5. GROUP CHARACTERISTICS

According to Cronje, Du Toit, Matlatla and de Marias (2003) groups have characteristics and they are as follows:

5.1. Structure

Whether it's a formal or informal group along the way that group takes up a structure and once the group has a structure, group members are differentiated by the roles they play. Each member in the group occupies a specific position.

5.2. Status hierarchy

The status that is assigned to a particular individual is the constant of the characteristics that you have as an individual. In the work situation we give status because of seniority, age, expertise.

5.3. Roles

Each position in the structure of the group has an associated role. Each role consists of a certain behaviour that is expected from that individual in that particular role she or he is playing. In this instinct there are two types of roles and these are perceived role and enacted role. Perceived role: is a set of behaviour that a person in a position believes he or she should act out. Enacted role: is a behaviour that a person actually caries out.

5.4. Norms and standards

The interaction between members of a group will eventually create group norms or generally accepted standards of behaviour which every member is expected to maintain. These norms are important to the group members and are designed for things that are significant to the group members. Norms may be written or not and are accepted by the members of the group in different degrees.

5.5. Leadership

A group will need a leader as he or she is the one who influences and guides the group. The success of the leader depends on the leadership qualities she or he possesses. In an informal group it is important that the leader makes his or her objectives the same as those of the business.

5.6. Followers and members

The success of the leader depends on whether group members are willing to accept his or her leadership. It is important therefore that managers and supervisors should also be good leaders.

5.7. Cohesiveness

Both formal and informal groups possess some form of closeness or commonness of attitude, behaviour and performance. The closeness then is referred to as cohesiveness. Cohesiveness then can be referred to as some form of force that is pulling the group members towards a common goal. Cohesiveness in a group may lead to higher performance.

5.8. End result

Groups exist because they want to achieve a common goal and members need to work together in order to achieve those goals. To any group the end result is what is important because that is where they get to evaluate if the group is indeed effective or not.

6. GROUP DEVELOPMENT

There are different opinions that exist in terms of how groups develop. According to Kreitner and Kinicki (1998) there is the five stage model of group development and according to Robbins (1991) there is also the punctuated- equilibrium model which high-light a consistent time-frame, within which groups change during their existence.

6.1. The five stage model of group development

Forming

This stage is characterised by uncertainty. The members are not certain of what is expected of them and are often scared that they will not measure up. The members are also not sure of the structure, leadership and roles in the group. They perform better once they start to see themselves as part of the group.

Storming

This stage is characterised by interpersonal conflict as group members will be competing against each other. Group's progress successfully through this stage when a clear leader has been chosen and accepted and a relatively clear hierarchy exist.

Norming

This stage is marked by cooperation and collaboration. During this stage members become aware of what behaviour is accepted or not. Members share information openly and are willing to listen to others. Close relationships develop and cohesiveness increases. The group progresses successfully through this stage when the group structure is relatively established, behavioural expectations are clear and the group is ready to function fully.

Performing

It is characterised by fully participation of all group members. Energy and effort are spent on the task at hand. The success of this stage is marked by goal attainment.

Adjourning

This stage marks the end of the group's existence. Emotions vary from satisfaction with achievements to a feeling of loss of friendship.

6.2. The punctuated equilibrium model

The punctuated equilibrium model has two phases:

The 1st phase: in this phase the first meeting sets the group's direction. Behavioural patterns and norms are firmly established. The behaviour at this first meeting will set the tone for their future interaction and behaviour. If the members "goof off" a lot and concentrate little on the task at hand, this will become the behavioural pattern for the future. If they strongly speak out against a member who is not present at the meeting, everyone will know that attendance is very important at future meetings. The group then becomes locked in a fixed course of action. A transition takes place at the end of the 1st phase, when the group has used up half of its allotted time. Exactly half way between the first meeting and the official deadline, members of the group realise that they have either done very little or taken the wrong course of action. Members tend to criticise each other and open conflict can occur. Heighten level of energy and activity mark this transition. New expectations are determined; goals are viewed, new perspectives adopted and alterative action taken.

Phase two: phase two is a new equilibrium or period. During this phase, plans adopted during the transition phase are carried out. The group is once again locked in fixed course of action. The group's last meetings is characterised by a burst of energy. Final changes have to

be negotiated, separated parts need to be integrated and everyone is anxious that they complete and reach the targeted goals.

When comparing the five stage model with the punctuated-equilibrium model one can say that the group goes through forming, norming and storming during the first meeting, followed by a stage of low performance then goes through another phase of storming and norming, followed by a phase of high performance before finally adjourning.

7. EFFECTIVE GROUP FUNCTION

Not every collection of people satisfies the definition of a group or functions effectively. The internal functioning of a group (i.e. its goals and patterns of interaction) develops over time and largely determines the success of the group in achieving its goals and satisfying the needs of its members. Effective groups have the following characteristics:

- The group knows the reason for existence

- There are guidelines or procedures for decision-making

- There is communication between the group members

- The members receive and render mutual assistance

- The members handle conflict within the group in a constructive manner

- The members diagnose their process and improve their own functioning

According to Nel, Van Dyk, aasbroek, G.D., Schultz, Sono and Werner (2006); there are various factors that influence the effectiveness and performance of a group and these are:

7.1. Group leadership

A leader is someone who has the ability to inspire group members to achieve group goals voluntarily and enthusiastically. Leadership influence depends on the type of power that a leader can exercise over followers, which vary from reward, coercive power, and legitimate power and expect power. Effective leaders have a concern for the task, as well as for the members of the group. Task behaviour expected from leaders includes planning, decision-making, organising and monitoring. People-function includes individual functions (such as meeting the needs of individual members, giving recognition, developing skills, and

providing opportunities). One most important function of a leader is to facilitate the developmental process of group members so that they can make a meaningful contribution to the attainment of group goals and experience satisfaction.

7.2. Roles

A role refers to a set of expected behaviour patterns associated with someone in a given position in a group (Mullins 1996). Each role has associated attitudes and behaviours which create role identity. Once group members know what their roles as well as the behaviours are that goes with those roles they find it easy to do their allocated work?

7.3. Group norms and conformity

The interaction within the group leads to the development of group norms. A norm is generally accepted standard of behaviour that each member of the group is supposed to maintain. Norms can be defined as accepted standards of behaviour within a group that are shared by the group's members (Robbins,1991). Norms may be formal and explicitly stated by the group leader and they can also be informal and based on interaction between group members. The success and continued existence of a group may depend on whether the members adhere to the group norms. Groups that lack strong norms are unlikely to be as stable, long-lived or satisfying for their members as groups with well-developed norms that are strongly supported by the members.

Conformity refers to the acceptance of a group's norms by its members. A group member can react to group norms in three different ways: he or she may reject them, conform to them, or only accept the important ones and ignore the ones that he or she thinks are not that important. The extent to which people conform to norms depends on a number of factors such as their values, personality, status and needs. Norms preserve a group's existence and survival; however blind conformity may counteract innovation as the creative ability of a member will be lost to the group conformity.

7.4. Status

Status refers to the relative social position a person has in comparison to other in the group (Stewart, Manz and Sims 2000). Status is important because it is a motivational factor and also influences the behaviour of those who experience disparity between what they believe

their status is and what they believe other perceive their status to be. Status can be formal or informal and is awarded as follows:

- Scalar status refers to status obtained through one's formal position in a group. A supervisor has status due to the authority associated with his position.

- Functional status is earned through the task one has to fulfil in the group.

- Achieved status is earned through hard work and effort and is based on one's qualifications and achievements.

- Ascribed status refers to inborn characteristics over which we have limited or no control such as attractiveness, gender, build and age.

7.5. Group size and composition

Size influences a group's overall performance, depending on the purpose of the group. Large groups (fifteen or more members) are generally preferred when a group has to produce divergent ideas or alternatives. A large group offers a greater range of combined experience and ideas. One negative aspect of a bigger group is social loafing. On the other hand smaller groups work faster and responsibility is more explicitly given to individuals.

Group composition relates to the extent to which group members are alike. A homogenous group share a number of similar characteristics such as race, gender, socio-economic background, education, age, and work experience or culture orientation. A heterogeneous group on the other hand, is composed of individuals who have few or no similar characteristics. A heterogeneous group will most likely be able to perform at a higher level in terms of creativity. However, for the group to reach high levels effectiveness, the group has to manage conflict constructively (Mullins, 1996).

7.6. Decision-making in groups

Groups are formed to make decisions and in order to get the most of group decision-making, appropriate decision-making techniques should be utilised namely:

Brainstorming: this process is frequently used to provide the maximum number of ideas in a short period of time.

Nominal group technique: this technique is excellent for ensuring full participation without individual domination.

Delphi technique; this technique is used where the group members are physically dispersed. Participants never meet face to face. A facilitator presents members with a carefully designed questionnaire to provide potential solutions to a well-defined problem. The questionnaires are completed independently and returned to the facilitator who summarises the results. These results are circulated back to the members who offer a second round input. The process is then continued until members reach consensus.

7.7. Communication

The only way through which we can establish and maintain relationships with other people is through communication. Communication is important in a group as it is the glue that binds the members together.

7.8. Conflict

In all groups some conflict is inevitable. Conflict can be defined as the process in which individuals feel that other individuals have frustrated their ability to achieve their goals (Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner 2006). Conflict in groups can be positive or negative depending on its consequences. Positive conflict is an energising force that spurs members to better alternatives and higher goals. It stimulates creative thinking and innovation. In a group where there is little or no conflict due to high level of cohesion and conformity, performance tends to be low. The status quo is seldom challenged. Negative conflict on the other hand occurs when goal attainment is frustrated because energy is spent on highlighting or resolving interpersonal differences rather than on goal attainment. Negative conflict can lead to chaos and a negative attitude that hinders constructive problem solving. In any group the levels of conflict must be minimal as too high and too low conflict leads to low performance.

8. INDIVIDUAL PERFORMANCE IN GROUPS

Individual performance in groups specifically looks at two issues; how people's work performance is affected by the presence of others and how performance is affected by the group size.

8.1. Social facilitation: Working in the presence of others

According to Greenberg and Baron (2008), social facilitation is the tendency where the presence of others sometimes to enhance an individual's performance and at times to impair it (i.e. IDOLS). This happens as a result of several basic psychological processes and together these processes or ideas are known as the drive theory of social facilitation. According to this theory, the presence of others increases arousal, which increases the tendency to perform the most dominant responses. If these responses are corr6ect, the resulting performance will be enhanced; if they are incorrect, the resulting performance will be impaired. Based on the process, performance may either be helped (if the task is well learned) or hindered (if the task is not well learned).

Even though people perform better on tasks in the presence of others if the task is very well learned and poorly if it is not; evaluation apprehension also influence one's performance. Evaluation apprehension is the fear of being evaluated or judged by another person (Greenberg and Baron 2008). For example; lower level employees may suffer evaluation apprehension if they are worried about what their supervisor thinks of their work.

8.2. Social loafing in computer-monitored groups

With the use of computers in today's workplace, it is not unusual for the presence of others to be "virtual" rather than physical in nature. That is, instead of having an individual who is physical present, to observe one's work, computerized performance monitoring makes it possible to observe others indirectly by computer an "electronic presence".

8.3. Social loafing: "free riding" when working with others

In free riding group members exert less individual effort on a group task. The phenomenon of social loafing is explained by social impact theory. According to this theory, the impact of any social force acting on a group is divided among its members. The larger the size of the group, the lower is the impact of its force on any one member. As a result, the more people who might contribute to the group's product, the less pressure each person faces to perform well that is, the responsibility for doing the job is diffused over more people thus social loafing occurs. Social loafing occurs because people are more interested in themselves (getting the most for themselves while doing the least) than their fellow group members (who are forced to do their work for them).

9. WAYS OF OVERCOMING SOCIAL LOAFING

According to Greenberg and Baron (2008) social loafing is a serious problem in organisations thus he came up with several ways in which social loafing can be overcome:

9.1. Make each performer identifiable

Social loafing may occur when people feel they can get away with taking it easy so in order to overcome that the company can display each individual's contribution where it can be seen by others (i.e. weekly sales figures posted on notice board) then people are less likely to slack off than when overall group performance is made available.

9.2. Make work tasks more important and interesting

People are unlikely to go along for free rides when the task they are performing is believed to be vital to the organisation; for example the less meaningful salespeople believe their jobs are, the more they engage in social loafing especially when they think their supervisors know little about how well they are working. To help in this regard, corporate officials should deliberately attempt to make jobs more intrinsically interesting to employees.

9.3. Reward individuals for contributing to their group performance

Rewarding individuals will encourage their interest in their group's performance. Doing this may help employees focus more on collective concerns and less on individual concerns, increasing their obligations to their fellow group members. This is important, of course, in that the success of an organisation is more likely to be influenced by the collective efforts of groups than by the individual contribution of any one member.

9.4. Use punishment threats

Social loafing is a potent force and one that can be a serious threat to the organisation performance. But, it can be controlled by making punishment threats thus eliminating the social loafing effect.

10. WORK TEAMS

In general, work teams are most useful where job content changes frequently and employees with limited skills and a specific set of duties are unable to cope. Teams exist within a larger organisation and interact with other teams and with the organisation. Teams are one way for organisations to gather input from members and to provide organisation members with a

sense of involvement in the pursuit of organisational goals. Further, teams allow organisations flexibility in assigning members to projects and allow for cross-functional teams to be formed.

11. WORK TEAM PURPOSE

According to Stott and Walker (1995); the purpose of creating teams is to provide a framework that will increase the ability of employees to participate in planning, problem solving and decision making to better serve customers. Increased participation promotes

- Better understanding of decision

- More support for participation in implementing plans

- Increased contribution to problem solving and decision making

- More ownership of decisions, process and changes

12. TYPES OF TEAMS

According to Johnson, Heiman and O'Neill (2001), there is six major types of work teams and these are:

12.1. Informal teams

Informal teams are generally formed for social purposes. They can help to facilitate employee pursuits of common concern, such as improving work conditions. More frequently however, these teams form out of set of common concern and interest, which may or may not be the same as the organisations. Leaders of these teams generally emerge from the membership and are not appointed by anyone in the organisation.

12.2. Traditional teams

Traditional teams are the organisational teams commonly thought of as departments or functional areas. Leaders or managers of these teams are appointed by the organisation and have legitimate power in the team. The team is expected to produce a product, deliver a service or perform a function that the organisation has assigned.

12.3. Problem-solving teams

Problem-solving teams or task force are formed when a problem arises that cannot be solved within the standard organisational structure. These teams are generally cross-functional; that is, the members come from different areas of the organisation and are charged with findings solution to the problem.

12.4. Leadership teams

Leadership teams are generally of management brought together to span the boundaries between different functions in the organisation. In order for a product to be delivered to market, the head of finance, production and marketing must interact and come up with a common strategy for the product. At top management level, teams are used in developing goals and strategies direction for the firm as a whole.

12.5. Self-directed teams

Self-directed teams are given autonomy over deciding how a job will be done. These teams are provided with a goal by the organisation and then determine how to achieve that goal. Frequently there is no assigned manager or leader and very few, if any, status differences exist among the team members. These teams are commonly allocated to choose new team members, decide on work assignments and may be given responsibility for evaluating team members. They must meet quality standards and interact with both buyers and suppliers, but otherwise have great freedom in determining what the team does. Teams form around a particular project and a leader emerge for that project.

12.6. Virtual teams

Technology is impacting how teams meet and function. Collaborative software and conferencing systems have improved the ability for employees to meet, conduct business, share documents and make decisions without ever being in the same location. While the basic dynamics of other types of teams may still be relevant, the dynamics and management of virtual teams can be very difficult. Issues can arise with a lack of facial or auditory clues; members must be taken at their word, even when video-conferencing tools are used. Accountability is impacted by taking a team virtual each member is accountable for their tasks and to the team as a whole usually with minimum supervision. Key factors in the success of a virtual team are effective formation of the team, trust and collaboration between members and excellent communication.

13. CHARACTERISTICS OF EFFECTIVE TEAMS

According to Gold (2005); some characteristics of effective teams are clear direction and responsibilities, knowledgeable members, reasonable operating procedures, good interpersonal relationships, shared success and failures, and good external relationships.

13.1. Clear direction

Clear direction means that the team is given a clear and distinct goal. The team may be empowered to determine how to achieve that goal, but management, when forming the team, generally sets the goal. A clear direction also means that team outcomes are measurable.

13.2. Clear responsibility

Clear responsibilities means that each team member understands what is expected of her or him within the team. The roles must be clear and interesting to the team members. Each team member needs to be able to rely on all the other members to carry out their roles so that the team can function effectively. Otherwise, one or two team members come to feel that they are doing all the work. This is one of the reasons so many individuals are initially reluctant to join teams.

13.3. Knowledgeable members

An effective team will be comprised of individuals who have the skills and knowledge necessary to complete the team's task. Cooperation is essential at an early stage in inventorying the skills and knowledge each member brings to the team, and working to determine how to utilize those skills to accomplish the team task.

13.4. Reasonable operating procedures

All teams need a set of rules by which they operate. Sports teams for example, operate according to a clearly laid-out set of rules about how the game is played. Similarly, work teams need a set of procedures to guide meetings, decision making, planning, division of tasks, and progress evaluation. Setting, and sticking to, procedures helps team members become comfortable relying on one another.

13.5. Interpersonal relationships

Teams are composed of diverse individuals, each of whom comes to the team with his or her own set of values. Understanding and celebrating this diversity helps to make a stronger, more effective team.

13.6. Sharing success and failures

Everyone wants to feel appreciated. Within a team, members should be willing to express their appreciation, as well their criticisms, of others' efforts. Similarly, the organization must be willing to reward the team for successful completion of a task and hold all members responsible for failure.

13.7. External relationship

In the process of building a strong team, groups external to the team are frequently ignored. In order for the team to successfully complete its task, it cannot operate in isolation from the rest of the organization. Teams need help from people within the organization who control important resources. Establishing clear lines of communication with these people early on will facilitate the completion of the team's task.

14. DEVELOPING TEAMS SUCCESSFULLY

Although there is no one best way of developing a successful team (Kirkman and Shapiro 1997), stated the following 8 aspects:

- Clear goals
- Decision making authority
- Accountability and responsibility
- Effective leadership
- Training and development
- Resources
- Organisational support
- Rewards for team success

14.1. Clear goals

Goals should be specific enough to give the team direction. For example, to raise market share by ten percent in six months provides more guidance than simply to raise market share. A goal should also state the ends, rather than the means. This gives teams the freedom to work out how best to achieve the goal (Carr, 1992). Associated with providing clear goals is the development of meaningful and acceptable performance measures so that the team members can feel confident in their own achievements.

14.2. Decision making authority

Teams require decision making authority and, therefore, a certain level of empowerment in order to carry out their work efficiently. Without this authority they would need to get approval for their ideas and these ideas may be rejected before they are either proven or not proven. For innovation to occur, teams must be allowed to experiment. However, to avoid costly mistakes, it is appropriate to give teams this authority within certain boundaries. It may also be necessary to hand over authority on a gradual basis so team members are not overwhelmed by their newly-acquired authority (Brower, 1995). People are able to empower themselves through a clear focus and the removal of the sense of fear in what they do (Wilson, 1996).

14.3. Accountability and responsibility

If teams are to enjoy decision making authority, they must also be prepared to be accountable and responsible for their actions. This does not suggest that some failures are not permitted. It does suggest that teams need to monitor customer expectations and also their own performance. If their goals are not being met or customer expectations are not being satisfied, then their approach and methods will need some adjustment (Brower, 1995). The acceptance of accountability and responsibility is also associated with the establishment of a positive and productive set of team norms. Work teams can behave similarly to adults in a family environment by developing norms that improve cohesion of the team (Wilson, 1996). Such norms may include sensibility, responsibility, supporting each other, and having fun.

14.4. Effective leadership

Managers and supervisors who become team leaders experience a significant change of role. Team leaders do not direct or control work, but instead work as coaches and mentors (Carr, 1992). Effective communication, leadership and consulting skills will be required which may

necessitate training and development. A new mindset is also required. Team leaders concerned with a loss of power need to understand that their new role is pertinent to the success of the teams, and that their knowledge is required now more than ever. The issue is not about the erosion of power, but a shift in the source of power — from legitimate to knowledge based (Robbins, 1991).

14.5. Training and development

In any work team, team members are likely to require training. Employees may need to learn new skills such as budgeting, computing, public relations and marketing, as well as skills which allow them to work together effectively, such as effective communication, confliction resolution and problem solving. Training and development are enabling factors that allow team members and leaders to take on new responsibilities. Where team members possess inadequate work skills and knowledge, teams are less likely to succeed.

14.6. Resources

For teams to operate effectively they must have access to resources. These resources can include money, time, equipment, technology, people and information (Robbins, 1991). Provision of resources requires trust on the part of the organisation and responsibility on the part of the team members. Like authority, resources should not, and cannot, be unlimited and should perhaps be given to employees gradually. (Brower, 1995)

14.7. Organisational support

Teams cannot operate without the support and commitment of middle and upper management, (Brower, 1995). Therefore, changes must be initiated by those from the top of the organizational hierarchy, rather than those on the shop floor. Any improvements that result from a shop floor initiative may be seen as management incompetence and are not likely to be supported by management (Robbins, 1991). A nurturing environment with a collaborative climate provides the support and encouragement that teams need for job performance (Margulies and Kleiner; 1995).

14.8. Rewards for team success

An emphasis on individual rewards undermines the effectiveness of team-based work and encourages team members to strive for individual performance goals that may not be congruent with the goals of the team. A team-based reward system should reward employees

for teamwork and contributions to team success. One example of such a system is a gain sharing plan whereby ideas that are successful and profitable result in the entire team being rewarded (Margulies and Kleiner; 1995).

A problem that may occur with team-based rewards is the problem of social loafing.
This occurs when the efforts of one or more members of the team decreases and is more likely to occur in teams that are excessively large (Greenberg and Baron, 2008). Where team-based rewards are used, social loafers are rewarded similarly to other team members who are responsible for the group performance. This is not an argument for a reward system based on individual efforts, but rather an argument for the necessity of team-based discipline to accompany the team-based reward system.

15. SELECTING THE TEAM MEMBERS

According to Stewart, Manz & Sims (2000); forming an effective team is more complex than simply throwing a group of people together, assigning them a task, and hoping for the best. Potential team members need to be interviewed and their skills and knowledge should be assessed. Issues to consider in selecting team members include: the individual's motivation with respect to both the team and the task at hand; the attitudes and goals of potential team members; potential problems with intra-group relationships; and potential problems with relationships with external groups.

The organization needs to first assess what the skills, knowledge, and attitudes of potential team members should be. What are the tasks that need to be accomplished for the team to be successful? Have managers analyzed the jobs and developed an inventory of required skills and knowledge?

Once these steps have been completed, potential team members can be interviewed. Among the issues the interview process should cover are:

- What strengths does the individual bring to the team?
- What is she or he is willing to work on improving?
- What problem solving style does the individual employ?
- Can she or he share information in an effective manner?

- Does the individual have good listening skills?
- Can the individual provide constructive feedback?

It is important to remember that effective teams are generally made up of a variety of personalities. The selection process needs to be structured so that it is not biased toward one personality type. An effective team needs both the thoughtful, detail-oriented individuals, as well as the outgoing, insightful individuals. Additional considerations for building an effective team should be identified. There are four important factors to consider when selecting team members and these are: years of professional work experience; frequency of team participation; type of team training and situational entry to team assignments (volunteered, assigned, and requested). These factors can be effectively utilized by management when selecting team members to increase the opportunity for overall success.

16. ORGANIZATIONAL BENEFITS OF TEAMS

The major impetus for organizations to embrace the team concept is the effort to improve productivity and quality. Teams are a key component of many total quality management programs. In addition to improved productivity and quality, some of an organization's major benefits from the use of teams are improved quality of work life for employees, reduced absenteeism and turnover, increased innovation, and improved organizational adaptability and flexibility. Effective implementation of teams can also improve office politics by improving the communication and trust between the team members. (Stott, and Walker, 1995)

16.1. Improved quality of work life
Effective teams frequently improve the quality of work life for the employees. An effective team is generally one in which members are empowered to make decisions about how to get work done. Giving team members authority and control over the work processes reduces the amount of external control and increases the sense of ownership and accountability for the work being done. This helps to create a satisfying and rewarding work environment.

16.2. Lower absenteeism turnover

A satisfying and rewarding work environment helps to lower absenteeism and turnover. Teams are particularly effective in this area. Membership in a work team gives an employee a sense of belonging, interaction with others on a regular basis, and recognition of achievements. All of these help to eliminate a sense of isolation within the organization. Team members identify with and feel pride in the work they are doing and come to rely on one another being there. At some companies, employees are evaluated based on their contribution to their team's efforts.

16.3. Increased innovation

Johnson and Johnson is an excellent example of a firm that utilizes the team concept and has a strong record of innovation. J&J is a multinational company structured around the concept of small plants (no more than 250 employees) where everyone works in teams. Everyone is allowed to experiment with the products and develop new uses. The result is that J&J has a continuous stream of patent applications and has been successful in developing new products in areas as diverse as baby products, body lotion, and face products

16.4. Organisational adaptation and flexibility

During the 1980s Ford was able to reduce its automobile design cycle by implementing Team Taurus. Through the early involvement of employees from planning, designing, engineering, and manufacturing, the company was able to eliminate some of the bottlenecks that had delayed the design process. The involvement of suppliers and assembly workers helped to decrease the number of parts involved and lower costs. Reducing the time from design to manufacture helped Ford to be more responsive to market changes and increase its market share in the 1980s and '90s.

Teams are not appropriate for all organizations or in all types of businesses. Behavioral scientists are still working to determine exactly when teams will be most effective, what motivates team members, what types of business can best benefit from the implementation of teams, and so on. (Heap, 1996)

17. CHALLENGES PRESENTED BY TEAMWORK

According to (Nel, Van Dyk, Haasbroek, Schultz, Sono, and Werner, 2006); the implementation of teams is, fundamentally, an organizational change and development process. Teams are, therefore, susceptible to all the challenges that can occur during any organizational change process. In particular, employee resistance may result where employees are required to work with other employees with whom they are unfamiliar and one way in which this can be overcome is through teambuilding. Teambuilding attempts to 'improve group performance by improving communication, reducing conflict, and generating greater cohesion and commitment among work group members'.

Employee resistance may also result for other reasons. For example, teamwork may require job enlargement. This often occurs when individuals are required to perform their conventional roles as well as their team duties. In this situation, it may be necessary to either reduce some of their duties or to change the system of compensation and rewards. Along with job enlargement, teamwork is often associated with empowerment, ownership and added responsibility. Managers often assume that individuals prefer to be involved in decision making, rather than simply being told what to do. While this may be true in most cases, it is not true in all cases. This may result in alienation for some employees, which may then lead to job dissatisfaction, labour turnover and or decreased performance. While there is no simple remedy for this problem, training or a change of position within the organisation may be possible.

Another problem associated with teams occurs when the teams are not trusted enough to make major decisions. As a result, teams and the organization to which they belong, are not reaching their full potential. Where teams are required to seek permission before implementing ideas, timeliness and ownership are reduced.
Innovation is also reduced as teams are forced to suggest solutions that are likely to be accepted (Nahavandi and Aranda; 1994). Furthermore, team members may believe that management is merely paying lip service to the fundamental ideas of teamwork. This will almost certainly reduce employee morale.

5. GROUP CHARACTERISTICS

According to Cronje, Du Toit, Matlatla and de Marias (2003) groups have characteristics and they are as follows:

5.1. Structure

Whether it's a formal or informal group along the way that group takes up a structure and once the group has a structure, group members are differentiated by the roles they play. Each member in the group occupies a specific position.

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The status that is assigned to a particular individual is the constant of the characteristics that you have as an individual. In the work situation we give status because of seniority, age, expertise.

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Each position in the structure of the group has an associated role. Each role consists of a certain behaviour that is expected from that individual in that particular role she or he is playing. In this instinct there are two types of roles and these are perceived role and enacted role. Perceived role: is a set of behaviour that a person in a position believes he or she should act out. Enacted role: is a behaviour that a person actually caries out.

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The interaction between members of a group will eventually create group norms or generally accepted standards of behaviour which every member is expected to maintain. These norms are important to the group members and are designed for things that are significant to the group members. Norms may be written or not and are accepted by the members of the group in different degrees.

5.5. Leadership

A group will need a leader as he or she is the one who influences and guides the group. The success of the leader depends on the leadership qualities she or he possesses. In an informal group it is important that the leader makes his or her objectives the same as those of the business.

5.6. Followers and members

The success of the leader depends on whether group members are willing to accept his or her leadership. It is important therefore that managers and supervisors should also be good leaders.

5.7. Cohesiveness

Both formal and informal groups possess some form of closeness or commonness of attitude, behaviour and performance. The closeness then is referred to as cohesiveness. Cohesiveness then can be referred to as some form of force that is pulling the group members towards a common goal. Cohesiveness in a group may lead to higher performance.

5.8. End result

Groups exist because they want to achieve a common goal and members need to work together in order to achieve those goals. To any group the end result is what is important because that is where they get to evaluate if the group is indeed effective or not.

6. GROUP DEVELOPMENT

There are different opinions that exist in terms of how groups develop. According to Kreitner and Kinicki (1998) there is the five stage model of group development and according to Robbins (1991) there is also the punctuated- equilibrium model which high-light a consistent time-frame, within which groups change during their existence.

6.1. The five stage model of group development

Forming

This stage is characterised by uncertainty. The members are not certain of what is expected of them and are often scared that they will not measure up. The members are also not sure of the structure, leadership and roles in the group. They perform better once they start to see themselves as part of the group.

Storming

This stage is characterised by interpersonal conflict as group members will be competing against each other. Group's progress successfully through this stage when a clear leader has been chosen and accepted and a relatively clear hierarchy exist.

Norming

This stage is marked by cooperation and collaboration. During this stage members become aware of what behaviour is accepted or not. Members share information openly and are willing to listen to others. Close relationships develop and cohesiveness increases. The group progresses successfully through this stage when the group structure is relatively established, behavioural expectations are clear and the group is ready to function fully.

Performing

It is characterised by fully participation of all group members. Energy and effort are spent on the task at hand. The success of this stage is marked by goal attainment.

Adjourning

This stage marks the end of the group's existence. Emotions vary from satisfaction with achievements to a feeling of loss of friendship.

6.2. The punctuated equilibrium model

The punctuated equilibrium model has two phases:

The 1st phase: in this phase the first meeting sets the group's direction. Behavioural patterns and norms are firmly established. The behaviour at this first meeting will set the tone for their future interaction and behaviour. If the members "goof off" a lot and concentrate little on the task at hand, this will become the behavioural pattern for the future. If they strongly speak out against a member who is not present at the meeting, everyone will know that attendance is very important at future meetings. The group then becomes locked in a fixed course of action. A transition takes place at the end of the 1st phase, when the group has used up half of its allotted time. Exactly half way between the first meeting and the official deadline, members of the group realise that they have either done very little or taken the wrong course of action. Members tend to criticise each other and open conflict can occur. Heighten level of energy and activity mark this transition. New expectations are determined; goals are viewed, new perspectives adopted and alterative action taken.

Phase two: phase two is a new equilibrium or period. During this phase, plans adopted during the transition phase are carried out. The group is once again locked in fixed course of action. The group's last meetings is characterised by a burst of energy. Final changes have to

be negotiated, separated parts need to be integrated and everyone is anxious that they complete and reach the targeted goals.

When comparing the five stage model with the punctuated-equilibrium model one can say that the group goes through forming, norming and storming during the first meeting, followed by a stage of low performance then goes through another phase of storming and norming, followed by a phase of high performance before finally adjourning.

7. EFFECTIVE GROUP FUNCTION

Not every collection of people satisfies the definition of a group or functions effectively. The internal functioning of a group (i.e. its goals and patterns of interaction) develops over time and largely determines the success of the group in achieving its goals and satisfying the needs of its members. Effective groups have the following characteristics:

- The group knows the reason for existence

- There are guidelines or procedures for decision-making

- There is communication between the group members

- The members receive and render mutual assistance

- The members handle conflict within the group in a constructive manner

- The members diagnose their process and improve their own functioning

According to Nel, Van Dyk, aasbroek, G.D., Schultz, Sono and Werner (2006); there are various factors that influence the effectiveness and performance of a group and these are:

7.1. Group leadership

A leader is someone who has the ability to inspire group members to achieve group goals voluntarily and enthusiastically. Leadership influence depends on the type of power that a leader can exercise over followers, which vary from reward, coercive power, and legitimate power and expect power. Effective leaders have a concern for the task, as well as for the members of the group. Task behaviour expected from leaders includes planning, decision-making, organising and monitoring. People-function includes individual functions (such as meeting the needs of individual members, giving recognition, developing skills, and

providing opportunities). One most important function of a leader is to facilitate the developmental process of group members so that they can make a meaningful contribution to the attainment of group goals and experience satisfaction.

7.2. Roles

A role refers to a set of expected behaviour patterns associated with someone in a given position in a group (Mullins 1996). Each role has associated attitudes and behaviours which create role identity. Once group members know what their roles as well as the behaviours are that goes with those roles they find it easy to do their allocated work?

7.3. Group norms and conformity

The interaction within the group leads to the development of group norms. A norm is generally accepted standard of behaviour that each member of the group is supposed to maintain. Norms can be defined as accepted standards of behaviour within a group that are shared by the group's members (Robbins,1991). Norms may be formal and explicitly stated by the group leader and they can also be informal and based on interaction between group members. The success and continued existence of a group may depend on whether the members adhere to the group norms. Groups that lack strong norms are unlikely to be as stable, long-lived or satisfying for their members as groups with well-developed norms that are strongly supported by the members.

Conformity refers to the acceptance of a group's norms by its members. A group member can react to group norms in three different ways: he or she may reject them, conform to them, or only accept the important ones and ignore the ones that he or she thinks are not that important. The extent to which people conform to norms depends on a number of factors such as their values, personality, status and needs. Norms preserve a group's existence and survival; however blind conformity may counteract innovation as the creative ability of a member will be lost to the group conformity.

7.4. Status

Status refers to the relative social position a person has in comparison to other in the group (Stewart, Manz and Sims 2000). Status is important because it is a motivational factor and also influences the behaviour of those who experience disparity between what they believe

their status is and what they believe other perceive their status to be. Status can be formal or informal and is awarded as follows:

- Scalar status refers to status obtained through one's formal position in a group. A supervisor has status due to the authority associated with his position.

- Functional status is earned through the task one has to fulfil in the group.

- Achieved status is earned through hard work and effort and is based on one's qualifications and achievements.

- Ascribed status refers to inborn characteristics over which we have limited or no control such as attractiveness, gender, build and age.

7.5. Group size and composition

Size influences a group's overall performance, depending on the purpose of the group. Large groups (fifteen or more members) are generally preferred when a group has to produce divergent ideas or alternatives. A large group offers a greater range of combined experience and ideas. One negative aspect of a bigger group is social loafing. On the other hand smaller groups work faster and responsibility is more explicitly given to individuals.

Group composition relates to the extent to which group members are alike. A homogenous group share a number of similar characteristics such as race, gender, socio-economic background, education, age, and work experience or culture orientation. A heterogeneous group on the other hand, is composed of individuals who have few or no similar characteristics. A heterogeneous group will most likely be able to perform at a higher level in terms of creativity. However, for the group to reach high levels effectiveness, the group has to manage conflict constructively (Mullins, 1996).

7.6. Decision-making in groups

Groups are formed to make decisions and in order to get the most of group decision-making, appropriate decision-making techniques should be utilised namely:

Brainstorming: this process is frequently used to provide the maximum number of ideas in a short period of time.

Nominal group technique: this technique is excellent for ensuring full participation without individual domination.

Delphi technique; this technique is used where the group members are physically dispersed. Participants never meet face to face. A facilitator presents members with a carefully designed questionnaire to provide potential solutions to a well-defined problem. The questionnaires are completed independently and returned to the facilitator who summarises the results. These results are circulated back to the members who offer a second round input. The process is then continued until members reach consensus.

7.7. Communication

The only way through which we can establish and maintain relationships with other people is through communication. Communication is important in a group as it is the glue that binds the members together.

7.8. Conflict

In all groups some conflict is inevitable. Conflict can be defined as the process in which individuals feel that other individuals have frustrated their ability to achieve their goals (Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner 2006). Conflict in groups can be positive or negative depending on its consequences. Positive conflict is an energising force that spurs members to better alternatives and higher goals. It stimulates creative thinking and innovation. In a group where there is little or no conflict due to high level of cohesion and conformity, performance tends to be low. The status quo is seldom challenged. Negative conflict on the other hand occurs when goal attainment is frustrated because energy is spent on highlighting or resolving interpersonal differences rather than on goal attainment. Negative conflict can lead to chaos and a negative attitude that hinders constructive problem solving. In any group the levels of conflict must be minimal as too high and too low conflict leads to low performance.

8. INDIVIDUAL PERFORMANCE IN GROUPS

Individual performance in groups specifically looks at two issues; how people's work performance is affected by the presence of others and how performance is affected by the group size.

8.1. Social facilitation: Working in the presence of others

According to Greenberg and Baron (2008), social facilitation is the tendency where the presence of others sometimes to enhance an individual's performance and at times to impair it (i.e. IDOLS). This happens as a result of several basic psychological processes and together these processes or ideas are known as the drive theory of social facilitation. According to this theory, the presence of others increases arousal, which increases the tendency to perform the most dominant responses. If these responses are corr6ect, the resulting performance will be enhanced; if they are incorrect, the resulting performance will be impaired. Based on the process, performance may either be helped (if the task is well learned) or hindered (if the task is not well learned).

Even though people perform better on tasks in the presence of others if the task is very well learned and poorly if it is not; evaluation apprehension also influence one's performance. Evaluation apprehension is the fear of being evaluated or judged by another person (Greenberg and Baron 2008). For example; lower level employees may suffer evaluation apprehension if they are worried about what their supervisor thinks of their work.

8.2. Social loafing in computer-monitored groups

With the use of computers in today's workplace, it is not unusual for the presence of others to be "virtual" rather than physical in nature. That is, instead of having an individual who is physical present, to observe one's work, computerized performance monitoring makes it possible to observe others indirectly by computer an "electronic presence".

8.3. Social loafing: "free riding" when working with others

In free riding group members exert less individual effort on a group task. The phenomenon of social loafing is explained by social impact theory. According to this theory, the impact of any social force acting on a group is divided among its members. The larger the size of the group, the lower is the impact of its force on any one member. As a result, the more people who might contribute to the group's product, the less pressure each person faces to perform well that is, the responsibility for doing the job is diffused over more people thus social loafing occurs. Social loafing occurs because people are more interested in themselves (getting the most for themselves while doing the least) than their fellow group members (who are forced to do their work for them).

9. WAYS OF OVERCOMING SOCIAL LOAFING

According to Greenberg and Baron (2008) social loafing is a serious problem in organisations thus he came up with several ways in which social loafing can be overcome:

9.1. Make each performer identifiable

Social loafing may occur when people feel they can get away with taking it easy so in order to overcome that the company can display each individual's contribution where it can be seen by others (i.e. weekly sales figures posted on notice board) then people are less likely to slack off than when overall group performance is made available.

9.2. Make work tasks more important and interesting

People are unlikely to go along for free rides when the task they are performing is believed to be vital to the organisation; for example the less meaningful salespeople believe their jobs are, the more they engage in social loafing especially when they think their supervisors know little about how well they are working. To help in this regard, corporate officials should deliberately attempt to make jobs more intrinsically interesting to employees.

9.3. Reward individuals for contributing to their group performance

Rewarding individuals will encourage their interest in their group's performance. Doing this may help employees focus more on collective concerns and less on individual concerns, increasing their obligations to their fellow group members. This is important, of course, in that the success of an organisation is more likely to be influenced by the collective efforts of groups than by the individual contribution of any one member.

9.4. Use punishment threats

Social loafing is a potent force and one that can be a serious threat to the organisation performance. But, it can be controlled by making punishment threats thus eliminating the social loafing effect.

10. WORK TEAMS

In general, work teams are most useful where job content changes frequently and employees with limited skills and a specific set of duties are unable to cope. Teams exist within a larger organisation and interact with other teams and with the organisation. Teams are one way for organisations to gather input from members and to provide organisation members with a

sense of involvement in the pursuit of organisational goals. Further, teams allow organisations flexibility in assigning members to projects and allow for cross-functional teams to be formed.

11. WORK TEAM PURPOSE

According to Stott and Walker (1995); the purpose of creating teams is to provide a framework that will increase the ability of employees to participate in planning, problem solving and decision making to better serve customers. Increased participation promotes

- Better understanding of decision

- More support for participation in implementing plans

- Increased contribution to problem solving and decision making

- More ownership of decisions, process and changes

12. TYPES OF TEAMS

According to Johnson, Heiman and O'Neill (2001), there is six major types of work teams and these are:

12.1. Informal teams

Informal teams are generally formed for social purposes. They can help to facilitate employee pursuits of common concern, such as improving work conditions. More frequently however, these teams form out of set of common concern and interest, which may or may not be the same as the organisations. Leaders of these teams generally emerge from the membership and are not appointed by anyone in the organisation.

12.2. Traditional teams

Traditional teams are the organisational teams commonly thought of as departments or functional areas. Leaders or managers of these teams are appointed by the organisation and have legitimate power in the team. The team is expected to produce a product, deliver a service or perform a function that the organisation has assigned.

12.3. Problem-solving teams

Problem-solving teams or task force are formed when a problem arises that cannot be solved within the standard organisational structure. These teams are generally cross-functional; that is, the members come from different areas of the organisation and are charged with findings solution to the problem.

12.4. Leadership teams

Leadership teams are generally of management brought together to span the boundaries between different functions in the organisation. In order for a product to be delivered to market, the head of finance, production and marketing must interact and come up with a common strategy for the product. At top management level, teams are used in developing goals and strategies direction for the firm as a whole.

12.5. Self-directed teams

Self-directed teams are given autonomy over deciding how a job will be done. These teams are provided with a goal by the organisation and then determine how to achieve that goal. Frequently there is no assigned manager or leader and very few, if any, status differences exist among the team members. These teams are commonly allocated to choose new team members, decide on work assignments and may be given responsibility for evaluating team members. They must meet quality standards and interact with both buyers and suppliers, but otherwise have great freedom in determining what the team does. Teams form around a particular project and a leader emerge for that project.

12.6. Virtual teams

Technology is impacting how teams meet and function. Collaborative software and conferencing systems have improved the ability for employees to meet, conduct business, share documents and make decisions without ever being in the same location. While the basic dynamics of other types of teams may still be relevant, the dynamics and management of virtual teams can be very difficult. Issues can arise with a lack of facial or auditory clues; members must be taken at their word, even when video-conferencing tools are used. Accountability is impacted by taking a team virtual each member is accountable for their tasks and to the team as a whole usually with minimum supervision. Key factors in the success of a virtual team are effective formation of the team, trust and collaboration between members and excellent communication.

13. CHARACTERISTICS OF EFFECTIVE TEAMS

According to Gold (2005); some characteristics of effective teams are clear direction and responsibilities, knowledgeable members, reasonable operating procedures, good interpersonal relationships, shared success and failures, and good external relationships.

13.1. Clear direction

Clear direction means that the team is given a clear and distinct goal. The team may be empowered to determine how to achieve that goal, but management, when forming the team, generally sets the goal. A clear direction also means that team outcomes are measurable.

13.2. Clear responsibility

Clear responsibilities means that each team member understands what is expected of her or him within the team. The roles must be clear and interesting to the team members. Each team member needs to be able to rely on all the other members to carry out their roles so that the team can function effectively. Otherwise, one or two team members come to feel that they are doing all the work. This is one of the reasons so many individuals are initially reluctant to join teams.

13.3. Knowledgeable members

An effective team will be comprised of individuals who have the skills and knowledge necessary to complete the team's task. Cooperation is essential at an early stage in inventorying the skills and knowledge each member brings to the team, and working to determine how to utilize those skills to accomplish the team task.

13.4. Reasonable operating procedures

All teams need a set of rules by which they operate. Sports teams for example, operate according to a clearly laid-out set of rules about how the game is played. Similarly, work teams need a set of procedures to guide meetings, decision making, planning, division of tasks, and progress evaluation. Setting, and sticking to, procedures helps team members become comfortable relying on one another.

13.5. Interpersonal relationships

Teams are composed of diverse individuals, each of whom comes to the team with his or her own set of values. Understanding and celebrating this diversity helps to make a stronger, more effective team.

13.6. Sharing success and failures

Everyone wants to feel appreciated. Within a team, members should be willing to express their appreciation, as well their criticisms, of others' efforts. Similarly, the organization must be willing to reward the team for successful completion of a task and hold all members responsible for failure.

13.7. External relationship

In the process of building a strong team, groups external to the team are frequently ignored. In order for the team to successfully complete its task, it cannot operate in isolation from the rest of the organization. Teams need help from people within the organization who control important resources. Establishing clear lines of communication with these people early on will facilitate the completion of the team's task.

14. DEVELOPING TEAMS SUCCESSFULLY

Although there is no one best way of developing a successful team (Kirkman and Shapiro 1997), stated the following 8 aspects:
- Clear goals
- Decision making authority
- Accountability and responsibility
- Effective leadership
- Training and development
- Resources
- Organisational support
- Rewards for team success

14.1. Clear goals

Goals should be specific enough to give the team direction. For example, to raise market share by ten percent in six months provides more guidance than simply to raise market share. A goal should also state the ends, rather than the means. This gives teams the freedom to work out how best to achieve the goal (Carr, 1992). Associated with providing clear goals is the development of meaningful and acceptable performance measures so that the team members can feel confident in their own achievements.

14.2. Decision making authority

Teams require decision making authority and, therefore, a certain level of empowerment in order to carry out their work efficiently. Without this authority they would need to get approval for their ideas and these ideas may be rejected before they are either proven or not proven. For innovation to occur, teams must be allowed to experiment. However, to avoid costly mistakes, it is appropriate to give teams this authority within certain boundaries. It may also be necessary to hand over authority on a gradual basis so team members are not overwhelmed by their newly-acquired authority (Brower, 1995). People are able to empower themselves through a clear focus and the removal of the sense of fear in what they do (Wilson, 1996).

14.3. Accountability and responsibility

If teams are to enjoy decision making authority, they must also be prepared to be accountable and responsible for their actions. This does not suggest that some failures are not permitted. It does suggest that teams need to monitor customer expectations and also their own performance. If their goals are not being met or customer expectations are not being satisfied, then their approach and methods will need some adjustment (Brower, 1995). The acceptance of accountability and responsibility is also associated with the establishment of a positive and productive set of team norms. Work teams can behave similarly to adults in a family environment by developing norms that improve cohesion of the team (Wilson, 1996). Such norms may include sensibility, responsibility, supporting each other, and having fun.

14.4. Effective leadership

Managers and supervisors who become team leaders experience a significant change of role. Team leaders do not direct or control work, but instead work as coaches and mentors (Carr, 1992). Effective communication, leadership and consulting skills will be required which may

necessitate training and development. A new mindset is also required. Team leaders concerned with a loss of power need to understand that their new role is pertinent to the success of the teams, and that their knowledge is required now more than ever. The issue is not about the erosion of power, but a shift in the source of power — from legitimate to knowledge based (Robbins, 1991).

14.5. Training and development

In any work team, team members are likely to require training. Employees may need to learn new skills such as budgeting, computing, public relations and marketing, as well as skills which allow them to work together effectively, such as effective communication, confliction resolution and problem solving. Training and development are enabling factors that allow team members and leaders to take on new responsibilities. Where team members possess inadequate work skills and knowledge, teams are less likely to succeed.

14.6. Resources

For teams to operate effectively they must have access to resources. These resources can include money, time, equipment, technology, people and information (Robbins, 1991). Provision of resources requires trust on the part of the organisation and responsibility on the part of the team members. Like authority, resources should not, and cannot, be unlimited and should perhaps be given to employees gradually. (Brower, 1995)

14.7. Organisational support

Teams cannot operate without the support and commitment of middle and upper management, (Brower, 1995). Therefore, changes must be initiated by those from the top of the organizational hierarchy, rather than those on the shop floor. Any improvements that result from a shop floor initiative may be seen as management incompetence and are not likely to be supported by management (Robbins, 1991). A nurturing environment with a collaborative climate provides the support and encouragement that teams need for job performance (Margulies and Kleiner; 1995).

14.8. Rewards for team success

An emphasis on individual rewards undermines the effectiveness of team-based work and encourages team members to strive for individual performance goals that may not be congruent with the goals of the team. A team-based reward system should reward employees

for teamwork and contributions to team success. One example of such a system is a gain sharing plan whereby ideas that are successful and profitable result in the entire team being rewarded (Margulies and Kleiner; 1995).

A problem that may occur with team-based rewards is the problem of social loafing.
This occurs when the efforts of one or more members of the team decreases and is more likely to occur in teams that are excessively large (Greenberg and Baron, 2008). Where team-based rewards are used, social loafers are rewarded similarly to other team members who are responsible for the group performance. This is not an argument for a reward system based on individual efforts, but rather an argument for the necessity of team-based discipline to accompany the team-based reward system.

15. SELECTING THE TEAM MEMBERS

According to Stewart, Manz & Sims (2000); forming an effective team is more complex than simply throwing a group of people together, assigning them a task, and hoping for the best. Potential team members need to be interviewed and their skills and knowledge should be assessed. Issues to consider in selecting team members include: the individual's motivation with respect to both the team and the task at hand; the attitudes and goals of potential team members; potential problems with intra-group relationships; and potential problems with relationships with external groups.

The organization needs to first assess what the skills, knowledge, and attitudes of potential team members should be. What are the tasks that need to be accomplished for the team to be successful? Have managers analyzed the jobs and developed an inventory of required skills and knowledge?

Once these steps have been completed, potential team members can be interviewed. Among the issues the interview process should cover are:

- What strengths does the individual bring to the team?
- What is she or he is willing to work on improving?
- What problem solving style does the individual employ?
- Can she or he share information in an effective manner?

- Does the individual have good listening skills?
- Can the individual provide constructive feedback?

It is important to remember that effective teams are generally made up of a variety of personalities. The selection process needs to be structured so that it is not biased toward one personality type. An effective team needs both the thoughtful, detail-oriented individuals, as well as the outgoing, insightful individuals. Additional considerations for building an effective team should be identified. There are four important factors to consider when selecting team members and these are: years of professional work experience; frequency of team participation; type of team training and situational entry to team assignments (volunteered, assigned, and requested). These factors can be effectively utilized by management when selecting team members to increase the opportunity for overall success.

16. ORGANIZATIONAL BENEFITS OF TEAMS

The major impetus for organizations to embrace the team concept is the effort to improve productivity and quality. Teams are a key component of many total quality management programs. In addition to improved productivity and quality, some of an organization's major benefits from the use of teams are improved quality of work life for employees, reduced absenteeism and turnover, increased innovation, and improved organizational adaptability and flexibility. Effective implementation of teams can also improve office politics by improving the communication and trust between the team members. (Stott, and Walker, 1995)

16.1. Improved quality of work life
Effective teams frequently improve the quality of work life for the employees. An effective team is generally one in which members are empowered to make decisions about how to get work done. Giving team members authority and control over the work processes reduces the amount of external control and increases the sense of ownership and accountability for the work being done. This helps to create a satisfying and rewarding work environment.

16.2. Lower absenteeism turnover

A satisfying and rewarding work environment helps to lower absenteeism and turnover. Teams are particularly effective in this area. Membership in a work team gives an employee a sense of belonging, interaction with others on a regular basis, and recognition of achievements. All of these help to eliminate a sense of isolation within the organization. Team members identify with and feel pride in the work they are doing and come to rely on one another being there. At some companies, employees are evaluated based on their contribution to their team's efforts.

16.3. Increased innovation

Johnson and Johnson is an excellent example of a firm that utilizes the team concept and has a strong record of innovation. J&J is a multinational company structured around the concept of small plants (no more than 250 employees) where everyone works in teams. Everyone is allowed to experiment with the products and develop new uses. The result is that J&J has a continuous stream of patent applications and has been successful in developing new products in areas as diverse as baby products, body lotion, and face products

16.4. Organisational adaptation and flexibility

During the 1980s Ford was able to reduce its automobile design cycle by implementing Team Taurus. Through the early involvement of employees from planning, designing, engineering, and manufacturing, the company was able to eliminate some of the bottlenecks that had delayed the design process. The involvement of suppliers and assembly workers helped to decrease the number of parts involved and lower costs. Reducing the time from design to manufacture helped Ford to be more responsive to market changes and increase its market share in the 1980s and '90s.

Teams are not appropriate for all organizations or in all types of businesses. Behavioral scientists are still working to determine exactly when teams will be most effective, what motivates team members, what types of business can best benefit from the implementation of teams, and so on. (Heap, 1996)

17. CHALLENGES PRESENTED BY TEAMWORK

According to (Nel, Van Dyk, Haasbroek, Schultz, Sono, and Werner, 2006); the implementation of teams is, fundamentally, an organizational change and development process. Teams are, therefore, susceptible to all the challenges that can occur during any organizational change process. In particular, employee resistance may result where employees are required to work with other employees with whom they are unfamiliar and one way in which this can be overcome is through teambuilding. Teambuilding attempts to 'improve group performance by improving communication, reducing conflict, and generating greater cohesion and commitment among work group members'.

Employee resistance may also result for other reasons. For example, teamwork may require job enlargement. This often occurs when individuals are required to perform their conventional roles as well as their team duties. In this situation, it may be necessary to either reduce some of their duties or to change the system of compensation and rewards. Along with job enlargement, teamwork is often associated with empowerment, ownership and added responsibility. Managers often assume that individuals prefer to be involved in decision making, rather than simply being told what to do. While this may be true in most cases, it is not true in all cases. This may result in alienation for some employees, which may then lead to job dissatisfaction, labour turnover and or decreased performance. While there is no simple remedy for this problem, training or a change of position within the organisation may be possible.

Another problem associated with teams occurs when the teams are not trusted enough to make major decisions. As a result, teams and the organization to which they belong, are not reaching their full potential. Where teams are required to seek permission before implementing ideas, timeliness and ownership are reduced.

Innovation is also reduced as teams are forced to suggest solutions that are likely to be accepted (Nahavandi and Aranda; 1994). Furthermore, team members may believe that management is merely paying lip service to the fundamental ideas of teamwork. This will almost certainly reduce employee morale.