3 Types of teams.

Wellins and Byham and Wilson[27] have divided the teams into two basic types. The first being the permanent work teams which are the teams that are organised around a product or service; and second being the cross functional teams, which are charged with problem-solving, coordination and decision making relative to larger organizational issues.

3.3.1 **Permanent work teams**. These can be either natural teams or redesigned teams. Natural work teams are the most common type. They are formed of employees who, at the start of transformation, work on a common product or service-for example, eight people who assemble a product and report to a common group leader. Team members can measure their quality, their productivity, and many other key variables. The main characteristic of natural work teams is that the organisation does not have to undertake extensive reorganisation or major process redesign. Another type of team which could be called redesigned work teams, are formed around the common output or a group of customers.

3.3.2 **Cross functional teams**. This type of teams consists of members representing various departments or functions. They are setup for special projects: planning a new performance management system, working on a product changeover, solving the key customer problem etc. These teams might also be assigned to improve major organizational process or develop a new product.

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[27] Wellins and Byham and Wilson, Inside Teams: How 20 Organisations are Winning Through Teamwork. Jossey-Bass, San Francisco 1991.pp 2-13.

3.3.3 Effective cross-functional teams have many advantages.[28] While some of the advantages apply to other types of teams, too, these advantages have a unique advantage when played out in the context of a cross-functional team. Some of the competitive advantages are:

(a) **Speed**. Cross-functional teams, when they are appropriately empowered, get things done faster, especially product development and customer service.

(b) **Complexity**. Cross-Functional teams improve an organization's ability to solve complex problems because they bring together people with different skill sets, experiences, perceptions and styles.

(c) **Creativity**. New product and service breakthroughs come from the clash of ideas, not from interactions among people with similar views.

(d) **Customer Focus**. Cross-functional teams focus all of the organization's efforts on satisfying a specific internal or external customer or. group of customers.

(e) **Organizational Learning**. Team members pick up technical and professional skills more easily, gain important knowledge about other areas of the organization and learn how to work with people with different styles and cultural backgrounds.

(f) **Single Point of Contact**. The team promotes more effective and efficient teaming by identifying one place to go for information and decisions about a project or customer

3.3.4 Montebello on the other hand, has classified teams into six different types based on the role assigned to it.[29] These include:-

(a) **Active/Involvement Teams**. These consist of people with relevant experiences and information who identify opportunities for improving work processes or solving problems.

(b) **Production/ Service Teams**. These teams have people performing related tasks who coordinate their efforts to produce products or provide services.

(c) **Special project teams**. These are teams with people who have a special area of expertise or people who work temporarily on assigned projects aimed at applying innovative ideas or solutions to problems.

(d) **Functional teams**. These are teams consisting of people with common functional accountabilities, who develop and execute plans, and make and implement operational decisions.

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[28] Copyright 1998 Glenn M. Parker. The JOURNAL, a publication of the Society of Insurance Trainers and Educators (SITE).

[29] Montebello A.R, Work Teams That Work: Skills for Managing Across the Organisation, Best Sellers Publishing,UAS, 1999.pp 4-5

(f) **Boss/direction report relationship**. People working together to achieve mutual goals and continuously improving the performance and potential to assume more responsibility.

3.4 Team Performance Curve

It would by now be apparent that the performance of a team is not at its peak from the very moment of its being formed. As the team progresses through the various stages successfully, the team performance goes up. Based on the level of performance we could classify the team as working group, pseudo team, potential team, real team and high performance team. This is depicted pictorially in Figure 4.1. Performance curve illustrates, how well any small group of people performs depends on the basic approach it takes; and how effectively it implements that approach.

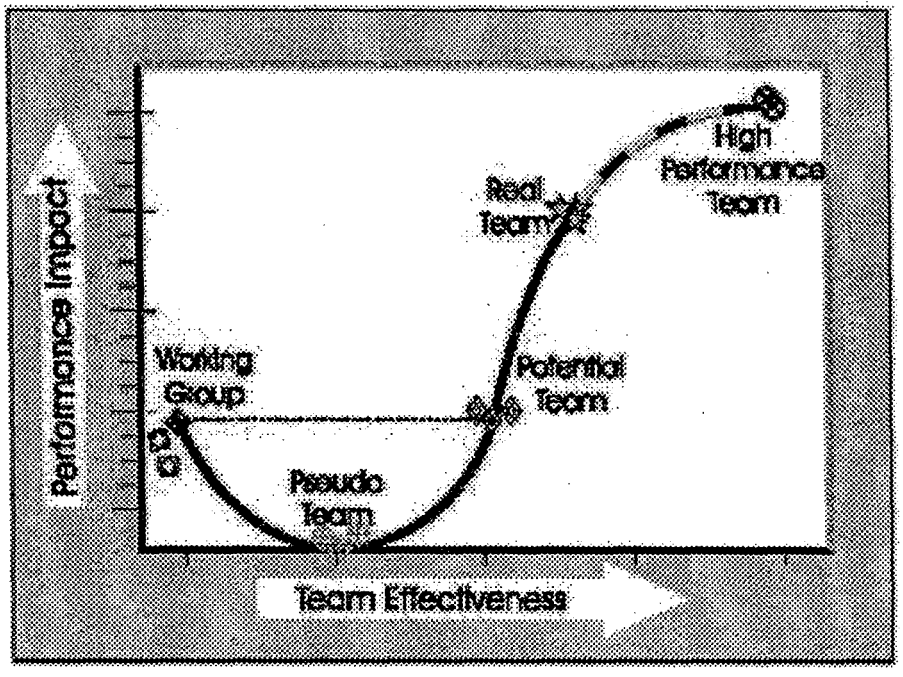

Figure 3.1: Team Performance Curve

3.4.1 Working Group. Presents a fewer risks. If performance aspirations can be met through individuals doing their respective jobs well, the working group approach is more comfortable and less disruptive. The members interact primarily to share information or perspectives and to make decisions to help each individual perform within one's area of responsibility.

3.4.2 Pseudo Team. This is a case where there is need of incremental performance. Pseudo teams are the weakest of all. Their contribution to the organisational performance needs is less than working groups because their interactions take away from each member individual performance without delivering any joint benefit.

3.4.3 Potential Team. This team is making an effort to improve its performance; however, it requires more clarity about purpose, goals and more discipline in evolving a common working approach. It has not yet established collective accountability.

3.4.4 Real Team. This is a small number of people with complementary skills who are equally committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable. Real teams are a basic unit of performance.

3.4.5 High Performance Teams. This is a group that meets all the conditions of real teams, and has members who are also deeply committed to one another's personal growth and success. Their commitment usually transcends the team.

3.5 Stages of Team Development

It is mistakenly assumed that the team starts producing results, the moment it is formed. Not, necessarily so. In fact, many a time, in the early stages of its existence the performance of the team may go below average expectations.

3.5.1 Stages

A number of theories exist on team development and their stages which are listed at Table 3.1. Amongst them Tuckman has summarized selected theories in short descriptive terms which can therefore serve as a generic model. The generally recognised stages of group development are forming, storming, norming, performing, and adjourning, which are depicted at Figure 3.2.

Table 3.1 : Stages of Team Development

Stages Source	1	2	3	4	5
Francis and Young[30]	Testing	Infighting	Getting Organised	Mature Closeness	-
Jones and Bearley[31]	Immature Group	Fractionated Group	Sharing Group	Effective team	-
Moose-bruker[32]	Orientation to Group and Task	Conflict over Control	Group Formation and Solidarity	Differentiation and Productivity	-
Orsburn and J. Zeneger[33]	State of Confusion	Leader Centered	Tightly Formed	Self-Directed	–
Tuckman[34]	Forming	Storming	Norming	Performing	Adjourning
Varney[35]	Formation	Building	Working	Maturity	Termination
Bennis & Shepard (1956)	Depen dence	Counter dependence	Resolution	Interde-pendence	-
Schuts (1982)	Inclusion	Control	Openness/ Affection	Control	Inclusion
Beon (1961)	Depen-dency	Fight / Flight	Pairing	Work	–
Gibb (1964)	Acceptance	Data flow	Goals	Control	-
Yalom (1970)	Orientation and hesitant participation	Conflict dominance and rebellion	Intimacy, closeness and – cohesiveness,	-	Termination

STAGE 1 FORMING	STAGE 2 STORMING	STAGE 3 NORMING	STAGE 4 PERFORMING	STAGE 5 ADJOURNING
Team aquaints and establishes ground rules	**Members resist control by Group leaders and show hostility**	**Members work together developing close relationship and feeling of camaraderie**	**Team members work towards getting the job done**	**Team may disband on achieving their goals or because members leave**

Figure 3.2: The Five Stages of Team Development

[30] D. Francis and D. Young. Improving Work Groups: A practical Manual for Team Building. University Associates Inc, USA, 1979.
[31] J.E.Jones and W.L. Bearley. Group Development Assessment, Bryn Mawr: Organisation Design and Development,1986.
[32] J.Mossbruker. Developing a Productivity Team: Making Work Teams that Work. NTL Institute for Applied Behavioral Sciences and University Associates Inc. 1988
[33] S.D. Orsburn and J. Zeneger. Self Directed Work Teams. Business One Irwin. 1990
[34] B.W. Tuckman. Developmental Sequence in Small Groups. Psychological Bulletin,(63), pp 384-389. 1965.
[35] G.H. Varney. Building productive Teams. San Fransisco. Jossey-Bass,1991.

These stages are sequential, developmental and thematic. The five stages occur in order with each stage having a general theme describing group activity. It is necessary that activities in each stage be accomplished and problems resolved before moving on to the next stage. An analysis of each stage will reveal task oriented and relationship oriented behaviour during each developmental stage. These behaviours, stage-wise, could be summarised as given in Table 3.2.

Table 3.2: Stage-wise Behaviours for Different Orientations

Stage	Theme	Task-Orientation	Relationship-Orientation
1	Awareness	Commitment	Acceptance
2	Conflict	Clarification	Belonging
3	Cooperation	Involvement	Support
4	Results	Achievement	Pride

Stage 1: Forming (Awareness)

It will thus be seen that awareness of each other is the starting point of team building. Being aware and knowing each other cannot possibly be sufficient. It invariably must lead to the activity of setting goals and, thereby, give meaning to the team's existence. If goals are set, and individuals in the teams are not committed to them, it is once again a meaningless exercise. Therefore, in the overall theme of awareness, commitment to the goals and acceptance of each other constitute the task and relationship-oriented behaviours. This is a very important stage and a whole approach on team building can get concentrated on this goal setting approach.

Stage 2: Storming (Conflict)

In the generic model, Stage 2 has been appropriately termed as storming. Total agreement on goals in the initial stages is very rare. Should this happen, it is obvious that either there is total lack of interest amongst the members or the goals are being forced down dictatorially. In either case, team development is a futile activity from this stage onwards. Therefore, discussion on generating alternatives, listening to other's points of view, consensus seeking, conflict resolution, building an atmosphere of support and encouragement; all become very important activities. This opportunity to contribute encourages belongingness, and evolving group consensus results in conflict resolution.

Therefore, the general theme in this stage is conflict resolution and clarification of tasks, and promoting a sense of belonging. In many a team development effort the conflict generated at this stage can tear the team apart. This, therefore, can form a separate approach to team development – the relationship focused approach. This is positively the most crucial stage of team building. New teams tend to rate themselves high on each outcome as positive outcomes of success and expectations are very high. As the team members spend time together, the

realities of interpersonal behaviour, goal setting differences, differing approaches to the problems etc all lead to conflicts. If they get resolved, the team sails, otherwise it sinks. This demonstrates as to how crucial this stage is. A graphic interpretation of data on 23 teams passing through this stage is depicted at Figure 3.3.

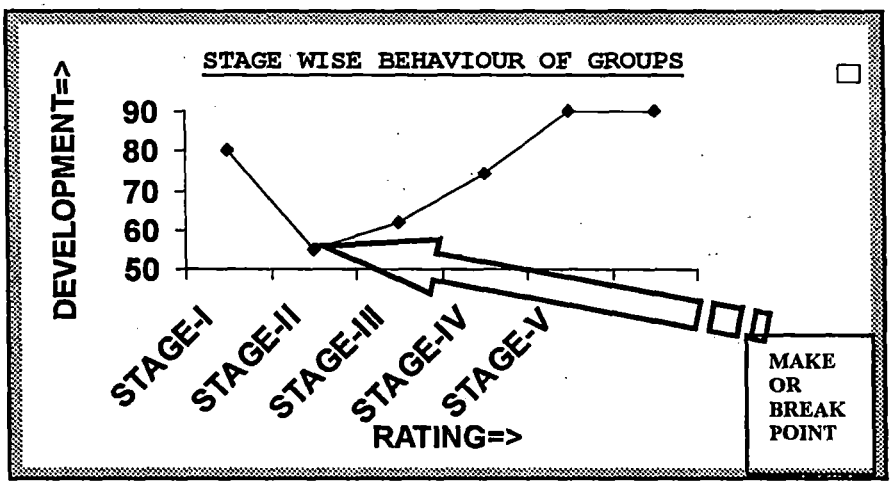

Figure 3.3: Team Development and Criticality of Stage 2

Stage 3: Norming (Cooperation)

The successful completion of Stage 2 has to yield place to cooperation. As each individual is understood, goals clarified and accepted or modified, contribution sought and welcomed, strengths in each individual recognised, group cohesiveness develops and norms are laid as to how the task will be accomplished, the manner in which the team will behave, and the rules and regulations it will follow. As all these are arrived at through consensus; cooperation becomes the central theme with involvement and support forming the task and relationship behaviour. Norming also implies the expected roles of each individual in the team obtained through consensus. This, once again, can form an approach towards team building – the role model.

Stage 4: Performing (Results)

If the above three stages have been successfully undertaken, getting results now remains a formality. How can results be not forthcoming, if the objectives have been duly and correctly evolved, if conflict has been resolved and norms of individual roles all have been worked out systematically? Therefore the central theme in this stage focuses on performing with problem solving and leading to achievement and pride constituting the task and relationship- oriented behaviours. An approach based on good leadership can be used to develop teams at this stage.

Stage 5: Adjourning (Separation)

As brought out many teams come together for specific assignments and then disperse after the task is accomplished. In fact, since a very high performance is

expected from teams, one cannot hope to sustain this level indefinitely. As such, it would often be advisable to adjourn the team when the mission is completed and recreate another when the need arises. In case of ad-hoc teams the adjournment may be abrupt while in others it may be in several phases. The five stages of team building discussed so far are summarized in Figure 3.4.

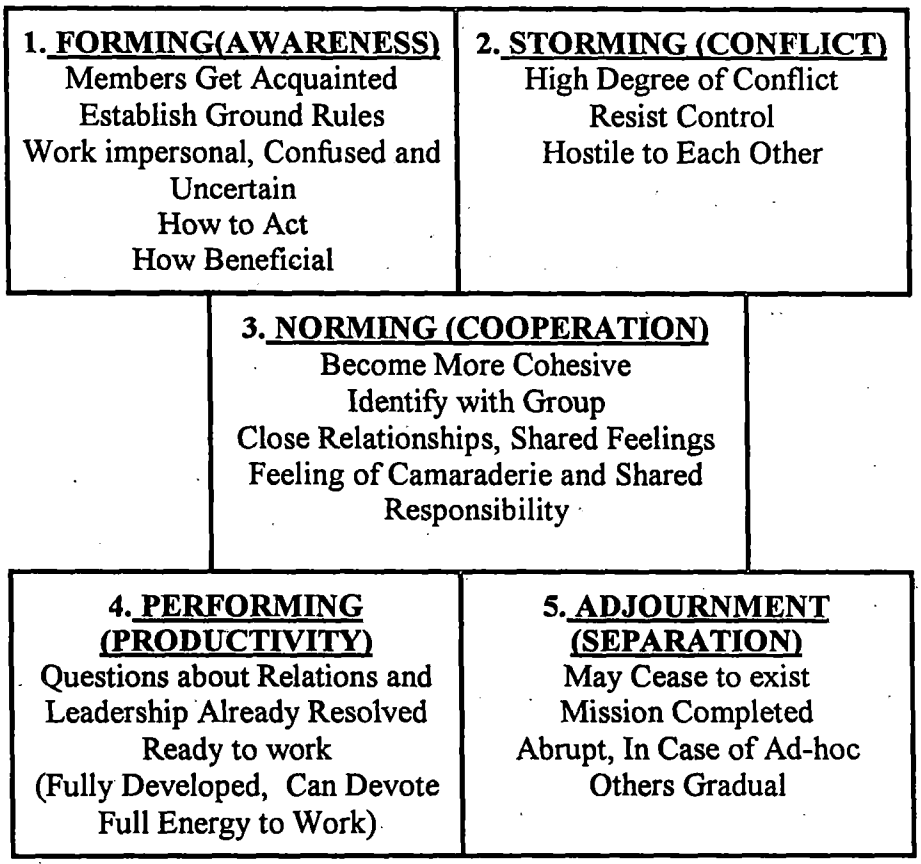

Figure 3.4: Summary of Stages of Team Building

3.6 Use of Teams

Despite our inability to model or predict their performance, team approaches are increasingly being applied to a wide range of business problems and functions. A 1994 survey of Fortune 1000 companies revealed that almost all use project teams, 91 percent use problem solving teams (an increase of 31% from 1987) and about two-thirds use permanent work teams[36]. While several theories of team effectiveness have been proposed, unified measures of team performance do not exist[37]. Yet, the importance of measurement to team performance has been widely recognised.[38]

[36] Brian Dumaine, The Trouble with Teams, Fortune, September 1994, pp 86-92.
[37] David P. Baker and Eduardo Salas, Principles for measuring Teamwork, Team Performance Assessment and Measurement: Theory, Methods and Application, Lawrence Erlbaum Assoc., London, 1997 pp 331-355.
[38] Douglas Shaw and Craig E. Scheier, Team Measurement and Rewards: How some companies are getting it right, Human Resource Planning, 18(3), 1995, pp34-49.
[38] Christopher Meyer, How the right Measures help teams excel, Harvard Business Review, pp 95-103, May-June 1994.

3.7 Characteristics & Limitations of Teams

3.7.1 Characteristics of Effective Teams

No matter what the type of team, be it a small manager team, technical team, special project team or task force, senior management team of a big firm or even the non-managerial team – though differing in many ways – all will have four features in common. They have all been formed for a particular purpose, they individually have a job to perform which requires them to work together and coordinate their activity, and they are recognised as such by the senior management and are vested with power and authority. Empirical research points to the following characteristics of effective teams:

(a) **Participation** Team members should feel that their participation is important and personally beneficial to them. Teams should only remain intact as single entities so long they are working on a particular problem. When the goals they have set have been met, they should be formally disbanded or discontinued. Whenever possible, the team should include some of the persons who will be responsible for implementing the decision. When there is complete separation between persons responsible for making decisions and persons responsible for implementing them, confusion and lack of commitment frequently arise.

(b) **Right Mix** Members of a team must possess the appropriate balance or mix of skills and traits. Homogeneous teams are not usually as effective as teams composed of members whose skills and talents differ in relevant ways, especially when dealing with complex problems. On the other hand, it is disruptive if teams consist of members whose talents and especially personalities are more heterogeneous than required by the nature of the problem and the demands placed on members.

(c) **Optimun Size** Although the research findings are not absolutely clear cut, it appears as if there is an optimum size for most teams. At the one end, the advantage of working in groups is usually diminished, if there are less than five members. On the other end, with more than ten or fifteen members, teams typically become unwieldy. While optimum size will vary with circumstances, the ideal size of teams for many tasks appears to range from five to ten members.

(d) **Knowledge of Task** Members of the teams should have knowledge and information that is relevant to the problem and task. In addition, experience in team development work suggests that it is usually desirable for persons significantly affected by the team decisions to be either members of the team or, at least, represented on it.

(e) **Influence of Members** Influence of members on decisions in teams should be based on their capacity to contribute (relevant expertise) and not on the authority they possess in the organisation. Group norms should be

instilled to the effect that influence will be based on relative knowledge. This is obviously, a more important consideration when the teams are composed of members from more than one level in the organisation, as is seen to occur frequently.

(f) **Integration with the Organisation** Team decisions should be integrated with the normal or regular decisions of the departments or units from which the members are drawn. This requirement is frequently overlooked in team building. In the enthusiasm of improving the effectiveness of the team, the necessity for the activity of the team to be consistent with what is occurring around it tends to get overlooked. Therefore the department or unit members who are not on the team must be kept fully informed of the team's progress and decisions at all times, and a few persons made deliberately responsible for ensuring that the teams decisions are fully compatible with the actions and choices of the wider organisation of which the team is an integral part. Conflicts that develop within teams should be confronted and resolved with a problem solving approach, instead of being avoided or smoothed over. The team members should be trained or at least encouraged to find settlements and reconcile or integrate the needs of the parties involved.

(g) **Team Leadership** It is necessary for the team to select a leader. Only in exceptional circumstances can a team function without a leader.

3.7.2 Characteristics of Effective Team members

Besides seeing the characteristics of an effective team as well as an ineffective team, it would be prudent to examine the characteristics of effective team members. It will be observed that organisational failures often are not a result of poor leadership but of poor followership. Numerous training programs have been developed to teach leadership theories and skills, but few teach how to be an effective follower. More importantly, few teach how to be an effective member of a team. An effective team member is, therefore, one who:

(a) Understands and is committed to group goals.
(b) Is friendly, concerned and interested in others.
(c) Acknowledges and confronts conflict openly.
(d) Listens to others with understanding.
(e) Includes others in the decision making process.
(f) Recognises and respects individual differences.
(g) Contributes ideas and solutions.
(h) Values the ideas and contributions of others.
(i) Recognises and rewards team efforts.
(j) Encourages and appreciates comments about team performance.

These characteristics are in a segmented pattern, alternating task and relationship behaviours. This pattern of behaviours is the starting point for the

development of a model of team building. A more comprehensive list of these qualities can be projected diagrammatically, as given at Figure 3.5.

MANIFEST BEHAVIOUR		ATTITUDES/VALUES
GOAL CLARITY AND FLEX APPROACH	DESIRED QUALITIES OF MEMBERS OF EFFECTIVE TEAMS	BELIEVES THAT THERE ARE NO OBSTACLES
DISPLAY SIGNIFICANT UNDERSTANDING OF ORGANISATION PHILOSOPHY		COMMITTED TO QUALITY, TEAM WORK AND CAPABILITY
BUILDS FORMAL & INFORMAL NETWORK		EASILY INSPIRED BY VISION
VISIBLE, ACCESSIBLE AND COMMUNICATES		DRIVEN BY SUCCESS AND RECOGNITION
COMMITTED TO SUCCESS OF PARENT ORGANISATION		ACTION ORIENTED
SUSTAINED COMMITMENT EVEN WHEN WORKING APART		OPTIMISTIC EVEN IN TOUGH CONDITIONS
HAS SIGNIFICANT INFLUENCE ON PARENT ORGANISATION		VALUES GOOD LEADERSHIP
WORKS BEST WHEN LEFT FREE		DISTINGUISHES IMPORTANT FROM URGENT
WORKS WITH OTHERS		NEVER SATISFIED
APPEARS ARROGANT		LEGITIMATE
		VALUES PEOPLE FOR KNOWLEDGE NOT STATUS

Figure 3.5: A Model of Effective Team Members[39]

3.7.3 Criteria for Effective Teams

Douglas McGregor observed and worked with many groups, especially in a managerial context. Based on his research, his observations, and his consultations with these different groups, he listed what he considered the unique features of an effective managerial team.[40]

(a) **Understanding, mutual agreement, and identification with respect to the primary task.** Team members have clarity about their ultimate purpose of mission and are committed to its accomplishment.

(b) **Open Communications**. Team members express ideas, opinions, and feelings openly and authentically. McGregor also points out that being

[39] CDM Handout on Team Building, 2000.
[40] McGregor, D. The Professional Manager. McGraw-Hill. 1967.

absolutely open, regardless of situation, is not the criteria for effectiveness. Openness is related to the task at hand.

(c) **Mutual trust**. Trust and openness go hand-in-hand, and openness is practically impossible to achieve without trust among team members. McGregor notes further that trust is a delicate aspect of relations, influenced more by actions than by words. Trust can be destroyed quickly and easily-one act can do it. Trust is a feeling influenced by needs, expectations, guilt, anxieties, and the like, and it is based on people's perception of others and their behaviour, not an objective reality.

(d) **Mutual support**. This feature of an effective team is manifested by the absence of hostility or indifference among members and by the presence of care, concern, and active help towards one another.

(e) **Management of human differences**. Group creativity typically comes from an open exchange of different ideas, opinions, and intuitions, and from an active process of integrating these differences into an outcome that represents the best of the individual contributions. Managing differences successfully within the group is easier said than done, of course. Key is to maintain the balance between fostering conflict of ideas and opinions and controlling these differences.

(f) **Selective use of the team**. Being discriminatory about when and when not to use the team in a group endeavour for consensual decision making will help ensure time efficiency and a wise use of member energy. Effective teams know when they should meet, and they know how to use their time.

(g) **Appropriate member skills**. The effective team has among its membership-not just the leader-the variety of skills that are needed for performance of task and for maintenance of the team as a viable group. It is absolutely necessary that there be an adequate level of technical knowledge among the team member's membership for task accomplishment. Just as necessary skills are required to elicit that knowledge and integrate the various elements of it into a decision. These skills are of two types-task and maintenance. The more all members of the team can develop these two sets of skills, the more effective the team is likely to be.

(h) **Leadership**. The leadership function of an effective team is managing and integrating the other seven characteristics. It is unreasonable that assume that the leader alone can set direction, be open, trust and support team members, manage individual differences, always know when to use the team as a group, and provide all the necessary task and maintenance functions. In the effective team these characteristics become the responsibility and concern of all members. The team leader's job is to see that these characteristics are first identified and then become group norms. In addition, the team leader is the prime coordinator, seeing that the various

responsibilities for effective teamwork are shared among members and differentiated according to subtask requirements remember talent.

Prior to McGregor's list of eight features, Likert (1961)[41] had proposed 24 "performance characteristics of the ideal highly effective groups". There is considerable overlap between the two lists, but four from Likert's list are different enough to be worth mentioning.

(a) The values and goals of the group are integrated with and express the relevant values and needs of the members. Since the group members help to shape these values and goals, they will be committed to, and be satisfied with them.

(b) Group members, including the leader, believe that they as a group can accomplish the impossible. This kind of expectations stretches and challenges group members and establishes the potential for growth and development. This characteristic of an effective group is reminiscent "high-performance systems".

(c) The group understands the nature and value of constructive conformity and knows when to use it and for what purpose. Actually, this characteristic of Likert's helps amplify McGregor's management of difference feature-the process of maintaining a balance between fostering conflict in controlling it.

According to Philip Hanson and Bernard Lubin,[42] developing well functioning teams takes considerable time and effort. Team members must recognise and accept their own needs and be sensitive to those of other team members, and maintain some balance among these needs. A principle of effective team functioning is that members must be highly concerned with both their own needs and others'. These needs are analogous to the major concerns or of the management for task and people morale. Following are some of the characteristics of an effective team:

(a) A team shares a sense of purpose or common goals, and each team member is willing to work towards achieving these goals.

(b) The team is aware of and interested in its own processes and examining norms operating within the group.

(c) Team identifies its own resources and uses them, depending on the team's needs at any given time. At these times the group willingly accepts the influence and leadership of the members whose resources are relevant to the immediate task.

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[41] Likert Rensis, New Patterns of Management. McGraw-Hill Company, Inc. New York. 1961. pp166-169.

[42] Hanson, P.G and Lubin Bernard, Teambuilding as Group Development, Organizational Development Journal, Spring 1986,pp27-35.

(d) Group members must continuously try and listen to and clarify what is being said and show interest in what others say and feel.

(e) Differences of opinion are encouraged and freely expressed. The team does not demand narrow conformity or adherence to formats that inhibit freedom of movement and expression.

(f) The team is willing to surface conflicts and focus on it until it either is resolved or managed in a way that does not reduce the effectiveness of the individuals involved.

(h) The team exerts energy towards problem-solving rather than allowing it to be drained by interpersonal issues or competitive struggles.

(i) Roles are balanced and shared to facilitate both the accomplishment of tasks and feelings of the group cohesion and morale.

(j) To encourage risk taking and creativity, mistakes are treated as source of learning rather than reasons for punishment.

(k) The teams are responsive to changing needs of its members and to the external environment to which it relates.

(l) Team members are committed to periodically evaluating the team's performance.

(m) The team is attractive to its members, who identify with it and consider it as a source of both professional and personal growth.

(n) Developing a climate of trust is a crucial element of facilitating all of the above elements.

3.8 Team Leadership

Charles Handy, in his illuminating essay on leadership[43] defines a leader as follows:

'Leader shapes and shares a vision which gives point to the work of others.'

This statement gains significance when considering the role of a leader in a team. However unlike a solo leader a team leader cannot be authoritarian but has to assume a role wherein he is seen more as a facilitator. The essential difference is that the team leader deliberately limits his or her role and declines to rule as if absolutely. That self limitation will show itself in a number of ways.

[43] Hand Charles, The Language of Leadership, Frontiers of Leadership, Blackwell, Oxford Press, 1992.

Firstly, the team leader does not expect to be wiser, more creative or more far sighted than colleagues, and in consequence is more humble than a solo leader. Second, by having a greater degree of respect for, and trust in, others the team leader is more inclined to delegate, does not interfere with the way in which others operate and is more concerned with outcomes. Third, the team leader fulfils a leadership role by creating a sense of mission. Mission creates the framework whereby each person contributes in their own way to the common purpose. In that respect the selection and development of the team is crucial.[44]

In many organisations, it is not always possible or practical to take whole teams away for development programmes. Sometimes the response is for the consultants to spend short periods of time, such as a day, with teams on regular basis. Another strategy, especially where there are large numbers of teams and the organisation wants to start making an impact on all of them, is to concentrate effort on the team leaders. Organisations increasingly require a steady supply of effective team leaders and project managers to take up these important roles.

Often this will involve promoting technical specialists who find these roles very demanding- sometimes too demanding. Organisations can help by providing development and training opportunities that demonstrate the complexities inherent in these roles especially the human and organisational aspects of team working and project management, and how to cope successfully with them.

Group of team leaders from within the organisation can then be assembled and a programme arranged to suit the particular needs of the organisation.[45]

Leaders of teams spend as much time anticipating the future as they do managing the present. This is not to say that they spend half their time in detailed planning though that will be part of it. It is more that they devote time to thinking forward to, and talking to others about, their goal, for it is this that provides the team with its purpose and direction.

Team leaders are good at creating visions. Visions in this sense are not the vague, mystical or unrealistic products of the wandering mind. They are instead vivid pictures of what the team is trying to achieve. The vision is a statement of where the team is heading and what it stands for. Its purpose is to create challenges and excitement and common direction for team activities.[46]

With regards to the role change due to induction of teams with in the organisation Wellins and Byham and Wilson[47] have mentioned that leadership responsibilities do not disappear when work teams appear within the organisation but are transferred overtime. In general, the trend of redistribution is for leadership

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[44] Belbin M, Team Roles at Work. Butterworth-Heinemann Ltd. London.1993. pp 105-107
[45] Hastings Colin, Bixby P, Chaudhary Rani, The Super Team Solution. Gower Publishing Company Limited,1986. pp 24-25.
[46] Ibid pp80-82
[47] Wellins R.S, Byham W.C, Wilson J.M, Empowered teams: Creating self-directed Work groups that Improve Quality, Productivity and Participation. Jossey-Bass, San Francisco 1991.pp32-33.

responsibilities to shift towards the team members themselves. In addition to this they mention that as leadership and managerial responsibilities shift to the team, the team becomes more empowered and self-directed.

With regards to the issue of leadership and team, Wellins and Byham and Wilson[48], have advocated that, there are several models of leadership within teams. Some organisations opt for a model of shared leadership; others keep a formal team leader permanently in place; still others rotate leadership responsibilities. It is also important to note how organisations handle the role of leadership outside the team itself: what happens to current supervisors and managers? Where do they go? How are they redeployed? What types of special training do they need? Above all, it requires to be seen how organisations involve them as partners in the change process.

The traditional organisation relies on relatively simple plans. When the plans do not work the superiors tend to shift the blame on the subordinates. Team development programmes go beyond this pattern of failure and finger pointing. The responsibility for the success of teamwork starts with the team leader who develops a plan that is then executed by team members who are, at all times, in military like preparedness. Teamwork encourages group discussion and innovation in-process operations and overall improvement. More and more breakthroughs, inventions and creative inspirations stem from group/team collaborations. When various team members are working together in a truly collaborative way, the cycle time is greatly abbreviated, innovation flourishes and there is a more timely response to the market demand.

[48] Wellins and Byham and Wilson, Inside Teams: How 20 Organisations are Winning Through Teamwork. Jossey-Bass, San Francisco 1991.pp 14-15.

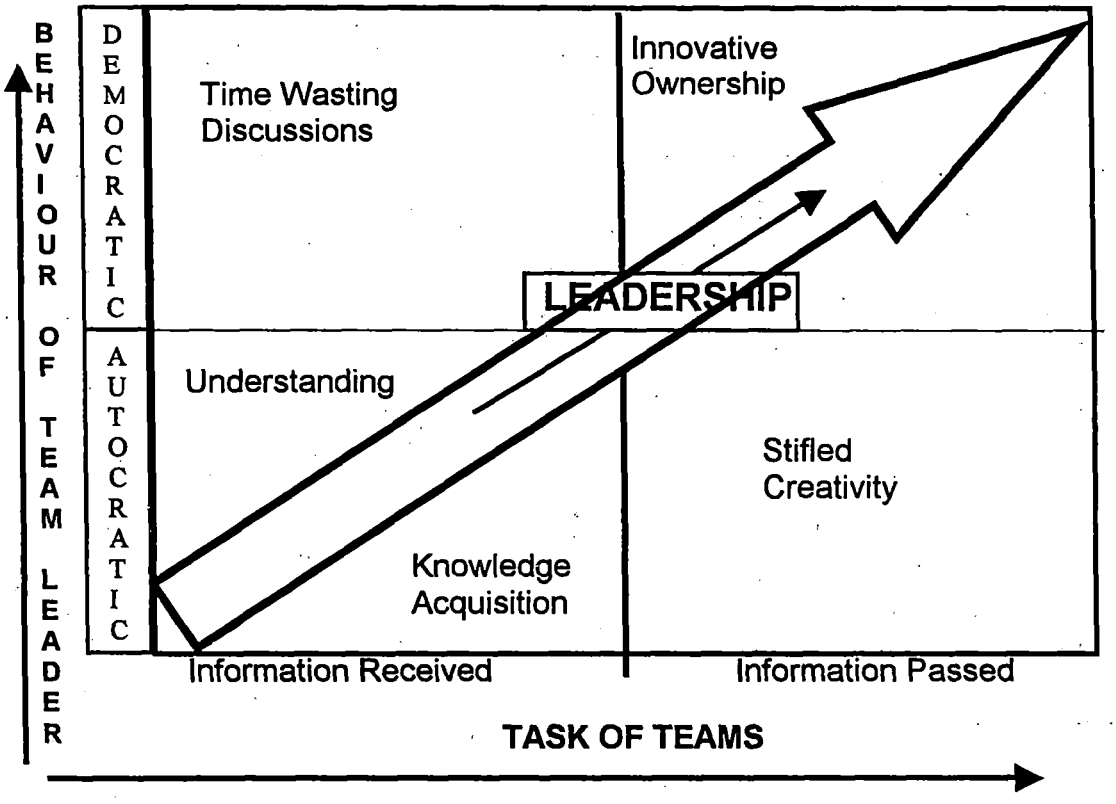

Figure:3.6[49]: Matching the behaviour of leader to team task

3.9 Conflict in Teams

A major advantage a team has over an individual is its diversity of resources, knowledge, and ideas. However, diversity also produces conflict. As more and more organizations restructure to work teams the need for training in conflict resolution will continue to grow. Varney (1989)[50] reports that conflict remained the number-one problem for most of the teams operating within a large energy company, even after repeated training sessions on how to resolve conflict and how to minimize the negative impact on team members.

One reason for this may be that mangers and other leaders within organizations are not giving the issue of resolving conflict enough attention. Varney's research showed that although most managers are aware of disagreements and have received training in conflict resolution, they seldom assign a high priority to solving conflict problems. With this in mind, it is critical that team members possess skills to resolve conflict among themselves.

Conflict arises from differences. When individuals come together in work teams their differences in terms of power, values and attitudes, and social factors all contribute to the creation of conflict. It is often difficult to expose the sources of conflict. Conflict can arise from numerous sources within a team setting and generally falls into three categories: communication factors, structural factors and

[49] CDM Handout on Leadership, 2000.
[50] Varney, G. H. (1989). Building productive teams: An action guide and resource book. San Francisco, CA: Josey-Bass, Inc.

personal factors (Varney, 1989). Barriers to communication are among the most important factors and can be a major source of misunderstanding. Communication barriers include poor listening skills; insufficient sharing of information; differences in interpretation and perception; and nonverbal cues being ignored or missed. Structural disagreements include the size of the organization, turnover rate, levels of participation, reward systems, and levels of interdependence among employees. Personal factors include things such as an individual's self-esteem, their personal goals, values and needs. In order for conflict to be dealt with successfully, managers and team members must understand its unpredictability and its impact on individuals and the team as a whole.[51]

Conflict in work teams is not necessarily destructive, however. Conflict can lead to new ideas and approaches to organizational processes, and increased interest in dealing with problems. Conflict, in this sense, can be considered positive, as it facilitates the surfacing of important issues and provides opportunities for people to develop their communication and interpersonal skills. Conflict becomes negative when it is left to escalate to the point where people begin to feel defeated, and a combative climate of distrust and suspicion develops (Bowditch & Buono, 1997)[52]. Nelson (1995)[53] cautions that negative conflict can destroy a team quickly, and often arises from poor planning. He offers this list of high potential areas from which negative conflict issues commonly arise:

(a) **Administrative Procedures**: If the team lacks good groundwork for what it is doing, its members will not be able to coordinate their work.
(b) People Resources: If the team does not have enough resources to do the job, it is inevitable that some will carry too heavy a load. Resentment, often unexpressed, may build, so it is crucial that team leaders ensure adequate resources.
(c) **Cost overruns**: Often inevitable, cost overruns become a problem when proper measures are not taken. The whole team should know early on when cost becomes a problem so additional funding can be sought by the team. This way the problem can be resolved before it grows into a problem for management.
(d) **Schedules**: The schedule is highly consequential to the team's project and should be highly visible. All members should be willing to work together to help each other meet their deadlines.
(e) **Responsibilities**: Each team member must know what areas are assigned and who is accountable for them.
(f) **Wish Lists**: Members must stick to the project at hand and avoid being sidetracked into trying to fit other things into it. They must wait and do the other things they would like to do after successful completion of the original project.

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[51] Stulberg, J. B. Taking charge / managing conflict. Lexington, MA: Lexington Books. 1987.
[52] Bowditch, J. L., Buono, A. F. (1997). A primer on organizational behavior (4th ed.). New York, NY: JohnWiley & Sons.
[53] Nelson, M. (1995). Interpersonal team leadership skills. Hospital Material Management Quarterly, 16 (4), 53 - 63.

Team members can and should attempt to avoid negative conflict from occurring. Being aware of the potential for negative conflict likely to occur, and taking the necessary steps to ensure good planning is a right step in this direction.

3.9.1 Handling Negative Conflict

When negative conflict does occur there are five accepted methods for handling it: Direct Approach, Bargaining, Enforcement, Retreat, and De-emphasis (Nelson, 1995). Each can be used effectively in different circumstances.

(1) **Direct Approach**: This may be the best approach of all. It concentrates on the leader confronting the issue head-on. Though conflict is uncomfortable to deal with, it is best to look at issues objectively and to face them as they are. If criticism is used, it must be constructive to the recipients. This approach counts on the techniques of problem-solving and normally leaves everyone with a sense of resolution, because issues are brought to the surface and dealt with.

(2) **Bargaining**: This is an excellent technique when both parties have ideas on a solution yet cannot find common ground. Often a third party, such as a team leader, is needed to help find the compromise. Compromise involves give and take on both sides, however, and usually ends up with both walking away equally dissatisfied.

(3) **Enforcement of Team Rules**: Avoid using this method if possible; it can bring about hard feelings toward the leader and the team. This technique is only used when it is obvious that a member does not want to be a team player and refuses to work with the rest. If enforcement has to be used on an individual, it may be best for that person to find another team.

(4) **Retreat**: Only use this method when the problem isn't real to begin with. By simply avoiding it or working around it, a leader can often delay long enough for the individual to cool off. When used in the right environment by an experienced leader this technique can help to prevent minor incidents that are the result of someone having a bad day from becoming real problems that should never have occurred.

(5) **De-emphasis**: This is a form of bargaining where the emphasis is on the areas of agreement. When parties realize that there are areas where they are in agreement, they can often begin to move in a new direction.

3.9.2 Managing Cooperative Conflict

Though we often view conflict through a negative lens, teams require some conflict to operate effectively. Cooperative conflict can contribute to effective problem solving and decision making by motivating people to examine a problem. Encouraging the expression of many ideas; energizing people to seek a superior solution; and fostering integration of several ideas to create high-quality solutions (Tjosvold, 1988). The key is to understand how to handle it constructively. If members understand how to do it, differences that arise can result in benefits for a team.

While it is true that suppressed differences can reduce the effectiveness of a team, when they are brought to the surface, disagreements can be dealt with and problems can be resolved. The actual process of airing differences can help to increase the cohesiveness and effectiveness of the team through the increased interest and energy that often accompanies it. This in turn fosters creativity and intensity among team members. In addition, bringing differences to the surface can result in better ideas and more innovative solutions. When people share their views and strive toward reaching a consensus, better decisions are reached. Team members also improve their communication skills and become better at understanding and listening to the information they receive when differences are freely aired. Fisher, Belgard, and Rayner (1995)[54] offer these tips on improving listening skills:

(a) Listen for meaning.
(b) Understanding is not agreeing.
(c) Seek clarification before responding, if needed.
(d) Apply listening skills when receiving a message.
(e) Evaluate yourself for how well you listened at the end of any conversation.

The tension of well-managed conflict allows teams to confront disagreement through healthy discussions and improve the decisions made (Rayeski & Bryant, 1994) [55]. This leads to greater team efficiency and effectiveness. Effectively managing conflict allows teams to stay focused on their goals. Swift and constructive conflict management leads to a broader understanding of the problem, healthy expression of different ideas or alternatives, and creates excitement from the positive interaction and involvement which will help the team through periods of transition and on to greater levels of performance.

As teams become more responsible for managing themselves, it is important for organizations to help them by identifying the knowledge, skills, and abilities (KSAs) required to handle conflict. Then developing plans to transfer these skills and capabilities over to their teams. Because conflict is inevitable in teams, the focus needs to be on how it is managed. Conflict that is poorly handled creates an environment of fear and avoidance of the subject. On the other hand, if properly managed, it can lead to learning, creativity, and growth.

3.10 Team Resolution Process

Rayeski and Bryant (1994)[56] recommend using the Team Resolution Process to handle conflict when it occurs in teams. In their view, conflict should first be handled on an informal basis between the individuals involved. This, they say, will

[54] Fisher, K., Rayner, S., Belgard, W., (1995). Tips for teams: A ready reference for solving common team problems. New York: McGraw-Hill, Inc.
[55] Rayeski, E., & Bryant, J. D. (1994). Team resolution process: A guideline for teams to manage conflict, performance, and discipline. In M. Beyerlein & M. Bullock (Eds.), The International Conference on Work Teams Proceedings: Anniversary Collection. The Best of 1990 - 1994 (pp. 215 - 221). Denton: University of North Texas, Center for the Study of Work Teams.
[56] Rayeski, E., & Bryant, J. D. (1994). Ibid. pp. 217.

allow time for resolution or self-correction by the individuals. If the conflict remains unsettled, a mediator can be brought in to help resolve the situation. If resolution is still not achieved the dispute should be openly discussed in a team meeting. A formal discipline process needs to occur, if resolution is not achieved after being addressed at the team level. The escalating process of Team Resolution is as follows:

(a) **Collaboration (One-on-one)**: Handle the new problem person-to-person. Use as many facts as possible and relate the issue to customer, team, or organizational needs. Be open and honest and conduct the session in a private setting. Document the concerns or issues, the dates, and the resolution, if any, and have both parties sign it.

(b) **Mediation (One-on-one with Mediator)**: If collaboration did not work or was inappropriate, handle the problem with a mediator. The mediator must be trained in conflict resolution, understand policy and ethics, be trusted by the team, and have the ability to remain neutral. Gather facts and talk over the issue with the people involved. Bring up as many facts as possible and relate the issue to customer, team, or organizational needs. Be open and honest and conduct the mediation session in private. Document it and have all parties sign.

(c) **Team Counselling**: The conflict is now a definite issue to the team. Collaboration and/or Mediation could not be done, were not appropriate, or did not work. Handle the conflict at a team meeting; put the problem on the next agenda and invite the necessary individuals. Again, bring up the facts, relate the issue to customer, team, or organizational needs. Be open and honest, discuss it in a private setting, document it, and have all parties sign it. Anyone on the team can put an issue or problem on the team agenda, however, this step should be used only after Collaboration, and Mediation has been ruled out.

Because every team is different, disputes that arise will be too. However, Stulberg (1987)[57] recognizes patterns common to all controversies. He calls them the Five-P's of Conflict Management:

(a) **Perceptions**: People associate conflict with negative responses such as anger, fear, tension, and anxiety. Rarely do we perceive any benefits from being involved in a dispute. Our negative perceptions impact our approach in resolving conflict as we strive to eliminate the source of these negative feelings.

(b) **Problems**: Anyone can be involved in a conflict, and the amount of time, money, and equipment needed for resolution will vary according to its complexity.

(c) **Processes**: There are different ways to go about resolving disputes: Suppress the conflict, give in, fight, litigate, mediate, etc.

[57] Stulberg, J. B., Taking charge / managing conflict. Lexington, MA: Lexington Books. 1987

(d) **Principles**: Determine the priorities of all resolution processes on the basis of an analysis of our fundamental values regarding efficiency, participation, fairness, compliance, etc.

(e) **Practices**: Power, self-interest, and unique situations are all factors relating to why people resolve disputes the way they do.

Stulberg proposed these patterns as an aid for formal mediators, but anyone dealing with conflict can benefit from understanding the elements common to disagreements.

3.11 Failure of Teams

3.11.1 Why do Teams Fail? If departments take the view that they need someone on each company team in order to safeguard the department's position, then the team is doomed to failure. Similarly, if the team is not taken seriously or given a clear remit and authority to take decisions, nothing will be achieved. Even with a clear purpose and commitment from directors, the team still needs to understand how to work together.[58]

(a) Teams fail when they are not given authority
(b) Teams fail when they do not understand how to use their combined abilities
(c) Teams fail because of vested interests
(d) Teams fail when they do not understand team working

Montebello (1994) [59] carried out a study of causes of failure of teams in the organisations and found that the main reason for failure of teams occurred when individual members indulged in the following behaviour:

(a) Jockeying for position to push on views.
(b) Droning on incessantly.
(c) Sitting in silence, withholding critical information.
(d) Dominating the discussion on railroading their ideas.
(e) Backing down on their own opinions a question.
(f) Quickly agreeing with the majority position even without real conviction

3.12 External intervention/intervention techniques

OD interventions are techniques and measures designed to change the culture of the organisation, move it from "where it is" to where team members wanted to be, and generally enable them to improve their practices so that they may better

[58] Parker, Glenn M.. The JOURNAL, A publication of the Society of Insurance Trainers and Educators (SITE). 1998. pp21-23.
[59] Montebello Anthony R., Work Teams that Work: Skills for Managing Across the Organisation, Bestseller Publications) 1994. pp 100

accomplish individual, team, and organizational goals. Over the years, practitioners have created an array of interventions to help organisation members address specific problems effectively and efficiently. Interventions such as teambuilding, survey feedback, role analysis, and inter-group conflict resolution were developed during early years of organization development. Interventions such as quality of work life (QWL), work redesign using socio-technical systems theory (STS), collateral organisation (also known as parallel learning structures), and strategic planning methods were developed as the field continued to evolve.

OD intervention techniques are sets of structural activities in which selected organizational units (target groups or individuals) engage in a task or a sequence of tasks where the task goals are related directly or indirectly organizational improvement. Interventions constitute the action thrust of organization development. OD practitioner is a professional versed the theory and practice of OD. The Practitioners brings four sets of attributes to the organizational setting: a set of values; a set of assumptions about people, organisations, and interpersonal relationships; a set of goals and objectives for the practitioner and organisation and its members; and is set of structured activities that are the means for achieving the values, assumptions, and goals. These activities are what we mean by the Word interventions. Teambuilding forms an important form of OD intervention technique.

Probably the most important single group of interventions in OD are teambuilding activities, the goals of which are improvement and increased effectiveness of various teams within organisations. Some interventions focus on the intact work teams composed of a boss and subordinates, which we could call the formal groups. Others interventions focus on special teams such as start up teams, newly constituted teams due to mergers, organisation structure changes, or plant startups; task forces; cross-functional project teams; and committees.

Teambuilding interventions are typically directed towards four major substantive areas: diagnosis, task accomplishments, team relationships, and team and organizational processes.[60]

3.13 Team Compensation

Complementing the growth in the use of teams is an increased interest in applying pay-for-performance as a way to motivate employees and control compensation costs. A Coopers and Lybrand survey[61] taken in late 1993 shows that almost one-third of the respondents were considering implementing a new pay-for-performance plan at their organization. A 1992 Conference Board survey showed that 18% of companies surveyed used team or small group incentives and another 18% were considering adopting them (HR Magazine, January 1994, p. 33). Both of these surveys reported an increase in this kind of interest compared to the previous year.[62]

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[60] 'et passim' French, W.L and Bell, C.H, Jr. OD Behavioral Science Intervention for Organisation Improvement. Prentice Hall,1999.

[61] Coopers and Lybrand, Personnel Journal, Implementing a New Pay-for-performance Plan in an Organization, February 1994, p. 22.

[62] Zigon, Jack. How to Measure White-Collar Employee Performance. *Performance and Instruction Journal.* 1994. pp34-35

3.14 Performance Appraisal

The dictionary meaning of the word appraisal is "a valuation: estimation of quality". To appraise means 'to estimate the worth of'. In the context of any organisation, whether it is be private, public or military, it means to evaluate performance or behaviour of a person in any manner, formal or informal, oral or documented, open or confidential and for specific purposes. Performance appraisal can be defined as a formal exercise in which the organisation makes an evaluation, in a documented form, of its employees, in terms of their personal strengths and weaknesses and demonstrated performance, annually, for certain purposes such as placements, promotions, development and career planning. Team appraisal too assumes a great importance with induction of various types of teams in most sections/ departments of an organisation.

Over 30 per cent of companies use performance appraisal for more than one purpose. This reflects a widespread recognition that performance appraisal, if done effectively, can increase productivity, develop bench strength for future growth, and decrease organizational costs.
It is essential that the team agreed on the purposes of performance review before embarking on the design of on appraisal instrument. It is also essential to □pecializ and take action to address conflicting purposes served by the same process. If pay is linked to performance, for example, the teams have take precautions to ensure that discussions are open and candid so that developmental purpose can be adequately served.[63]

3.14.1 Purpose of Team Appraisal. The numerous purposes of the performance appraisal of a team (Montebello (1994)[64].These include:

(a) Ensuring mutual understanding of performance expectations.
(b) Building confidence between manager and direct reports.
(c) Clarifying misunderstandings regarding performance expectations.
(d) Identifying training and development needs.
(e) Supporting decisions about pay and bonuses.
(f) Early identification of potential for promotion.
(g) Sustaining and enhancing motivation.
(h) Fostering communication and feedback.
(i) Ongoing management of performance by setting expectations, periodically reviewing progress, and conducting the overall evaluation.

3.14.2 Why appraisals don't support teams

Inspite of the fact that there are teams in all spheres of the organisation, there is still hesitancy in appraising individuals as a part of the team. Several reasons help

[63] Montebello Anthony R., Work Teams that Work: Skills for Managing Across the Organisation, Bestseller Publications) 1994. pp 262.
[64] Montebello Anthony R., Work Teams that Work: Skills for Managing Across the Organisation, Bestseller Publications) 1994. pp 258-259.

explain why existing appraisal systems aren't supporting teams[65] as well as they need to:

(a) Appraisal systems were usually developed only with *individual* performers in mind. The ideas of self-managing work teams, cross-functional work teams and other team structures were too new or used too infrequently to take into account. The bottom line was the majority of employee and management needs were satisfied with a simpler system.

(b) Measuring team performance is difficult. Todays cross functional teams are likely to be made up of very creative employees. Research scientists, marketers and procurement professionals are hard enough to measure as individuals, yet alone when they are put on a cross-functional team to develop a new product. In addition to the difficulties inherent to measuring white-collar work, it is often difficult to decide were the team leaves off and the individuals begin.

(c) Different types of teams require different approaches to measurement. Many appraisal systems use one common set of evaluation factors. But project teams which come together for a one-shot task need to be measured in a different way than a permanent work team assigned to troubleshoot and install computer systems. And cross-functional teams are much harder to measure than homogeneous teams.

(d) The quality improvement movement has downplayed the importance of appraisal systems. Deming came out and said that appraisals should be abolished as they are inherently destructive systems which interfere with employee performance improvements. But American companies have not abandoned performance appraisals. As it turns out Deming was right, but only if the system was poorly designed. But the payoff from well-designed appraisal systems can be enormous. One company has been able to document $20.8 million in performance improvements due to a new appraisal system (Zigon, 1993).[66]

3.14.3 Keys to success

Appraisal systems don't have to be team-hostile. Here are four keys to improving the probabilities of success in appraising team performance:

3.14.3.1 Tie the team's results to the organization's goals.

Measures of performance need to vary as you move downward through and organizational. Measures which make sense in the executive suite can cause dysfunctional behaviours if applied indiscriminately at lower levels in the organization. For teams this means finding the combination of measures that the team controls which lead to the organization's success. One model useful in

[65] Zigon, Jack. Performance Appraisal Lessons from Thirteen Years in the Trenches. Media, PA.1993. pp39-40.

[66] Zigon, Jack. How a New Appraisal System Saved Yellow Freight System $20.8 Million, in Return on Investment in Human Resource Development: Cases on the Economic Benefits of HRD, Jack Phillips (ed.), Alexandria, VA: American Society for Training and Development. 1994.

identifying these appropriate measures is Kelvin Cross' performance pyramid (Lynch and Cross, 1991).[67]

3.14.3.2 Begin with the team's customers and the work process the teams follows to satisfy their needs.

Team measurement progresses more quickly if you begin with the customers of the team and map the work process used to meet the customer's requirements. This works especially well if the team is responsible for an ongoing process like order fulfilment. A process map (Hammer, 1993) gives you a graphic representation of the three potential measurement points.

3.14.3.3 Measure both team and individual performance.

Understanding the team's results is only the first step in team measurement. Each team member must have a clear understanding of the individual objectives they must meet to support the team's common objectives. One way to clarify these individual objectives is to define the roles of each team member in terms of results which support the team's work process.

First, simplify the business operating system work flow lay it out in a single horizontal flow along the top of a matrix. The players involved in the team's work flow are listed down the left side of the matrix. Inside each cell are the valuable accomplishments each team member contributes to the team. Results like "training programs delivered" are not acceptable; "competent employees" is what the rest of the team really needs from the training function.

3.14.3.4 Shoot for verifiability; don't try to measure everything using numbers.

The key to developing useful standards for individuals or teams is not trying to measure everything with numbers. Some work can't be meaningfully measured with numbers, but can always be *described* using words. The key is verifiability – can we verify that the performance standard has been met or exceeded. If so, the standard will be useful as a tool for communicating expectations and offering feedback.

While numbers are easy to verify, *descriptive* performance standards can be just as useful if they have three components: a judge, factors the judge looks for, and a verifiable description of what would represent meeting expectations.

3.14.4 How to change the current system of Performance Appraisal.

Zigon(1994) has proposed a set of changes that need to be made to the performance appraisal to make them more oriented to team working. [68] These are:

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[67] Lynch, Richard and Cross, Kelvin. Measure Up! Yardsticks for Continuous Improvement. Cambridge, MA: Blackwell Business. 1991. pp19-21.

[68] Zigon Jack, Is Your Performance Appraisal System Team-Friendly? Return on Investment, Human Resource Development: Cases on the Economic Benefits of HRD, American Society for Training and Development, 1994. pp 7-19

3.14.4.1 Review the system's objectives. Does the system still fit the corporation's business needs? What are the system's goals? How do the executives, managers and employees rate the system in terms of usefulness, fairness and accuracy? Goals that aren't being met and low ratings of usefulness, fairness and accuracy may point to more extensive redesign.

3.14.4.2 Decide link to pay system. Do you want to pay for individual as well as team performance? What will the relative weights of team vs. individual performance be? How will the dollars be allocated across business units which perform at different levels? How much will the pay decision depend on supervisor judgment vs. a fixed pay matrix? The degree of linkage will determine what performance information is required to make the pay decisions.

3.14.4.3 Build link to teams into the form/system. If the form depends on narrative explanations of objectives and actual progress, leave space on the form for team objectives. If categories are used, add one or more for team performance and back it up with an additional sheet defining the team's common objectives. Consider using weights for the team vs. individual objectives to allow the supervisor and employee to agree on the relative priorities of the different objectives.

3.14.4.4 Create examples of both team and individual objectives. Nothing helps employees write better quality performance measures than examples of good measures from real company positions. Choose a successful team as a model and develop performance measures and objectives for the team and each individual member of the team. Consider including example of 10 to 15 other individual positions which occur frequently throughout the company, have functions common to other positions, or are difficult to measure. Publish this collection of examples and provide it to everyone who creates performance objectives. Create a similar collection of end-of-year appraisal examples.

3.14.4.5 Train users to implement the system. Create a job aid which describes step-by-step how to create performance measures. A self-paced module can be written to explain how to do each step and provide examples, worksheets and feedback. Train local trainers to provide feedback and answer questions while others are working through the self-paced training module. Include a team measurement module in any start-up training new teams receive.

Appraisal systems can be made team-friendly by revising them to link organizational measures to the teams and individual team members. Deciding how team and individual performance will link to pay helps to define what information will needed to make the pay decisions. Concentrating on verifiability rather than exclusively numeric measures will allow performance objectives to be set for many more team and individual positions. Providing examples and step-by-step instructions will help new and old teams create the tailored performance measures they'll need to communicate clear expectations and provide feedback to the team and its members.

3.14.5 Establishing an Appraisal Tool.

Once the team selects the behaviour standards, it develops an appraisal tool. Most team appraisal instruments consist of three sections:[69]

(a) Member goals
(b) Behavioural expectations.
(c) Overall evaluation.

As far as the goals go the team rates each member's goal attainment using a scale that ranges from exceeds goal level, to meets goal level, below goal level. Behavioural expectations are rated using a frequency scale such as almost always, very often, frequently, sometimes, and rarely. Alternatively, Likert scale can be used, such a strongly agree, agree, agree more than disagree, disagree, and strongly disagree. Finally, overall performance is evaluated by considering both what was accomplished and the extent that the behavioural expectations were displayed. The team should agree on how to weigh the two sections to arrive at an overall performance rating.

Generally the 70/30 or a 60/40 Per Cent weightage is assigned to goals versus behavioural expectations. This should be discussed and agreed to cover at the beginning of the appraisal cycle so people know what is expected and how the performance will be evaluated.

3.15 Team structure

There are three different ways of establishing a connection between a team (which is essentially a group) and organisation with in which it exists[70]: Hierarchical structures, systems ideas and Matrix structures.

3.15.1 Hierarchical structures

These structures assume that the teams are organised in a pattern so that some teams are more important than others and control the inferior teams, just as in line management, the superior sets responsibilities of, and is responsible for, his inferiors. Likert's (1961) link pin idea is a well-known example. A small heresies form workers each of which has a leader who is responsible goal is concise the group with others are to his membership of the workers surrounds, who is in turn I was a this results advantage of heresies-slightly on certainly certainty of responsibility-the flexibility and commitment of teamwork.

3.15.2 Systems ideas

The systems approached understanding of teams fit into organisations tend to regard organisations as being made up of a variety of small groups. You can

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[69] Montebello Anthony R., Work Teams that Work: Skills for Managing Across the Organisation, Bestseller Publications) 1994. p 271.
[70] Payne M. Working in Teams. The Macmillan Press Ltd, 1982. pp 16-22

understand how they relate to one another by looking at influences between them. This means that if you are managers you do not have to worry about what goes on inside the team. Neither do you need to define a leader as one who must be the one to fit in with the rest of the organisations. In effect you look at inputs and outputs. Information, instructions and pressures are fed into the team, which processes them, and you see results in the kind of work that it does. This can be monitored, and pressures placed on the team altered accordingly.

This allows the team freedom to organise itself in the way that the wants, and it is connected with the rest of the organisation through its outside contacts. No part of the organisation is assumed to be in authority over another, though it may have ways of applying more pressure, or particular kinds of pressure, that are not available to all other groups.

3.15.3 Matrix Structures

A matrix structure can resolve some of the problems of taking a hierarchical or systems view of how teams fit into organisations. In this case individuals are assumed to form part of a normal hierarchical structure or a part of their normal groups within the organisation, but representatives are drawn from different parts of the structure to make up teams which work on particular tasks. They then have an allegiance both to the structure from which they originally came, and to the special team and its task. The matrix team can be managed by similarly representative teams drawn from higher levels in each relevant hierarchy.

3.16 Team performance measurement (TPM)

Measurement is intrinsically related to the achievement of team goals and ultimately the team's purpose. According to Katzenbach and Smith," transforming broad directives into specific and measurable performance goals is the surest first step for a team trying to shape a common purpose meaningful to its members." Measurable performance goals, and by association, performance measures play several important roles which are outlined in the following section.

3.16.1 Role of measurement in team performance.

Design, deployment and execution of a performance measurement system can impose significant overhead on a team. Therefore, it is important to gain an understanding of the purpose and role of measurement in the context of the team's overall objectives. This understanding is also necessary to ensure that the amount of effort expended does not exceed the expected benefits of the team's measurement system.

3.1.6.2 Research and advancement of the theory

Many models of team behaviours, processes and effectiveness have been developed but our ability to predict performance in practice has yet to be realised. Measurement is an essential step in validating and improving these models and in

ultimately enhancing our understanding of teams to the point where we can confidently design-in the level of performance required for the task at hand. Baker and Salas cite the importance of teamwork measurement to the evaluation and elaboration of team theory noting that " unified theories of teamwork have been proposed but unified measures of teamwork have not."

3.16.3 Organisational learning

Team learning is an essential component or discipline of organisational learning and performance measurement plays an important role. Dibella, Nevis and Gould(1996) cite ten facilitating factors for organisations as learning Systems, including the following two directly related to performance measurement:

(a) Performance gap – the team has a shared perception of a gap between the actual and desired states of performance. Performance shortfalls are seen as opportunities for learning.

(b) Concern for measurement – effort is spent in defining and measuring key factors when taking on new work. The group strives for specific quantityfiable measures; discourse over metrics is seen as opportunities for learning.

A key component of Schon and Argyris[71] model of organisational learning is the process by which individuals or group transform an observed "mismatch" between the expected and actual outcomes of the organisations theories-of-action into reflective inquiry into the underlying casual relationships. Measures can play an important role in making those mismatches visible to the whole team. The ability to recognise gaps in outcome related performance is a necessary but sufficient prerequisite to team learning. As described by Schon and Argyris and elaborated in the team context by Senge[72], defensive routines may be present. Defensive routines are systemic, learned behaviours that surface to avoid individual embarrassment or exposure when mistakes are made or problems arise. They block the open communication required for reflective inquiry and constructive learning. This would suggest that measures designed to monitor the behavioural factors that influence defensive reasoning among team members would provide valuable feedback for organisational specialization and team learning.

Finally, teams whose work processes represent a core competency of strategic importance (e.g. Product development) often have expectations regarding organisational learning as an outcome but few take the time to establish related goals measures.

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[71] Chris Argyris and Donald Schon offer an interesting model on human behavior that impacts team member behavior and may lead to Tuckman's team stages. (FYI: When working with teams we use a variation on Tuckman's model - Formation, Conflict, Home Base, Synergy)

[72] Senge, Peter, The Fifth Discipline: The art and practice of the learning organization, Doubleday, 1990.

3.16.4 Work product quality

Whether stated or implied, managers and customers have expectations for the acceptable quality of any product or service. As a system, the quality of the team's work product is a function of the quality of its internal processes. Deming's third principle on quality for management," cease dependence on inspection to achieve quality", also applies to teams. Outcome measures are analogous to "inspection". Process measures are necessary to ensure that quality is "built in" to the team's products and services. If the team produces output in the form of products or services on an ongoing basis (e.g. automotive assembly line team, customer service team) then stakeholders would be interested in measures of both process and outcome quality and their trends over time.

3.16.5 Recognition and rewards

Companies are increasingly using a combination of individual and team-based incentives and rewards. However, a recent survey of 300 large companies found that less than 10 per cent were satisfied with their team-based compensation. The difficulty in designing and deploying objective measures of team performance and of individual contributions to team work, is surely a contributing factor. Linking the organisation's performance management system (i.e., performance evaluation and compensation) to TPM through individual performance expectations for teamwork behaviours is a simple first step. Results of a survey by the Association for Manufacturing Excellence (AME) or 50 manufacturing firms the US and Canada reinforced the need for new approaches to team-based compensation. The most successful team reward programs identified included:

(a) Programs that closely tie individual's base pay increases to their level of team contribution;
(b) Group incentive programs with measures that can be influenced by employees;
(c) Individual and group recognition programs that recognise teamwork and team results.

The successes of programs such as these rely heavily on the existence of valid, reliable and objective team performance measures.

3.16.6 Motivation

As previously mentioned, motivation is an important element of team effectiveness. Katzenbach and Smith address the issue of motivation in high performance teams, citing the importance of specific measurable performance goals in providing the team with opportunities for small wins "invaluable to building members commitment ." A useful framework for thinking about motivational factors in a team context is offered by McClellan motivation theory[73]. The theory proposes

[73] McClelland, D.C., Clark, R.A., Roby, T.B., & Atkinson, J.W. (1948). The projective expression of need: the effect of different intensities of the hunger drive in perception. Journal of Psychology, 25, 205-222.

three motivational drivers of individual behaviour: affiliation, power and achievement. All of these drivers can be positively influenced by the right performance measures and by the process itself. According to McClellan:

"Achievers" have a need for measurable and impactful personal accomplishment; they seek out challenges and competitive situations. They want to out-perform others, and often set their own standards and measures. They love unique accomplishments, and are not above bending the rules in order to succeed. Achievers will usually set specific and observable life-goals, and have a plan to achieve these goals over several years.

Thus, to the degree that individual team members are concerned with achievement, choosing the right measures can enhance the motivational content of the team's purpose and task work. Furthermore, the absence of team and process measures may promote individual behaviours that undermine team performance.
The collaborative process of creating team performance measures has a positive influence on affiliation as a motivational driver. As mentioned previously, common language and shared mental models of performance are developed during this process. This in turn results in enhanced cohesiveness and affiliation.

Power-seekers are often cited as destructive influences in team settings. They may hold personal goals above those of the group when team success is not easily correlated to individual recognition or influence. Too often the lack of commitment and non-supportive behaviour does not surface until late in the team process. However, power-seeking members can be valuable assets once they are committed to the team's purpose. Defining specific performance goals and measures early in the learning process helps to clarify the purpose and potential impact on the team's success. This should reinforce and/or surface individual levels of commitment at a time when constructive dialogue is less likely to be impeded by defensive routines.

3.16.7 Feedback

Team performance measures can provide feedback on product and process quality as well as overall progress toward goals. Feedback is essential for situational awareness, capability assessment, problem diagnosis, intervention and remediation. From a systems perspective, TPM can be thought of as the team's feedback control mechanism. Figure 13 shows a simplified feedback model for a single process output.

An effective feedback system provides the operator with timely, relevant information on the critical parameters and indicators of the overall health of the process it supports. Similarly, an effective TPM system provides timely feedback on the effectiveness of team processes and tasks. Team processes that are recurring or continuous in nature can benefit from feedback. Useful feedback measures might include meeting effectiveness, customer response time or team "climate" assessments. It should be noted that TPM as the control mechanism, can suffer from

the same types of problems (e.g. Latencies, under and over-damped responses) as production control systems in achieving steady-state performance. Understanding process dynamics and variability is critical to the development of effective interventions and maybe an initial objective of the measurement in itself.

The above roles and objectives of team performance measurement can be divided into two categories based on the recipient or end-user of the table 10. Externally focused roles provide some incremental benefit beyond the team's primary objective and should be counted as secondary work products of the team. Internally focused roles provide the team itself with information that helps the team to reach its goals.

3.17 Types of performance measures

There are as many ways to classify team metrics as there are teams. Three perspectives are described below which are static, motivational and dynamic, individual and team, and outcome and process measures.

3.17.1 Static, motivational and dynamic measures

Dimancescu and Dwenger suggests a framework for product development team metrics based on the role of the measurement. Static measures deal with attributes of the team's output or products. They are static in the sense that they are collected "after the fact" and offer information only on what the team produced. They do not provide insight into how the results were achieved. Static measures are of primary interest to external stakeholders such as management and customers. Dynamic or predictive measures are indicators of direction or progress toward the team's goals. They are process-oriented measures of primary interest to the team itself. However, they may have secondary interest to external stakeholders when boundary conditions signal the need for intervention. The ideal predictive metric should provide quick feedback and have low complexity. Motivational metrics support a continuous improvement philosophy. They may be process or product oriented but reflect goals that are based on a planned series of performance improvements from a baseline condition. Examples of motivational metrics include: 10 X cycle time reduction at Eastman Kodak; six-sigma defect levels at Motorola; and Analog devices improvement "half-life" metrics.

3.17.2 Individual and team measures

It is well understood in system theory that optimum system performance is not attained by the sum of local optima. Likewise, the performance must be assessed systematically (holistically) rather than as an aggregate of individual measures. For the most part, a teams output can be measured objectively and independently of individual considerations. However, some team level performance criteria can only be measured through the aggregation of individual level measurements. Measures of team cohesiveness and collective team member satisfaction fall into this category. When aggregating individual responses into a team level assessment, measurement reliability and construct validity issues must be considered. Team measures build mutual accountability, provide system-level

feedback and promote a holistic perspective of team performance. Individual performance measures reinforce team member accountability and provide feedback needed for learning and personal growth. In general, it is recommended that teams use a combination of team and individual measures.

3.17.3 Outcome and processed measures

The statement of systems theory in the previous section applies equally well to the relative importance of outcome and process measures. Their definitions correspond closely to Dimancescu and Dwenger's[74] static and dynamic/predictive measures respectively. Outcome measures reflect the terminal objectives (results) of the team, whereas process measures are designed to assess the team's instrumental objectives (intermediate goals). Both outcome and process feedback have been cited as critical to team performance improvement. Feedback associated with outcome measures, sometimes referred to as "knowledge of results", can be directive and motivational back is not necessarily informative. Outcome measures are not "diagnostic"; i.e., they do not indicate the underlying causes of performance variability. In contrast, the purpose of process measures is to be predictive, diagnostic and informative. Process measures should only exist while they are useful and should be linked through team control mechanisms to effect changes to the appropriate strategies, plans, processes and behaviours.

3. 18 Teamwork model

Dickinson and McIntyre propose a framework for teamwork measurement based on seven behavioural characteristics of effective teams (figure 14): team orientation, team leadership, monitoring, feedback, backup, coordination and communication.

Team orientation refers to individual team member attitudes toward each other and the team task. This includes: collective efficacy, the belief in the team's ability to perform the task; group cohesiveness and affiliation; mutual accountability for group goals; and commitment to the team's purpose and process.
Team leadership goes beyond the existence of a designated "team leader" role. It includes such "leadership" behaviours as mentoring, guiding, coordinating, motivating and supporting, whether they reside in one or multiple members of the team.

Monitoring behaviours results in a mutual awareness of individual team members competence and performance enabling one-to-one feedback and intervention as needed. Backup behaviours refer to individual team members' willingness and ability to assist one another as the need arises. It is closely related to the mentoring role. Co-ordination relates to the interdependence of individuals, resources and tasks. Measures include the efficiency, timeliness and quality of intermediate work products, data and information. Communication involves the reliability, accuracy and comprehensibility of information exchange between two or more team members.

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[74] Dimancescu D and Dwenger K. World-Class New Product Development: Benchmarking Best Practices of Agile Manufacturers, by. New York: Amacom, 1996.

Dickinson and McIntyre's implementation of the teamwork model involves the use of expanded standard definitions of the above criteria together with observational scales and independent, objective raters.

CHAPTER-IV

UNDERSTANDING GROUP AND TEAM DYNAMICS

Groups are about belonging beyond yourself

- Belbin

4.0 Introduction

Whenever there is a talk of teams, it is generally the group which is referred to as a team or at times a dedicated team also may be referred to as a group. There is therefore a need to study if there is any inter-relationship between the two or also to ascertain if both the terms are synonyms and can be interchanged while using them.

4.1. Team versus Group

The very nature of a team is to be competitive- but as a group in competition with other groups and not as a set of individuals struggling against each other. When individuals chase after solitary and isolated objectives, the team effort is put in jeopardy. For effective teamwork, the success of the team must supersede individual success, that is, individuals would win or lose as a team.

Unfortunately, there are difficulties in group decision making that need to be overcome if the potential inherent in teams can be realized. For instance, there are occasions when individuals make less effort in groups than on their own, a phenomenon known as social loafing. This is most likely when they feel there is little need for them to try because others can and will make the necessary contributions.

Another problem is that social pressures in groups encourage conformity among members that leads them to accept group decisions uncritically and to stifle disagreements with other members. This "group think" tendency inhibits effective problem solving, especially when the task is one that benefits from the consideration of diverse viewpoints. Finally, group decision making is impaired when potentially good contributors fail to communicate as they should, because they are dominated by others, are reserved or are relatively inarticulate[75]

4.2 Understanding Group Dynamics

When human beings work together, they can produce a piece of work that is superior to the work of individuals toiling alone. In any situation requiring the real time combination of multiple skills, experiences, and judgements, a team inevitably gets better results than a collection of individuals operating within confined job roles and responsibilities. Teams are more flexible than large organisational groupings because they can be more quickly assembled, deployed, re-focused and disbanded.

The record of team performance speaks for itself. Teams invariably contribute significant achievements in organisations involved in business, charity, schools, government and of course the military.

There is more urgency to team's performance today because of the link between teams, individual behavioural changes and high performance. It has been observed; the same team dynamics that promote performance also support learning and behavioural changes, and do so more effectively than larger organisational units or individuals left to their own devices. Most leaders today cannot succeed without the participation and insights of people across the broad base of the organisation.

[75] Ramnarayan, Rao and Singh. OD Interventions and Strategies. Response Books, London. 1998.

Teams bring together, complementary skills and experiences, jointly develop clear goals and communication that support real time problem-solving and initiatives. They can adjust their approach to new information and challenges with greater speed and accuracy. They can also help concentrate the direction and quality of top down leadership, foster new behaviours and facilitate cross-functional activities.

4.3 Team or Group

There is often a great deal of confusion as regards groups and teams. This is due to the fact that, in common usage, we use the terms interchangeably. We refer to a group as a team and sometimes vice versa too. However it must be emphasised that a team is not the same as a group, a comparison between a group and a team is given in figure 4.1. In fact, team, very simply put, is a special kind of group; something more than a group. In order that we get our perspectives right, it would be worthwhile to commence our study with an overview of groups.

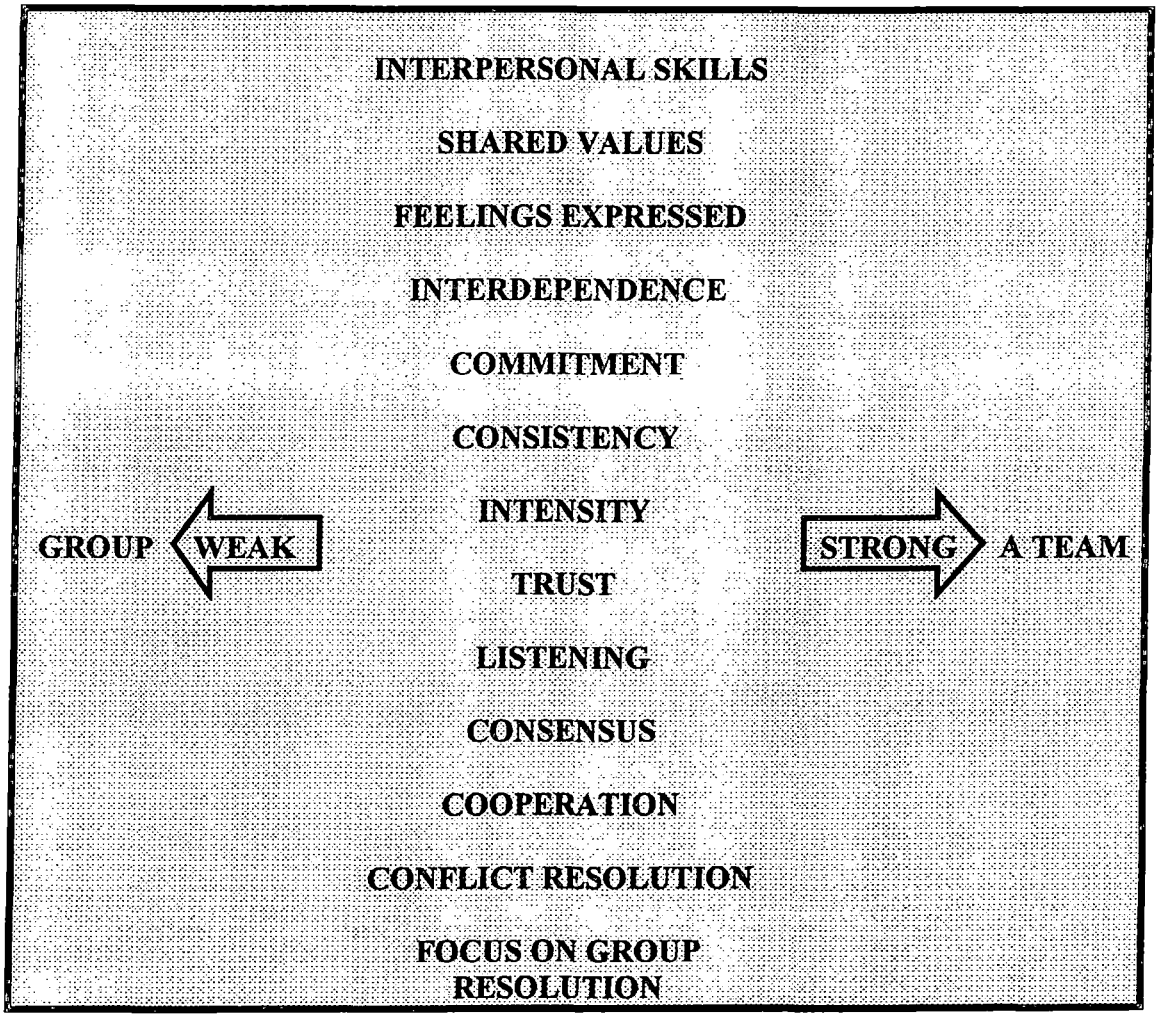

Figure. 4.1. Trait Comparison Between a Group and a Team

4.4 Profile of a Group

4.4.1. What Is A Group? Although in our everyday language we refer to the people waiting in line as a group, they are not a group in the same sense as the members of the Unit Welfare Committee. Obviously a group is more than a simple collection of people. But what exactly is it that makes a group a group? Social scientists have formally defined group as; a collection of two or more interacting individuals with a stable pattern of relationships among them, who share common goals and who perceive themselves as being a group.

4.4.2. Essentials of a Group

4.4.2.1 Social Interaction. One of the most obvious characteristics of group is that they are composed of two are more people in social interaction. In other words, the members of group must have influence on each other. The interaction between parties maybe either verbal (such as sharing strategies for capturing a target) or nonverbal (such as exchanging smiles in the hallway), but the parties must have some impact on each other to be considered as a group.

4.4.2.2 Stable Structure. Groups also must possess a stable structure. Although groups can change, and often do; there must be some stable relationships that keep group members together and functioning as a unit. A collection of individuals that constantly change cannot be thought of as a group. To be a group, a greater level of stability would be required.

4.4.2.3 Common Interests. Another characteristic of groups is that their members share common interests or goals. For example, members of a stamp collecting club constitute a group that is sustained by the mutual interest of the members. The owners and employees of a tailor shop constitute a group formed around a common interest in sewing, and the common goal of making money.

4.4.2.4 Perceive Themselves as Part of Group. Finally, to be a group, the individuals involved must perceive themselves as a group. Groups are composed of people who recognise each other as a member of their group and can distinguish these individuals from non-members. The members of a corporate finance committee or a chess club, for example, know who is in their group and who is not. In contrast, shoppers in a checkout line probably don't think of each other as being members of a group. Although they stand physically close to each other and may have passing conversation, they have little in common (except, perhaps, a shared interest in reaching the end of the line) and fail to identify themselves with the others in the line. By defining groups in terms of these four characteristics, we have identified a group as a special collection of individuals. As we shall see, these characteristics are responsible for the very important effects groups have on organisational behaviour. To better understand these effects, we will now review some variety of groups that operate within organisations.

4.5. Types of Groups and Why They Form

What do the following have in common; a military combat unit, three couples getting together for dinner, the board of directors of a large corporation, and the three person cockpit crew of a transport aircraft? As you probably guessed, the answer is that they all are groups. But of course they are very different kinds of groups, ones people join for different reasons.

4.5.1 Formal and Informal Groups

The most basic way of identifying types of groups is to distinguish between formal groups and informal groups (see Figure 4.2). Formal groups are created by the organisation and are intentionally designed to direct members achieve some important organisational goal.

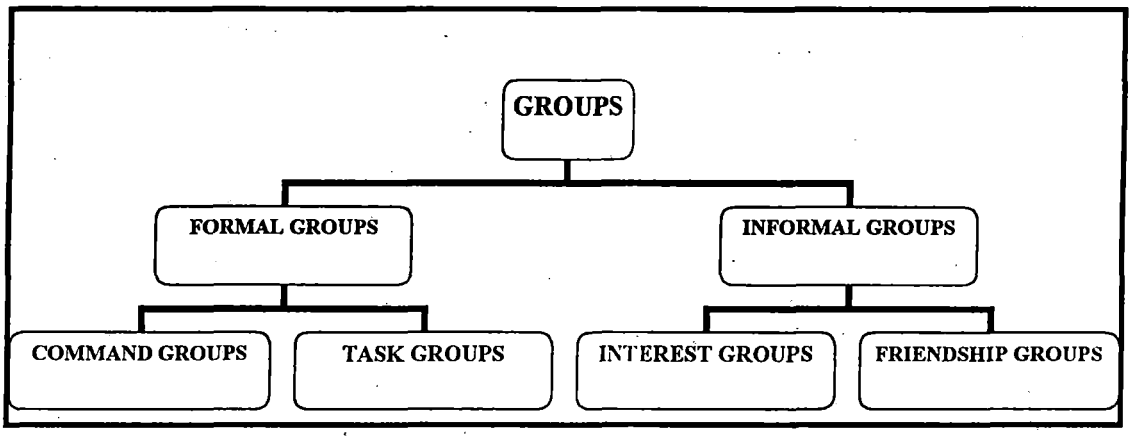

Figure 4.2: Types of Groups

One type of formal group is referred to as a command group, a group defined by the connections between individuals who are a formal part of the organisation (i.e., those who can legitimately give orders to others) for example, a command group may be formed by the vice president of marketing, consisting of the regional marketing directors from around the country to hear their ideas about a new national advertising campaign. The point is that command groups are determined by the organisation's rules regarding who reports to whom, and usually consists of a supervisor and his or her subordinates. Informal groups are those which develop naturally among the people of the organisation, primarily to satisfy some interpersonal need or the other. The two types of groups are elaborated upon in the subsequent paragraphs.

4.5.1.1. Formal Groups. Formal groups can be of two types: Command group and Task group. The two forms are well understood in the context of the services. A formal organisational group also may be formed around some specific task. Such a group is referred to as a task group. Unlike command groups, a task group may be composed of individuals with some special interest or expertise in a

specific area regardless of their positions in the organisational hierarchy. For example, a company may have a committee on equal employment opportunities whose members monitor the fair hiring practices of the organisation. It may be composed of personnel specialists, corporate vice presidents, and workers from the shop floor. Whether they are permanent committees, known as standing committees, or temporary ones formed for special purposes (such as a committee formed to recommend solutions to a parking problem or a study group formed to tackle any live problem in case of the services), known as ad hoc committees or task forces, task groups are common in organisations.

4.5.1.2. **Informal Groups.** As you know, not all groups found in organisations are as formal as those we have identified. Many groups are informal in nature. Informal groups develop naturally among organisation's personnel without any direction from the management of the organisation within which they operate. One key factor in the formation of informal groups is a common interest shared by its members. For example, a group of employees who band together to seek union representation, or who march together to protest against company's pollution of the environment, may be called an interest group. The common goal sought by members of an interest group may unite workers at many different organisational levels. The key factor is that membership in an interest group is voluntary – it is not forced by the organisation but increased by an expression of common interest.

Of course, sometimes the interests that bind individuals together are far more diffused. Groups may develop out of a common interest in; participating in sports, or going to movies, or just getting together to gossip. These kind of informal groups are known as friendship groups. A group of co-workers who hang out together during lunch may also shop or play cards together after work. Friendship groups extend beyond the work place because they provide opportunities for satisfying the social needs of workers that are so important to their well-being. Informal work groups are an important part of life in organisations.

Although developed without the encouragement from management, friendship groups often originate out of formal organisational contact. Such friendships can bind people closer, helping them cooperate with each other on the job, potentially benefiting the organisation.

4.6 Reasons for Joining Groups

We have already noted that people often join groups to satisfy their mutual interests and goals to the extent that getting together with others allows them to achieve ends that would not be possible alone. Forming groups makes a great deal of sense. In fact, organisations can be thought of as collections of groups that are focussed toward achieving the mutual goal of achieving success for the organisation. But this is not the only motivation that people have for joining groups. There are also several additional reasons as listed at Table 4.1.

Table 4.1: Reasons for People to Join Groups.

Reason	Explanation
To satisfy mutual interests and goals	**By banding together, people can share their interests (e.g., hobbies) and help meet their mutual goals.**
To achieve security	**Groups provide safety in numbers, or protection against common enemy.**
To fulfil social needs	**Being in groups helps people satisfy basic need to be with others.**
To fulfil need for self-esteem	**Membership in certain groups provides people with opportunities to feel good about their accomplishments**

Not only do groups form for purposes of mutually achieving goals, they also frequently form for purposes of seeking protection from other groups. There is safety in numbers; people join groups because they seek the security of group membership. Historically, for example, trade unions have been formed by labour for purpose of seeking protection against abuses by management.

Similarly, professional associations were created, in large part, for purposes of protecting their constituents against undesirable government legislation. This is not to say that the groups are always designed to promote some instrumental good, indeed, they also exist because they appeal to a basic psychology – the need to be social. People are social animals; they have a basic need to interact with others. Groups provide good opportunities for friendships to develop – hence, for social needs to be fulfilled.

Also, people have a basic desire for their self-esteem needs to be fulfilled. Group membership can be very effective way of nursing self-esteem. For example, in a successful group to which one belongs, the self-esteem of all members may be boosted. Similarly, election to membership in an exclusive group will surely raise one's self-esteem. Thus, people are attracted to a group for various reasons.

4.7 Structure of Groups

As noted earlier, one of the characteristics of a group is its stable structure. When we refer to structure in this context, we are talking of the interrelationships between individuals constituting the group, the characteristics that make group functioning orderly and predictable. We will now briefly see the four aspects of group structure – roles (the various parts played by the members), norms (the rules and expectations that develop within a group), status (prestige of group membership) and cohesiveness (members' sense of belonging).

4.7.1 Roles

One of the primary structural elements of groups is members' tendencies to

play specific roles in group interaction, sometimes more than one. We may define a role as the typical behaviour that characterises a person in social contact. In organisations many roles are assigned by virtue of an individual's position within an organisation. For example, a boss may be expected to give orders, and a teacher may be expected to lecture and to give examinations. These are behaviours expected of the individual in that role. The person holding the role is known as a role incumbent, and the behaviours expected of that person are known as role expectations. When a new incumbent takes office, that person assumes the same role and has the same formal powers as the previous incumbent. The role incumbent's recognition of the expectations of his or her role helps avoid the social disqualification that would surely result if clear role expectations did not exist. Sometimes, however, subordinates may be confused about the things that are expected of them on the job, such as their level of authority or their responsibility. Such role ambiguity, as it is called, is bitterly experienced by new members of organisation who have not had much of a chance to 'learn the ropes', and often results in job dissatisfaction, a lack of commitment to the organisation, and an interest in leaving the job. As work groups and social groups develop, the various group members come to play different roles in the social structure – a process referred to as role differentiation.

Table 4.2: Roles Commonly Played by Group Members

Task Oriented Roles	Relations Oriented Roles	Self Oriented Roles
Initiator-Contributors Recommend new solutions to group problems	**Harmonizers** Mediate group conflicts	**Blockers** Act stubborn and resistant to the groups
Information Seekers Attempt to obtain the necessary facts	**Compromisers** Shift own opinions to create group Harmony	**Recognition Seekers** Call attention to their own achievements
Opinion Givers Share own opinions with others	**Encouragers** Praise and encourage others	**Dominators** Assert authority by manipulating the group
Energizers Stimulate the group into action whenever the interest drops	**Expeditors** Suggest ways the groups can operate more smoothly	**Avoiders** Maintain distance, isolate themselves from fellow group members

The emergence of different roles in groups is a natural process. Group researchers long ago found that one person may emerge who, more than anyone else, helps the group reach its goal. Such a person is said to play the task oriented role. In addition, another group member may emerge who is quite supportive and nurturing, someone who makes everyone feel good. Such a person is said to play a socio-emotional role.

Many specific role behaviours can fall into one or another of these categories. Some of these more specific sub-roles are listed in Table 4.2. Although this simple distinction will help us understand some of the roles found in work groups, we should note that more complex conceptualisations have been proposed, including one that identified as many as twenty-six different roles. These efforts at understanding role differentiation, regardless of how simple or complex the distinctions may be, helps make the point that similarities between groups may be recognised by the common roles members play.

4.7.2 A Group's Unspoken Rules

One feature of groups that enhances their orderly functioning is the existence of group norms. Norms may be defined as generally agreed on informal rules that guide group members' behaviour. They represent shared ways of viewing the world. Norms differ from organisational rules in that they are not formal and written. In fact, group members may not even be aware of the subtle group norms that exist and regulate their behaviour. Yet they have profound effects on behaviour. Norms regulate the behaviour of groups in important ways, such as by fostering workers' honesty and loyalty to the organisation, establishing appropriate ways to dress, and dictating when it is acceptable to be late for or absent from work. Norms can be either descriptive (dictating the behaviours that should be performed) or proscriptive (dictating the behaviours that should be avoided). For example, groups may develop descriptive norms to follow their leader, or to help group members who need assistance. They may also develop proscriptive norms to avoid absences, or to refrain from blowing the whistle on each other.

Sometimes the pressure to conform to norms is subtle, as in the dirty looks given to a manager by his peers for going to lunch with one of the assembly line workers. Other times, normative pressures may be quite severe, such as when one production worker sabotages another's work because he is performing at too high a level, making other workers look bad. The question of how group norms develop has been of considerable interest to organisational researchers. An insightful analysis of this process has been presented by Feldman (see summary in Table 4.4). First, norms develop because of procedures set over time. Whatever behaviours emerge at a first group meeting will usually set the standard for how that group is to operate. Initial group patterns of behaviour frequently become normative, such as where people sit, and how formal or informal the meeting will be. Such routines help establish a predictable, orderly interaction.

Second, norms develop because of carryovers from other situations. Group

members usually draw their previous experiences to guide their behaviours in new situations. The norms governing professional behaviour apply here. Such carryover norms can assist in making interaction easier in new social situations.

Third, sometimes norms also develop in response to an explicit statement by a superior or colleague. Newcomers to an organisation quickly 'learn the ropes' when someone tells them, 'that's the way we do it around here'. This explanation is an explicit statement of the norms; it describes what one should do or avoid doing to be accepted by the group.

Table 4.3: Development of Norms

Basis of Norm Development	Example
Precedents set over time	Seating location of each member around a table.
Carryover from other situations	Professional standards of conduct.
Explicit statements from others	Working a certain way because you are told 'that's how we do it around here'.
Critical events in group history	After the organisation suffers a loss due to one person's divulging any secret, a norm develops to maintain secrecy

Often the explicit statement of group norms represents the accepted desires of more powerful or experienced group members. Fourth and finally, group norms may develop out of critical events in the group's history. If an employee releases an important organisational secret to a competitor, causing a loss to the company, a norm to maintain secrecy may develop.

4.7.3 The Vestige of Group Membership

One potential reward of group membership is the status associated with being in the group. Even within social groups, different members are accorded different levels of prestige. Within most organisations, status may be recognised as both formal and informal in nature. The term formal status refers to attempts to differentiate between the degrees of formal authority given to employees by an organisation. This is typically accomplished through the use of status symbols – objects reflecting the position of an individual within an organisation's hierarchy. Some examples of status symbols include job titles, perquisites or perks, the opportunity to do desirable and highly regarded work, and luxurious working conditions. Status symbols help groups in many ways. For one, such symbols serve to remind organisational members of their relative roles, thereby reducing uncertainty and providing stability to the social order. In addition, they provide assurance of the various rewards available to those who perform at superior level.

They also provide a sense of identification by reminding members of the group's values. For example, a squadron's crest on overalls may remind its wearer of his expected loyalty and boldness. It is, therefore not surprising that organisations do much to reinforce formal status through use of status symbols.

Symbol of informal status within organisations are also widespread. These refer to perquisites accorded to individuals with certain characteristics that are not formally dictated by the organisation. For example, employees who are older and more experienced may be perceived as higher in status by their co-workers. Those who have certain special skills also may be regarded as having higher status than others. In some organisations, the lower value placed on the work of women and members of minority groups by some individuals – no matter how inappropriate and prejudicial – also can be considered as an example of informal status in operation. One of the best established findings in the study of group dynamics is that the higher-status people tend to be more influential than lower-status people. This phenomenon may be seen in a classic study of decision making in three-man bomber crews. After the crews had difficulty in solving a problem, the experimenter planted clues to their solution with either a low-status group member (the tail gunner) or a high-status group member (the pilot). It was found that the solutions offered by the pilots were far more likely to be adopted than the same solutions presented by the gunners. Apparently, greater status accorded the pilots (because they tended to be more experienced and hold higher military ranks) was responsible for the greater influence they wielded. Similar findings have been obtained in analysis of jury deliberations. Research in this area has shown that members of juries having high-status jobs (such as professional people) tend to exert greater influence over their fellow jurors than others holding lower occupational status.

4.7.4 Cohesiveness: Getting the Team Spirit

One obvious determinant of any group's structure is its cohesiveness. We may define cohesiveness as the strength of group members' desire to remain part of their groups. Highly cohesive work groups are ones in which the members are attracted to each other, accept the group's goals, and help work towards meeting them. In un-cohesive groups, the members dislike each other and may even work at cross-purposes. In essence, cohesiveness refers to the 'we' feeling, an spirit-de-corps, and a sense of belonging to a group. Several important factors have been shown to influence the extent to which group members tend to stick together.

One such cause involves the severity of initiation into the group. Research has shown that the greater the difficulty people have to overcome to become a member of the group, the more cohesive the group will be. Group cohesion also tends to be strengthened under conditions of high external threat or competition. When men or employees face a common challenge, they tend to draw together. Such cohesion not only makes men or employees feel safer and better protected, but also aids them by encouraging them to work closely together and coordinate their efforts toward the common cause. Under such conditions, petty disagreements that may have cost dissension within groups tend to be put beside so that a coordinated attack on the enemy can be mobilised. Research has also shown that the cohesiveness of

groups is established by several additional factors.[76] For one, cohesiveness generally is to be greater if the group members spend more time together. Obviously, limited interaction cannot help but interfere with opportunities to develop bonds between group members. Similarly, cohesiveness tends to be greater in smaller groups. It is often said that everyone loves a winner, and the success of a group tends to help unite its members as they rally around their success. Although we often hear about the benefits of highly cohesive groups, the consequences are not always positive.

In fact, research has shown both positive and negative effects of cohesiveness. On the positive side, people are known to enjoy belonging to highly cohesive groups. Members of closely knit work groups participate more fully in their group's activities, more readily accept their group's goals, and are absent from their jobs less often than members of less cohesive groups. Not surprisingly, cohesive groups tend to work together quite well and are sometimes exceptionally protected. As such, research has shown that high levels of group cohesiveness tend to be associated with low levels of voluntary turnover. People's willingness to work together quite well and to conform to the groups norms is also responsible for their success, and their willingness to stay with the group.

4.8 Importance of Teams

The significance of Teamwork has not materialised out of thin air (Mayo, 1940; McGregor, 1985). Numerous socio-economic influences within our culture and our organisations have necessitated an intensive investigation into the fundamental components that enable a group of individuals to work together effectively. In light of the tremendous leaps in technology and the advances in the overall capacity to control most operations within an organisation, there is no reason that the manager's ability to release the potential of the team members should not keep pace with such strides being made in the other fields.

Teambuilding is becoming a major management strategy in those organizations that hope to survive into the 21st century, while enhancing the quality of work life for all members. Organizations of all kinds are becoming increasingly concerned with achieving and demonstrating good environmental performance. They do so in the context of increasingly stringent legislation, the development of economic policies and other market measures to foster environmental protection, and a general growth of concern from employees.

Another reason for teambuilding to develop is the today's tough economic climate. Due to this, businesses have not only to have a unique product, they have to present an image of excellence to lure customers and succeed. Many large corporations are laying off employees by the dozen or closing their doors completely. Competition is getting incredibly fierce. In order to not only survive, but thrive, businesses and organizations must have a competitive edge against their competitors. One emerging method is the promotion of teambuilding within the organization. This is due to the fact that a combined team is able to put up better solution than an individual which was hitherto practised.

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[76] Dee D., The High Performance Team Series. First team . Everything you need to know to start team, Lead a team, And be a team, Chicago: The Dartnell Corporation, 1995.pp 65-66.

Teamwork not only promotes a sense of camaraderie within an organization, it also is often transmitted to all clients or customers who do business with the organization.

Major gains in quality and productivity most often result from teams – a group of people pooling their skills, talents, and knowledge. With proper training, teams can often tackle complex and chronic problems and come up with effective, permanent solutions which would not have been possible otherwise.

It is evident that a business with successful teams has people who work well together towards the completion of a main goal. As a result the organization will achieve success with less stress and greater enjoyment while completing the task at hand.

Today most managerial decisions are not made by individuals working on their own, but by small and usually informal teams. There are a number of reasons for this, the most pervasive of which is the belief that solutions produced by groups of individuals together are usually better than those of the average individual working alone.

The major obstacle standing in the way of successful teamwork is a manager's refusal to discard obsolete management approaches. It is helpful to regard the task of team management as a set of skills in managing, which are different from the more traditional management skills. The important thing to understand is the basic principle and practical applications of team building. Once these basics are understood, their values and importance in the organisation become apparent.

4.9 Team Building: An Indian Perspective[77]

It is widely recognised in India and abroad that much wisdom lies in the ancient Indian psycho-philosophical approach even with regard to modern management concepts. Team building is one such concept, for which we can draw relevant thoughts for modern day application

Leadership has been widely researched and analysed, but the aspect of followership has received comparatively scant attention. Training, subordinate development and superior-subordinate relations are terms used extensively in organisations today when discussing the skill and competency development of subordinates. Skills and competencies are no doubt very important aspects which contribute to both productivity and organisational effectiveness, but another important factor which plays an all encompassing role is the need for all the members to understand and adhere to a set of desirable characteristics in their working relationship with each other. These characteristics are being termed as followership qualities. The development of good followership qualities in people will in effect be similar to watering the tree at the roots and thus ensuring that it is best assimilated for growth. The tree too, becomes, stronger and more productive. These qualities can be considered under two separate domains namely:

[77] College of Defence Management handout on Teambuilding, 2000.

(a) Working relationship between peers

(b) Factors of good followership.

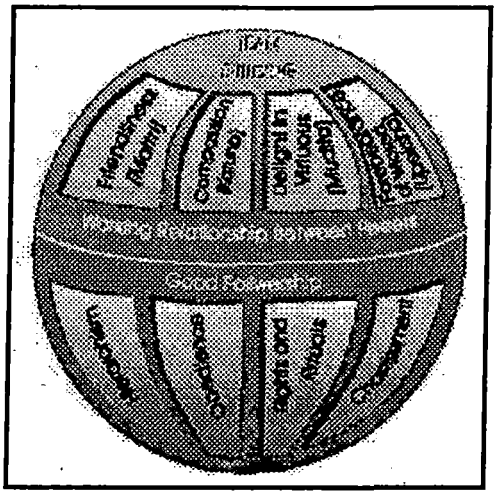

Figure 4.3. Indian Perspective of Team Building Under Two Domains[78]

4.9.1 Working Relationship between Peers

The relationship that exists between peers is a factor having great relevance to the climate and culture in an organisation. Basic mental dispositions based on emotions manifest themselves in behaviour patterns and actions which result in strong, weak, mutually supportive or disintegrative relationships. We will focus our attention on four ideal mental dispositions as enunciated by ancient Indian philosophers. These are discussed in the following paragraphs.

4.9.1.1 Friendliness (Maitri). This term refers to being friendly to all and the ability to share the joy of others, just as in any normal case between a mother and her child. This type of disposition rules out any conditionality in sharing of this emotion. In a team, for instance, if there is an achievement by one member, all members should be able to spontaneously share the joy and even celebrate it. Normal experience however, tends to be restrictive in this disposition. One tends to find in another's achievement, a lost opportunity for oneself rather than free and uninhibited joy.

4.9.1.2 Compassion (Karuna). This refers to evolvement of a disposition that inherently develops a sense of sympathy and compassion for the unhappy. We are normally calm and apathetic to the suffering of others. Some of us even derive pleasure in seeing a less popular colleague in distress. It is not uncommon for people to outwardly sympathise with a colleague who has been ticked off by the boss and inwardly rejoice that he has been taught a lesson. The disposition to be developed would elevate one's regard for a colleague from this low level and bring it to a state of detachment from personal interests and desires. Such a disposition would result in true comradeship based on trust, faith and mutual interdependence.

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[78] CDM handout, ibid.

4.9.1.3 **Delight in the Virtuous (Mudita).** We normally tend to run down colleagues. This happens because we tend to operate from a lower level of consciousness wherein we cope with our own inadequacies through a projection on our colleagues. The disposition recommended here is one in which we should actually give or take healthy encouragement from each other.

4.9.1.4 **Forbearance of the Wicked (Upeksha).** This disposition has two different facets. On one hand we have situations where we need to disassociate with the wicked and not be in conscious collusion. On the other hand, it implies the need to oppose injustice with a clear conscience and moral courage. One must support the person being wronged. Though paradoxical, this calls for one to stay aloof on the one hand and also support the person being wronged. It needs to be emphasised here that there is need for a strong intrinsic conviction in one's values and beliefs to make this disposition sustaining.

4.9.1.5 **Factors of Good Followership.** It is said that to be a good leader it is necessary to be a good follower. We must, therefore, understand and appreciate the factors of good followership to be able to be both as good team members as well as good leaders. These are analysed in the following paragraphs.

4.9.1.5.1 **Hierarchism.** With proliferation of professional education and tendency towards nuclear families, people today tend to be 'anti hierarchism'. This can also be viewed as attributable to the fragmentation of the mind. Hierarchism is a natural phenomenon. A look at the cosmic universe shows an inherent hierarchism starting from amoebae to plants, trees and ending up with the human being. If looked at in a more physical sense, we see a distinct hierarchical consciousness from the high mountain peak to the plains, to the sea and into the deep-sea bed. In the context of followership, the essence is to understand the sequence. The elder brother or elder member, for instance, should have his role not in terms of authority or power or privilege but in terms of duty, responsibility and sacrifice. The younger members on their part are expected to reciprocate by their loyalty, obedience and respect. In a large percentage of Indian homes this approach is by itself a mode or basis of conflict management.

Hierarchy can be viewed both in the structural sense (function of status or position in the organisation) and as a function of age, also called the familial hierarchy. Familial hierarchy, in fact, leaves no scope for dilemma as it is permanent and cannot be tampered with. It is in fact invaluable as no vested interest or perverted management can manipulate it. This, therefore, explains the reason for unions tending to contest any other form of career growth.

4.9.1.5.2 **Obedience.** A factor, which needs very little explanation as it is the basic ingredient of an organised system. It is not uncommon for individuals to link their levels of obedience to perceived aspects to self-respect. Obedience as highlighted here would therefore, call for a certain measure of ego management. It is not being advocated that obedience extends to servility but if viewed in the light of the demands of hierarchy it should be a vehicle for problem prevention. Obedience should be seen as directed to a symbol, which also therefore, brings in the aspect that the symbol (the person to whom the obedience is directed) should also live up to the

expectations of the younger or junior members. This would also dictate the need for detaching the person and seeing only the symbol, the senior member represents.

4.9.1.5.3 **Rights and Rituals**. These are inherent to the routine functioning of any group or organisation and they tend to be utilised in the right manner for development of good relationships. There are two elements which go together in the performance of a right or ritual, namely that any right or ritual has a disciplined, step by step sequential process and also that when rights and rituals are done collectively, it produces a sense of commonness amongst the members. In an organisation, if we commence the day with physical exercise in which all members, from the lowest member in the hierarchy to the top most executive take part, then we bring in a sense of commonness. Common actions will finally result in a habit being formed. The point that needs to be remembered in this regard is that the right or ritual would be both ethical, values based and oriented to common good.

4.9.1.5.4 **Chastisement.** This again has a cosmic reference point. Ancient seers could see two facets in the universe, one of law (niyam) and one of joy (anandam). In the cosmic sate, the law lays down the boundary within which there is joy, but if this boundary is crossed then you are liable to be punished. To the member of the group this would imply the need to remain within the boundary. To the elder or senior member, chastisement which is inevitable if the junior member crosses the boundary, should be the last resort. While performing the action of chastisement the need to be stern is never in doubt but the internal, non-visible state should be of compassion. 'While the hand is hitting, the heart should be bleeding!' is the advice that Bhismha gave Yudhistra in his famous Anushashan Parva or guidelines on administration.

Society today, has become very competitive, demanding and materialistic. Organisations, in their perceived desire to exist and compete have digressed from a rightful method of functioning to one of believing that to survive and prosper, the means are unimportant.

This however, is a short-sighted approach. True strength, survivability and long term prosperity are entirely dependent on value based management. Thus we find that the emphasis in the Indian perspective on team building is on followership and relationship with peers. This is a refreshingly different perspective and would make any team building process more meaningful and productive.

CHAPTER-V

DATA ANALYSIS

"It takes two wings to make a bird fly"

-Jesse Jackson. Civil Rights Leader

5.0 Introduction

Once the raw data was compiled, the next step was data analysis. The statistical package which was found most useful for analysis of data was the SPSS (Statistical Package for Social Sciences) Version 11, using the Windows as the base platform. To use the raw data on the computer, the first and foremost necessity was of shaping the raw data to suit the requirement of the computer. The following steps were taken to give the required shape to the raw data:

5.1 Formatting the Raw Data

(a) **Categories**. Keeping in mind the variables used for the study the raw data was first arranged into three categories as given below:

(i) Junior Level Managers (JUNIOR LVL MGR), who were given a numerical grading of I
(ii) Middle Level Managers (MIDDLE LVL MGR), who were given a numerical grading of II
(iii) Senior Level Managers (SR LVL MGR), who were given a numerical grading of III

(b) **Sector**. Again, keeping in mind the variables used as far as sectors were concerned, the organisations were divided into three categories as shown below:

(i) Public Sector responses were given a numerical grading of I
(ii) Private Sector responses were given a numerical grading of II
(iii) Armed forces responses were given a numerical grading of III

(c) **Codification of the Questionnaire**.

(i) The first part of the questionnaire consisted 18 sections numbered alphabetically from A to R. Each part consisted of a number of questions ranging between 2 to 9. Each question was graded in the form of 1, 2, 3,.....86 for feeding into the computer. These are coded in a similar manner; hence all the 86 statements are coded as shown below:

Q1A1, Q1A2... Q1B1, Q1B2 ...Q1R1, Q1R2, Q1R3, Q1R4 and Q1R5.

(ii) The second question has ten questions and is coded as Q2. This part has to be answered in Yes or No. codification has been done as shown below:

Q2A1, Q2A2... Q2A10.

(iii) The third question (Section II B) was an open ended type of question for which qualitative analysis was carried out manually.

(d) **Codification of the responses**. Responses of the respondents for each question of the questionnaire was coded as per the following table

Table 5.1: Coding of Responses.

Question No	Variable				
1	Strongly Disagree-1	Disagree -2	Unsure-3	Agree-4	Strongly Agree-5
2	Disagree-1	Agree-2	-	-	-

(e) **Feeding in SPSS Package**. After completing the codification of questions and the responses, the data was fed into the computer {as mentioned in 5.4(a)and (b)} with separate file names as given below:

Table 5.2: Coding the Categories.

Category	Numerical Value
Senior Manager Cat-1	1
Middle Manager Cat-II	2
Junior Manager Cat-III	3

Category	Numerical Value
Public Sector Cat-1	1
Private sector Cat-II	2
Armed Forces Cat-III	3

5.2 Basis of Analysis

The variables used for the study are the managerial levels in an organisation and types of organisations (public/private/ armed forces). For the level of management, the entire sample was divided into three categories as shown below:

Cat 1 - Senior Manager
Cat-2 - Middle Manager
Cat-3 -Junior Manager

Similarly for the variable of the type of organisation, the division of the sample was divided into three categories:

Sec-I -Public Sector

Sec-II -Private Sector
Sec-III -Armed Forces

Rest of the analysis was carried out on the data arranged as per the above categories. To get the data into the above mentioned categories, the simple joining operation were carried out between the three files as mentioned above. For the graphical representation, Bar graphs were made using the data in Table. 5.3 and 5.4. Two sets of graphs were made, one between Cat-1, Cat-2 and Cat-3 and the second between public and private sector organisations the same is depicted in Figure 5.1 and 5.2.

Table. 5.3. Sector wise distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUBLIC SECTOR	79	30.9	30.9	30.9
	PRIVATE SECTOR	90	35.2	35.2	66.0
	ARMD FORCES	87	34.0	34.0	100.0
	Total	256	100.0	100.0	

Table. 5.4. Managerial level distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SENIOR LEVEL MANAGER	90	35.2	35.2	35.2
	MIDDLE LEVEL MANAGER	89	34.8	34.8	69.9
	JUNIOR LEVEL MANAGER	77	30.1	30.1	100.0
	Total	256	100.0	100.0	

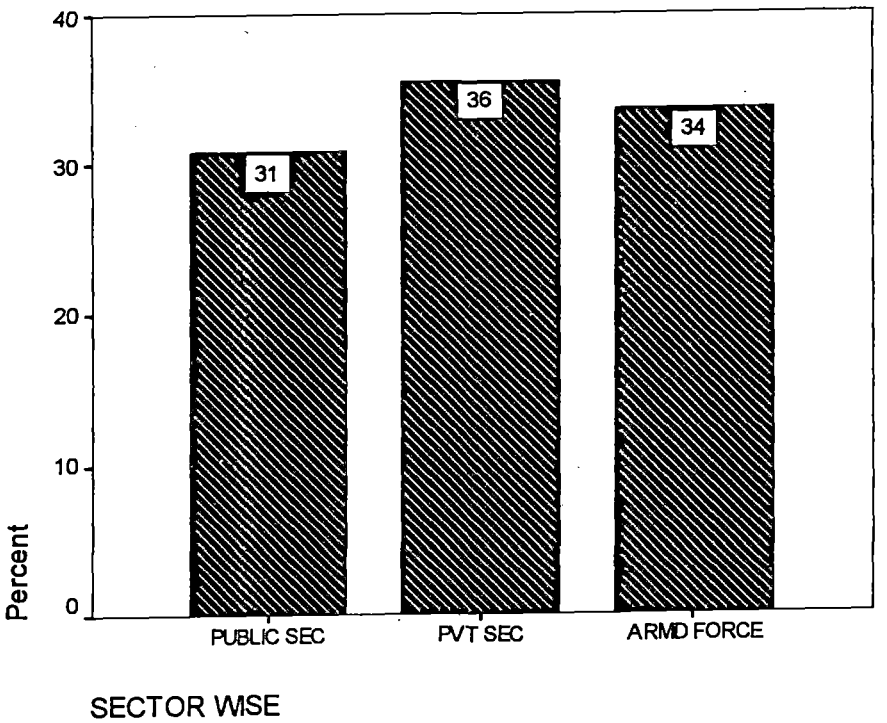

Figure. 5.1. Sector wise distribution of Respondents

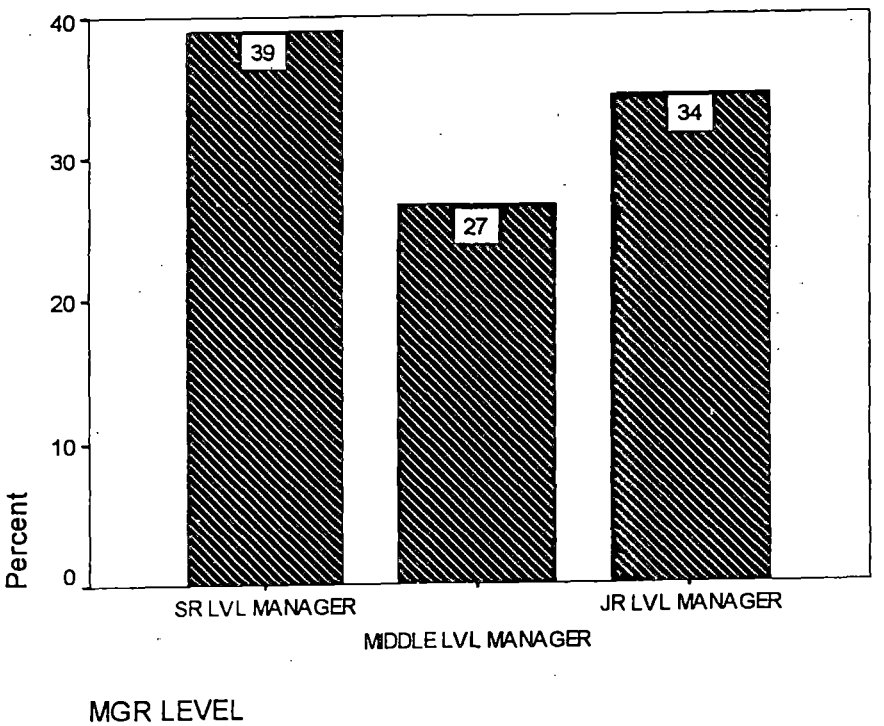

Figure 5.2. Managerial level distribution of Respondents

5.3 Analysis of Responses

Question wise description, of the various statistical techniques used for the purpose of analysis are given below:

5.3.1 Existence of Teambuilding in Indian Organisations(QA-1 to QR-6:83 Questions)

In the Question 1, the satisfaction level of the respondents with various aspects of team building in the organisation was studied. For carrying out the analysis, the following statistical methods were used:

(a) **Frequency Table**. Our analysis of data began with a simple computation of frequencies. This table gives the picture about the respondents' choice over a five point Likert Scale for all the 18 categories. This is shown in Appendix B.

(b) **Mean Value**. After the descriptives, a look at the mean scores of all the variables helped in making sense out of the mass of data and compare groups on that basis. For Question 1, the mean values of the respondents choice for all the 18 categories were calculated and the same is shown in Appendix C. In Addition to mean, median, mode and standard deviation are also present in tabulated form. These values help in drawing conclusions about the effectiveness of teambuilding in Indian Organisations and its various objectives. While, as a measure of central tendency, the means could be used for simple comparison of several groups, they would be inadequate for the purpose of testing any hypothesis, because the variances in the groups were ignored in their means. There was therefore a need to apply other non parametric statistical tools, which would consider the means and the variances in the analysis. The chi-square test and ANOVA test for the various groups helped in testing the hypotheses we which had been set.

5.3.2 Existence of Teambuilding in Indian Organisations (Q2B1 to Q2B10)

In this questionnaire the respondents were asked to give their opinion by selecting Yes or No, on some aspects of team building. Here the following statistical methods were used:

(a) **Frequency Tabulation**. This table gives the picture about the respondents' choice over various aspects of team building. This is shown in Appendix F along with the corresponding percentage response rates.

(b) **Measure of central tendency**. The calculated central tendency for the responses is also shown in Appendix G in the form of mean, median and mode.

5.4 Hypothesis Test

5.4.1 Grouping of Categories

A hypothesis testing was carried out between the categories to know whether the samples belong to the same population or to a different one. In case they belong

to the same population, then the parameter like mean for both the samples would be the same. For carrying out the hypothesis test, the various categories were grouped as given below:

(a) Public Sector with Private Sector
(b) Public Sector with Armed Forces
(c) Private Sector with Armed Forces

5.4.2 Selection of Technique[79]

The data generated by the questionnaire did not have the true numerical values. The measurements made with Question1 were of ordinal type and Question 2 was of nominal type. Under such conditions the results of parametric statistical techniques cannot be authenticated, therefore, non-parametric statistical techniques have been used to arrive at the conclusions.

5.4.3 Selection of Hypothesis Test

The aim of this study is to observe the differences of opinion, if any, between the two samples belonging to two different categories. Therefore, the study that suits the requirement in this case is the hypothesis between the two independent samples. Under the non-parametric testing techniques between two independent samples, the following tests were found available:

(a) Fishers exact probability test.
(b) Chi-Square test.
(c) The median test.
(d) The Mann-Whitney U test.
(e) The Kolmogorov-Smirnov Two sample test.
(f) The Wald-Wolfwitz Runs test.
(g) The Moses test of extreme functions.
(h) The Randomisation test for two independent samples.

A comparative study between the above mentioned tests is given below in Table. 5.5.

[79] Seigel Sidney, Non Parametric Statistics for the Behavioral Sciences, Prentice Hall. 1956.

Table. 5.5: Various tests under Non-Parametric Testing for Two independent samples.

Test	Characteristics
1. Fishers Exact Prob Test	1. Small simple sizes 2.Data to be discrete 3.Nominal & ordinal measurement
2.Chi-Square Test	1.Large simple size 2.Frequency in discrete categories 3.Nominal scale of measurement 4.When df>1, Chi-square are insensitive to the effects of order
3.Median Test	1.Ordinal scale of measurement 2. Sample size small-use fisher test 3. Sample size large- use Chi-square test
4.Mann-Whitney U Test	1. At least an ordinal measurement 2. Most powerful NP test
5. Kolmogorov-Smirnov Test	1. At least an interval measurement. Less interval results in information wastage 2.Sensitive to any difference (CT, Skewness, Dispersion)
6. Wald-Wolfwitz Runs Test	1.At least an ordinal scale 2.Sensitive to any sort of difference
7. Moses Test	1.At least an ordinal scale 2.Used mostly where data shows extreme characteristics
8. Randomisation Test	1.At least an interval measurement 2.Numerical values of scores

In the study, the Chi-Square test for two independent samples, have been selected to carry out the statistical analysis. The technique of Analysis of Variance (ANOVA) has been used when more than two sub-groups need to be compared. The main reasons are as follows:

(a) Large sample size.
(b) Measurements made are nominal and the mostly ordinal type.
(c) Scores under study consist of frequencies in discrete categories.

5.5 Test Characteristics

Results of the hypothesis are shown in Appendix F. The hypothesis test was carried out with the following characteristics.

(a) **Null Hypothesis- H0**:- There is no difference of opinion between the two groups i.e., both the groups belong to the same population. The alternate hypothesis-Ha, is that the difference of opinion exists between the groups i.e., both the groups belong to different population.

(b) **Significance Level**. It is set at Alpha=0.5.

(c) **Rejection Region**. When the value of Chi-square calculated from the given data comes out to be greater than the value taken from the Chi-square table at Alpha=0.5, then the null hypothesis is rejected and the alternate hypothesis is accepted. If the value of Alpha increases, then the chances of rejection of Ho becomes higher.

(d) **Test Requirement**. When df (degree of freedom) is >1, then the Chi-square test can be used only if the cell frequencies in not more than 20% cases is less than 5. If this requirement is not met by the data in the form in which they were originally collected, then the adjacent categories can be combined in order to increase the expected frequencies in the various cells.

5.6 Qualitative Analysis

In the second set of questions (Section II, A1 to A10), ten statements were given to the respondents to reply in Yes or No to each statement.

(a) **Frequency Table**. For the questions in the Section II A, a frequency tabulation is made. The same is shown in Appendix . This table gives the numerical figures of the respondents who have agreed or disagreed with a particular statement along with the percentage responses. For comparing the response rates between the various categories and managerial response, one way ANOVA test, was made. The same is shown in Appendix .

(b) Through Question II B, the respondents were asked to give their suggestions to improve the effectiveness of team in an organisation. This part of the questionnaire was not mandatory to be filled by the respondents, and therefore the same was attempted by only 68(27%) of the respondents. However, those respondents who replied to this part of the questionnaire were frank and forthright in their response. Collection of responses has been undertaken in such a manner that it shows the aggregation of certain opinion. Therefore these are presented as statements and figures within the parenthesis indicates the number of respondents who opted to comment on that particular aspect. The response for each objective was grouped under three categories:

(a) Cat-1
(b) Cat-2
(c) Cat-3

5.6.1 Suggestions to Improve effectiveness of teams in Indian Organisations

(Cat-1)

(a) Team members should be committed to the team.(3)

(b) Team's purpose, mission and goals should be clear and unambiguous.(4)

(c) Team members should share a common approach and be committed to the team's purpose.(4)

(d) Team should meet regularly and periodically.(2)
(e) Personal growth of employees should be catered along with teams growth.(2)
(f) Team leader should take the team along and not work in the conventional leader like fashion.(2)
(g) Each member should contribute to the team's output.(2)
(h) Team communication is generally the most ignored aspect of team operations.(2)
(i) The team should have only the requisite number of members and not excessive number just to make up numbers.(1)
(j) Duration of team's existence should be till its task is complete after which h it must disband.(1)

5.6.2 Suggestions to Improve effectiveness of teams in Indian Organisations (Cat-2)

(a) Each member should contribute to the team's output.(4)
(b) Team feedback mechanism should be effective.(2)
(c) Team should be appropriately empowered to accomplish its tasks.(3)
(d) Team should meet regularly.(5)
(e) Teams would not be effective un less they get organisational support.(3)
(f) In case of a failure of a team it should not be disbanded before analysing the reason for failure.(1)
(g) There should be transparency in team selection including leadership(2)
(h) There should be no ambiguity in goal/ target setting (1)
(i) There should be regular team building sessions and a mid-course stock taking.(1)
(j) External intervention should be done by experts during team building sessions.(1)
(j) Team incentives should well publicised in the organisation.(2)

5.6.3 Suggestions to Improve effectiveness of teams in Indian Organisations (Cat-3)

(a) Each member should contribute to the team's output.(4)
(b) Conflict in the team should be resolved amicably.(6)
(c) Teams are not a panacea to all ills in the organisation, hence must be employed only after a great deal of thought.(1)
(d) Team should meet regularly. (3)
(e) There should be team training before commencement of team tasks.(2)
(f) There should be a lateral appraisal superimposed over hierarchy based appraisal.(3)

5.7 Analysis of Responses in Section I

Once the data was fed into the SPSS package, it was first checked for feeding in errors. On finding the data correct in all respects the analysis of data progressed to the next stage, viz, the extraction of data. Initially the frequency of responses was worked out. The same is attached as Appendix B for the data in Section I and as appendix G for data in Section II A of the questionnaire. The next step was

extraction of measure of central tendency. For this the mean, median and mode along with the SD was extracted. This extracted data is attached as Appendix C for the Data in Section I and as Appendix H for the Data in Section II A.

After the calculation of the measure of central tendency a Chi-Square test was carried out to check the managerial level distribution and also to check out the significance level for both managerial level distribution and sector wise distribution. In this test it emerged that there was not significant difference within the groups in both types of distribution. The data for this is placed as Appendix D.

The next step in data analysis was carrying out One Way ANOVA test to find out inter group difference for both distributions. The results for this test are placed as Appendix E and I for data in Section I and II A respectively. Once these tests were carried out, each of the statement was individually analysed as mentioned below.

5.7.1 Types of teams.

5.7.1.1 Existence of formal teams within the organisation. Out of 256 respondents, 118 (46.1%) strongly agreed that formal teams existed within the organisation, 73(28.5%) agreed regarding existence of formal teams, 22(8.6%) were non committal/unsure, 23(9.0 %) disagreed and 20(7.8%) strongly disagreed regarding their existence. The mean works out to 3.96, median 4.0, mode 4 and the SD 1.27. The ANOVA test gives us a significance level of .010 for sector wise intra group and 0.291 for intra group between managerial level, thereby indicating significant difference in sector wise distribution and no significant difference in the managerial group distribution. A mean of 3.96 indicates that the overall result is in 'Agreement' with the statement and SD of 1.27 means a moderate deviation.

5.7.1.2 Encouragement to formation informal teams in the organisation. Out of 256 respondents, 62(24.2%) strongly agreed that informal teams were encouraged within the organisation, 72(28.1%) agreed, 29(11.3%) were unsure, 52(20.3%) disagreed and 41(16.0%) strongly disagreed that informal teams were encouraged within the organisation. The mean works out to 3.24, median 4.0, mode 4 and the SD 1.43. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and 0.564 for managerial levels between various groups, thereby indicating significant difference in sector wise distribution and no significant difference in the managerial group distribution. A mean of 3.24 indicates that the overall results are inconclusive for this statement, and an SD of 1.43 shows a significant deviation from the mean.

5.7.1.3 Informal teams being more effective vis-à-vis formal teams. Out of 256 respondents, 60(23.4%) strongly agreed that informal teams were more effective than formal teams, 77(30.1%) agreed with the statement, 35(13.7%) were unsure, 53(20.7%) disagreed and 31(12.1%) strongly disagreed with the statement. The mean works out to 3.32, median 4.0, mode 4 and the SD derived is 1.35. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and 0.455 for managerial levels between various groups, thereby indicating significant difference in sector wise distribution and no significant

difference in the managerial group distribution. A mean of 3.32 indicates that the overall results are inconclusive for this statement, and an SD of 1.35 shows a moderate deviation from the mean.

5.7.2 Stages of Team Building

5.7.2.1. Formal team building sessions were being held in the organisation. Out of 256 respondents, 103(40.2%) strongly agreed that informal teams were encouraged within the organisation, 121(47.3%) agreed, 13(5.1%) were unsure, 8(3.1%) disagreed and 11(4.3%) strongly disagreed that informal teams were encouraged within the organisation. The mean works out to 4.16, median 4.0, mode 4 and the SD 0.9710. The ANOVA test gives us a significance level of .735 for sector wise distribution between the groups and 0.331 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.16 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.9710 shows a minor deviation from the mean.

5.7.2.2 Initial team forming up appreciated by the new team members. Out of 256 respondents, 15(5.9%) strongly agreed that initial teaming up was appreciated by new team members, 34(13.3%) agreed, 15(5.9%) were unsure, 110(43%) disagreed and 82(32%) strongly disagreed with the statement. The mean works out to 2.180, median 2.0, mode 2 and the SD 1.1877. The ANOVA test gives us a significance level of .018 for sector wise distribution between the groups and 0.030 for managerial levels between various groups, thereby indicating significant difference in both sector wise distribution and managerial group distribution. A mean of 2.180 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.1877 shows a moderate deviation from the mean.

5.7.2.3. Existence of problem in the formative stages. Out of 256 respondents, 119(46.5%) strongly agreed that there were problems in the formative stages, 79(30.9%) agreed, 21(8.2%) were unsure, 20(7.8%) disagreed and 17(6.6%) strongly disagreed that there were problems in the formative stages. The mean works out to 4.027, median 4.0, mode 5 and the SD 1.2091. The ANOVA test gives us a significance level of .955 for sector wise distribution between the groups and 0.013 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. A mean of 4.027 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.2091 shows a moderate deviation from the mean.

5.7.2.4. Normalisation of relations after starting phase was over. Out of 256 respondents, 178(69.5%) strongly agreed that relations normalised after starting phase was over, 43(16.8%) agreed, 15(5.9%) were unsure, 10(3.9%) disagreed and 10(3.9%) strongly disagreed that normalisation of relations took place after starting phase was over. The mean works out to 4.441, median 5.0, mode 5 and the SD 1.0349. The ANOVA test gives us a significance level of .967 for sector wise

distribution between the groups and 0.532 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.441 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0349 shows a moderate deviation from the mean.

5.7.2.5 Increase in the organisations output increase vis-à-vis the initial output. Out of 256 respondents, 86(33.6%) strongly agreed that there was increase in the output once the teams settled down vis-à-vis the original output, 120(46.9%) agreed, 20(7.8%) were unsure, 15(5.9%) disagreed and 15(5.9%) strongly disagreed regarding the same. The mean works out to 3.965, median 4.0, mode 4.0 and the SD 1.0859. The ANOVA test gives us a significance level of .602 for sector wise distribution between the groups and 0.100 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.965 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0859 shows a moderate deviation from the mean.

5.7.3 Characteristics & Limitations of Teams

5.7.3.1 Reason for the team to perform optimally. Out of 256 respondents, 46(18%) strongly agreed that group cohesion was the major factor, 68(26.6%) agreed, 42(16.4%) were unsure, 52(20.3%) disagreed and 48(18.8%) strongly disagreed that group cohesion was the major factor. The mean works out to 3.086, median 3.0, mode 4.0 and the SD 1.5519. The ANOVA test gives us a significance level of .982 for sector wise distribution between the groups and 0.000 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. A mean of 3.086 indicates that the overall results are inconclusive for this statement, and an SD of 1.5519 shows a significant deviation from the mean.

5.7.3.2 What inhibits the performance of existing teams? Out of 256 respondents, 72(28.1%) strongly agreed that external factors inhibited the group's performance, 34(13.3%) agreed, 53(20.7%) were unsure, 35(13.7%) disagreed and 62(24.2%) strongly disagreed that external factors inhibited the group's performance. The mean works out to 3.074, median 3.0, mode 5.0and, the SD 1.5385. The ANOVA test gives us a significance level of .076 for sector wise distribution between the groups and 0.000 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. A mean of 3.074 indicates that the overall results are inconclusive for this statement, and an SD of 1.5385 shows a significant deviation from the mean.

5.7.3.3 Frequency of Team Sessions. Out of 256 respondents, 31(12.1%) strongly agreed that team sessions could be convened frequently, 50(19.5%) agreed,

53(20.7%) were unsure, 49(19.1%) disagreed and 73(28.5%) strongly disagreed that team sessions could be convened frequently. The mean works out to 2.676, median 3.0, mode 1.0 and the SD 1.3835. The ANOVA test gives us a significance level of .460 for sector wise distribution between the groups and 0.010 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. A mean of 2.676 indicates that the overall results are inconclusive for this statement and an SD of 1.3835 shows a moderate deviation from the mean.

5.7.3.4 The tasks/objectives of the group are well understood and accepted by the group. Out of 256 respondents, 66(25.8%) strongly agreed that the tasks/objectives of the group are well understood and accepted by the group, 125(48.80%) agreed, 22(8.6%) were unsure, 22(8.6%) disagreed and 21(8.2%) strongly disagreed that the tasks/objectives of the group are well understood and accepted by the group. The mean works out to 3.754, median 4.0, mode 4.0 and the SD 1.1707. The ANOVA test gives us a significance level of .227 for sector wise distribution between the groups and 0.687 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.754 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.1707 shows a moderate deviation from the mean.

5.7.3.5 Teams perform as a cohesive group. Out of 256 respondents, 108(42.2%) strongly agreed that teams performed as a cohesive group, 90(35.2%) agreed, 22(8.6%) were unsure, 20(7.8%) disagreed and 16(6.3%) strongly disagreed that teams performed as a cohesive group. The mean works out to 3.992, median 4.0, mode 5.0 and the SD 1.1782. The ANOVA test gives us a significance level of .935 for sector wise distribution between the groups and 0.742 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.992 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.1782 shows a moderate deviation from the mean.

5.7.3.6 Existence of friction within the group. Out of 256 respondents, 8(3.1%) strongly agreed that friction existed within the group, 12(4.7%) agreed, 22(8.6%) were unsure, 70(27.3%) disagreed and 144(56.3%) strongly disagreed that friction existed within the group. The mean works out to 1.711, median 1.0, mode 1.0 and the SD 1.0187. The ANOVA test gives us a significance level of .108 for sector wise distribution between the groups and 0.002 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. A mean of 2.180 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.0187 shows a moderate deviation from the mean.

5.7.3.7 Are differences of opinion, resolved amicably? Out of 256, 129(50.4%) strongly agreed that the differences of opinion were resolved amicably, 84(32.8%) agreed, 16(6.3%) were unsure, 16(6.3%) disagreed and 11(4.3%) strongly disagreed

that informal teams are more effective than the differences of opinion were resolved amicably. The mean works out to 4.188, median 5.0, mode 5.0 and the SD 1.0828. The ANOVA test gives us a significance level of .737 for sector wise distribution between the groups and .534 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.188 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.1877 shows a moderate deviation from the mean.

5.7.3.8 **Team performance isn't better than individual performance**. Out of 256 respondents, 31(12.1%) strongly agreed that the team performance isn't as good as individual performance, 51(19.9) agreed, 51(19.9) were unsure, 50(19.5%) disagreed and 73(28.5%) strongly disagreed with the statement. The mean works out to 2.676, median 3.0, mode 1.0 and the SD 1.3863. The ANOVA test gives us a significance level of .152 for sector wise distribution between the groups and .702 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.676 indicates that the overall results are inconclusive for this statement, and an SD of 1.3863 shows a moderate deviation from the mean.

5.7.3.9 **Individual view points restrict the progress of the team**. Out of 256 respondents, 8(3.1%) strongly agreed that Individual view points restrict the progress of the team, 14(5.5%) agreed, 22(8.6%) were unsure, 74(28.9%) disagreed and 138(53.9%) strongly disagreed that Individual view points restrict the progress of the team. The mean works out to 1.75, median 1.0, mode 1.0 and the SD 1.0328. The ANOVA test gives us a significance level of .596 for sector wise distribution between the groups and 0.057 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. A mean of 1.75 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.0328 shows a moderate deviation from the mean.

5.7.4 Team Leadership

5.7.4.1 **Does the team leadership make a positive impact on the team output**? Out of 256 respondents, 112(43.8%) strongly agreed that the team leadership make a positive impact on the team output, 104(40.6%) agreed, 21(8.2%) were unsure, 9(3.5%) disagreed and 10(3.9%) strongly disagreed that the team leadership make a positive impact on the team output. The mean works out to 4.168, median 4.0, mode 5.0 and the SD 0.9937. The ANOVA test gives us a significance level of .010 for sector wise distribution between the groups and 0.721 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution and a or in the managerial group distribution. A mean of 4.168 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.9937 shows a minor deviation from the mean.

5.7.4.2 **Is team leadership an issue**? Out of 256 respondents, 34(13.3%) strongly agreed that team leadership was an issue, 53(20.7%) agreed, 27(10.5%) were unsure,

64(25%) disagreed and 78(30.5%) strongly disagreed that team leadership was an issue. The mean works out to 2.613, median 2.0, mode 1.0 and the SD 1.4372. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and 0.887 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.613 indicates that the overall results are inconclusive for this statement, and an SD of 1.4372 shows a moderate deviation from the mean.

5.7.4.3 **Was team leadership imposed onto the team**? Out of 256 respondents, 85(33.2%) strongly agreed that team leadership was imposed onto the team, 119(46.5%) agreed, 17(6.6%) were unsure, 25(9.8%) disagreed and 10(3.9%) strongly disagreed that team leadership was imposed onto the team. The mean works out to 3.953, median 4.0, mode 4.0 and the SD 1.0691. The ANOVA test gives us a significance level of .818 for sector wise distribution between the groups and 0.088 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.953 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0691shows a moderate deviation from the mean.

5.7.4.4 **Would a choice of team leadership improve the team's output**? Out of 256 respondents, 131(51.2%) strongly agreed that if the choice of team leadership was given to the team it would improve the team's output, 96(37.5%) agreed, 19(7.4%) were unsure, 5(2.0%) disagreed and 5(2.0%) strongly disagreed that it would improve the team's output. The mean works out to 4.340, median 5.0, mode 5.0 and the SD 0.8528. The ANOVA test gives us a significance level of .620 for sector wise distribution between the groups and 0.004 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. A mean of 4.34 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.8528 shows a minor deviation from the mean.

5.7.4.5 **Would a horizontal team hierarchy show a positive effect on the teams output?** Out of 256 respondents, 18(7.0%) strongly agreed that horizontal team hierarchy would show a positive effect on the teams output, 56(21.9%) agreed, 29(11.3%) were unsure, 81(31.6%) disagreed and 72(28.1%) strongly disagreed that a horizontal team hierarchy would show a positive effect on the teams output. The mean works out to 2.480, median 2.0, mode 2.0 and the SD 1.2954. The ANOVA test gives us a significance level of .607 for sector wise distribution between the groups and .402 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.480 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.2954 shows a moderate deviation from the mean.

5.7.5 Failure of Teams

5.7.5.1 Dissent/disagreement in the team causes problems within the team. Out of 256 respondents, 10(3.9%) strongly agreed that dissent/disagreement in the team could cause problems within the team, 10(3.9%) agreed, 31(12.1%) were unsure, 90(35.2%) disagreed and 115(44.9%) strongly disagreed that dissent/disagreement in the team could cause problems within the team. The mean works out to 1.867, median 2.0, mode 1.0 and the SD 1.0318. The ANOVA test gives us a significance level of .952 for sector wise distribution between the groups and .386 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.867 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.0318 shows a moderate deviation from the mean.

5.7.5.2 Would dissent in the team cause the team to falter? Out of 256 respondents, 2(.8%) agreed that dissent in the team could cause the team to falter, 17(6.6%) were unsure, 101(39.5%) disagreed and 136(53.1%) strongly disagreed that dissent in the team could cause the team to falter. The mean works out to 1.551, median 1.0, mode 1.0 and the SD 0.6548 The ANOVA test gives us a significance level of .988 for sector wise distribution between the groups and .011 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. A mean of 1.551 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 0.6548 shows a minor deviation from the mean.

5.7.5.3 Does the team experience failure often? Out of 256 respondents, 3(1.2%) agreed that their team experienced failure often, 13(5.1%) were unsure, 100(39.1%) disagreed and 140(54.7%) strongly disagreed that their team experienced failure often. The mean works out to 1.527, median 1.0, mode 1.0 and the SD 0.6502. The ANOVA test gives us a significance level of .301 for sector wise distribution between the groups and .172 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.527 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 0.6502 shows a insignificant deviation from the mean.

5.7.5.4 Do you share the sense that 'only the team can fail'? Out of 256 respondents, 26(10.2%) strongly agreed that only the team could fail vis-à-vis an individual, 56(21.9%) agreed, 33(12.9%) were unsure, 67(26.2%) disagreed and 74(28.9%) strongly disagreed that only the team could fail vis-à-vis an individual. The mean works out to 2.582, median 2.0, mode 1.0 and the SD 1.3695. The ANOVA test gives us a significance level of .990 for sector wise distribution between the groups and .234 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.582 indicates that the overall results are inconclusive for this statement, and an SD of 1.3695 shows a moderate deviation from the mean.

5.7.5.5 **Team failure is generally attributed to a few individuals**. Out of 256 respondents, 5(2.0%) strongly agreed that the team's failure was generally attributed to a few individuals, 13(5.1%) agreed, 23(9.0%) were unsure, 76(29.7%) disagreed and 139(54.3%) strongly disagreed that their team's failure was generally attributed to a few individuals. The mean works out to 1.707 median 1.0, mode 1.0 and the SD 0.9641. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .055 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.707 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 0.9641 shows a minor deviation from the mean.

5.7.5.6 **Failure in team causes the team to break up**. Out of 256 respondents, 10(3.9%) strongly agreed that failure in team was the cause of its break up, 33(12.9%) agreed, 16(6.3%) were unsure, 87(34.0%) disagreed and 110(43%) strongly disagreed that failure in team caused it to break up. The mean works out to 2.008, median 2.0, mode 1.0 and the SD 1.1682. The ANOVA test gives us a significance level of .628 for sector wise distribution between the groups and .227 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.008 indicates that the overall results are in conformity with 'Disagree' for this statement, and an SD of 1.1682 shows a moderate deviation from the mean.

5.7.6 **External intervention/intervention techniques**

5.7.6.1. **Has the organisation ever organised team intervention sessions?** Out of 256 respondents, 73(28.5%) strongly agreed that the organisation had organised team intervention sessions, 73(28.5%) agreed, 32(12.5%) were unsure, 27(10.5%) disagreed and 51(19.9%) strongly disagreed that the organisation had ever organised team intervention sessions. The mean works out to 3.352, median 4.0, mode 4.0 and the SD 1.4877. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .145 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.352 indicates that the overall results are inconclusive for this statement, and an SD of 1.4877 shows a moderate to significant deviation from the mean.

5.7.6.2 **Has a failure in the team resulted in an external intervention consultant's involvement**? Out of 256 respondents, 64(25%) strongly agreed that a failure in the team resulted in an external intervention consultant's intervention, 71(27.7%) agreed, 25(9.8%) were unsure, 34(13.3%) disagreed and 62(24.2%) strongly disagreed that a failure in the team resulted in an external intervention consultant's intervention. The mean works out to 3.211, median 4.0, mode 4.0 and the SD 1.6552. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .022 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.211 indicates that the overall

results are inconclusive for this statement, and an SD of 1.6552 shows a significant deviation from the mean.

5.7.6.3 **External intervention is appreciated within the team**. Out of 256 respondents, 15(5.9%) strongly agreed that e intervention was appreciated within the team, 34(13.3%) agreed, 61(23.8%) were unsure, 81(31.6%) disagreed and 65(25.4%) strongly disagreed that external intervention was appreciated within the team. The mean works out to 2.426, median 2.0, mode 2.0 and the SD 1.1725. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .096 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.426 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.1725 shows a moderate deviation from the mean.

5.7.6.4 **In case of problems within the team, external intervention is sought**. Out of 256 respondents, 53(20.7%) strongly agreed that in case of problems within the team, external intervention was sought, 71(27.7%) agreed, 33(12.9%) were unsure, 54(21.1%) disagreed and 45(17.6%) strongly disagreed that in case of problems within the team, external intervention was ever sought. The mean works out to 3.129, median 3.0, mode 4.0 and the SD 1.4180. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .253 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.129 indicates that the overall results are inconclusive for this statement, and an SD of 1.4180 shows a moderate to significant deviation from the mean.

5.7.6.5 **External intervention is always helpful in improving the team's effectiveness** Out of 256 respondents, 49(19.1%) strongly agreed that intervention was always helpful in improving the team's effectiveness,. 88(34.4%) agreed, 31(12.1%) were unsure, 61(23.8%) disagreed and 27(10.5%) strongly disagreed that intervention was always helpful in improving the team's effectiveness. The mean works out to 3.277, median 4.0, mode 4.0 and the SD 1.3036. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and 052 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.277 indicates that the overall results are inconclusive for this statement, and an SD of 1.3036 shows a moderate deviation from the mean.

5.7.7 Team Compensation

5.7.7.1. **Team compensation is divided equally among all team members**. Out of 256 respondents, 8(3.1%) agreed that team compensation was divided equally among all team members, 38(14.8%) were unsure, 116(45.3%) disagreed and 94(36.7%) strongly disagreed that team compensation was divided equally among all team members. The mean works out to 1.844, median 2.0, mode 2.0 and the SD 0.7865. The ANOVA test gives us a significance level of .875 for sector wise distribution between the groups and for .342 managerial levels between various

groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.844 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 0.7865 shows a minor deviation from the mean.

5.7.7.2 **Team incentives should be divided equally among all members**. Out of 256 respondents, 126(49.2%) strongly agreed that t incentives should be divided equally among all members, 119(46.5%) agreed, 9(3.5%) were unsure, 1(.4%) disagreed and 1(.4%) strongly disagreed that team incentives should be divided equally among all members. The mean works out to 4.438, median 4.0, mode 5.0 and the SD 0.6231. The ANOVA test gives us a significance level of .040 for sector wise distribution between the groups and .025 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.438 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.6231 shows a minor deviation from the mean.

5.7.7.3 **Team compensation should always be complemented by providing the same over and above individual compensation.** Out of 256 respondents, 187(73%) strongly agreed that team compensation should always be complemented by providing the same over and above individual compensation, 60(23.4%) agreed, 7(2.7%) were unsure, 1(.4%) disagreed and 1(.4%) strongly disagreed that team compensation should always be complemented by providing the same over and above individual compensation. The mean works out to 4.684, median 5.0, mode 5.0 and the SD 0.5853. The ANOVA test gives us a significance level of .194 for sector wise distribution between the groups and .481 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.684 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.5853 shows a minor deviation from the mean.

5.7.8. Performance Appraisal

5.7.8.1 **Team player behaviour is an important factor in assessing employee performance**. Out of 256 respondents, 130(50.8%) strongly agreed that team player behaviour was an important factor in assessing employee performance, 89(34.8%) agreed, 15(5.9%) were unsure, 12(4.7%) disagreed and 9(3.5%) strongly disagreed that team player behaviour was an important factor in assessing employee performance. The mean works out to 4.258, median 5.0, mode 5.0 and the SD 1.0117. The ANOVA test gives us a significance level of .762 for sector wise distribution between the groups and .300 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.258 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0117 shows a moderate deviation from the mean.

5.7.8.2 **Team appraisal is better than individual appraisal**. Out of 256 respondents, 28(10.9%) strongly agreed that team appraisal was better than

individual appraisal, 69(27.0%) agreed, 23(9.0%) were unsure, 84(32.8%) disagreed and 52(20.3%) strongly disagreed that team appraisal was better than individual appraisal. The mean works out to 2.754, median 2.0, mode 2.0 and the SD 1.3394. The ANOVA test gives us a significance level of .245 for sector wise distribution between the groups and .156 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.754 indicates that the overall results are inconclusive for this statement, and an SD of 1.3394 shows a moderate deviation from the mean.

5.7.8.3 Individual appraisal should continue along with team appraisal. Out of 256 respondents, 112(43.8%) strongly agreed that Individual appraisal should continue along with team appraisal are more effective than formal teams, 95(37.1%) agreed, 13(5.1%) were unsure, 19(7.4%) disagreed and 17(6.6%) strongly disagreed that Individual appraisal should continue along with team appraisal informal teams are more effective than formal teams regarding their existence. The mean works out to 4.039, median 4.0, mode 5.0 and the SD 1.1776. The ANOVA test gives us a significance level of .864 for sector wise distribution between the groups and .649 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.039 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.1776 shows a moderate deviation from the mean.

5.7.8.4 Team appraisal should be a part of each individual's appraisal. Out of 256 respondents, 166(64.8%) strongly agreed that Team appraisal should be a part of each individual's appraisal are more effective than formal teams, 79(30.9%) agreed, 8(3.1%) were unsure, 3(1.2%) disagreed that Team appraisal should be a part of each individual's appraisal informal teams are more effective than formal teams regarding their existence. The mean works out to 4.594, median 5.0, mode 5.0 and the SD 0.6128. The ANOVA test gives us a significance level of .647 for sector wise distribution between the groups and .019 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference exist in the managerial group distribution. A mean of 4.594 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.6128 shows a minor deviation from the mean.

5.7.8.5 An individual star performer would invariably be a good team player. Out of 256 respondents, 46(18%) strongly agreed that are more effective than formal teams, 80(31.3%) agreed, 22(8.6%) were unsure, 71(27.7%) disagreed and 37(14.5%) strongly disagreed that informal teams are more effective than formal teams regarding their existence. The mean works out to 3.105, median 3.0, mode 4.0 and the SD 1.3722. The ANOVA test gives us a significance level of .528 for sector wise distribution between the groups and .065 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.105 indicates that the overall results are inconclusive for this statement, and an SD of 1.3722 shows a moderate deviation from the mean.

5.7.9 Resistance in team.

5.7.9.1 Resistance within a team invariably exists. Out of 256 respondents, 66(25.8%) strongly agreed that Resistance within a team invariably exists are more effective than formal teams, 75(29.3%) agreed, 19(7.4%) were unsure, 61(23.8%) disagreed and 35(13.7%) strongly disagreed that Resistance within a team invariably exists informal teams are more effective than formal teams regarding their existence. The mean works out to 3.297, median 4.0, mode 4.0 and the SD 1.4245. The ANOVA test gives us a significance level of .002 for sector wise distribution between the groups and .181 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution and no significant difference in the managerial group distribution. A mean of 3.297 indicates that the overall results are inconclusive for this statement, and an SD of 1.4245 shows a moderate deviation from the mean.

5.7.9.2 Resistance within the team can be overcome easily. Out of 256 respondents, 15(5.9%) strongly agreed that Resistance within the team can be overcome easily are more effective than formal teams, 39(15.2%) agreed, 61(23.8%) were unsure, 78(30.5%) disagreed and 63(24.6%) strongly disagreed that Resistance within the team can be overcome easily informal teams are more effective than formal teams regarding their existence. The mean works out to 2.473, median 2.0, mode 2.0 and the SD 1.1846. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .434 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. A mean of 2.473 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.1846 shows a moderate deviation from the mean.

5.7.9.3 Seeking consensus in a team is easy. Out of 256 respondents, 16(6.3%) strongly agreed that Seeking consensus in a team was easy, 31(12.1%) agreed, 27(10.5%) were unsure, 87(34.0%) disagreed and 95(37.1%) strongly disagreed that Seeking consensus in a team was easy. The mean works out to 2.164, median 2.0, mode 1.0 and the SD 1.2257. The ANOVA test gives us a significance level of .816 for sector wise distribution between the groups and .467 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.164 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.2257 shows a moderate deviation from the mean.

5.7.9.4 Disagreement on a point is sorted out without major conflict. Out of 256 respondents, 130(50.8%) strongly agreed that disagreement on a point was sorted out without major conflict, 92(35.9%) agreed, 14(5.5%) were unsure, 14(5.5%) disagreed and 6(2.3%) strongly disagreed that disagreement on a point was sorted out without major conflict. The mean works out to 4.273, median 5.0, mode 5.0 and the SD 0.9597. The ANOVA test gives us a significance level of .554 for sector wise distribution between the groups and .411 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.273 indicates that the overall

results are in conformity with 'Agree' for this statement, and an SD of 0.9597 shows a minor deviation from the mean.

5.7.9.5 **Most decisions are reached by consensus and formal voting is kept to a minimum**. Out of 256 respondents, 98(38.3%) strongly agreed that most decisions were reached by consensus and formal voting was kept to a minimum, 81(31.6%) agreed, 21(8.2%) were unsure, 26(10.2%) disagreed and 30(11.7%) strongly disagreed that most decisions were reached by consensus and formal voting was kept to a minimum. The mean works out to 3.746, median 4.0, mode 5.0 and the SD 1.3670. The ANOVA test gives us a significance level of .027 for sector wise distribution between the groups and .789 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. A mean of 3.746 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.3670 shows a moderate deviation from the mean.

5.7.9.6 **Participation by team members is extensive**. Out of 256 respondents, 131(51.2%) strongly agreed that participation by team members was extensive, 89(34.2%) agreed, 21(8.2%) were unsure, 6(2.3%) disagreed and 9(3.5%) strongly disagreed that participation by team members was extensive. The mean works out to 4.277, median 5.0, mode 5.0 and the SD 0.9647. The ANOVA test gives us a significance level of .964 for sector wise distribution between the groups and .795 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.227 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.9647 shows a minor deviation from the mean.

5.7.10 **Creating Productive Teams**

5.7.10.1 **Teams become productive once they are cohesive**. Out of 256 respondents, 169(66.0%) strongly agreed that teams become productive once they are cohesive, 82(32%) agreed, 3(1.2%) were unsure, 2(.8%) disagreed that teams become productive once they are cohesive. The mean works out to 4.633, median 5.0, mode 5.0 and the SD 0.5512. The ANOVA test gives us a significance level of .955 for sector wise distribution between the groups and .818 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.633 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.5512 shows a minor deviation from the mean.

5.7.10.2 **Productive team is the one which has good leaders**. Out of 256 respondents, 92(35.9%) strongly agreed that productive team was the one which had good leaders, 99(38.7%) agreed, 28(10.9%) were unsure, 19(7.4%) disagreed and 18(7.0%) strongly disagreed that productive team was the one which had good leaders. The mean works out to 3.891, median 4.0, mode 4.0 and the SD 1.1798. The ANOVA test gives us a significance level of .868 for sector wise distribution between the groups and .273 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the

managerial group distribution. A mean of 3.891 indicates that the overall results are in conformity with 'Agree' for this statement, and an SD of 1.1798 shows a moderate deviation from the mean.

5.7.10.3 <u>The productivity of a team invariably depends on the quality of its members</u>. Out of 256 respondents, 183(71.5%) strongly agreed that the productivity of a team invariably depended on the quality of its members, 64(25.0%) agreed, 7(2.7%) were unsure, 1(.4%) disagreed and 1(.4%) strongly disagreed that the productivity of a team invariably depended on the quality of its members. The mean works out to 4.668, median 5.0, mode 5.0 and the SD 0.5900. The ANOVA test gives us a significance level of .231 for sector wise distribution between the groups and .298 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.668 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.5900 shows a minor deviation from the mean.

5.7.10.4 <u>Productive teams can be created within the existing teams</u>. Out of 256 respondents, 85(33.2%) strongly agreed that productive teams could be created within the existing teams, 129(46.9%) agreed, 21(8.2%) were unsure, 15(8.9%) disagreed and 15(5.9%) strongly disagreed that productive teams could be created within the existing teams. The mean works out to 3.957, median 4.0, mode 4.0 and the SD 1.0856. The ANOVA test gives us a significance level of .513 for sector wise distribution between the groups and .143 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.957 indicates that the overall results are in conformity with 'Agree' for this statement, and an SD of 1.0856 shows a moderate deviation from the mean.

5.7.11 <u>Team Training</u>

5.7.11.1 <u>Team training capsules/workshops are conducted regularly within organisation</u>. Out of 256 respondents, 56(21.9%) strongly agreed that team training capsules/workshops were conducted regularly within organisation, 85(33.2%) agreed, 23(9.0%) were unsure, 40(15.6%) disagreed and 52(20.3%) strongly disagreed that team training capsules/workshops were conducted regularly within organisation. The mean works out to 3.207, median 4.0, mode 4.0 and the SD 1.4633. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .686 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution or but no significant difference in the managerial group distribution. A mean of 3.207 indicates that the overall results are inconclusive for this statement, and an SD of 1.4633 shows a moderate deviation from the mean.

5.7.11.2 **Team training improves productivity of the team**. Out of 256 respondents, 134(52.3%) strongly agreed that team training improved productivity of the team, 88(34.4%) agreed, 20(7.8%) were unsure, 6(2.3%) disagreed and 8(3.1%) strongly disagreed that team training improved productivity of the team. The mean works out to 3.703, median 4.0, mode 4.0 and the SD 1.2166. The ANOVA test gives us a significance level of .408 for sector wise distribution between the groups and .761 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.703 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.2166 shows a moderate deviation from the mean.

5.7.11.3 **A Formal team training calendar exists for the organisation**. Out of 256 respondents, 31(12.1%) strongly agreed that a Formal team training calendar exists for the organisation participation by team members was extensive, 64(25.0%) agreed, 30(11.7%) were unsure, 66(25.8%) disagreed and 65(25.4%) strongly disagreed that a Formal team training calendar exists for the organisation participation by team members was extensive. The mean works out to 2.727, median 2.0, mode 2.0 and the SD 1.3931. The ANOVA test gives us a significance level of .761 for sector wise distribution between the groups and .055 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.727 indicates that the overall results are inconclusive for this statement, and an SD of 1.3931 shows a moderate deviation from the mean.

5.7.11.4 **Team training requirements are outsourced**. Out of 256 respondents, 32(12.5%) strongly agreed that team training requirements were outsourced, 70(27.3%) agreed, 35(13.7%) were unsure, 69(27.0%) disagreed and 50(19.5%) strongly disagreed that team training requirements were outsourced. The mean works out to 2.863, median 3.0, mode 4.0 and the SD 1.3463. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .690 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. A mean of 2.863 indicates that the overall results are inconclusive for this statement, and an SD of 1.3463 shows a moderate deviation from the mean.

5.7.12 **Team Structure.**

5.7.12.1 **The team structure is laid down formally in the organisation.** Out of 256 respondents, 94(36.7%) strongly agreed that the team structure was laid down formally in the organisation, 104(40.6%) agreed, 15(5.9%) were unsure, 23(9.0%) disagreed and 20(7.8%) strongly disagreed that the team structure was laid down formally in the organisation. The mean works out to 3.895, median 4.0, mode 4.0 and the SD 1.2178. The ANOVA test gives us a significance level of .001 for sector wise distribution between the groups and .449 for managerial levels between various groups, thereby indicating a significant difference in either wise distribution but a significant difference in the managerial group distribution. A mean of 3.895

indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.2178 shows a moderate deviation from the mean.

5.7.12.2 **Team has members from all required specialisations.** Out of 256 respondents, 103(40.2%) strongly agreed that the team had members from all required specialisations, 121(47.3%) agreed, 13(5.1%) were unsure, 8(3.1%) disagreed and 11(4.3%) strongly disagreed that team had members from all required specialisations. The mean works out to 4.160, median 4.0, mode 4.0 and the SD 0.9710. The ANOVA test gives us a significance level of .488 for sector wise distribution between the groups and .017 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. A mean of 4.160 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.9710 shows a minor deviation from the mean.

5.7.12.3 **Team members often change frequently.** Out of 256 respondents, 25(9.8%) strongly agreed that team members often changed frequently, 38(14.8%) agreed, 27(10.5%) were unsure, 60(23.4%) disagreed and 106(41.4%) strongly disagreed that the team members changed frequently. The mean works out to 2.281, median 2.0, mode 1.0 and the SD 1.3859. The ANOVA test gives us a significance level of .291 for sector wise distribution between the groups and .238 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.281 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.3859 shows a moderate deviation from the mean.

5.7.12.4 **The weakest link in the team is the cause of its failure.** Out of 256 respondents, 30(11.7%) strongly agreed that the weakest link in the team was the cause of its failure, 68(26.6%) agreed, 35(13.7%) were unsure, 71(27.7%) disagreed and 52(20.3%) strongly disagreed that the weakest link in the team was the cause of its failure. The mean works out to 2.816, median 3.0, mode 2.0 and the SD 1.3407. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .590 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. A mean of 2.816 indicates that the overall results are inconclusive for this statement, and an SD of 1.3407 shows a moderate deviation from the mean.

5.7.12.5 **The team members feel themselves to be a part of the team.** Out of 256 respondents, 129(50.4%) strongly agreed that the team members felt themselves to be a part of the team, 93(36.3%) agreed, 14(5.5%) were unsure, 14(5.5%) disagreed and 6(2.3%) strongly disagreed that the team members felt themselves to be a part of the team. The mean works out to 4.270, median 5.0, mode 5.0 and the SD 0.9588. The ANOVA test gives us a significance level of .386 for sector wise distribution between the groups and .799 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.270 indicates that the overall results are

in conformity with 'Agree' for this statement and an SD of 0.9588 shows a minor deviation from the mean.

5.7.13 Creation of a Team.

5.7.13.1 Challenges do not bring out better performance within the team. Out of 256 respondents, 18(7.0%) strongly agreed that challenges brought out better performance within the team, 15(5.9%) agreed, 5(2.0%) were unsure, 11(4.3%) disagreed and 207(80.9%) strongly disagreed that challenges brought out better performance within the team. The mean works out to 1.539, median 1.0, mode 1.0 and the SD 1.2201. The ANOVA test gives us a significance level of .001 for sector wise distribution between the groups and .005 for managerial levels between various groups, thereby indicating a significant difference in both the sector wise distribution and managerial group distribution. A mean of 1.539 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.2201 shows a moderate deviation from the mean.

5.7.13.2 Difficulties lead to conflict within the team. Out of 256 respondents, 24(9.4%) strongly agreed that difficulties led to conflict within the team, 58(22.7%) agreed, 34(13.3%) were unsure, 65(25.4%) disagreed and 75(29.5%) strongly disagreed that difficulties led to conflict within the team. The mean works out to 2.574, median 2.0, mode 1.0 and the SD 1.3614. The ANOVA test gives us a significance level of .950 for sector wise distribution between the groups and .173 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.574 indicates that the overall results are inconclusive for this statement, and an SD of 1.3614 shows a moderate deviation from the mean.

5.7.13.3 The motivation within the team increases whenever the challenging task is assigned to it. Out of 256 respondents, 55(21.5%) strongly agreed that the motivation within the team increased whenever the challenging task was assigned to it, 74(28.9%) agreed, 35(13.7%) were unsure, 61(23.8%) disagreed and 31(12.1%) strongly disagreed that the motivation within the team increased whenever the challenging task was assigned to it. The mean works out to 3.238, median 4.0, mode 4.0 and the SD 1.3496. The ANOVA test gives us a significance level of .001 for sector wise distribution between the groups and .475 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. A mean of 3.238 indicates that the overall results are inconclusive for this statement and an SD of 1.3496 shows a moderate deviation from the mean.

5.7.13.4 Good leadership helps the team in facing challenging tasks. Out of 256 respondents, 160(62.5%) strongly agreed that Good leadership helped the team in facing challenging tasks, 90(35.2%) agreed, 6(2.3%) were unsure, that Good leadership helped the team in facing challenging tasks. The mean works out to 4.602, median 5.0, mode 5.0 and the SD 0.5364. The ANOVA test gives us a significance level of .051 for sector wise distribution between the groups and .225 for managerial levels between various groups, thereby indicating no significant

difference in either sector wise distribution or in the managerial group distribution. A mean of 4.602 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.5364 shows a minor deviation from the mean.

5.7.14 Team opportunities

5.7.14.1 Teams can be found in all departments/sections of the organisation. Out of 256 respondents, 96(37.5%) strongly agreed that teams could be found in all departments/sections of the organisation, 115(44.9%) agreed, 14(5.5%) were unsure, 17(6.6%) disagreed and 14(5.5%) strongly disagreed that teams could be found in all departments/sections of the organisation. The mean works out to 4.023, median 4.0, mode 4.0 and the SD 1.0916. The ANOVA test gives us a significance level of .122 for sector wise distribution between the groups and .518 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.023 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0916 shows a moderate deviation from the mean.

5.7.14.2 Cross-functional teams exist within the organisation. Out of 256 respondents, 54(21.1%) strongly agreed that Cross-functional teams existed within the organisation, 101(39.5%) agreed, 38(14.8%) were unsure, 40(15.6%) disagreed and 23(9.0%) strongly disagreed that Cross-functional teams existed within the organisation. The mean works out to 3.480, median 4.0, mode 4.0 and the SD 1.2365 The ANOVA test gives us a significance level of .142 for sector wise distribution between the groups and .006 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. A mean of 3.480 indicates that the overall results are inconclusive for this statement, and an SD of 1.2365 shows a moderate deviation from the mean.

5.7.14.3 Good team performance in one department spurs growth of teams within the other departments. Out of 256 respondents, 44(17.2%) strongly agreed that Good team performance in one department spurs growth of teams within the other departments, 65(25.4%) agreed, 42(16.4%) were unsure, 53(20.7%) disagreed and 52(20.3%) strongly disagreed that Good team performance in one department spurs growth of teams within the other departments. The mean works out to 3.023, median 3.0, mode 4.0 and the SD 1.5616. The ANOVA test gives us a significance level of .999 for sector wise distribution between the groups and .000 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. A mean of 3.023 indicates that the overall results are inconclusive for this statement, and an SD of 1.5616 shows a significant deviation from the mean.

5.7.14.4 Teaming-up opportunities are exploited by the organisation. Out of 256 respondents, 26(10.2%) strongly agreed that Teaming-up opportunities are exploited by the organisation, 68(26.6%) agreed, 24(9.4%) were unsure, 83(32.4%) disagreed and 55(21.5%) strongly disagreed that Teaming-up opportunities are

exploited by the organisation. The mean works out to 2.715, median 2.0, mode 2.0 and the SD 1.3346. The ANOVA test gives us a significance level of .116 for sector wise distribution between the groups and .150 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.715 indicates that the overall results are inconclusive for this statement, and an SD of 1.3346 shows a moderate deviation from the mean.

5.7.15 Teams at the top

5.7.15.1 The team effort at the highest levels in the organisation is easy. Out of 256 respondents, 36(14.1%) strongly agreed that team effort at the highest levels in the organisation was difficult, 31(12.1%) agreed, 31(12.1%) were unsure, 59(23.0%) disagreed and 99(38.7%) strongly disagreed that team effort at the highest levels in the organisation was difficult. The mean works out to 2.398, median 2.0, mode 1.0 and the SD 1.4517. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .000 for managerial levels between various groups, thereby indicating a significant difference in both sector wise distribution and in the managerial group distribution. A mean of 2.398 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.4517 shows a moderate to significant deviation from the mean.

5.7.15.2 Top hierarchy of the organisation prefers individual decisions vis-à-vis group decision. Out of 256 respondents, 160(62.5%) strongly agreed that Top hierarchy of the organisation preferred individual decisions vis-à-vis group decision, 85(33.2%) agreed, 9(3.5%) were unsure, 2(.8%) disagreed that top hierarchy of the organisation preferred individual decisions vis-à-vis group decision. The mean works out to 4.574, median 5.0, mode 5.0 and the SD 0.6026. The ANOVA test gives us a significance level of .758 for sector wise distribution between the groups and .074 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.574 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.6026 shows a minor deviation from the mean.

5.7.15.3 There is difficulty in teambuilding efforts at highest levels of the organisation. Out of 256 respondents, 189(738%) strongly agreed that there was difficulty in teambuilding efforts at highest levels of the organisation, 57(22.3%) agreed, 8(3.1%) were unsure, 1(.4%) disagreed and 1(.4%) strongly disagreed that there was difficulty in teambuilding efforts at highest levels of the organisation. The mean works out to 4.688, median 5.0, mode 5.0 and the SD 0.5908. The ANOVA test gives us a significance level of .452 for sector wise distribution between the groups and .392 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.688 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.5908 shows a minor deviation from the mean.

5.7.15.4 Top-level management promotes team decisions. Out of 256 respondents, 98(38.3%) strongly agreed that top-level management promoted team decisions, 121(47.3%) agreed, 13(5.1%) were unsure, 12(4.7%) disagreed and 12(4.7%) strongly disagreed that top-level management promoted team decisions. The mean works out to 4.098, median 4.0, mode 4.0 and the SD 1.0186. The ANOVA test gives us a significance level of .665 for sector wise distribution between the groups and .028 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.098 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0186 shows a moderate deviation from the mean.

5.7.16 Team accountability

5.7.16.1 In case of a failure, the entire team is held responsible. Out of 256 respondents, 11(4.3%) strongly agreed that case of a failure, the entire team was held responsible, 46(18.0%) agreed, 38(14.8%) were unsure, 94(36.7%) disagreed and 67(26.2%) strongly disagreed that case of a failure; the entire team was held responsible. The mean works out to 2.375, median 2.0, mode 2.0 and the SD 1.1749. The ANOVA test gives us a significance level of .844 for sector wise distribution between the groups and .671 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.375 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.1749 shows a moderate deviation from the mean.

5.7.16.2 The team is accountable to the top management for its actions. Out of 256 respondents, 27(10.5%) strongly agreed that the team was accountable to the top management for its actions, 67(26.2%) agreed, 24(9.4%) were unsure, 84(32.8%) disagreed and 54(21.1%) strongly disagreed that the team was accountable to the top management for its actions. The mean works out to 2.723, median 2.0, mode 2.0 and the SD 1.3362. The ANOVA test gives us a significance level of .148 for sector wise distribution between the groups and .120 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 2.723 indicates that the overall results are inconclusive for this statement, and an SD of 1.3362 shows a moderate deviation from the mean.

5.7.16.3 In case of outstanding performance the leader is appreciated more than the team members. Out of 256 respondents, 122(47.7%) strongly agreed that in case of outstanding performance the leader was appreciated more than the rest of team members, 81(31.6%) agreed, 14(5.5%) were unsure, 14(5.5%) disagreed and 25(9.8%) strongly disagreed that in case of outstanding performance the leader was appreciated more than the team members. The mean works out to 4.020, median 4.0, mode 4.0 and the SD 1.2786. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .738 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. A

mean of 4.220 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.2786 shows a moderate deviation from the mean.

5.7.16.4 **It is easier to hold an individual accountable rather than the entire team**. Out of 256 respondents, 168(65.6%) strongly agreed that it was easier to hold an individual accountable rather than the entire team, 83(32.4%) agreed, 3(1.2%) were unsure, 2(.8%) disagreed that it was easier to hold an individual accountable rather than the entire team. The mean works out to 4.629, median 5.0, mode 5.0 and the SD 0.5522. The ANOVA test gives us a significance level of .832 for sector wise distribution between the groups and .858 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.629 indicates that the overall results are in conformity with 'Strongly Agree' for this statement, and an SD of 0.5522 shows a minor deviation from the mean.

5.7.17 Promotion of teams

5.7.17.1 **Higher performance standards promote better teamwork**. Out of 256 respondents, 125(48.8%) strongly agreed that higher performance standards promoted better teamwork, 76(29.7%) agreed, 21(8.2%) were unsure, 18(7.0%) disagreed and 16(6.3%) strongly disagreed that higher performance standards promoted better teamwork. The mean works out to 4.078, median 4.0, mode 5.0 and the SD 1.1889. The ANOVA test gives us a significance level of .861 for sector wise distribution between the groups and .113 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.078 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.1889 shows a moderate deviation from the mean.

5.7.17.2 **The team tends to achieve high standards whenever team cohesion is better**. Out of 256 respondents, 160(62.5%) strongly agreed that teams tend to achieve high standards whenever team cohesion was better, 84(32.8%) agreed, 8(3.1%) were unsure, 1(.4%) disagreed and 3(1.2%) strongly disagreed that teams tend to achieve high standards whenever team cohesion was better. The mean works out to 4.551, median 5.0, mode 5.0 and the SD 0.6898. The ANOVA test gives us a significance level of .856 for sector wise distribution between the groups and .773 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.551 indicates that the overall results are in conformity with 'Strongly Agree' for this statement and an SD of 0.6898 shows a minor deviation from the mean.

5.7.18 Hierarchy and teams

5.7.18.1 **The organisation has strong hierarchy system**. Out of 256 respondents, 127(49.6%) strongly agreed that the organisation had strong hierarchy system, 118(46.1%) agreed, 9(3.5%) were unsure, 1(.4%) disagreed and 1(.4%) strongly disagreed that the organisation had strong hierarchy system. The mean works out to

4.441, median 4.0, mode 4.0 and the SD 0.6235. The ANOVA test gives us a significance level of .043 for sector wise distribution between the groups and .064 for managerial levels between various groups, thereby indicating a significant difference in either wise distribution but no significant difference in the managerial group distribution. A mean of 4.441 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.6235 shows a minor deviation from the mean.

5.7.18.2 **Hierarchy is given a lot of stress within the team**. Out of 256 respondents, 96(37.5%) strongly agreed that hierarchy was given a lot of stress within the team, 116(45.3%) agreed, 15(5.9%) were unsure, 17(6.6%) disagreed and 12(4.7%) strongly disagreed that hierarchy was given a lot of stress within the team. The mean works out to 4.043, median 4.0, mode 4.0 and the SD 1.0600. The ANOVA test gives us a significance level of .524 for sector wise distribution between the groups and .736 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.043 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.0600 shows a moderate deviation from the mean.

5.7.18.3 **Decision-making within the team is hierarchy based**. Out of 256 respondents, 66(25.8%) strongly agreed that decision-making within the team was hierarchy based, 120(46.9%) agreed, 24(9.4%) were unsure, 24(9.4%) disagreed and 22(8.6%) strongly disagreed that decision-making within the team was hierarchy based. The mean works out to 3.719, median 4.0, mode 4.0 and the SD 1.1943. The ANOVA test gives us a significance level of .361 for sector wise distribution between the groups and .465 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 3.719 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 1.1943 shows a moderate deviation from the mean.

5.7.18.4 **Team leadership is hierarchy based**. Out of 256 respondents, 185(72.3%) strongly agreed that team leadership was hierarchy based, 61(23.8%) agreed, 8(3.1%) were unsure, 1(.4%) disagreed and 1(.4%) strongly disagreed that team leadership was hierarchy based. The mean works out to 4.672, median 5.0, mode 5.0 and the SD 0.5955. The ANOVA test gives us a significance level of .226 for sector wise distribution between the groups and .475 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.672 indicates that the overall results are in conformity with 'Strongly Agree' for this statement, and an SD of 0.5955 shows a minor deviation from the mean.

5.7.18.5 **Star performers within the team generally get leadership of the team**. Out of 256 respondents, 10(3.9%) strongly agreed that Star performers within the team generally got leadership of the team, 33(12.9%) agreed, 15(5.9%) were unsure, 86(33.6%) disagreed and 112(43.8%) strongly disagreed that star performers within the team generally got leadership of the team. The mean works out to 1.996, median

2.0, mode 1.0 and the SD 1.1699. The ANOVA test gives us a significance level of .726 for sector wise distribution between the groups and .327 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1,996 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 1.1699 shows a moderate deviation from the mean.

5.8 Analysis of Responses: Section IIA

5.8.1 Team building is necessary for the success of the organisation. Out of 256 respondents, 202(78.9%) agreed with the statement and 54(21.1%) disagreed that team building was necessary for the organisation. The mean for the response works out to 1.211, median 1.0, mode 1.0 and the SD 0.4088. The ANOVA test gives us a significance level of .772 for sector wise distribution between the groups and 0.933 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.211 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.4088 shows a moderate deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 1.347, df: 2 and sig value: 0.510. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.2 There should be an increase in team work in the organisation. Out of 256 respondents, 198(77.3%) agreed to the statement and 58(22.7%) disagreed that there should be an increase in teamwork in the organisation. The mean for the response works out to 1.227, median 1.0, mode 1.0 and the SD .4194. The ANOVA test gives us a significance level of .075 for sector wise distribution between the groups and 0.961 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.227 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.4194 shows a minor deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 0.295, df: 2 and sig value: 0.863. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.3 Team work should replace individual work. Out of 256 respondents, 173(67.6%) agreed to the statement and 83(32.4%) disagreed that teamwork should replace individual work. The mean for the response works out to 1.324, median 1.0, mode 1.0 and the SD 0.4690. The ANOVA test gives us a significance level of .228 for sector wise distribution between the groups and 0.986 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.342 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.4690 shows a minor deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 0.084 df: 2 and sig value: 0.959. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.4 Teaming up at the top (CEO/CMD) level is most difficult. Out of 256 respondents, 208(81.3%)agreed to the statement and 48(18.8%) disagreed that teaming up at the top was difficult. The mean for the response works out to 1.188, median 1.0, mode 1.0 and the SD 0.3911. The ANOVA test gives us a significance level of .098 for sector wise distribution between the groups and 0.609 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.188 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.9710 shows a minor deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 0.959, df: 2 and sig value: 0.619. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.5 External consultants can improve team's performance. Out of 256 respondents, 216(84.4%) agreed to the statement and 40(15.6%) disagreed that external consultants could improve the performance of the team. The mean for the response works out to 1.156, median 1.0, mode 1.0 and the SD 0.3638. The ANOVA test gives us a significance level of .655 for sector wise distribution between the groups and 0..980 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 4.16 indicates that the overall results are in conformity with 'Agree' for this statement, and an SD of 0.9710 shows a minor deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 1.735, df: 2 and sig value: 0.980. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.6 Your team has failed often. Out of 256 respondents, 37(14.5%) agreed to the statement and 219(85.5%) disagreed that their team had often failed. The mean for the response works out to 1.855, median 2.0, mode 2.0 and the SD 0.3532. The ANOVA test gives us a significance level of .657 for sector wise distribution between the groups and 0.499 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.855 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 0.3532 shows a minor deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 2.768, df: 2 and sig value: 0.251. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.7 A successful team promotes team building in the organisation. Out of 256 respondents, 227(88.7%) agreed to the statement and 29(11.3%) disagreed that successful teams promote teambuilding in the organisation. The mean works out to 1.113, median 1.0, mode 1.0 and the SD 0.3176. The ANOVA test gives us a significance level of .661 for sector wise distribution between the groups and 0.707 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.113 indicates that the overall results are in conformity with 'Agree' for this statement and an SD of 0.3176 shows a minor deviation from the mean. When

Chi-Square test is carried out the following values are obtained, Chi Square value: .164, df: 2 and sig value: 0.921. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.8 A team's output is better if it is encouraged by the organisation. Out of 256 respondents, 234(91.4 %) agreed to the statement and 22(8.6%) disagreed that a team's output was better if it was encouraged by the organisation. The mean works out to 1.086, median 1.0, mode 1.0 and the SD 0.2808. The ANOVA test gives us a significance level of .223 for sector wise distribution between the groups and 0.802 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.086 indicates that the overall results are in conformity with 'Agree' for this statement, and an SD of 0.2808 shows a minor deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 0.071, df: 2 and sig value: 0.810. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.9 Teams are the primary unit of performance for increasing number of organisations. Out of 256 respondents, 139(54.3%) agreed to the statement and 117(45.7%) disagreed that teams were the primary unit of performance for increasing number of organisations and not individuals. The mean for the response works out to 1.457, median 1.0, mode 1.0 and the SD 0.4991. The ANOVA test gives us a significance level of .289 for sector wise distribution between the groups and 0.344 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.457 indicates that the overall results are in conformity with 'Agree' for this statement, and an SD of 0.4991 shows a moderate deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 1.347, df: 2 and sig value: 0.510. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

5.8.10 There should be more and regular team-building sessions. Out of 256 respondents, 172(67.2%) agreed to the statement and 84(32.8%) disagreed that there should more and regular teambuilding sessions in the organisation. The mean of the responses works out to 1.328, median 1.0, mode 1.0 and the SD 0.4705. The ANOVA test gives us a significance level of .027 for sector wise distribution between the groups and 0.992 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. A mean of 1.328 indicates that the overall results are in conformity with 'Disagree' for this statement and an SD of 0.4705 shows a significant deviation from the mean. When Chi-Square test is carried out the following values are obtained, Chi Square value: 0.09, df: 2 and sig value: 0.996. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is not rejected.

CHAPTER-VI

RESULTS AND DISCUSSIONS

If you do not know where you are going, every road will get you nowhere

-Henry Kissinger (former Secretary of State, USA)

6.0 Introduction

Of the important interdependent elements of research, we have already dealt with three: an overview of the significance of the teambuilding was presented in the first chapter; the relevant theories about the phenomenon and objectives of the study were covered in the second chapter. Review of literature was covered in the third chapter, and the fourth chapter described the method of data collection, besides other related aspects of the research design including the statistical treatment of the data. The present chapter deals with the next element, namely, analysing of the results obtained and drawing of conclusions from these results. This chapter discusses the results of the various statistical analyses that were carried out and uses the results to test the hypotheses that were set forth in the second chapter.

6.1 An Overview on Distribution of Scores

The basic data collected on team building consists of 23808 terms (256 X 93). One simple way to make sense out of such a large mass of raw data is to apply the science of descriptive statistics to it. Although an absolute frequency analysis of the distribution is considered suitable for a preliminary summarisation of raw data[78], therefore relative frequency (percentage) analysis was resorted to, so as to be able to compare, readily and with ease, the two given samples of unequal size. The following subsections discuss the relative frequencies, with respect to their scores on each of the variables.

6.2 Managerial/Sector wise Profile

A detailed study of the sample shows that the largest sample size in sector wise distribution was private sector followed by the armed forces and the public sector. On the other hand when the analysis is carried out based on the managerial level distribution, it emerges that when chi-square test was carried out for testing the managerial and sector wise distribution of sample, the results obtained are indicated in Table 6.1. There did not appear to be any significant difference within the groups as the significance level of .685 and .542 were both above the 0.5.

Table 6.1: Chi-square Test Statistics for checking sample distribution.

	SECTOR WISE	MGR LEVEL
Chi-Square	.758	1.227
df	2	2
Asymp. Sig.	.685	.542
a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 85.3		

[78] Klecka, W.R. "Discriminant Analysis" in Statistical Package for the Social Sciences. New York: McGraw-Hill.1975.

6.2 Interpretation of Data

In the interpretation of data calculated mean has been utilised as the interpretation tool for checking the validity of the statements. The statements have been rejected if the mean works out to be below 2.5. The statements have not been accepted if the mean is between 2.5 to 3.5 and have been accepted if the mean is above 3.5. In case of difficulty in interpretation using the mean the next tool would be the median and in case of further difficulty, mode has been utilised. In the subsequent paragraphs acceptance or non-acceptance of the statement has been analyses. A summary of the status of statements based on measure of central tendency is placed as Appendix K.

6.2.4.1 Types of Teams Existing in the Modern Indian Organisations

As can be seen in Table 6. 2, it has been accepted that formal teams do exist in the organisations. However no clearcut acceptance has emerged in questions relating to organisational support to informal teaming up and their effectiveness in the organisation.

Table 6.2: Response analysis Section I A

Question	Mean	Median	Mode	Result
A1. Formal teams existing within the organisation	3.961	4.000	5.0	Statement Accepted
A2. Informal teaming up encouraged in the organisation	3.242	4.000	4.0	Statement not Accepted
A3. Informal teams are more effective than formal teams	3.320	4.000	4.0	Statement not Accepted

6.2.4.2 Various Stages of Team Building in Indian Organisations and their Effect in Development of Teams.

Other than rejecting the fact that initial teaming up is appreciated by the new team members, all other statements have been accepted by the respondents. The basis for this is shown in Table. 6.3

Table 6.3: Response analysis Section I B

Question	Mean	Median	Mode	Result
B1. Formal team building (group cohesion) sessions have been held in the organisation.	4.160	4.000	4.0	Statement Accepted
B2. Initial team forming up is appreciated by the new team members	2.180	2.000	2.0	Statement Rejected
B3. Whenever new team meets, there is problem in the formative stages	4.027	4.000	5.0	Statement Accepted
B4. Relations normalise after starting phase or once the teething problems are sorted out	4.441	5.000	5.0	*Statement Accepted*
B5. After the team settles down, does the organisations output increase vis-à-vis the initial output	*3.965*	*4.000*	*4.0*	*Statement Accepted*

6.2.4.3 Characteristics and Limitations which affect the optimum team performance in the Indian Organisations.

On the basis of mean the only statements which have been accepted by the respondents are: acceptance of tasks/objectives being understood well by the group,

team performing as a cohesive group and conflict in the group being resolved amicable. Others have either not been accepted or have been rejected.

Table 6.4: Response analysis Section I C

Question	Mean	Median	Mode	Result
C1. Team cohesion is the reason for the team to perform optimally	3.086	3.000	4.0	Statement not Accepted
C2. External factors inhibit the performance of existing teams	3.074	3.000	5.0	Statement not Accepted
C3. Team sessions can be convened easily and frequently	2.676	3.000	1.0	Statement not Accepted
C4. The tasks/objectives of the group are well understood and accepted by the group	3.754	4.000	4.0	*Statement Accepted*
C5. Team performs as a cohesive group	3.992	4.000	5.0	*Statement Accepted*
C6. There is friction within the group	1.711	1.000	1.0	*Statement Rejected*
C7. Whenever there is difference in opinion, it is resolved amicably	4.188	5.000	5.0	*Statement Accepted*
C8. Team performance isn't better than individual performance	2.676	3.000	1.0	*Statement not Accepted*
C9. Individual view points restrict the progress of the team	*1.750*	*1.000*	*1.0*	*Statement Rejected*

6.2.4.4 Role of leadership in team building

Based on the analysis of subsection D as seen from Table 7.5, it emerges that leadership does make a positive impact on the teams output, but on the other hand it also emerges that in the existing scenario, team leadership is imposed on the team in which the team members do not have any say. Another aspect which emerges is the perception that a horizontal hierarchy in the team would improve the teams output.

Table 6.5: Response analysis Section I D

Question	Mean	Median	Mode	Result
D1. Team leadership make a positive impact on the team output	4.168	4.000	5.0	Statement Accepted
D2. Team leadership an issue	2.613	2.000	1.0	Statement not Accepted
D3. Team leadership imposed onto the team	3.953	4.000	4.0	Statement Accepted
D4. If choice of team leadership is given, it improve the team's output	4.340	5.000	5.0	*Statement Accepted*
D5. A horizontal team hierarchy show a positive effect on the teams output	*2.480*	*2.000*	*2.0*	*Statement Rejected*

6.2.4.5 Reasons for failure of teams in Indian organisations

As can be seen in Table. 7.6, no statement has been accepted in this group. Implications for the industry are heartening because rejection of statement E1, E2, E3 and E5 mean that the team is not threatened by minor differences and failures. Also here in rejection of E5 means it is rarely the individuals who are responsible for the failure of teams and more often than not it is the other factors which lead to its failure.

Table 6.6: Response analysis Section I E

Question	Mean	Median	Mode	Result
E1. Dissent/disagreement in the team cause problems within the team	1.867	2.000	1.0	Statement Rejected
E2. Dissent in the team cause the team to falter	1.551	1.000	1.0	Statement Rejected
E3. The team experience failure often	1.527	1.000	1.0	Statement Rejected
E4. Do you share the sense that 'only the team can fail'?	2.582	2.000	2.0	*Statement not Accepted*
E5. Team failure is generally attributed to a few individuals	1.707	1.000	1.0	*Statement Rejected*
E6. Failure in team causes the team to break up	*2.008*	*2.000*	*2.0*	*Statement Rejected*

6.2.4.6 Use of an External Consultant to achieve Optimum Performance?

No statement has been accepted in this sub-section. On further study is appears that of the six statements, three medians and modes indicate acceptance of the statements. On further study it emerges that while the public and private sector make extensive use of external intervention the armed forces do not resort to intervention through external consultants. More details can be seen in Appendix L.

Table 6.7: Response analysis Section I F

Question	Mean	Median	Mode	Result
F1. The organisation has organised team intervention sessions	3.352	4.000	4.0	Statement Accepted
F2. The failure in the team has resulted in an external intervention consultant's involvement	3.211	4.000	4.0	Statement not Accepted
F3. External intervention is appreciated within the team	2.426	2.000	2.0	Statement Rejected
F4. In case of problems within the team, external intervention is sought	3.129	3.000	3.0	*Statement not Accepted*
F5. External intervention is always helpful in improving the team's effectiveness	3.277	*4.000*	*4.0*	*Statement not accepted*

6.2.4.7 Various methods of team compensation in India

Based on the analysis of subsection G it emerges that in the existing scenario, team compensation is not divided equally among the team members. Respondents have favoured incentives being divided equally among the team members and have also recommended that team compensation should be complemented over and above individual compensation.

Table 6.8: Response analysis Section I G

Question	Mean	Median	Mode	Result
G1. Team compensation is divided equally among all team members	1.844	2.000	2.0	Statement Rejected
G2. Team incentives should be divided equally among all members	4.438	4.000	4.0	Statement Accepted
G3. Team compensation should always be complemented over and above individual compensation	4.684	5.000	5.0	Statement Accepted

6.2.4.8 Effect of team appraisal on teams in India

In this subsection, the importance of appraisal in teams has emerged as an important factor. While it has been accepted that team appraisal should be a part of an

individual's appraisal, however it has also emerged that team appraisal is not better than individual appraisal per se. Another observation which has emerged is that an individual who is a star performer as an individual will always not be a good team player.

Table 6.9: Response analysis Section I H

Question	Mean	Median	Mode	Result
H1. Team player behaviour is an important factor in assessing employee performance	4.258	5.000	5.0	Statement Accepted
H2. Team appraisal is better than individual appraisal	2.754	2.000	2.0	Statement not Accepted
H3. Individual appraisal should continue along with team appraisal	4.039	4.000	5.0	Statement Accepted
H4. Team appraisal should be a part of each individual's appraisal	4.594	5.000	5.0	*Statement Accepted*
H5. An individual star performer would invariably be a good team player	*3.105*	*3.000*	*4.0*	*Statement Rejected*

6.2.4.9 Resistance to the formation of a team in Indian organisations and ways to overcome these

On detailed analysis it emerges that while resistance within a does exist, it takes some effort to overcome this resistance. Inspite of this a team is able to take most decisions by consensus and with extensive participation by team members.

Table 6.10: Response analysis Section I I

Question	Mean	Median	Mode	Result
I1. Resistance within a team invariably exists	3.297	4.000	4.0	Statement Accepted
I2. Resistance within the team can be overcome easily	2.473	2.000	2.0	Statement Rejected
I3. Seeking consensus in a team is easy	2.164	2.000	2.0	Statement Rejected
I4. Disagreement on a point is sorted out without major conflict	4.273	5.000	5.0	*Statement Accepted*
I5. Most decisions are reached by consensus and formal voting is kept to a minimum.	3.746	*4.000*	*4.0*	*Statement Accepted*
I6. Participation by team members is extensive	*4.277*	*5.000*	*5.0*	*Statement Accepted*

6.2.4.10 Creating productive teams

With regards to creating productive teams, all the statements in this subsection have been accepted. Respondents have agreed that teams become productive once they become a cohesive group. Team leadership has also emerged as an important factor in producing productive teams. While productive teams can be created within existing teams, its productivity invariably depends on the quality of its members.

Table 6.11: Response analysis Section I J

Question	Mean	Median	Mode	Result
J1.Teams become productive once they are cohesive	4.633	5.000	5.0	Statement Accepted
J2. Productive team is the one which has good leaders	3.891	4.000	4.0	Statement Accepted
J3. The productivity of a team invariably depends on the quality of its members	4.668	5.000	5.0	Statement Accepted
J4. Productive teams can be created within the existing teams	*3.957*	*4.000*	*4.0*	*Statement Accepted*

6.2.4.11 Team training

It has emerged that while the productivity improves with training, team training is a weak area within the organisation. On the basis of mean only one statement has been accepted by the respondents. On further study it emerges that on the basis of median two statements have been accepted and on the basis of mode three statements have been accepted. On detailed analysis it emerges that while the private sector and public sector does give adequate stress to training needs the armed forces have different criteria for training and there is no out sourcing of training requirement by the armed forces.

Table 6.12: Response analysis Section I K

Question	Mean	Median	Mode	Result
K1. Team training capsules/workshops are conducted regularly within organisation	3.207	4.000	4.0	Statement not Accepted
K2. Team training improves productivity of the team	3.703	4.000	4.0	Statement Accepted
K3. A Formal team training calendar exists for the organisation	2.727	2.000	2.0	Statement not Accepted
K4. Team training requirements are outsourced	2.863	3.000	4.0	*Statement not Accepted*

6.2.4.12 Team structure

Based on the analysis of the data in sub section L, it emerges that team structure is an important aspect in the existing organisations. The existing teams have all required specialisations, the team structures are laid down formally by the organisation and team members consider themselves to be a part of the team. It also emerges that the weakest link is not the main reason for its failure.

Table 6.13: Response analysis Section I L

Question	Mean	Median	Mode	Result
L1. The team structure is laid down formally in the organisation	3.895	4.000	4.0	Statement Accepted
L2. Team has members from all required specialisations	4.160	4.000	4.0	Statement Accepted
L3. Team members often change frequently	2.281	2.000	1.0	Statement Rejected
L4. The weakest link in the team is the cause of its failure	2.816	3.000	2.0	*Statement not accepted*
L5. The team members feel themselves to be a part of the team	*4.270*	*5.000*	*5.0*	*Statement accepted*

6.2.4.13 Creation of a team

With regards to the creation of teams, the most important aspect which emerges is that good leadership helps in facing challenging tasks which the team faces. Another fact which emerges is that difficulties do not lead to conflicts within the team.

Table 6.14: Response analysis Section I M

Question	Mean	Median	Mode	Result
M1. Challenges bring out better performance within the team	1.539	1.000	1.0	Statement Rejected
M2. Difficulties lead to conflict within the team	2.574	2.000	1.0	Statement not Accepted
M3. The motivation within the team increases whenever the challenging task is assigned to it	3.238	4.000	4.0	Statement not accepted
M4. Good leadership helps the team in facing challenging tasks	*4.602*	*5.000*	*5.0*	*Statement Accepted*

6.2.4.14 Team opportunities

While it emerges that teams now can be found in all parts of the organisations, good performance does not spur growth of teams in other parts of the organisation and also the fact that teaming up opportunities are not exploited by the organisation.

Table 6.15: Response analysis Section I N

Question	Mean	Median	Mode	Result
N1. Teams can be found in all departments/sections of the organisation	4.023	4.000	4.0	Statement Accepted
N2. Cross-functional teams exist within the organisation	3.480	4.000	4.0	Statement not accepted
N3. Good team performance in one department spurs growth of teams within the other departments	3.023	3.000	4.0	Statement not Accepted
N4. Teaming-up opportunities are exploited by the organisation	*2.715*	*2.000*	*2.0*	*Statement not Accepted*

6.2.4.15 Teams at the top

This sub section emerges to be one of the most important aspects of the study. It has emerged that teaming up at the top echelons of the organisation is most difficult and the top level management prefers individual over group decision.

Table 6.16: Response analysis Section I O

Question	Mean	Median	Mode	Result
O1. The team effort at the highest levels in the organisation is difficult	4.305	5.000	5.0	Statement Accepted
O2. Top hierarchy of the organisation prefers individual decisions vis-à-vis group decision	4.574	5.000	5.0	Statement Accepted
O3. There is difficulty in teambuilding efforts at highest levels of the organisation	4.688	5.000	5.0	Statement Accepted
O4. Top-level management promotes team decisions	*4.098*	*4.000*	*5.0*	*Statement Accepted*

6.2.4.16 Team accountability

On detailed analysis it emerges that individuals still are given more importance over teams even in team functioning. Whether it is the failure of the team or its outstanding performance, it is always the individual who is held responsible for it and is held accountable for it.

Table 6.17: Response analysis Section I P

Question	Mean	Median	Mode	Result
P1. In case of a failure, the entire team is held responsible	2.375	2.000	2.0	Statement Rejected
P2. The team is accountable to the top management for its actions	2.723	2.000	2.0	Statement not Accepted
P3. In case of outstanding performance the leader is appreciated more than the team members	4.020	4.000	4.0	Statement Accepted
P4. It is easier to hold an individual accountable rather than the entire team	*4.629*	*5.000*	*5.0*	*Statement Accepted*

6.2.4.17 Promotion of teams

This sub section reinforces the fact that higher performance standards promote better teamwork and a team tends to achieve higher standards whenever team cohesion is better.

Table 6.18: Response analysis Section I Q

Question	Mean	Median	Mode	Result
Q1. Higher performance standards promote better teamwork	4.078	4.000	5.0	Statement Accepted
Q2. The team tends to achieve high standards whenever team cohesion is better	4.551	5.000	5.0	Statement Accepted

6.2.4.18 Hierarchy and teams

With regards to hierarchy in teams, it emerges that inspite of teams proving themselves in today's organisations; hierarchy is still given a lot of stress in the organisation and even in the team. Another aspect which is of concern is that star performers do not get to lead the team which is still hierarchy based.

Table 6.19: Response analysis Section I R

Question	Mean	Median	Mode	Result
R1. The organisation has strong hierarchy system	4.441	4.000	4.0	Statement Accepted
R2. Hierarchy is given a lot of stress within the team	4.043	4.000	4.0	Statement Accepted
R3. Decision-making within the team is hierarchy based	3.719	4.000	4.0	Statement not Accepted
R4. Team leadership is hierarchy based	4.672	5.000	5.0	*Statement Accepted*
R5. Star performers within the team generally get leadership of the team	*1.996*	*2.000*	*1.0*	*Statement Rejected*

6.3 Testing of Hypotheses

Nine research hypotheses were framed which were to be tested during the research. These were all based on team work and teambuilding in Indian organisations. While these were to be tested based on the answer received through the questionnaire, these were to be substantiated based on the interviews and replies to the open ended question (Q.II-B) While initial analysis could be done by the data analysis carried out in Para 6.7, hypothesis testing tool which was utilised was Chi-Square test utilising the managerial classification as the base. A summary of the test results is placed as Appendix F for the hypotheses and as Appendix J for data in Section II A.

Hypothesis –I : **Challenges do not bring out better performance within the team** (M-1)

Out of 256 respondents, 218 respondents (85.2%) rejected this statement. The mean of 1.539 also indicates that the statement is in the regime of Disagree. The ANOVA test gives us a significance level of .001 for sector wise distribution between the groups and .005 for managerial levels between various groups, thereby indicating a significant difference in both the sector wise distribution and managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 19.638, df: 8 and sig value: 0.012. Since the sig value is less than the Alpha value of 0.05, the null hypothesis is rejected and alternate hypothesis is accepted.

Hypothesis –II : **Team performance isn't better than individual performance.** (C-8)

Out of 256 respondents, 82(32%) accepted the statement, 51(19.9) were unsure, 123(48%) rejected the statement. The mean of 2.676 indicates undecided regime. The ANOVA test gives us a significance level of .152 for sector wise distribution between the groups and .702 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 17.137, df: 8 and sig value: 0.029. Since the sig value is less than the Alpha value of 0.05, the null hypothesis is rejected and alternate hypothesis is accepted

Hypothesis–III: **Teaming-up opportunities are exploited by the organisation.** (N-4)

Out of 256 respondents, 94 (36.8%) accepted the statement, 24(9.4%) were unsure, 138 (53.9%) rejected the statement. The mean of 2.715 indicates Uvsure regime. The ANOVA test gives us a significance level of .116 for sector wise distribution between the groups and .150 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 14837, df: 8 and sig value: 0.062. Since the sig value is more than the Alpha value of 0.05, the null hypothesis is rejected and alternate hypothesis is accepted.

Hypothesis –IV : **In case of outstanding performance the leader is appreciated more than the team members.** (P-3)

Out of 256 respondents, 203 (79.3%) accepted the statement, 14(5.5%) were unsure and 39 (15.3%) rejected the statement. A mean works of 4.020 indicates Acceptance of the statement. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .738 for managerial levels between various groups, thereby indicating a significant difference in sector wise distribution but no significant difference in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 5.494, df: 8 and sig value: 0.704. Since the sig value is more than the Alpha value of 0.05, the null hypothesis could not be rejected

Hypothesis –V: The team effort at the highest levels in the organisation is easy. (O-1)

Out of 256 respondents, 67 (26.2%) accepted the statement, 31(12.1%) were unsure and 158 (61.7%) rejected the statement. A mean of 2.398 also indicates that the statement is in Reject regime. The ANOVA test gives us a significance level of .000 for sector wise distribution between the groups and .000 for managerial levels between various groups, thereby indicating a significant difference in both sector wise distribution and in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 23.671, df: 8 and sig value: 0.003. Since the sig value is less than the Alpha value of 0.05, the null hypothesis rejected and alternate hypothesis is accepted.

Hypothesis –VI : It is easier to hold an individual accountable rather than the entire team. (P-4)

Out of 256 respondents, 251 (98.0%) accepted the statement, 3(1.2%) were unsure and 2(.8%) rejected the statement. A mean of 4.629 also indicates that statement is in the Accept regime. The ANOVA test gives us a significance level of .832 for sector wise distribution between the groups and .858 for managerial levels between various groups, thereby indicating no significant difference in either sector wise distribution or in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 3.224, df: 8 and sig value: 0.780. Since the sig value is more than the Alpha value of 0.05, the null hypothesis could not be rejected.

Hypothesis –VII : Good team performance in one department spurs growth of teams within the other departments of the organisation.(N-3)

Out of 256 respondents, 109 (45.6%) accepted the statement, 42(16.4%) were unsure, 105 (41.0%) rejected the statement. A mean of 3.023 indicates that the statement is in the undecided regime. The ANOVA test gives us a significance level of .999 for sector wise distribution between the groups and .000 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 26.482, df: 8 and sig value: 0.001. Since the sig value is less than the Alpha value of 0.05, the null hypothesis is rejected and alternate hypothesis is accepted.

Hypothesis –VIII : : If a choice of team leadership is given to the team, it would improve the team's output (D4)

Out of 256 respondents, 227 (88.7%) accepted the statement, 19(7.4%) were unsure, and 10 (4.0%) rejected the statement. A mean of 4.340 indicates that the statement is in Accept regime. The ANOVA test gives us a significance level of .620 for sector wise distribution between the groups and 0.004 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution but a significant difference in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value:

21.685, df: 8 and sig value: 0.006. Since the sig value is less than the Alpha value of 0.05, the null hypothesis is rejected and alternate hypothesis is accepted.

Hypothesis –IX : Team sessions can be convened easily and frequently (C-3)

Out of 256 respondents, 81 (31.6%) accepted the statement, 53(20.7%) were unsure and 122 (47.6%) rejected the statement. A mean of 2.676 indicates that the statement is in the undecided regime. The ANOVA test gives us a significance level of .460 for sector wise distribution between the groups and 0.010 for managerial levels between various groups, thereby indicating no significant difference in sector wise distribution and a significant difference in the managerial group distribution. When Chi-Square test is carried out the following values are obtained, Chi Square value: 21.356, df: 8 and sig value: 0.006. Since the sig value is less than the Alpha value of 0.05, the null hypothesis is rejected and alternate hypothesis is accepted.

CHAPTER-VII

CONCLUDING OBSERVATIONS

7.0 Introduction

This final chapter of the thesis begins with a recap of the background and the methodology of the study. It then summarises the salient findings, discusses certain implications, identifies some of the limitations and concludes with indicating avenues for further research.

7.1 Portents of the study: Recapitulation

Having taken cognizance of the significance of teams in modern Indian organisations, and having noted the virtual absence of empirical studies on the subject, the present study undertook to initiate an exploration of the existence of team building in Indian organisations. Towards this problem the study has been successful to some extent and some important lessons have emerged.

The study has led us to conclude that today, the use of teams is a fact of life and it forms the core of organisational behaviour everywhere. The job of management today is recognised, more than ever before, to be inextricably connected with building better teams. On the basis of ample empirical evidence, management scholars such as Katzenbach & Smith (1984), Glen Parker (1990), Skopec & Smith (1997), French & Bell. Jr (1999) and McCann (1992) have, beyond any doubt, established the importance of utilisation of teams in modern organisations.

Studies by the above mentioned researchers and several others since then have investigated the existence of teams in various industries and their impact on the performance and output in the organisation. According to these studies, teams have an undeniable impact on organisational effectiveness.

The utility of their findings notwithstanding, these studies were found to fall short of peering directly into the domain of teambuilding itself. A survey of the theoretical literature on the topic of teams provides a comprehensive conceptual framework that could guide a systematic investigation of the phenomenon of existence of teams, *directly*. A search for empirical studies on teambuilding in Indian context revealed that there were very limited Indian studies, which, besides being too few, were too limited in their scope, both theoretical and empirical: these followed the framework given by the outdated version of the theory, addressed populations that were not typically managerial, and their samples were too small.

Having taken cognizance of the significance of the use of teambuilding as an OD intervention technique in the Indian organisations and having noted the virtual absence of empirical studies on the subject, the present study undertook to initiate an exploration of teambuilding needs in the Indian industry, using the framework of the envisaged teambuilding needs in the industry.

7.2 Method of Study

The study was planned as an exploratory one, intended to map the existing use of teams in the Indian organisations. A survey-based, cross-sectional research design was adopted for the purpose. The sample for the managerial group was

randomly drawn from 26 industries from five Indian states. The managers were divided into three categories based on their role in the organisation. Data were collected by means of a questionnaire and an interview. Meticulous attention was paid to ensure sensitivity in the procedure so that rapport and confidentiality were achieved during collection of data.

Data were collected in terms of how the respondents felt towards various facets of team utilisation and its effect in Indian organisations. These included factors like the various types of teams, the stages of teambuilding, team leadership, team compensation, team performance appraisal, resistance in team, team structure and the effect of hierarchy and teams

Descriptive statistics were employed for analysing the data obtained from the questionnaire. Initially Chi-Square was used to test the level of significance between the two basic groups' viz., the various sectors and the various managerial levels. To examine the inter-relationships between the various groups, Pearson's correlation coefficients were computed. Analysis of Variance (ANOVA) was used to elicit inter-group variations among sub-groups of managers.

7.3 Major Findings

In the current scenario the senior level managerial staff are more in know of things and are better oriented towards employment of OD intervention methods in the organisation. Some important findings as far as the resistance to the use of teams in the organisation are concerned, are as follows:-

(a) **Lack of conviction in the abilities of the team**. Managers at middle and higher levels lack the basic conviction in the abilities of the team in handling difficult and complex tasks. The team has to work against these handicaps to prove itself. Even after it proves itself the team still operates under conditions where senior managers are still apprehensive about the capabilities of the team.

(b) **Fear in the leaders of loosing control**. There is a underlying fear among the managers of loosing control over things once the team takes over. This apparently is due to the fact that the managerial staff in middle and lower managerial level still functions from conservative mindset. They do not want to let go of control fearing loss of command and control once they hand over the control to teams and fear of becoming redundant in the organisation.

(c) **Reluctance to abandon traditional managerial practices**. Most of the Indian organisations today are rooted in traditional managerial practices which were, till recently propagated and encouraged by the organisation. While some of them are moving towards modern managerial techniques, there are others which are reluctant to change primarily due to resistance to change.

(d) **Individual factors**. At times individual factors restrict the organisation from changing. This could include the mindset of people, topography, education standard of the employees, cultural values etc. these

need to be addressed in the right manner, so that these impediments are rectified without causing undue worry or hurting sentiments of the employees.

(e) **Weak organisational support**. One of the major cause for restricted use of teams in Indian organisations is the fact that inspite of official policy encouraging the implementation of teams in the organisation there is still weak organisational support to the effective use of teams in the organisation.

(f) **Complacency**. At times complacency in the managerial staff at higher levels regarding their ability also restricts the employment of teams. Their own conviction in their abilities often restricts the use and growth of teams.

Another aspect which has emerged is the fact that armed forces response has been slightly different form the civil sector (public and private sector) in the following questions:

(a) Has the organisation ever organised team intervention sessions.

(b) Has a failure in the team resulted in an external intervention consultant's involvement?

(c) External intervention is appreciated within the team.

(d) In case of problems within the team, external intervention is sought.

(e) External intervention is always helpful in improving the team's effectiveness.

(f) Team training requirements are outsourced.

The main reason for this is due to the fact that Armed forces do not generally out source their training needs nor do they employ external consultant for intervention. However in the interview it emerges that they regularly send selected employees for training to institutes of repute like IITs, IIMs, IISC etc where they are trained. Once they are back into the organisation, they infuse modern ideas into the organisation including OD practises and they also are utilised as interventionists as and when required.

7.4 Implications

Given the importance of teams in increasing the output in an organisation, the findings of the present study have important implications, some of which are discussed in the following paragraphs.

A major finding of the study, as may be recalled, is that there is the reluctance among the managers to hand over the control to the team due to the perceived loss of authority. Another finding is that inspite of the fact that teams are felt to be necessary for improving organisational performance; there is a hesitation among the top managerial staff in handing over the authority to teams. This is due to the fact that the top level management feels that inspite of the existence of teams the

overall responsibility of running the organisation still is their domain. This finding does not augur well for the managers of tomorrow.

An organisation, therefore, whose managers are predominantly traditional, runs the risk of contracting the ills, such as indicated above. The need to minimise costs assumes even greater urgency in the wake of the economic liberalisation, launched recently in the country, a consequence of which will be an ever-growing competition from overseas operators and MNCs who with their modern managerial techniques and orientation will be able to operate more effectively vis-à-vis our own home grown organisations unless Indian organisations review managerial practices and reorganise the organisation using the OD tools of which team building is an important one.

Paucity of openness between managers and workers as well as among managers themselves was cited at the recent *National HRD Conference* at Bombay (January, 1994) to be an issue of major concern in Indian organisations. The findings of the present study thus appear to be relevant to other sectors, too. People do not say what they have in mind or they do not mean what they say for fear of being exploited or punished, given the differential power distribution among the employees. Lack of trust seems to be basis of this malady. Operating in teams would increase their trust in each other and help them in communicating with each other thereby helping them in trusting each other.

Management education, is another aspect which needs to be upgraded, by, including training in teambuilding skills, in addition to providing them with cognitive abilities. Developing these skills may call for a pedagogy which involves role-plays, problem solving exercises in groups, real and mock sessions of negotiations, etc., wherein participants can **experiment with interpersonal skills, for example, of how to operate in groups, where, when, how and how much to accept influence from others and also practise how to be appropriately open to create a trusting atmosphere that facilitates openness from others, which in this study has been found to be lacking. Such give-and-take practicals, while operating in teams will help in preparing managers who will make a difference in future.**

Finally, a general comment on the "Do unto others what you would have them do unto you" may be the only route to break out of the *chakravyuh*: Trust and you shall be trusted! Although trust may not always elicit trust, there seems to be no other known way to develop it. "Like begets like" seems specially valid in the realm of trust.

7.5 Suggestions for Building an Effective Team

Having spent the time and effort on this study, it would be necessary to list down some suggestions for building an effective team based on the findings of the study. Although the research has not been very conclusive about superiority over individual work or work groups, nevertheless some very clear guidelines can be offered for increasing their effectiveness.

7.5.1 Teams should have intrinsically interesting tasks to perform. A good deal of research evidence has indicated that people will work harder if they are asked to perform are intrinsically interesting, motivating, challenging and enjoyable. Where people are required to fit the same nut on the same bolt hour after hour, day after day, they are unlikely to be motivated and committed to their work. Where teams have an inherently interesting task to perform, there is generally high commitment, higher motivation and more co-operative working. This therefore calls for very careful design of the objectives and tasks of teams. In many companies influenced by Japanese management practices, individuals work in relatively autonomous self-managing teams, re-design work themselves to make tasks more meaningful and to improve quality of performance. Teams should be give tasks which are intrinsically interesting, but should also be given considerable autonomy in modifying task objectives to ensure that team's goals help to maintain overall motivation.

7.5.2 Individuals should feel they are important to the fate of the group. It is important for the members of the team should feel that they are highly valued within the team and should feel that their work is important to the fate of the team through the technique of role clarification and negotiation. By careful exploration of the roles of each team member, together with the identification of team members and individual objectives, team members can see and demonstrate more clearly to other team members the importance of their work to the success of the team overall.

7.5.3 Individual contributions to team should be indispensable, unique and Evaluated against a standard (appraisal). The research indicates that while individual evaluation is given sufficient importance, team evaluation and appraisal is not given adequate attention in Indian organisations. Therefore, it is important within team settings for each team member to feel that their performance will be evaluated against a standard within the group, at the end of a specified period of team performance.

7.5.4 There should be clear team goals with built-in performance feedback. For the same reason that it is important for individuals to have clear goals and performance feedback, so too is it important for the team as a whole to have clear group goals with performance feedback. However, goals can only function as a motivator of team performance if accurate performance feedback is available.

7.5.5 Timing of leader intervention. Teams are much more responsive to leader interventions at the beginning of their life, or when they reach a natural break in their work, or when the product has been produced or a performance period has ended. When a team is getting on with its work and is engaged in the process of doing the job intensively, it is generally a bad time for leader intervention since it disrupts the effectiveness of the group.

7.5.6 Coaching alone is not sufficient. If a team is badly set up in the first place or does not have appropriate organisational support, coaching and similar process interventions are unlikely to have favourable effects upon group performance. If a team lacks direction, coaching alone may well not help.

7.5.7 **Need to make a good start**. What happens when the team first comes together and begins to work has an enduring impact upon subsequent performance. It is almost as though the seed of the team's work determines its subsequent evolution. Therefore taking time to ensure an auspicious beginning to a team's life is valuable since the learning resources laid down at this point may have an important beneficial effect when a team encounters serious difficulties later on.

7.5.8 **Attitude assessment in teams**. One way of starting assessment in teams is to see whether people in the team feel that problems do exist. Some questionnaires are available for doing this(e.g. Woodcock, 1979)[81], but there are two arguments against using such instruments. First, they tend to operate on the assumption that collaborative teamwork is the form which should be aimed for, and anything but this seems to be regarded as 'against teamwork' and therefore to be denied rather than assessed. Second, It is preferable to use a method of assessment which comes from the team itself; it should then be more suitable for their problems, and appropriate to the team's personal preference.

A useful approach is to try to work out what kind of team exists, to see what satisfaction there is about the present state of affairs, to find out what changes might be acceptable and then plan moves towards the change.

7.5.9 **Seeking out side help**. Another question which confronts the HR department is that of seeking external intervention in getting on with changing its way of work. Much of the management literature which suggests this is necessary is written by people who make part of their living as consultants. Inspite of this the fact remains that outside consultants are useful where team members and the team leaders are inexperienced or apprehensive in dealing with group processes. A consultant can also be helpful when the team members are unhappy about speaking up, particularly if their leader is involved, where there is unresolved conflict or apathy in the team.

7.6 Limitations of the Study

Methodologically, the present study adopted a cross-sectional design, which provided us with useful and important snapshots of the phenomenon under study, namely, teambuilding and its effects in Indian organisations. More penetrating insights could be arrived at if mediating variables, such as culture, family background, birth order, number of siblings, etc., were included. Given the modest objectives of the present study, along with considerations of cost and time, the alternative designs were not pursued.

The composition of the sample could have been more complex, with a greater within-group differentiation. The years of experience of managers could have formed a variable in lieu of age. However, recognising the natural correlation between age and experience, the study did not deem it necessary to treat it as a separate variable. The dichotomous regional classification of the sample was too inclusive, thus possibly submerging finer regional variations. Also inclusion of more number of states thereby increasing the area of coverage under study could have

[81] Woodcock,J. Team Development Manual, Farnborough, Gower Press. 1979. pp 24-28.

been done which would make the study a more comprehensive one. However, given the constraints of time and resources and the fact that efforts have been made to include all types of industries in the study this limitation has been offset somewhat.

Despite these limitations, the present study has shed light on the hitherto unknown interpersonal orientation profiles of the managers and management students in the Indian cooperative dairy sector. In the process of doing so, it also brought forth additional evidence of increasing use of teams over the entire spectrum of Indian industry. The study has also drawn attention to the need for probing into the teams effect postulate of compatibility, besides paving the way for further research in the area of interpersonal relations of managers.

7.7 Suggestions for further research

Teaming up relationships are the consequence of interactions amongst individuals and are affected by the personality and predispositions of the persons involved (Sullivan, 1953)[82]. The processes underlying the formation and development of these relationships involve different levels and types of behaviour. Research aimed at unraveling the interpersonal relations of managers with regards to use of teams will do well, therefore, to address the conceptual and affective components of the phenomenon, in addition to the behavioural component. Researching the phenomenon will help in achieving an integrative view of interpersonal relations within teams. Such studies can also provide additional angles of vision, from which to take a re-look at the present findings, which relate solely to the behavioural level of the phenomenon.

Studies, using direct behavioural observations in a variety of naturalistic and contrived interpersonal situations (besides self-report measures), will improve the quality of data. Longitudinal studies, though very time consuming and likely to suffer from sample attrition and other time-related problems, would shed light on the developmental aspects of in team building issues, which cross-sectional studies cannot capture. Studies, using experimentally varied factors in groups, will have additional value.

7.8 Conclusion

Integrative organisations are the future- the 21st century model. The future is in favour of organic organisations with fewer layers, lesser emphasis on written communication, and less reliance on rules and regulations. Managers would be more of facilitators and will operate as first among equals. Alvin Toffler in his book the Third wave[83] calls it the third wave type in which bureaucracy will be replaced by smaller, flexible, information based organisations. There will be small components loosely linked together in 'temporary configurations'. Employees will demand more in terms of job satisfaction, job enrichment and less job fragmentation. With leaner organisations in the offing and with control shifting for individual to team based decision making and with organisations becoming more complex by the day no one individual will be able to make all the decisions for the organisation. This is where

[82] Sullivan, H.S. The Interpersonal Theory of Psychiatry. New York: Norton. 1953.

[83] Tofler, Alvin, The Third Wave. Morow, NewYork. 1980.

team work will come in to bridge the gap wherein team decision making will help the organisation take the required decisions with all the required inputs available for effective decision making.

Lastly, the manager, no matter how much s/he might seek to disengage himself/ herself from teambuilding effects, is inexorably involved in them as part of his/her job. Even where the organisation is well structured with excellent information and control systems, organisations do have to rely on the use of teams carrying out effective operations in carrying out their responsibilities. The results of the present study have important HRD implications for the Indian organisations and, perhaps, also for organisations in other countries. A systematic understanding of the managerial interpersonal dynamics can guide attempts at restructuring organisations and facilitate formation of effective work groups there. Management educators, too, may find the study relevant and useful: The findings can inform the syllabus makers so that the syllabus is made to cater to the ground realities prevailing in the world of managers. Management educators and trainers would do well to validate their syllabus and pedagogy, in doing which they might find the present study useful.

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14. Indian Journal of Labour Economics
15. Vision The Journal of Business Perspective
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APPENDICES

Appendix: A

Name : _____ (Optional) Age: _____ (Yrs)

Academic qualification: _____ Job responsibility _____

Name of Organisation: _____ Company Size: _____

Work Experience _____ (Yrs/Months) Sex Male / Female

ANALYZING TEAM EFFECTIVENESS IN THE ORGANISATION

NOTE: PLEASE NOTE THAT THE QUESTIONS IN THIS QUESTIONNAIRE ARE PURELY MEANT TO CARRY OUT ACADEMIC RESEARCH. THE SAME WILL BE TREATED AS CONFIDENTIAL AND NO INDIVIDUAL QUESTIONNAIRE OR A PART THEREOF WILL BE DIVULGED TO ANY PERSON. IT WILL ONLY BE UTILISED FOR THE PURPOSE OF COMPILING DATA FOR FURTHERING RESEARCH IN THE FIELD OF TEAM BUILDING. HENCE PLEASE BE TRUTHFUL

This form is designed to study the existence of teams in Indian Organisations and analyse and discuss how well your team is functioning. There are two factors represented in this form that determine a team's effectiveness. Section I evaluates the existence of teams within the organisation and what the team accomplished, whether goals were achieved and so on. For each subject, please indicate your rating. Section II has questions which need to be answered in Yes/No and in addition has space provided for suggestions for improving team effectiveness.

SECTION-I

Rating scale :

EXAMPLE: Team work is prevalent in the organisation

Never 1 2 3 4 5 *Always*

{If the statement is correct then circle 5, if it is incorrect then circle 1. If the statement is partially correct then circle 2,3,4 as applicable}

A. Types of teams.

1. Are there any formal teams existing within the organisation?

   Never 1 2 3 4 5 *Certainly*

2. Is informal teaming up encouraged in the organisation.

   Rarely 1 2 3 4 5 *Always*

3. Informal teams are more effective than formal teams.

   Rarely 1 2 3 4 5 *Always*

B. Stages of Team Building

1. Have any formal team building (group cohesion) sessions ever been held in the organisation?

   Never 1 2 3 4 5 *Certainly*

2 Is the initial team forming up appreciated by the new team members?

Rarely 1 2 3 4 5 *Always*

3. Whenever new team meets, is there any problem in the formative stages?

Rarely 1 2 3 4 5 *Always*

4. Do the relations normalise after starting phase or once the teething problems are sorted out.

Never 1 2 3 4 5 *Certainly*

5. After the team settles down, does the organisations output increase vis-à-vis the initial output.

Rarely 1 2 3 4 5 *Always*

C. **Characteristics & Limitations of Teams**

1. Team cohesion is the main reason for the team to perform optimally.

Rarely 1 2 3 4 5 *Certainly*

2. Individual ideas inhibit the performance of teams

Rarely 1 2 3 4 5 *Always*

3. Team sessions can be convened easily and frequently

Rarely 1 2 3 4 5 *Always*

4. The tasks/objectives of the group are well understood and accepted by the group.

Rarely 1 2 3 4 5 *Always*

5. Team performs as a cohesive group

Rarely 1 2 3 4 5 *Always*

6. There is friction within the group

Rarely 1 2 3 4 5 *Always*

7. Whenever there is difference in opinion, it is resolved amicably.

Rarely 1 2 3 4 5 *Always*

8. Team performance isn't better than individual performance

Rarely 1 2 3 4 5 *Always*

9. Individual view points restrict the progress of the team

Rarely 1 2 3 4 5 *Always*

D. **Team Leadership**

1. Does the team leadership make a positive impact on the team output?

Rarely 1 2 3 4 5 *Always*

2. Is the team leadership an issue?

Rarely 1 2 3 4 5 *Always*

3. Is team leadership imposed onto the team?

Rarely 1 2 3 4 5 *Always*

4. If choice of team leadership is given, would it improve the team's output?

Never 1 2 3 4 5 *Certainly*

5. Would a horizontal team hierarchy show a positive effect on the teams output.

Rarely 1 2 3 4 5 *Always*

E. Failure of Teams

1. Dissent/disagreement in the team cause problems within the team.

Rarely 1 2 3 4 5 *Always*

2. Does dissent in the team cause the team to falter?

Rarely 1 2 3 4 5 *Always*

3. Does the team experience failure often?

Rarely 1 2 3 4 5 *Frequently*

4. Do you share the sense that 'only the team can fail'.

Rarely 1 2 3 4 5 *Always*

5. Team failure is generally attributed to a few individuals.

Rarely 1 2 3 4 5 *Always*

6. Failure in team causes the team to break up

Rarely 1 2 3 4 5 *Always*

F. External intervention/intervention techniques

1. Has the organisation ever organised team intervention sessions.

Rarely 1 2 3 4 5 *Often*

2. Has a failure in the team resulted in an external intervention consultant's involvement?

Rarely 1 2 3 4 5 *Always*

3. External intervention is appreciated within the team.

Rarely 1 2 3 4 5 *Always*

4. In case of problems within the team, external intervention is sought.

Rarely 1 2 3 4 5 *Always*

5. External intervention is always helpful in improving the team's effectiveness

Rarely 1 2 3 4 5 *Always*

G. Team Compensation

1. Team compensation is divided equally among all team members.

   Rarely 1 2 3 4 5 *Always*

2. Team incentives should be divided equally among all members.

   No 1 2 3 4 5 *yes*

3. Team compensation should always be complemented by providing the same over and above individual compensation

   Never 1 2 3 4 5 *certainly*

H. Performance Appraisal

1. Team player behaviour is an important factor in assessing employee performance.

   Rarely 1 2 3 4 5 *Always*

2. Team appraisal is better than individual appraisal.

   No 1 2 3 4 5 *Definitely*

3. Individual appraisal should continue along with team appraisal.

   No 1 2 3 4 5 *Definitely*

4. Team appraisal should be a part of each individual's appraisal.

   No 1 2 3 4 5 *Definitely*

5. An individual star performer would invariably be a good team player.

   Rarely 1 2 3 4 5 *Always*

I. Resistance in team.

1. Resistance within a team invariably exists.

   Rarely 1 2 3 4 5 *Always*

2. Resistance within the team can be overcome easily.

   Rarely 1 2 3 4 5 *Always*

3. Seeking consensus in a team is easy.

   Rarely 1 2 3 4 5 *Always*

4. Disagreement on a point is sorted out without major conflict.

   Rarely 1 2 3 4 5 *Always*

5. Most decisions are reached by consensus and formal voting is kept to a minimum.

   Rarely 1 2 3 4 5 *Always*

6. Participation by team members is extensive.

   Rarely 1 2 3 4 5 *Always*

J. Creating productive teams

1. Teams become productive once they are cohesive.

   Rarely 1 2 3 4 5 *Always*

2. Productive team is the one which has good leaders.

   Does not matter 1 2 3 4 5 *Definitely*

3. The productivity of a team invariably depends on the quality of its members.

   Does not matter 1 2 3 4 5 *Certainly*

4. Productive teams can be created within the existing teams.

   No 1 2 3 4 5 *Definitely*

K. Team training

1. Team training capsules/workshops are conducted regularly within organisation.

   Rarely 1 2 3 4 5 *Always*

2. Team training improves productivity of the team.

   Rarely 1 2 3 4 5 *Always*

3. A Formal team training calendar exists for the organisation.

   Does not exist 1 2 3 4 5 *Definitely exists*

4. Team training requirements are outsourced.

   Rarely 1 2 3 4 5 *Always*

L. Team structure.

1. The team structure is laid down formally in the organisation.

   Rarely 1 2 3 4 5 *Always*

2. Team has members from all required specialisations.

   Rarely 1 2 3 4 5 *Always*

3. Team members often change frequently.

   Rarely 1 2 3 4 5 *Always*

4. The weakest link in the team is the cause of its failure

   Rarely 1 2 3 4 5 *Always*

5. The team members feel themselves to be a part of the team.

   Rarely 1 2 3 4 5 *Always*

M. Creation of a team.

1. Challenges bring out better performance within the team.

Rarely 1 2 3 4 5 *Always*

2. Difficulties lead to conflict within the team.

Rarely 1 2 3 4 5 *Always*

3. The motivation within the team increases whenever the challenging task is assigned to it.

Rarely 1 2 3 4 5 *Always*

4. Good leadership helps the team in facing challenging tasks.

Rarely 1 2 3 4 5 *Always*

N. Team opportunities

1. Teams can be found in all departments/sections of the organisation.

Rarely 1 2 3 4 5 *Often*

2. Cross-functional teams exist within the organisation.

No 1 2 3 4 5 *Definitely*

3. Good team performance in one department spurs growth of teams within the other departments.

Rarely 1 2 3 4 5 *Always*

4. Teaming-up opportunities are exploited by the organisation

Rarely 1 2 3 4 5 *Always*

O. Teams at the top

1. The team effort at the highest levels in the organisation is difficult.

Never 1 2 3 4 5 *Always*

2. Top hierarchy of the organisation prefers individual decisions vis-à-vis group decision.

Rarely 1 2 3 4 5 *Always*

3. There is difficulty in teambuilding efforts at highest levels of the organisation.

Rarely 1 2 3 4 5 *Always*

4. Top-level management promotes team decisions.

Rarely 1 2 3 4 5 *Always*

P. Team accountability

1. In case of a failure, the entire team is held responsible.

   Rarely 1 2 3 4 5 *Always*

2. The team is accountable to the top management for its actions.

   Rarely 1 2 3 4 5 *Always*

3. In case of outstanding performance the leader is appreciated more than the team members.

   Rarely 1 2 3 4 5 *Always*

4. It is easier to hold an individual accountable rather than the entire team.

   No 1 2 3 4 5 *Definitely*

Q. Promotion of teams

1. Higher performance standards promote better teamwork.

   Rarely 1 2 3 4 5 *Always*

2. The team tends to achieve high standards whenever team cohesion is better.

   Rarely 1 2 3 4 5 *Always*

R. Hierarchy and teams

1. The organisation has strong hierarchy system.

   No 1 2 3 4 5 *Definitely*

2. Hierarchy is given a lot of stress within the team.

   Rarely 1 2 3 4 5 *Always*

3. Decision-making within the team is hierarchy based.

   No 1 2 3 4 5 *Definitely*

4. Team leadership is hierarchy based.

   Rarely 1 2 3 4 5 *Always*

5. Star performers within the team generally get leadership of the team.

   Rarely 1 2 3 4 5 *Always*

SECTION-II

A. Please reply to the questions given below by circling the appropriate (correct) answer.

1. Team building is necessary for the success of the organisation Yes / No
2. There should be an increase in team work in the organisation. Yes / No
3. Team work should replace individual work Yes / No
4. Teaming up at the top (CEO/CMD) level is most difficult Yes / No
5. External consultants can improve team's performance Yes / No
6. Your team has failed often Yes / No
7. A successful team promotes team building in the organisation Yes / No
8. A team's output is better if it is encouraged by the organisation Yes /No
9. Teams are the primary unit of performance for increasing number of organisations. Yes / No
10. There should be more and regular team-building sessions. Yes / No

B. In the space provided below, please suggest ways in which the team and its effectiveness can be improved within the organisation.

_____

_____

_____

_____

_____

I would like to thank you for taking the time to fill out this questionnaire. Please return the same back to me via e-mail at the following address: suryakantsharma@yahoo.com (only for the questionnaire sent over internet, for which additional instructions are enclosed) or mail to:

Sqn Ldr SK Sharma,
Locker No 731,
DSSC Wellington,
Nilgiris,
Tamil Nadu -643231.

Appendix B

FREQUENCY OF RESPONSE; SECTION I

SECTOR WISE DISTRIBUTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUBLIC SEC	79	30.9	30.9	30.9
	PVT SEC	90	35.2	35.2	66.0
	ARMD FORCE	87	34.0	34.0	100.0
	Total	256	100.0	100.0	

MGR LEVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SR LVL MANAGER	90	35.2	35.2	35.2
	MIDDLE LVL MANAGER	89	34.8	34.8	69.9
	JR LVL MANAGER	77	30.1	30.1	100.0
	Total	256	100.0	100.0	

A1. Formal teams exist within the organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	20	7.8	7.8	7.8
	D	23	9.0	9.0	16.8
	US	22	8.6	8.6	25.4
	A	73	28.5	28.5	53.9
	SA	118	46.1	46.1	100.0
	Total	256	100.0	100.0	

A2. **Informal teaming up is encouraged in the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	41	16.0	16.0	16.0
	D	52	20.3	20.3	36.3
	US	29	11.3	11.3	47.7
	A	72	28.1	28.1	75.8
	SA	62	24.2	24.2	100.0
	Total	256	100.0	100.0	

A3. **Informal teams are more effective than formal teams.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	31	12.1	12.1	12.1
	D	53	20.7	20.7	32.8
	US	35	13.7	13.7	46.5
	A	77	30.1	30.1	76.6
	SA	60	23.4	23.4	100.0
	Total	256	100.0	100.0	

B1. **Formal team building (group cohesion) sessions have been held in the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	4.3	4.3	4.3
	D	8	3.1	3.1	7.4
	US	13	5.1	5.1	12.5
	A	121	47.3	47.3	59.8
	SA	103	40.2	40.2	100.0
	Total	256	100.0	100.0	

B2. **Initial team forming up is appreciated by the new team members.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	82	32.0	32.0	32.0
	D	110	43.0	43.0	75.0
	US	15	5.9	5.9	80.9
	A	34	13.3	13.3	94.1
	SA	15	5.9	5.9	100.0
	Total	256	100.0	100.0	

B3. **Whenever new team meets, there is problem in the formative stages.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	6.6	6.6	6.6
	D	20	7.8	7.8	14.5
	US	21	8.2	8.2	22.7
	A	79	30.9	30.9	53.5
	SA	119	46.5	46.5	100.0
	Total	256	100.0	100.0	

B4. **Relations normalise after starting phase or once the teething problems are sorted out.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	3.9	3.9	3.9
	D	10	3.9	3.9	7.8
	US	15	5.9	5.9	13.7
	A	43	16.8	16.8	30.5
	SA	178	69.5	69.5	100.0
	Total	256	100.0	100.0	

B5. **After the team settles down, does the organisations output increase vis-à-vis the initial outpu**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	15	5.9	5.9	5.9
	D	15	5.9	5.9	11.7
	US	20	7.8	7.8	19.5
	A	120	46.9	46.9	66.4
	SA	86	33.6	33.6	100.0
	Total	256	100.0	100.0	

C1. **Team cohesion is the reason for the team to perform optimally.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	48	18.8	18.8	18.8
	D	52	20.3	20.3	39.1
	US	42	16.4	16.4	55.5
	A	68	26.6	26.6	82.0
	SA	46	18.0	18.0	100.0
	Total	256	100.0	100.0	

C2. **External factors inhibit the performance of existing teams.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	62	24.2	24.2	24.2
	D	35	13.7	13.7	37.9
	US	53	20.7	20.7	58.6
	A	34	13.3	13.3	71.9
	SA	72	28.1	28.1	100.0
	Total	256	100.0	100.0	

C3. **Team sessions can be convened easily and frequently.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	73	28.5	28.5	28.5
	D	49	19.1	19.1	47.7
	US	53	20.7	20.7	68.4
	A	50	19.5	19.5	87.9
	SA	31	12.1	12.1	100.0
	Total	256	100.0	100.0	

C4. **The tasks/objectives of the group are well understood and accepted by the group.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	21	8.2	8.2	8.2
	D	22	8.6	8.6	16.8
	US	22	8.6	8.6	25.4
	A	125	48.8	48.8	74.2
	SA	66	25.8	25.8	100.0
	Total	256	100.0	100.0	

C5. **Team performs as a cohesive group.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	6.3	6.3	6.3
	D	20	7.8	7.8	14.1
	US	22	8.6	8.6	22.7
	A	90	35.2	35.2	57.8
	SA	108	42.2	42.2	100.0
	Total	256	100.0	100.0	

C6. **There is friction within the group.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	144	56.3	56.3	56.3
	D	70	27.3	27.3	83.6
	US	22	8.6	8.6	92.2
	A	12	4.7	4.7	96.9
	SA	8	3.1	3.1	100.0
	Total	256	100.0	100.0	

C7. **Whenever there is difference in opinion, it is resolved amicably.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	4.3	4.3	4.3
	D	16	6.3	6.3	10.5
	US	16	6.3	6.3	16.8
	A	84	32.8	32.8	49.6
	SA	129	50.4	50.4	100.0
	Total	256	100.0	100.0	

C8. **Team performance isn't better than individual performance.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	73	28.5	28.5	28.5
	D	50	19.5	19.5	48.0
	US	51	19.9	19.9	86.0
	A	51	19.9	19.9	87.9
	SA	31	12.1	12.1	100.0
	Total	256	100.0	100.0	

C9. **Individual view points restrict the progress of the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	138	53.9	53.9	53.9
	D	74	28.9	28.9	82.8
	US	22	8.6	8.6	91.4
	A	14	5.5	5.5	96.9
	SA	8	3.1	3.1	100.0
	Total	256	100.0	100.0	

D1. **Team leadership makes a positive impact on the team output.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	3.9	3.9	3.9
	D	9	3.5	3.5	7.4
	US	21	8.2	8.2	15.6
	A	104	40.6	40.6	56.3
	SA	112	43.8	43.8	100.0
	Total	256	100.0	100.0	

D2. **Team leadership is an issue within the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	78	30.5	30.5	30.5
	D	64	25.0	25.0	55.5
	US	27	10.5	10.5	66.0
	A	53	20.7	20.7	86.7
	SA	34	13.3	13.3	100.0
	Total	256	100.0	100.0	

D3. **Team leadership imposed onto the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	3.9	3.9	3.9
	D	25	9.8	9.8	13.7
	US	17	6.6	6.6	20.3
	A	119	46.5	46.5	66.8
	SA	85	33.2	33.2	100.0
	Total	256	100.0	100.0	

D4. **If choice of team leadership is given, it would improve the team's output.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	2.0	2.0	2.0
	D	5	2.0	2.0	3.9
	US	19	7.4	7.4	11.3
	A	96	37.5	37.5	48.8
	SA	131	51.2	51.2	100.0
	Total	256	100.0	100.0	

D5. ***A horizontal team hierarchy show a positive effect on the teams output.***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	72	28.1	28.1	28.1
	D	81	31.6	31.6	59.8
	US	29	11.3	11.3	71.1
	A	56	21.9	21.9	93.0
	SA	18	7.0	7.0	100.0
	Total	256	100.0	100.0	

E1. **Dissent/disagreement in the team causes problems within the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	115	44.9	44.9	44.9
	D	90	35.2	35.2	80.1
	US	31	12.1	12.1	92.2
	A	10	3.9	3.9	96.1
	SA	10	3.9	3.9	100.0
	Total	256	100.0	100.0	

E2. **Dissent in the team cause the team to falter.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	136	53.1	53.1	53.1
	D	101	39.5	39.5	92.6
	US	17	6.6	6.6	99.2
	A	2	.8	.8	100.0
	Total	256	100.0	100.0	

E3. **The team experience failure often.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	140	54.7	54.7	54.7
	D	100	39.1	39.1	93.8
	US	13	5.1	5.1	98.8
	A	3	1.2	1.2	100.0
	Total	256	100.0	100.0	

E4. **Do you share the sense that 'only the team can fail'?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	74	28.9	28.9	28.9
	D	67	26.2	26.2	55.1
	US	33	12.9	12.9	68.0
	A	56	21.9	21.9	89.8
	SA	26	10.2	10.2	100.0
	Total	256	100.0	100.0	

E5. **Team failure is generally attributed to a few individuals.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	139	54.3	54.3	54.3
	D	76	29.7	29.7	84.0
	US	23	9.0	9.0	93.0
	A	13	5.1	5.1	98.0
	SA	5	2.0	2.0	100.0
	Total	256	100.0	100.0	

E6. **Failure in team causes the team to break up.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	110	43.0	43.0	43.0
	D	87	34.0	34.0	77.0
	US	16	6.3	6.3	83.2
	A	33	12.9	12.9	96.1
	SA	10	3.9	3.9	100.0
	Total	256	100.0	100.0	

F1. **The organisation has organised team intervention sessions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	51	19.9	19.9	19.9
	D	27	10.5	10.5	30.5
	US	32	12.5	12.5	43.0
	A	73	28.5	28.5	71.5
	SA	73	28.5	28.5	100.0
	Total	256	100.0	100.0	

F2. **The failure in the team has resulted in an external intervention consultant's involvement.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	62	24.2	24.2	24.2
	D	34	13.3	13.3	37.5
	US	25	9.8	9.8	47.3
	A	71	27.7	27.7	75.0
	SA	64	25.0	25.0	100.0
	Total	256	100.0	100.0	

F3. **External intervention is appreciated within the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	65	25.4	25.4	25.4
	D	81	31.6	31.6	57.0
	US	61	23.8	23.8	80.9
	A	34	13.3	13.3	94.1
	SA	15	5.9	5.9	100.0
	Total	256	100.0	100.0	

F4. **In case of problems within the team, external intervention is sought.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	45	17.6	17.6	17.6
	D	54	21.1	21.1	38.7
	US	33	12.9	12.9	51.6
	A	71	27.7	27.7	79.3
	SA	53	20.7	20.7	100.0
	Total	256	100.0	100.0	

F5. **External intervention is always helpful in improving the team's effectiveness.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	27	10.5	10.5	10.5
	D	61	23.8	23.8	34.4
	US	31	12.1	12.1	46.5
	A	88	34.4	34.4	80.9
	SA	49	19.1	19.1	100.0
	Total	256	100.0	100.0	

G1. **Team compensation is divided equally among all team members.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	94	36.7	36.7	36.7
	D	116	45.3	45.3	82.0
	US	38	14.8	14.8	96.9
	A	8	3.1	3.1	100.0
	Total	256	100.0	100.0	

G2. **Team incentives should be divided equally among all members.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	1	.4	.4	.8
	US	9	3.5	3.5	4.3
	A	119	46.5	46.5	50.8
	SA	126	49.2	49.2	100.0
	Total	256	100.0	100.0	

G3. **Team compensation should always be complemented over and above individual compensation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	1	.4	.4	.8
	US	7	2.7	2.7	3.5
	A	60	23.4	23.4	27.0
	SA	187	73.0	73.0	100.0
	Total	256	100.0	100.0	

H1. **Team player behaviour is an important factor in assessing employee performance.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	3.5	3.5	3.5
	D	12	4.7	4.7	8.2
	US	15	5.9	5.9	14.1
	A	89	34.8	34.8	48.8
	SA	130	50.8	50.8	99.6
	6.0	1	.4	.4	100.0
	Total	256	100.0	100.0	

H2. **Team appraisal is better than individual appraisal.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	52	20.3	20.3	20.3
	D	84	32.8	32.8	53.1
	US	23	9.0	9.0	62.1
	A	69	27.0	27.0	89.1
	SA	28	10.9	10.9	100.0
	Total	256	100.0	100.0	

H3. **Individual appraisal should continue along with team appraisal.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	6.6	6.6	6.6
	D	19	7.4	7.4	14.1
	US	13	5.1	5.1	19.1
	A	95	37.1	37.1	56.3
	SA	112	43.8	43.8	100.0
	Total	256	100.0	100.0	

H4. **Team appraisal should be a part of each individual's appraisal.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	1.2	1.2	1.2
	US	8	3.1	3.1	4.3
	A	79	30.9	30.9	35.2
	SA	166	64.8	64.8	100.0
	Total	256	100.0	100.0	

H5. **An individual star performer would invariably be a good team player.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	14.5	14.5	14.5
	D	71	27.7	27.7	42.2
	US	22	8.6	8.6	50.8
	A	80	31.3	31.3	82.0
	SA	46	18.0	18.0	100.0
	Total	256	100.0	100.0	

I1. **Resistance within a team invariably exists.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	35	13.7	13.7	13.7
	D	61	23.8	23.8	37.5
	US	19	7.4	7.4	44.9
	A	75	29.3	29.3	74.2
	SA	66	25.8	25.8	100.0
	Total	256	100.0	100.0	

I2. **Resistance within the team can be overcome easily.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	63	24.6	24.6	24.6
	D	78	30.5	30.5	55.1
	US	61	23.8	23.8	78.9
	A	39	15.2	15.2	94.1
	SA	15	5.9	5.9	100.0
	Total	256	100.0	100.0	

I3. **Seeking consensus in a team is easy.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	95	37.1	37.1	37.1
	D	87	34.0	34.0	71.1
	US	27	10.5	10.5	81.6
	A	31	12.1	12.1	93.8
	SA	16	6.3	6.3	100.0
	Total	256	100.0	100.0	

I4. **Disagreement on a point is sorted out without major conflict.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	2.3	2.3	2.3
	D	14	5.5	5.5	7.8
	US	14	5.5	5.5	13.3
	A	92	35.9	35.9	49.2
	SA	130	50.8	50.8	100.0
	Total	256	100.0	100.0	

I5. **Most decisions are reached by consensus and formal voting is kept to a minimum.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	30	11.7	11.7	11.7
	D	26	10.2	10.2	21.9
	US	21	8.2	8.2	30.1
	A	81	31.6	31.6	61.7
	SA	98	38.3	38.3	100.0
	Total	256	100.0	100.0	

I6. **Participation by team members is extensive.**

		Frequency	Percen	Valid Percent	Cumulative Percent
Valid	SD	9	3.	3.5	3.5
	D	6	2.	2.3	5.9
	US	21	8.	8.2	14.1
	A	89	34.	34.8	48.8
	SA	131	51.	51.2	100.0
	Total	256	100.	100.0	

J1. **Teams become productive once they are cohesive.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	.8	.8	.8
	US	3	1.2	1.2	2.0
	A	82	32.0	32.0	34.0
	SA	169	66.0	66.0	100.0
	Total	256	100.0	100.0	

J2. **Productive team is the one which has good leaders.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	7.0	7.0	7.0
	D	19	7.4	7.4	14.5
	US	28	10.9	10.9	25.4
	A	99	38.7	38.7	64.1
	SA	92	35.9	35.9	100.0
	Total	256	100.0	100.0	

J3. **The productivity of a team invariably depends on the quality of its members.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	1	.4	.4	.8
	US	7	2.7	2.7	3.5
	A	64	25.0	25.0	28.5
	SA	183	71.5	71.5	100.0
	Total	256	100.0	100.0	

J4. **Productive teams can be created within the existing teams.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	15	5.9	5.9	5.9
	D	15	5.9	5.9	11.7
	US	21	8.2	8.2	19.9
	A	120	46.9	46.9	66.8
	SA	85	33.2	33.2	100.0
	Total	256	100.0	100.0	

K1. **Team training capsules/workshops are conducted regularly within organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	52	20.3	20.3	20.3
	D	40	15.6	15.6	35.9
	US	23	9.0	9.0	44.9
	A	85	33.2	33.2	78.1
	SA	56	21.9	21.9	100.0
	Total	256	100.0	100.0	

K2. **Team training improves productivity of the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	9.4	9.4	9.4
	D	24	9.4	9.4	18.8
	US	22	8.6	8.6	27.3
	A	120	46.9	46.9	74.2
	SA	66	25.8	25.8	100.0
	Total	256	100.0	100.0	

K3. **A Formal team training calendar exists for the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	65	25.4	25.4	25.4
	D	66	25.8	25.8	51.2
	US	30	11.7	11.7	62.9
	A	64	25.0	25.0	87.9
	SA	31	12.1	12.1	100.0
	Total	256	100.0	100.0	

K4. **Team training requirements are outsourced.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	50	19.5	19.5	19.5
	D	69	27.0	27.0	46.5
	US	35	13.7	13.7	60.2
	A	70	27.3	27.3	87.5
	SA	32	12.5	12.5	100.0
	Total	256	100.0	100.0	

L1. **The team structure is laid down formally in the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	20	7.8	7.8	7.8
	D	23	9.0	9.0	16.8
	US	15	5.9	5.9	22.7
	A	104	40.6	40.6	63.3
	SA	94	36.7	36.7	100.0
	Total	256	100.0	100.0	

L2. **Team has members from all required specialisations.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	4.3	4.3	4.3
	D	8	3.1	3.1	7.4
	US	13	5.1	5.1	12.5
	A	121	47.3	47.3	59.8
	SA	103	40.2	40.2	100.0
	Total	256	100.0	100.0	

L3. **Team members often change frequently.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	106	41.4	41.4	41.4
	D	60	23.4	23.4	64.8
	US	27	10.5	10.5	75.4
	A	38	14.8	14.8	90.2
	SA	25	9.8	9.8	100.0
	Total	256	100.0	100.0	

L4. **The weakest link in the team is the cause of its failure.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	52	20.3	20.3	20.3
	D	71	27.7	27.7	48.0
	US	35	13.7	13.7	61.7
	A	68	26.6	26.6	88.3
	SA	30	11.7	11.7	100.0
	Total	256	100.0	100.0	

L5. **The team members feel themselves to be a part of the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	2.3	2.3	2.3
	D	14	5.5	5.5	7.8
	US	14	5.5	5.5	13.3
	A	93	36.3	36.3	49.6
	SA	129	50.4	50.4	100.0
	Total	256	100.0	100.0	

M1. **Challenges do not bring out better performance within the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	207	80.9	80.9	80.9
	D	11	4.3	4.3	85.2
	US	5	2.0	2.0	87.1
	A	15	5.9	5.9	93.0
	SA	18	7.0	7.0	100.0
	Total	256	100.0	100.0	

M2. **Difficulties lead to conflict within the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	75	29.3	29.3	29.3
	D	65	25.4	25.4	54.7
	US	34	13.3	13.3	68.0
	A	58	22.7	22.7	90.6
	SA	24	9.4	9.4	100.0
	Total	256	100.0	100.0	

M3. **The motivation increases whenever the challenging task is assigned to the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	31	12.1	12.1	12.1
	D	61	23.8	23.8	35.9
	US	35	13.7	13.7	49.6
	A	74	28.9	28.9	78.5
	SA	55	21.5	21.5	100.0
	Total	256	100.0	100.0	

M4. **Good leadership helps the team in facing challenging tasks.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	US	6	2.3	2.3	2.3
	A	90	35.2	35.2	37.5
	SA	160	62.5	62.5	100.0
	Total	256	100.0	100.0	

N1. **Teams can be found in all departments/sections of the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	5.5	5.5	5.5
	D	17	6.6	6.6	12.1
	US	14	5.5	5.5	17.6
	A	115	44.9	44.9	62.5
	SA	96	37.5	37.5	100.0
	Total	256	100.0	100.0	

N2. **Cross-functional teams exist within the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	23	9.0	9.0	9.0
	D	40	15.6	15.6	24.6
	US	38	14.8	14.8	39.5
	A	101	39.5	39.5	78.9
	SA	54	21.1	21.1	100.0
	Total	256	100.0	100.0	

N3. **Good team performance in one department spurs growth of teams within the other departments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	52	20.3	20.3	20.3
	D	53	20.7	20.7	41.0
	US	42	16.4	16.4	57.4
	A	65	25.4	25.4	82.8
	SA	44	17.2	17.2	100.0
	Total	256	100.0	100.0	

N4. **Teaming-up opportunities are exploited by the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	55	21.5	21.5	21.5
	D	83	32.4	32.4	53.9
	US	24	9.4	9.4	63.3
	A	68	26.6	26.6	89.8
	SA	26	10.2	10.2	100.0
	Total	256	100.0	100.0	

O1. **The team effort at the highest levels in the organisation is easy.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	99	38.7	38.7	38.7
	D	59	23.0	23.0	61.7
	US	31	12.1	12.1	73.8
	A	31	12.1	12.1	85.9
	SA	36	14.1	14.1	100.0
	Total	256	100.0	100.0	

O2. **Top hierarchy of the organisation prefers individual decisions vis-à-vis group decision.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	.8	.8	.8
	US	9	3.5	3.5	4.3
	A	85	33.2	33.2	37.5
	SA	160	62.5	62.5	100.0
	Total	256	100.0	100.0	

O3. **There is difficulty in teambuilding efforts at highest levels of the organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	1	.4	.4	.8
	US	8	3.1	3.1	3.9
	A	57	22.3	22.3	26.2
	SA	189	73.8	73.8	100.0
	Total	256	100.0	100.0	

O4. **Top-level management promotes team decisions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	4.7	4.7	4.7
	D	12	4.7	4.7	9.4
	US	13	5.1	5.1	14.5
	A	121	47.3	47.3	61.7
	SA	98	38.3	38.3	100.0
	Total	256	100.0	100.0	

P1. **In case of a failure, the entire team is held responsible.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	67	26.2	26.2	26.2
	D	94	36.7	36.7	62.9
	US	38	14.8	14.8	77.7
	A	46	18.0	18.0	95.7
	SA	11	4.3	4.3	100.0
	Total	256	100.0	100.0	

P2. **The team is accountable to the top management for its actions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	54	21.1	21.1	21.1
	D	84	32.8	32.8	53.9
	US	24	9.4	9.4	63.3
	A	67	26.2	26.2	89.5
	SA	27	10.5	10.5	100.0
	Total	256	100.0	100.0	

P3. **In case of outstanding performance the leader is appreciated more than the team members.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	25	9.8	9.8	9.8
	D	14	5.5	5.5	15.2
	US	14	5.5	5.5	20.7
	A	81	31.6	31.6	52.3
	SA	122	47.7	47.7	100.0
	Total	256	100.0	100.0	

P4. It is easier to hold an individual accountable rather than the entire team.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	.8	.8	.8
	US	3	1.2	1.2	2.0
	A	83	32.4	32.4	34.4
	SA	168	65.6	65.6	100.0
	Total	256	100.0	100.0	

Q1. Higher performance standards promote better teamwork.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	6.3	6.3	6.3
	D	18	7.0	7.0	13.3
	US	21	8.2	8.2	21.5
	A	76	29.7	29.7	51.2
	SA	125	48.8	48.8	100.0
	Total	256	100.0	100.0	

Q2. The team tends to achieve high standards whenever team cohesion is better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.2	1.2	1.2
	D	1	.4	.4	1.6
	US	8	3.1	3.1	4.7
	A	84	32.8	32.8	37.5
	SA	160	62.5	62.5	100.0
	Total	256	100.0	100.0	

R1. The organisation has strong hierarchy system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	1	.4	.4	.8
	US	9	3.5	3.5	4.3
	A	118	46.1	46.1	50.4
	SA	127	49.6	49.6	100.0
	Total	256	100.0	100.0	

R2. Hierarchy is given a lot of stress within the team.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	4.7	4.7	4.7
	D	17	6.6	6.6	11.3
	US	15	5.9	5.9	17.2
	A	116	45.3	45.3	62.5
	SA	96	37.5	37.5	100.0
	Total	256	100.0	100.0	

R3. Decision-making within the team is hierarchy based.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	8.6	8.6	8.6
	D	24	9.4	9.4	18.0
	US	24	9.4	9.4	27.3
	A	120	46.9	46.9	74.2
	SA	66	25.8	25.8	100.0
	Total	256	100.0	100.0	

R4. **Team leadership is hierarchy based.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	1	.4	.4	.8
	US	8	3.1	3.1	3.9
	A	61	23.8	23.8	27.7
	SA	185	72.3	72.3	100.0
	Total	256	100.0	100.0	

R5. **Star performers within the team generally get leadership of the team.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	112	43.8	43.8	43.8
	D	86	33.6	33.6	77.3
	US	15	5.9	5.9	83.2
	A	33	12.9	12.9	96.1
	SA	10	3.9	3.9	100.0
	Total	256	100.0	100.0	

Appendix C

SUMMARY OF MEASURE OF CENTRAL TENDENCY: SECTION I A

		A1. Formal teams existing within the organisation.	A2. Informal teaming up encouraged in the organisation.	A3. Informal teams are more effective than formal teams.
N	Valid	256	256	256
	Missing	0	0	0
Mean		3.961	3.242	3.320
Median		4.000	4.000	4.000
Mode		5.0	4.0	4.0
Std. Deviation		1.2705	1.4294	1.3543

		B1. Formal team building (group cohesion) sessions have been held in the organisation.	B2. Initial team forming up is appreciated by the new team members.	B3. Whenever new team meets, there is problem in the formative stages.	B4. Relations normalise after starting phase or once the teething problems are sorted out.	B5. After the team settles down, does the organisations output increase vis-à-vis the initial output.
N	Valid	256	256	256	256	256
	Missing	0	0	0	0	0
Mean		4.160	2.180	4.027	4.441	3.965
Median		4.000	2.000	4.000	5.000	4.000
Mode		4.0	2.0	5.0	5.0	4.0
Std. Deviation		.9710	1.1877	1.2091	1.0349	1.0859

		C1. Team cohesion is the reason for the team to perform optimally.	C2. External factors inhibit the performance of existing teams.	C3. Team sessions can be convened easily and frequently.	C4. The tasks/objectives of the group are well understood and accepted by the group.	C5. Team performs as a cohesive group.	C6. There is friction within the group.	C7. Whenever there is difference in opinion, it is resolved amicably.	C8. Team performance isn't better than individual performance.	C9. Individual view points restrict the progress of the team.
N	Valid	256	256	256	256	256	256	256	256	256
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.086	3.074	2.676	3.754	3.992	1.711	4.188	2.676	1.750
Median		3.000	3.000	3.000	4.000	4.000	1.000	5.000	3.000	1.000
Mode		4.0	5.0	1.0	4.0	5.0	1.0	5.0	1.0	1.0
Std. Deviation		1.5519	1.5385	1.3835	1.1707	1.1782	1.0187	1.0828	1.3863	1.0328

		D1. Team leadership make a positive impact on the team output.	D2. Team leadership an issue.	D3. Team leadership imposed onto the team.	D4. If choice of team leadership is given, it improve the team's output.	D5. A horizontal team hierarchy show a positive effect on the teams output.
N	Valid	256	256	256	256	256
	Missing	0	0	0	0	0
Mean		4.168	2.613	3.953	4.340	2.480
Median		4.000	2.000	4.000	5.000	2.000
Mode		5.0	1.0	4.0	5.0	2.0
Std. Deviation		.9937	1.4372	1.0691	.8528	1.2954

		E1. Dissent/disagreement in the team cause problems within the team.	E2. Dissent in the team cause the team to falter.	E3. The team experience failure often.	E4. Do you share the sense that 'only the team can fail'?	E5. Team failure is generally attributed to a few individuals.	E6. Failure in team causes the team to break up.
N	Valid	256	256	256	256	256	256
	Missing	0	0	0	0	0	0
Mean		1.867	1.551	1.527	2.582	1.707	2.008
Median		2.000	1.000	1.000	2.000	1.000	2.000
Mode		1.0	1.0	1.0	1.0	1.0	1.0
Std. Deviation		1.0318	.6548	.6502	1.3695	.9641	1.1682

		F1. The organisation has organised team intervention sessions.	F2. The failure in the team has resulted in an external intervention consultant's involvement.	F3. External intervention is appreciated within the team.	F4. In case of problems within the team, external intervention is sought.	F5. External intervention is always helpful in improving the team's effectiveness
N	Valid	256	256	256	256	256
	Missing	0	0	0	0	0
Mean		3.352	3.211	2.426	3.129	3.277
Median		4.000	4.000	2.000	3.000	4.000
Mode		4.0	4.0	2.0	4.0	4.0
Std. Deviation		1.4877	1.6552	1.1725	1.4180	1.3036

a Multiple modes exist. The smallest value is shown

		G1. Team compensation is divided equally among all team members.	G2. Team incentives should be divided equally among all members.	G3. Team compensation should always be complemented over and above individual compensation.
N	Valid	256	256	256
	Missing	0	0	0
Mean		1.844	4.438	4.684
Median		2.000	4.000	5.000
Mode		2.0	5.0	5.0
Std. Deviation		.7865	.6231	.5853

		H1. Team player behaviour is an important factor in assessing employee performance.	H2. Team appraisal is better than individual appraisal.	H3. Individual appraisal should continue along with team appraisal.	H4. Team appraisal should be a part of each individual's appraisal.	H5. An individual star performer would invariably be a good team player.
N	Valid	256	256	256	256	256
	Missing	0	0	0	0	0
Mean		4.258	2.754	4.039	4.594	3.105
Median		5.000	2.000	4.000	5.000	3.000
Mode		5.0	2.0	5.0	5.0	4.0
Std. Deviation		1.0117	1.3394	1.1776	.6128	1.3722

Statistics		I1. Resistance within a team invariably exists	I2. Resistance within the team can be overcome easily.	I3. Seeking consensus in a team is easy.	I4. Disagreement on a point is sorted out without major conflict.	I5. Most decisions are reached by consensus and formal voting is kept to a minimum.	I6. Participation by team members is extensive.
N	Valid	256	256	256	256	256	256
	Missing	0	0	0	0	0	0
Mean		3.297	2.473	2.164	4.273	3.746	4.277
Median		4.000	2.000	2.000	5.000	4.000	5.000
Mode		4.0	2.0	1.0	5.0	5.0	5.0
Std. Deviation		1.4245	1.1846	1.2257	.9597	1.3670	.9647

		J1. Teams become productive once they are cohesive	J2. Productive team is the one which has good leaders	J3. The productivity of a team invariably depends on the quality of its members	J4. Productive teams can be created within the existing teams.
N	Valid	256	256	256	256
	Missing	0	0	0	0
Mean		4.633	3.891	4.668	3.957
Median		5.000	4.000	5.000	4.000
Mode		5.0	4.0	5.0	4.0
Std. Deviation		.5512	1.1798	.5900	1.0856

		K1. Team training capsules/workshops are conducted regularly within organisation.	K2. Team training improves productivity of the team.	K3. A Formal team training calendar exists for the organisation.	K4. Team training requirements are outsourced.
N	Valid	256	256	256	256
	Missing	0	0	0	0
Mean		3.207	3.703	2.727	2.863
Median		4.000	4.000	2.000	3.000
Mode		4.0	4.0	2.0	4.0
Std. Deviation		1.4633	1.2166	1.3931	1.3463

		L1. The team structure is laid down formally in the organisation	L2. Team has members from all required specialisations.	L3. Team members often change frequently.	L4. The weakest link in the team is the cause of its failure	L5. The team members feel themselves to be a part of the team.
N	Valid	256	256	256	256	256
	Missing	0	0	0	0	0
Mean		3.895	4.160	2.281	2.816	4.270
Median		4.000	4.000	2.000	3.000	5.000
Mode		4.0	4.0	1.0	2.0	5.0
Std. Deviation		1.2178	.9710	1.3859	1.3407	.9588

		M1. Challenges bring out better performance within the team.	M2. Difficulties lead to conflict within the team.	M3. The motivation within the team increases whenever the challenging task is assigned to it.	M4. Good leadership helps the team in facing challenging tasks.
N	Valid	256	256	256	256
	Missing	0	0	0	0
Mean		1.539	2.574	3.238	4.602
Median		1.000	2.000	4.000	5.000
Mode		1.0	1.0	4.0	5.0
Std. Deviation		1.2201	1.3614	1.3496	.5364

		N1. Teams can be found in all departments/sections of the organisation.	N2. Cross-functional teams exist within the organisation.	N3. Good team performance in one department spurs growth of teams within the other departments.	N4. Teaming-up opportunities are exploited by the organisation.
N	Valid	256	256	256	256
	Missing	0	0	0	0
Mean		4.023	3.480	3.023	2.715
Median		4.000	4.000	3.000	2.000
Mode		4.0	4.0	4.0	2.0
Std. Deviation		1.0916	1.2365	1.5616	1.3346

		O1. The team effort at the highest levels in the organisation is easy.	O2. Top hierarchy of the organisation prefers individual decisions vis-à-vis group decision.	O3. There is difficulty in teambuilding efforts at highest levels of the organisation.	O4. Top-level management promotes team decisions.
N	Valid	256	256	256	256
	Missing	0	0	0	0
Mean		2.398	4.574	4.688	4.098
Median		2.000	5.000	5.000	4.000
Mode		1.0	5.0	5.0	4.0
Std. Deviation		1.4517	.6026	.5908	1.0186

		P1. In case of a failure, the entire team is held responsible.	P2. The team is accountable to the top management for its actions.	P3. In case of outstanding performance the leader is appreciated more than the team members.	P4. It is easier to hold an individual accountable rather than the entire team.
N	Valid	256	256	256	256
	Missing	0	0	0	0
Mean		2.375	2.723	4.020	4.629
Median		2.000	2.000	4.000	5.000
Mode		2.0	2.0	5.0	5.0
Std. Deviation		1.1749	1.3362	1.2786	.5522

		Q1. Higher performance standards promote better teamwork.	Q2. The team tends to achieve high standards whenever team cohesion is better.
N	Valid	256	256
	Missing	0	0
Mean		4.078	4.551
Median		4.000	5.000
Mode		5.0	5.0
Std. Deviation		1.1889	.6898

		R1. The organisation has strong hierarchy system.	R2. Hierarchy is given a lot of stress within the team.	R3. Decision-making within the team is hierarchy based.	R4. Team leadership is hierarchy based.	R5. Star performers within the team generally get leadership of the team.
N	Valid	256	256	256	256	256
	Missing	0	0	0	0	0
Mean		4.441	4.043	3.719	4.672	1.996
Median		4.000	4.000	4.000	5.000	2.000
Mode		5.0	4.0	4.0	5.0	1.0
Std. Deviation		.6235	1.0600	1.1943	.5955	1.1699

Chi-Square Test

Test for Sector Wise Distribution

	Observed N	Expected N	Residual
PUBLIC SEC	79	85.3	-6.3
PVT SEC	90	85.3	4.7
ARMD FORCE	87	85.3	1.7
Total	256		

Test for Managerial Level Distribution

	Observed N	Expected N	Residual
SR LVL MANAGER	90	85.3	4.7
MIDDLE LVL MANAGER	89	85.3	3.7
JR LVL MANAGER	77	85.3	-8.3
Total	256		

Test Statistics

	SECTOR WISE	MGR LEVEL
Chi-Square	.758	1.227
df	2	2
Asymp. Sig.	.685	.542

a 0 cells (.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 85.3.

SUMMARY OF ONE WAY ANOVA: SECTION IA

Q. I-A1.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	8.565	4	2.141	3.419	.010
	Within Groups	157.185	251	.626		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.245	4	.811	1.249	.291
	Within Groups	163.095	251	.650		
	Total	166.340	255			

Q. I-A2.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	15.935	4	3.984	6.674	.000
	Within Groups	149.815	251	.597		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.944	4	.486	.742	.564
	Within Groups	164.396	251	.655		
	Total	166.340	255			

Q. I-A3.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	13.050	4	3.262	5.363	.000
	Within Groups	152.700	251	.608		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.393	4	.598	.916	.455
	Within Groups	163.947	251	.653		
	Total	166.340	255			

Q. I-B1.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.314	4	.328	.501	.735
	Within Groups	164.436	251	.655		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.005	4	.751	1.155	.331
	Within Groups	163.334	251	.651		
	Total	166.340	255			

Q. I-B2.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	7.638	4	1.909	3.031	.018
	Within Groups	158.112	251	.630		
	Total	165.750	255			
MGR LEVEL	Between Groups	6.927	4	1.732	2.727	.030
	Within Groups	159.413	251	.635		
	Total	166.340	255			

Q. I-B3.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.438	4	.109	.166	.955
	Within Groups	165.312	251	.659		
	Total	165.750	255			
MGR LEVEL	Between Groups	8.170	4	2.042	3.241	.013
	Within Groups	158.170	251	.630		
	Total	166.340	255			

Q. I-B4.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.369	4	.092	.140	.967
	Within Groups	165.381	251	.659		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.071	4	.518	.791	.532
	Within Groups	164.269	251	.654		
	Total	166.340	255			

Q. I-B5.

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.792	4	.448	.686	.602
	Within Groups	163.958	251	.653		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.049	4	1.262	1.964	.100
	Within Groups	161.291	251	.643		
	Total	166.340	255			

Q. I-C1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.472	5	.094	.143	.982
	Within Groups	165.278	250	.661		
	Total	165.750	255			
MGR LEVEL	Between Groups	22.057	5	4.411	7.644	.000
	Within Groups	144.283	250	.577		
	Total	166.340	255			

Q. I-C2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	5.472	4	1.368	2.142	.076
	Within Groups	160.278	251	.639		
	Total	165.750	255			
MGR LEVEL	Between Groups	16.229	4	4.057	6.784	.000
	Within Groups	150.111	251	.598		
	Total	166.340	255			

Q. I-C3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.364	4	.591	.908	.460
	Within Groups	163.386	251	.651		
	Total	165.750	255			
MGR LEVEL	Between Groups	8.587	4	2.147	3.416	.010
	Within Groups	157.753	251	.628		
	Total	166.340	255			

Q. I-C4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.673	4	.918	1.422	.227
	Within Groups	162.077	251	.646		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.490	4	.372	.567	.687
	Within Groups	164.850	251	.657		
	Total	166.340	255			

Q. I-C5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.541	4	.135	.206	.935
	Within Groups	165.209	251	.658		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.292	4	.323	.491	.742
	Within Groups	165.048	251	.658		
	Total	166.340	255			

Q. I-C6

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	4.921	4	1.230	1.920	.108
	Within Groups	160.829	251	.641		
	Total	165.750	255			
MGR LEVEL	Between Groups	10.697	4	2.674	4.313	.002
	Within Groups	155.643	251	.620		
	Total	166.340	255			

Q. I-C7

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.305	4	.326	.498	.737
	Within Groups	164.445	251	.655		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.064	4	.516	.788	.534
	Within Groups	164.276	251	.654		
	Total	166.340	255			

Q. I-C8

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	4.354	4	1.088	1.693	.152
	Within Groups	161.396	251	.643		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.437	4	.359	.547	.702
	Within Groups	164.903	251	.657		
	Total	166.340	255			

Q. I-C9

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.815	4	.454	.695	.596
	Within Groups	163.935	251	.653		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.946	4	1.487	2.326	.057
	Within Groups	160.393	251	.639		
	Total	166.340	255			

Q. I-D1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	8.536	4	2.134	3.407	.010
	Within Groups	157.214	251	.626		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.366	4	.341	.519	.721
	Within Groups	164.974	251	.657		
	Total	166.340	255			

Q. I-D2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	14.198	4	3.550	5.879	.000
	Within Groups	151.552	251	.604		
	Total	165.750	255			
MGR LEVEL	Between Groups	.756	4	.189	.286	.887
	Within Groups	165.584	251	.660		
	Total	166.340	255			

Q. I-D3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.016	4	.254	.387	.818
	Within Groups	164.734	251	.656		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.268	4	1.317	2.052	.088
	Within Groups	161.071	251	.642		
	Total	166.340	255			

Q. I-D4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.725	4	.431	.660	.620
	Within Groups	164.025	251	.653		
	Total	165.750	255			
MGR LEVEL	Between Groups	9.793	4	2.448	3.926	.004
	Within Groups	156.547	251	.624		
	Total	166.340	255			

Q. I-D5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.774	4	.443	.679	.607
	Within Groups	163.976	251	.653		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.639	4	.660	1.012	.402
	Within Groups	163.701	251	.652		
	Total	166.340	255			

Q. I-E1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.458	4	.114	.174	.952
	Within Groups	165.292	251	.659		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.719	4	.680	1.043	.386
	Within Groups	163.621	251	.652		
	Total	166.340	255			

Q. I-E2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.083	3	.028	.042	.988
	Within Groups	165.667	252	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	7.234	3	2.411	3.819	.011
	Within Groups	159.105	252	.631		
	Total	166.340	255			

Q. I-E3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.380	3	.793	1.224	.301
	Within Groups	163.370	252	.648		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.263	3	1.088	1.681	.172
	Within Groups	163.076	252	.647		
	Total	166.340	255			

Q. I-E4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.197	4	.049	.075	.990
	Within Groups	165.553	251	.660		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.630	4	.908	1.400	.234
	Within Groups	162.710	251	.648		
	Total	166.340	255			

Q. I-E5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	12.790	4	3.197	5.247	.000
	Within Groups	152.960	251	.609		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.987	4	1.497	2.343	.055
	Within Groups	160.352	251	.639		
	Total	166.340	255			

Q. I-E6

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.698	4	.424	.649	.628
	Within Groups	164.052	251	.654		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.688	4	.922	1.423	.227
	Within Groups	162.652	251	.648		
	Total	166.340	255			

Q. I-F1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	92.605	4	23.151	79.445	.000
	Within Groups	73.145	251	.291		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.446	4	1.112	1.723	.145
	Within Groups	161.894	251	.645		
	Total	166.340	255			

Q. I-F2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	74.630	4	12.438	33.990	.000
	Within Groups	91.120	249	.366		
	Total	165.750	255			
MGR LEVEL	Between Groups	9.552	4	1.592	2.528	.022
	Within Groups	156.788	249	.630		
	Total	166.340	255			

Q. I-F3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	23.665	4	5.916	10.451	.000
	Within Groups	142.085	251	.566		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.130	4	1.282	1.997	.096
	Within Groups	161.210	251	.642		
	Total	166.340	255			

Q. I-F4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	85.671	4	21.418	67.133	.000
	Within Groups	80.079	251	.319		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.494	4	.873	1.346	.253
	Within Groups	162.846	251	.649		
	Total	166.340	255			

Q. I-F5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	17.649	4	4.412	7.478	.000
	Within Groups	148.101	251	.590		
	Total	165.750	255			
MGR LEVEL	Between Groups	6.081	4	1.520	2.381	.052
	Within Groups	160.258	251	.638		
	Total	166.340	255			

Q. I-G1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.454	3	.151	.231	.875
	Within Groups	165.296	252	.656		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.186	3	.729	1.118	.342
	Within Groups	164.154	252	.651		
	Total	166.340	255			

Q. I-G2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	6.468	4	1.617	2.548	.040
	Within Groups	159.282	251	.635		
	Total	165.750	255			
MGR LEVEL	Between Groups	7.193	4	1.798	2.836	.025
	Within Groups	159.147	251	.634		
	Total	166.340	255			

Q. I-G3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.941	4	.985	1.528	.194
	Within Groups	161.809	251	.645		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.280	4	.570	.872	.481
	Within Groups	164.060	251	.654		
	Total	166.340	255			

Q. I-H1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.704	5	.341	.519	.762
	Within Groups	164.046	250	.656		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.964	5	.793	1.221	.300
	Within Groups	162.376	250	.650		
	Total	166.340	255			

Q. I-H2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.544	4	.886	1.371	.245
	Within Groups	162.206	251	.646		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.326	4	1.082	1.676	.156
	Within Groups	162.014	251	.645		
	Total	166.340	255			

Q. I-H3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.844	4	.211	.321	.864
	Within Groups	164.906	251	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.626	4	.407	.620	.649
	Within Groups	164.713	251	.656		
	Total	166.340	255			

Q. I-H4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.084	3	.361	.553	.647
	Within Groups	164.666	252	.653		
	Total	165.750	255			
MGR LEVEL	Between Groups	6.408	3	2.136	3.366	.019
	Within Groups	159.931	252	.635		
	Total	166.340	255			

Q. I-H5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.080	4	.520	.798	.528
	Within Groups	163.670	251	.652		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.734	4	1.434	2.240	.065
	Within Groups	160.606	251	.640		
	Total	166.340	255			

Q. I-I1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	11.148	4	2.787	4.525	.002
	Within Groups	154.602	251	.616		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.079	4	1.020	1.577	.181
	Within Groups	162.261	251	.646		
	Total	166.340	255			

Q. I-I2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	18.258	4	4.565	7.768	.000
	Within Groups	147.492	251	.588		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.488	4	.622	.953	.434
	Within Groups	163.852	251	.653		
	Total	166.340	255			

Q. I-I3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.024	4	.256	.390	.816
	Within Groups	164.726	251	.656		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.343	4	.586	.897	.467
	Within Groups	163.996	251	.653		
	Total	166.340	255			

Q. I-I4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.975	4	.494	.757	.554
	Within Groups	163.775	251	.652		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.596	4	.649	.995	.411
	Within Groups	163.744	251	.652		
	Total	166.340	255			

O. I-I5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	7.076	4	1.769	2.798	.027
	Within Groups	158.674	251	.632		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.125	4	.281	.427	.789
	Within Groups	165.214	251	.658		
	Total	166.340	255			

O. I-I6

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.388	4	.097	.147	.964
	Within Groups	165.362	251	.659		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.102	4	.276	.419	.795
	Within Groups	165.238	251	.658		
	Total	166.340	255			

O. I-J1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.213	3	.071	.108	.955
	Within Groups	165.537	252	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	.613	3	.204	.311	.818
	Within Groups	165.727	252	.658		
	Total	166.340	255			

O. I-J2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.826	4	.207	.314	.868
	Within Groups	164.924	251	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.362	4	.840	1.294	.273
	Within Groups	162.978	251	.649		
	Total	166.340	255			

O. I-J3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.642	4	.911	1.410	.231
	Within Groups	162.108	251	.646		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.203	4	.801	1.232	.298
	Within Groups	163.137	251	.650		
	Total	166.340	255			

Q. I-J4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.140	4	.535	.821	.513
	Within Groups	163.610	251	.652		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.475	4	1.119	1.735	.143
	Within Groups	161.864	251	.645		
	Total	166.340	255			

Q. I-K1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	82.471	4	20.618	62.141	.000
	Within Groups	83.279	251	.332		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.494	4	.374	.569	.686
	Within Groups	164.846	251	.657		
	Total	166.340	255			

Q. I-K2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.598	4	.650	.999	.408
	Within Groups	163.152	251	.650		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.225	4	.306	.466	.761
	Within Groups	165.114	251	.658		
	Total	166.340	255			

Q. I-K3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.221	4	.305	.466	.761
	Within Groups	164.529	251	.655		
	Total	165.750	255			
MGR LEVEL	Between Groups	6.009	4	1.502	2.352	.055
	Within Groups	160.331	251	.639		
	Total	166.340	255			

Q. I-K4

		Sum of Squares	df	25 Mean Square	F	Sig.
SECTOR WISE	Between Groups	51.029	4	12.757	27.912	.000
	Within Groups	114.721	251	.457		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.477	4	.369	.562	.690
	Within Groups	164.863	251	.657		
	Total	166.340	255			

O. I-L1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	11.215	4	2.804	4.554	.001
	Within Groups	154.535	251	.616		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.422	4	.605	.927	.449
	Within Groups	163.918	251	.653		
	Total	166.340	255			

O. I-L2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.245	4	.561	.862	.488
	Within Groups	163.505	251	.651		
	Total	165.750	255			
MGR LEVEL	Between Groups	7.730	4	1.933	3.058	.017
	Within Groups	158.610	251	.632		
	Total	166.340	255			

O. I-L3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.234	4	.808	1.249	.291
	Within Groups	162.516	251	.647		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.606	4	.902	1.391	.238
	Within Groups	162.734	251	.648		
	Total	166.340	255			

O. I-L4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	43.864	4	10.966	22.583	.000
	Within Groups	121.886	251	.486		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.843	4	.461	.703	.590
	Within Groups	164.496	251	.655		
	Total	166.340	255			

O. I-L5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.708	4	.677	1.042	.386
	Within Groups	163.042	251	.650		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.087	4	.272	.413	.799
	Within Groups	165.252	251	.658		
	Total	166.340	255			

O. I-M1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	11.590	4	2.897	4.718	.001
	Within Groups	154.160	251	.614		
	Total	165.750	255			
MGR LEVEL	Between Groups	9.406	4	2.352	3.761	.005
	Within Groups	156.934	251	.625		
	Total	166.340	255			

O. I-M2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.467	4	.117	.177	.950
	Within Groups	165.283	251	.658		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.150	4	1.037	1.605	.173
	Within Groups	162.190	251	.646		
	Total	166.340	255			

O. I-M3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	12.315	4	3.079	5.037	.001
	Within Groups	153.435	251	.611		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.306	4	.576	.882	.475
	Within Groups	164.034	251	.654		
	Total	166.340	255			

O. I-M4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.850	2	1.925	3.008	.051
	Within Groups	161.900	253	.640		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.951	2	.975	1.501	.225
	Within Groups	164.389	253	.650		
	Total	166.340	255			

O. I-N1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	4.720	4	1.180	1.839	.122
	Within Groups	161.030	251	.642		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.126	4	.531	.812	.518
	Within Groups	164.214	251	.654		
	Total	166.340	255			

O. I-N2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	4.474	4	1.118	1.741	.142
	Within Groups	161.276	251	.643		
	Total	165.750	255			
MGR LEVEL	Between Groups	9.189	4	2.297	3.669	.006
	Within Groups	157.151	251	.626		
	Total	166.340	255			

O. I-N3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.139	5	.028	.042	.999
	Within Groups	165.611	250	.662		
	Total	165.750	255			
MGR LEVEL	Between Groups	16.644	5	3.329	5.559	.000
	Within Groups	149.696	250	.599		
	Total	166.340	255			

O. I-N4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	4.801	4	1.200	1.872	.116
	Within Groups	160.949	251	.641		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.394	4	1.099	1.703	.150
	Within Groups	161.946	251	.645		
	Total	166.340	255			

O. I-O1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	37.524	4	9.381	18.363	.000
	Within Groups	128.226	251	.511		
	Total	165.750	255			
MGR LEVEL	Between Groups	13.174	4	3.294	5.397	.000
	Within Groups	153.166	251	.610		
	Total	166.340	255			

O. I-O2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.773	3	.258	.394	.758
	Within Groups	164.977	252	.655		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.501	3	1.500	2.336	.074
	Within Groups	161.839	252	.642		
	Total	166.340	255			

O. I-O3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.398	4	.600	.921	.452
	Within Groups	163.352	251	.651		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.686	4	.671	1.030	.392
	Within Groups	163.654	251	.652		
	Total	166.340	255			

O. I-O4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.564	4	.391	.598	.665
	Within Groups	164.186	251	.654		
	Total	165.750	255			
MGR LEVEL	Between Groups	7.013	4	1.753	2.762	.028
	Within Groups	159.327	251	.635		
	Total	166.340	255			

O. I-P1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.920	4	.230	.350	.844
	Within Groups	164.830	251	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.547	4	.387	.589	.671
	Within Groups	164.793	251	.657		
	Total	166.340	255			

O. I-P2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	4.401	4	1.100	1.712	.148
	Within Groups	161.349	251	.643		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.755	4	1.189	1.846	.120
	Within Groups	161.585	251	.644		
	Total	166.340	255			

O. I-P3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	15.767	4	3.942	6.597	.000
	Within Groups	149.983	251	.598		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.306	4	.327	.497	.738
	Within Groups	165.034	251	.658		
	Total	166.340	255			

O. I-P4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.571	3	.190	.290	.832
	Within Groups	165.179	252	.655		
	Total	165.750	255			
MGR LEVEL	Between Groups	.502	3	.167	.254	.858
	Within Groups	165.838	252	.658		
	Total	166.340	255			

O. I-O1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.853	4	.213	.324	.861
	Within Groups	164.897	251	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	4.858	4	1.215	1.888	.113
	Within Groups	161.482	251	.643		
	Total	166.340	255			

O. I-O2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.875	4	.219	.333	.856
	Within Groups	164.875	251	.657		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.180	4	.295	.448	.773
	Within Groups	165.160	251	.658		
	Total	166.340	255			

O. I-R1

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	6.339	4	1.585	2.495	.043
	Within Groups	159.411	251	.635		
	Total	165.750	255			
MGR LEVEL	Between Groups	5.752	4	1.438	2.248	.064
	Within Groups	160.587	251	.640		
	Total	166.340	255			

O. I-R2

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.096	4	.524	.804	.524
	Within Groups	163.654	251	.652		
	Total	165.750	255			
MGR LEVEL	Between Groups	1.312	4	.328	.499	.736
	Within Groups	165.028	251	.657		
	Total	166.340	255			

Q. I-R3

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.833	4	.708	1.091	.361
	Within Groups	162.917	251	.649		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.351	4	.588	.900	.465
	Within Groups	163.989	251	.653		
	Total	166.340	255			

Q. I-R4

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.681	4	.920	1.425	.226
	Within Groups	162.069	251	.646		
	Total	165.750	255			
MGR LEVEL	Between Groups	2.309	4	.577	.883	.475
	Within Groups	164.031	251	.654		
	Total	166.340	255			

Q. I-R5

		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.344	4	.336	.513	.726
	Within Groups	164.406	251	.655		
	Total	165.750	255			
MGR LEVEL	Between Groups	3.032	4	.758	1.165	.327
	Within Groups	163.308	251	.651		
	Total	166.340	255			

Chi-Square Test Results for Testing Hypotheses

M1	Value	df	1 Asymp. Sig. (- sided)
Pearson Chi Square	19.638	8	0.01-
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.11.			
C8	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	17.137	8	0.0-9
a 9 cells (60.0%) have expected count less than 5. The minimum expected count is -.11.			
N4	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	14.837	8	.06-
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.--.			
P3	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	43.585	8	0.000
a 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.80.			
O1	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	-3.671	8	0.003
a 6 cells (40.0%) have expected count less than 5. The minimum expected count is 1.80			
P4	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	-1.685	8	0.0006
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .60			
N3	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	-6.48-	8	.001
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 1-.63.			
D4	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	-1.685	8	.006
a 6 cells (40.0%) have expected count less than 5. The minimum expected count is 1.50.			
	Value	df	Asymp. Sig. (- sided)
Pearson Chi Square	-1.356	8	.006
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.3-.			

Appendix G

FREQUENCY OF RESPONSES: SECTION II A

1.Team building is necessary for the success of the organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	202	78.9	78.9	78.9
	D	54	21.1	21.1	100.0
	Total	256	100.0	100.0	

2.There should be an increase in team work in the organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	198	77.3	77.3	77.3
	D	58	22.7	22.7	100.0
	Total	256	100.0	100.0	

3.Team work should replace individual work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	173	67.6	67.6	67.6
	D	83	32.4	32.4	100.0
	Total	256	100.0	100.0	

4.Teaming up at the top (CEO/CMD) level is most difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	208	81.3	81.3	81.3
	D	48	18.8	18.8	100.0
	Total	256	100.0	100.0	

5.External consultants can improve team's performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	216	84.4	84.4	84.4
	D	40	15.6	15.6	100.0
	Total	256	100.0	100.0	

6.Your team has failed often

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	37	14.5	14.5	14.5
	D	219	85.5	85.5	100.0
	Total	256	100.0	100.0	

7.A successful team promotes team building in the organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	227	88.7	88.7	88.7
	D	29	11.3	11.3	100.0
	Total	256	100.0	100.0	

8.A team's output is better if it is encouraged by the organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	234	91.4	91.4	91.4
	D	22	8.6	8.6	100.0
	Total	256	100.0	100.0	

9.Teams are primary unit of performance for increasing number of organisations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	139	54.3	54.3	54.3
	D	117	45.7	45.7	100.0
	Total	256	100.0	100.0	

10.There should be more and regular team-building sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	172	67.2	67.2	67.2
	D	84	32.8	32.8	100.0
	Total	256	100.0	100.0	

Appendix H

MEASURE OF CENTRAL TENDENCY: SECTION II A

		1.Team building is necessary fo the success of the organisation	2.There should be an increase in team work in the organisation	3.Team work should replace individual work	4.Teaming up at the top (CEO/CMD) level is most difficult	5.Extema consultant can improv team' performanc
N	Valid	256	256	256	256	25
	Missing	0	0	0	0	
Mean		1.211	1.227	1.324	1.188	1.15
Median		1.000	1.000	1.000	1.000	1.00
Mode		1.0	1.0	1.0	1.0	1.
Std. Deviation		.4088	.4194	.4690	.3911	.363

		6.Your team has failed often	7.A successfu team promotes team building i the organisation	8.A team's output is better if it is encouraged by the organisation	9.Teams are primary unit of performance for increasing number of organisations	10.Ther should b more an regula team buildin session
N	Valid	256	256	256	256	25
	Missing	0	0	0	0	
Mean		1.855	1.113	1.086	1.457	1.32
Median		2.000	1.000	1.000	1.000	1.00
Mode		2.0	1.0	1.0	1.0	1.
Std. Deviation		.3523	.3176	.2808	.4991	.470

Appendix I

One Way ANOVA for Section II A

II A1		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.054	1	.054	.084	.772
	Within Groups	164.754	254	.649		
	Total	164.809	255			
MGR LEVEL	Between Groups	.005	1	.005	.007	.933
	Within Groups	187.432	254	.738		
	Total	187.437	255			

II A2		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	2.048	1	2.048	3.197	.075
	Within Groups	162.760	254	.641		
	Total	164.809	255			
MGR LEVEL	Between Groups	.002	1	.002	.002	.961
	Within Groups	187.436	254	.738		
	Total	187.437	255			

II A3		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.942	1	.942	1.460	.228
	Within Groups	163.866	254	.645		
	Total	164.809	255			
MGR LEVEL	Between Groups	.000	1	.000	.000	.986
	Within Groups	187.437	254	.738		
	Total	187.437	255			

II A4		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	1.772	1	1.772	2.760	.098
	Within Groups	163.037	254	.642		
	Total	164.809	255			
MGR LEVEL	Between Groups	.194	1	.194	.263	.608
	Within Groups	187.244	254	.737		
	Total	187.437	255			

II A5		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.130	1	.130	.200	.655
	Within Groups	164.679	254	.648		
	Total	164.809	255			
MGR LEVEL	Between Groups	.000	1	.000	.001	.980
	Within Groups	187.437	254	.738		
	Total	187.437	255			

II A6		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.128	1	.128	.197	.657
	Within Groups	164.681	254	.648		
	Total	164.809	255			
MGR LEVEL	Between Groups	.337	1	.337	.457	.499
	Within Groups	187.101	254	.737		
	Total	187.438	255			

II A7		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.125	1	.125	.193	.661
	Within Groups	164.684	254	.648		
	Total	164.809	255			
MGR LEVEL	Between Groups	.105	1	.105	.142	.707
	Within Groups	187.333	254	.738		
	Total	187.438	255			

II A8		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.962	1	.962	1.491	.223
	Within Groups	163.847	254	.645		
	Total	164.809	255			
MGR LEVEL	Between Groups	.047	1	.047	.063	.802
	Within Groups	187.391	254	.738		
	Total	187.438	255			

II A9		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	.728	1	.728	1.127	.289
	Within Groups	164.081	254	.646		
	Within Groups	164.081	254	.646		
	Total	164.809	255			
	Total	164.809	255			
MGR LEVEL	Between Groups	.662	1	.662	.900	.344
MGR LEVEL	Between Groups	.662	1	.662	.900	.344
	Within Groups	186.776	254	.735		
	Within Groups	186.776	254	.735		
	Total	187.438	255			
	Total	187.438	255			

II A10		Sum of Squares	df	Mean Square	F	Sig.
SECTOR WISE	Between Groups	3.133	1	3.133	4.922	.027
SECTOR WISE	Between Groups	3.133	1	3.133	4.922	.027
	Within Groups	161.676	254	.637		
	Within Groups	161.676	254	.637		
	Total	164.809	255			
	Total	164.809	255			
MGR LEVEL	Between	.000	1	.000	.000	.992

L1. The team structure is laid down formally in the organisation	Accepted
L2. Team has members from all required specialisations.	Accepted
L3. Team members often change frequently.	Rejected
L4. The weakest link in the team is the cause of its failure	Inconclusive
L5. The team members feel themselves to be a part of the team.	Accepted
M1. Challenges bring out better performance within the team.	Rejected
M2. Difficulties lead to conflict within the team	Inconclusive
M3. The motivation within the team increases whenever challenging task is assigned to it.	Inconclusive
M4. Good leadership helps the team in facing challenging tasks.	Accepted
N1. Teams can be found in all departments/sections of the organisation.	Accepted
N2. Cross-functional teams exist within the organisation.	Inconclusive
N3. Good team performance in one department spurs growth of teams within the other departments.	Inconclusive
N4. Teaming-up opportunities are exploited by the organisation.	Inconclusive
O1. The team effort at the highest levels in the organisation is difficult.	Rejected
O2. Top hierarchy of the organisation prefers individual decisions vis-à-vis group decision.	Accepted
O3. There is difficulty in teambuilding efforts at highest levels of the organisation.	Accepted
O4. Top-level management promotes team decisions.	Accepted
P1. In case of a failure, the entire team is held responsible.	Rejected
P2. The team is accountable to the top management for its actions.	Inconclusive
P3. In case of outstanding performance the leader is appreciated more than the team members.	Accepted
P4. It is easier to hold an individual accountable rather than the entire team.	Accepted
Q1. Higher performance standards promote better teamwork.	Accepted
Q2. The team tends to achieve high standards whenever team cohesion is better.	Accepted
R1. The organisation has strong hierarchy system.	Accepted
R2. Hierarchy is given a lot of stress within the team.	Accepted
R3. Decision-making within the team is hierarchy based.	Accepted
R4. Team leadership is hierarchy based.	Accepted
R5. Star performers within the team generally get leadership of the team.	Accepted