

**TEAMWORK AS AN ASPECT OF
EDUCATIONAL MANAGEMENT**

BY

MATHAMANA MARTIN NDHLOVU

MINI-DISSERTATION

**presented in partial fulfilment of
the requirements for the degree**



in

EDUCATIONAL MANAGEMENT

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: DR B R GROBLER

MAY 1998

(ii)

ACKNOWLEDGEMENT

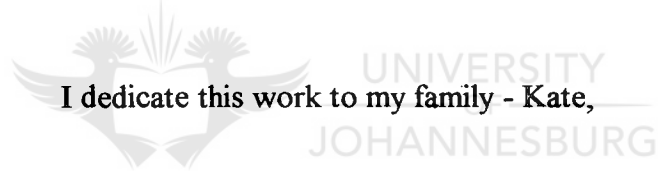
I register my gratitude to the people whose contribution has

given me the needed inspiration to undertake this task.

My sincere thanks go to my supervisor, Dr. B.R. Grobler,
for his unflagging encouragement and invaluable support.

I am also indebted to my family - Kate and Success
for their support during the whole period I worked on this
research project.

DEDICATION



I dedicate this work to my family - Kate, —

Smuts, Percy, Deborah, Success and Ntsako.

TABLE OF CONTENTS

CHAPTER ONE

1.1	INTRODUCTION AND PROBLEM STATEMENT	1
1.2	AIM OF THE STUDY	2
1.3	RESEARCH METHODOLOGY	3
1.4	SIGNIFICANCE OF STUDY	3
1.5	CLARIFICATION OF CONCEPTS	4
1.5.1	Teamwork	4
1.5.2	Educational management	4
1.5.3	Self-management	5
1.5.4	Collaborative decision-making	6
1.6	DELIMITATION OF STUDY	7
1.7	PLAN OF STUDY	7
1.8	CONCLUSION	7



UNIVERSITY
OF
JOHANNESBURG

CHAPTER TWO

2.0	LITERATURE REVIEW	8
2.1	INTRODUCTION	8
2.2	BASIC CHARACTERISTICS OF TEAMS	9
2.2.1	Why teams?	9
2.2.2	Main features of effective teams	10
2.2.3	Types of teams	13
2.2.4	Synopsis	14
2.3	THE TEAM BUILDING PROCESS	16
2.3.1	The steering committee	17
2.3.2	The design team	17
2.3.3	Selection of team members	17
2.3.4	Synopsis	20
2.4	TEAM TRAINING	21
2.4.1	The aim of team training	21
2.4.2	The trainers	21
2.4.3	The training programme	22
2.4.4	The training methods	24
2.4.4.1	Lecture	24
2.4.4.2	Role plays	25
2.4.4.3	Case studies	25
2.4.4.4	“In” tray	25



2.4.4.5 Discussion	26
2.4.5 Developing a lesson plan	26
2.4.5.1 Commencement	26
2.4.5.2 Core	26
2.4.5.3 Conclusion	27
2.4.6 The training environment	27
2.4.7 The training session	27
2.4.8 Synopsis	28
2.5 TEAM LEADERSHIP	30
2.5.1 The manager as team leader	30
2.5.2 The role of team leaders	31
2.5.3 Synopsis	32
2.6 TEAM DEVELOPMENT	33
2.6.1 The stages of team development	34
2.6.1.1 Stage one: Forming	34
2.6.1.2 Stage two: Storming	34
2.6.1.3 Stage three: Norming	35
2.6.1.4 Stage four: Performing	35
2.6.1.5 Stage five: Transforming	36
2.6.2 Development of acceptable behaviour	36
2.6.2.1 Developing a code of conduct	37
2.6.2.2 Critical behaviour changes for managers	38
2.6.2.3 Critical behaviour changes for team members	38



2.6.3	Synopsis	39
2.7	TEAM DECISION-MAKING AND PROBLEM SOLVING	40
2.7.1	Types of decisions	40
2.7.1.1	Programmed decisions	40
2.7.1.2	Non-programmed decisions	40
2.7.2	Styles in decision-making	41
2.7.2.1	Autocratic decision-making style	41
2.7.2.2	Persuasive decision-making style	41
2.7.2.3	Consultative decision-making style	41
2.7.2.4	Co-determinate decision-making style	42
2.7.3	Steps in decision-making and problem-solving	42
2.7.3.1	Identify and define the problem	42
2.7.3.2	Develop alternative solutions	44
2.7.3.3	Evaluate the alternative solutions	45
2.7.3.4	Select the best alternative	46
2.7.3.5	Implement the chosen alternative	47
2.7.3.6	Solution evaluation	47
2.7.4	Synopsis	48

2.8	TEAM APPRAISAL AND REWARDING	49
2.8.1	Team appraisal	49
2.8.1.1	Uses of appraisal	49
2.8.1.2	Team appraisal methods	50
2.8.2	Team rewarding	54
2.8.2.1	Types of reward systems	55
2.8.2.2	The team reward process	56
2.8.3	Synopsis	56
2.9	CONCLUSION	57



CHAPTER THREE

3.0	FINDINGS AND RECOMMENDATIONS	58
3.1	INTRODUCTION	58
3.2	SUMMARY	58
3.3	IMPORTANT FINDINGS	59
3.4	RECOMMENDATIONS	61
3.5	CONCLUSION	63
	BIBLIOGRAPHY	64



UNIVERSITY
OF
JOHANNESBURG

(x)

SINOPSIS

Hierdie werk handel oor die basiese eienskappe van spanwerk, dit dui op die belangrikheid van groepe, die hoofeienskappe van effektiewe groepe en die verskillende tipes van groepe.

Die rol van leierskap en kreatiwiteit in 'n groep is ge-evalueer.

Die spanbouproses is bespreek en nege hoofpunte wat belangrik is vir effektiewe groepwerk is geïdentifiseer.

Die verskillende fases van groeopontwikkeling sowel as die opleidingsprogram vir groeplede, groepleiers en die topstruktuur van die skool word uiteengesit.

Gesamentlike besluitneming, probleemoplossing, spanevaluering en beloning is ook behandel.

Laastens is 'n maandelike strategie ingesluit wat deur skoolhoofde gebruik kan word om spanwerk te verbeter.

CHAPTER ONE

1.1 INTRODUCTION AND PROBLEM STATEMENT

Research on what makes a “good school”, consistently reports that effective and efficient schools have high levels of shared and understood goals developed by the involvement and commitment of staff working as a team (Davies and Ellison, 1991: 79).

It is therefore important that the educational leaders should develop a sense of shared vision amongst the staff and ensure that they work as a team.

One of the critical issues promoting teamwork is the extent to which the staff participate in the decision making process. With regard to staff participation in decision making processes, Johns (1996: 212) is of the opinion that participation is significant, because it induces a team spirit among the members of the work unit that could lead them to exceed the goal expectations of the supervisor. This view implies that teamwork could improve teacher loyalty, morale and performance.

Teachers could therefore prefer to work in an environment where they will be allowed to participate in decision making processes and work in teams.

Senge (1994: 354) another proponent of team building concluded that history has brought us to a moment where teams are recognized as a critical component of every enterprise - the predominant unit for decision making and getting things done. He further indicates that the greatest challenge to the educational leader is developing a collaborative way to design the broader infrastructure which determines how teams are identified and supported in their work (Senge, 1994: 355). This collaborative way involves giving members of staff an opportunity to decide how the teams should be structured.

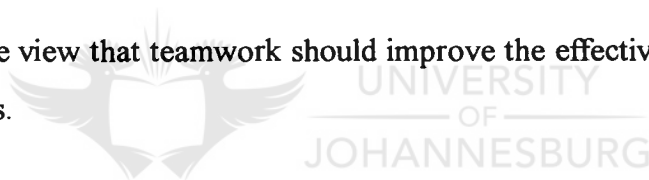
Collaborative decision making is possible through participative leadership, but Johns (1996: 213) warns that participative leadership should not be confused with the abdication of leadership, which is almost ineffective. This view implies that although the staff may be allowed to work in teams,

the educational leader remains the facilitator of the teams. Murgatroyd and Morgan (1993: 142), also protagonists of teamwork, assert that teams provide an environment in which learning can be articulated, tested and examined against the needs of the organization and within the context of the learning of others.

This view implies that the performance of people working as a team could be better than the performance of people working individually.

Smit and Cronjé (1992: 244) indicate that teamwork could be seen as a behavioural change technique seeking to redirect and improve employee attitudes, skills and knowledge basis in order to enhance the capacity of individuals to perform assigned tasks in co-ordination with others. Yet many schools in the Northern Province are inefficient. Could this perhaps be the result of a lack of shared vision and commitment to common goals ?

This research holds the view that teamwork should improve the effectiveness and efficiency of educational institutions.



In the light of the problem formulated above, the following questions demarcate the project:

- * What is the role of teamwork as an aspect of educational management in secondary schools?
- * What are the components of teamwork and how do they affect the management of schools?
- * Is it possible to design a strategy which principals could use to enhance teamwork?

It is therefore hoped that the development of a strategy to facilitate teamwork in these schools will promote effective educational management.

1.2 AIM OF THE STUDY

In view of the problem formulated above, the general aim of this study is to investigate the role of teamwork as an aspect of educational management in secondary schools.

In order to achieve the general aim, the specific aims of this project are to:

- * Investigate the components of teamwork and how they affect the management of schools;
- * Develop a strategy for effective teamwork which may be used by principals in secondary schools.

1.3 RESEARCH METHODOLOGY

In the light of the aims of the research project, a literature review will be used to shed light on the role of teamwork as an aspect of educational management.

1.4 SIGNIFICANCE OF STUDY

The political and educational changes in South Africa have ushered in new challenges in the management of schools. Many schools have become a battleground for power and control. Many teachers also feel that schools are managed undemocratically. These and many more changes resulted in a decline in the culture of teaching, loyalty, morale as well as the performance of teachers and learners.

Murgatroyd and Morgan (1993: 143) are of the opinion that the hallmarks of effective organisations in the 1990's has been the growth and development of teamwork and training through teams for organisational effectiveness.

It is hoped that this study will extend our knowledge on the role of teamwork in the high schools with a view to improving the culture of teaching, teacher morale, loyalty, performance as well as the effectiveness of the schools.

1.5 CLARIFICATION OF CONCEPTS

The following concepts will be defined:

- 1.5.1 Teamwork.
- 1.5.2 Educational Management.
- 1.5.3 Self-management.
- 1.5.4 Collaborative decision-making.

1.5.1 TEAMWORK

According to the Longman dictionary of contemporary English (1989: 1085) teamwork refers to the ability of a group of people to work together effectively. According to Senge (1994: 354) the term “team” may be defined as a group of people who need each other to accomplish a result. Accordingly, the aim of teachers working as a team is the effective teaching of a child.

Robbins (1991: 673) defined teamwork as a high interaction amongst group members to increase trust and openness. Robbins further states that the objective of teamwork is to improve co-ordinative efforts of team members which will result in increasing the group’s performance (ibid).

Teamwork will be used in this study to refer to teachers who engage themselves in a combined effort or organised co-operation.

1.5.2 EDUCATIONAL MANAGEMENT

Various connotations may be attached to the concept management, but for the purpose of this study, management will be used in the same sense that Van der Westhuizen (1991: 38-41) uses it, namely;

- * Management as achieving objectives:
 - management refers to setting objectives, utilising the necessary people, materials and means in order to achieve certain aims.
- * Management as a series of consecutive actions:
 - it consists of the consecutive actions of planning, organising, guiding, supervising and

controlling, which form a cycle in order to reach previously set goals.

- * Management as decision-making:
 - it involves making the right decisions so that goals can be achieved effectively through certain actions;
 - it concerns how people are led to do that which has to be done.
- * Management as co-ordination:
 - it concerns continual reconciliation between the conflicting interests in a school to facilitate the achievement of goals through the co-ordination of diverse tasks.
- * Management as leading and guiding:
 - it involves influencing people in such a way that they will willingly work and strive towards achieving the goals of the group;
 - it concerns motivation of people and collaborating with superiors, equals and subordinates.

Van Schalkwyk (1990: 74) asserts that the educational manager is therefore responsible for implementing all the measures necessary for ensuring the effective functioning of all activities connected with educative teaching, namely; determining policy, decision-making, organization, recruitment, development and motivation of staff, financing, control and directing.

According to Botes (1994: 6) management refers to the individual capabilities of managers to make the functions and instruments of administration operational by applying basic intellectual activities such as planning, organizing, directing and guiding, motivating, co-ordinating and controlling.

1.5.3 SELF-MANAGEMENT

The term “self-management” has its origins from the previous definition of management.

Self-management means giving members of an organisation an opportunity to do challenging work under reduced supervision (Johns, 1996: 256). Johns further states that self-management, is possible through the creation of teams which he calls self-management teams (ibid).

According to Robbins (1991: 109) self-management may be defined as a learning technique that allows individuals to manage their own behaviours so that less external management control is necessary. It involves observing one's own behaviour, comparing the behaviour with the standard and rewarding oneself if the behaviour meets the standard.

Murgatroyd and Morgan (1993: 142) are of the opinion that teams are self-managing, because they are able to determine their own procedures, objectives and ways of working.

It may therefore be asserted that self-management is the empowerment of staff to work independently.

1.5.4 COLLABORATIVE DECISION-MAKING

Fullan (1994: 79) describes collaboration as a process of shared creation whereby two or more individuals with complementary skills interact to create a shared understanding that none had previously possessed or could have come to on their own. Fullan (ibid.) further asserts that the act of sharing ideas, of having to put one's own views clearly to others, of finding defensible compromises and conclusions is in itself educative.

According to Smit and Cronjé (1992 : 152) a great deal of decision making in large organizations is achieved through committees and teams.

For the purpose of this study collaborative decision-making will refer to group decision-making. Collaborative decision-making will also be used in the sense that Johns (1996: 319) uses it, namely, as participative leadership, which means involving the subordinates in making work related decisions.

The value of collaborative decision-making is that when people are allowed to participate in making a decision they feel committed in the implementation of the decision.

Another value of collaborative decision-making is that the educational leader cannot be an expert in everything; he / she should pool sufficient talent together in order to achieve quality decisions (Lammers and Széll, 1989: 14).

It can therefore be asserted that teamwork promotes collaborative decision-making.

1.6 DELIMITATION OF THE STUDY

This study will confine itself to investigating the role of teamwork in the secondary schools only.

1.7 PLAN OF THE STUDY

The thematic exploration, problem formulation, aim of study, research methodology, significance of study, clarification of main concepts and demarcation of study were discussed in Chapter One.

A literature review will be conducted in Chapter Two, to discuss teamwork as an aspect of educational management. According to Merriam and Simpson (1995: 32), a literature review has the following functions:

- ⊗ to provide a foundation for building knowledge;
- ⊗ to show how a study advances, refines or revises what is already known;
- to provide clues for methodology and instrumentation; and
- to offer a collective point of reference for interpreting the researcher's own findings.

Final conclusion and recommendations will be contained in Chapter Three.

1.8 CONCLUSION

The first chapter concentrated on the thematic exploration, problem formulation, aim of study, research methodology, demarcation of study and clarification of main concepts regarding the role of teamwork as an aspect of educational management.

Having laid the background to this study in the First Chapter, it is necessary to review the relevant literature in Chapter Two.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

The review of relevant literature is an important component of all educational research.

According to Cresswell (1994: 21) a literature study fulfils the following functions:

- it shares with the reader the results of other studies that are closely related to the current study;
- it provides a framework for establishing the importance of the current study; and
- it extends the dialogue on the current study.

Tuckman (1978: 38) asserts that reference to relevant literature helps us to uncover variables that have proven both important and unimportant in a given field of study.

The importance of the review of the relevant literature in research is also stressed by McMillan and Schumacher (1993: 113) when they indicate that a review of the literature enables a researcher to:

- define and limit the problem;
- place the study in a historical and associational perspective (analyse the way their studies will relate to existing knowledge);
- avoid unintentional and unnecessary replication;
- select promising methods and measures; and
- relate the findings to previous knowledge and suggest further research.

It is thus hoped that the review of relevant literature on teamwork will assist in:

- investigating the role of teamwork as an aspect of educational management;
- understanding the various components of teamwork and;
- designing a possible strategy which principals could use to enhance teamwork in schools.

Having discussed the importance of a literature review, it is now appropriate to embark on the review of relevant literature.

2.2 BASIC CHARACTERISTICS OF TEAMS

2.2.1 Why teams ?

According to Harrington-Mackin (1994: 2), teamwork makes it possible to involve large numbers of people in making critical decisions.

Accordingly, Garner (1995: 15) asserts that active involvement builds ownership and commitment to decisions made.

Manning and Schmidt (1995: 397) indicate that teams achieve a superior level of performance that surpasses not only the performance expectations of individual team members but also expectations held by management.

Fogg (1994: 254) indicates that teamwork develops trust, shared responsibility, motivation and creativity among team members.

According to Murgatroyd and Morgan (1993: 142) teamwork provides an environment in which learning can be articulated, tested, refined and examined against the needs of the school and within the context of the learning of others.

Chang and Curtin (1994: 11) are of the opinion that teamwork provides greater job variety because team members do not do the same job everyday, you can rotate roles and this makes your work more interesting.

Kinlaw (1993: 131) asserts that the more organisations become teams, the more they will be able to:

- create, integrate and use new ideas and knowledge;
- develop and use the competencies of people;
- make the most efficient use of time, materials, equipment and other resources;
- increase each person's commitment to, and ownership of the total performance of the organisation; and
- manage uncertainty and change.

According to Fullan and Stiegelbauer (1991: 84) teamwork reduces the professional isolation of teachers, allowing the codification and sharing of successful practices and the provision of support.

Blake and Mouton (in Reece and Brandt, 1990: 328) contend that team management is supported by the following behavioural science principles:

- * Shared participation in problem solving and decision-making is basic to growth, development and contribution.
- * Mutual trust and respect undergird productive human relationships. When trust exists a spirit of teamwork exists.
- * Open communication supports mutual understanding.
- * Conflict management by direct problem-solving confrontation promotes personal health. A primary goal of team building is to provide a natural forum for conflict management.
- * Responsibility for ones own actions stimulates initiative.

Adults have a natural tendency to develop a deep psychological need to be viewed by others as a self-directing person.

Hoy and Miskel (1996: 290) provide a succinct summary about the value of teamwork in schools using the following words: “Teamwork restores and improves teacher morale and satisfaction with the teaching profession.”

Having made the overview of the importance of teamwork, it is now necessary to reflect on the factors which characterise effective teamwork.

2.2.2 Main features of effective teams.

According to Garner (1995: 3) the departments in our schools cannot be regarded as teams because:

- the teachers in departments see themselves as belonging to competing territorial units within the school and not as members of a co-operative team; and

- the subject specialists who teach the same students rarely, if ever communicate directly with one another regarding individual student needs, instructional strategies or even curriculum.

Harrington-Mackin (1994: xi) indicates that teams should be viewed as a strategy - a synergistic blending of human resources for achieving organisational goals. According to Napier and Gershenfeld (1993: 541):

- teams are composed of employees from all levels of management as well as the “frontline” workers;
- membership depends not on status or placement but on proximity to the process or problem under consideration;
- workers could examine problems in their team and as a group recommend solutions based on their intimate knowledge of the work.

Mergerison and McCann (1990: 14) indicate that a key characteristic of a team is that the members have a common purpose and depend upon each other for the ultimate performance.

Rees (1991: 38) asserts that studies in group dynamics (what goes on among people in group settings) show that teams or groups have certain key needs and for a team to stay alive and function well these needs must be met.

Parker (1990: 16) provides the following summary of these needs, characteristics, essentials or main features of effective teams, namely;

- * A clear sense of objectives, purpose or goals.
 - the team must know why it exists and what it wishes to accomplish at the end of a meeting, by the end of the month, quarter, year or even five years from now.
- * An informal climate.
 - the atmosphere in a team should be relaxed, informal and comfortable;
 - rigid rules like raising hands or voting are avoided;
 - team members must interact freely with ease; and
 - humour is emphasised. There is a lot of laughing and members even talk about matters unrelated to their work.

- * **Participation**
 - all members participate in discussions, decision making and activities.
- * **Listening**
 - team members should be able to listen to each other, sit back, be attentive and reserve judgement; and must be willing to acknowledge when their views differ from those of others.
- * **Civilised disagreement**
 - there is sometimes disagreement or conflict among team members;
 - this is a natural phenomenon since all the members are participating; and
 - the members are not hostile to each other and do not denigrate each other;
- * **Consensus is reached when all members can say they either agree or were unable to convince the others of their viewpoint in a discussion.**
- * **Open communication**
 - team members are open, dependable and supportive; and
 - they trust each other and each one has confidence that he/she can reveal aspects of themselves and their work without fear of reprisals or embarrassment.
- * **Clear roles and assignments**
 - every team member has a formal job with a series of functions;
 - team members set high quality standards for work; and
 - ensure that assignments are evenly distributed.
- * **Shared leadership**
 - all teams have formal leaders and leadership must be shared among team members; and
 - leadership functions shift from time to time among team members depending upon the needs of the team and the skills of the members.
- * **External relations**
 - effective teams build key relationships with people outside the team; and
 - build a network of contacts who can assist the team.
- * **Style diversity**
 - successful teams are composed of members who exhibit a diversity of styles, for instance, task-orientation, goal-orientation, process orientation or method orientation.

- * **Self assessment.**
 - the team regularly reviews where it is going, why it needs to go there and how it is going to get there;
 - team members agree on how they will evaluate the functioning of a team; and
 - they periodically assess their efforts in order to improve the team.
- * **Unified commitment**
 - team members are highly committed; and
 - the team as a whole holds itself accountable for the results.

Payne and Payne (1994: 140) indicate that genuine commitment can be obtained by having realistic expectations, involving everyone in the process, showing that minor mistakes will be accepted and motivating people. Management should decide beforehand the types of teams it seeks to establish.

2.2.3 Types of teams.



Harrington-Mackin (1994: 3) asserts that there are five types of teams, namely;

- * **Policy making teams.**
 - they are responsible for establishing the philosophy, policies, direction, goals, objectives and implementation plans;
 - they identify resources, monitor progress; measure and report results; and
 - it includes members from every level of the school.
- * **Cross-functional teams.**
 - they are responsible for implementing strategic plans for addressing a particular problem; and
 - they are composed of members from different work areas.
- * **Department teams.**
 - they include only department members; and
 - they are responsible for identifying problems and suggesting solutions within the department only.
- * **Quality circles.**
 - they include members from functional areas who work together on a specific project;
 - they are often temporary.

- * Self-directed or self-managed teams.
 - they are responsible for the whole work process;
 - members assume management responsibility in addition to their work; and
 - they identify their own goals, team direction and daily activities and set own performance standards.

Garner (1995: 23) identifies the management team and the action teams responsible for executing a particular project.

Davis, Millburn, Murphy and Woodhouse (1992: 10) identify three main types of teams, namely, the project team and a specialist team.

According to Kinlaw (1993: 27) there are intact work teams, management teams, project teams, special improvement teams, network teams, committees and councils.

2.2.4. Synopsis



The principal should decide the types and number of teams that should be established. This will of course depend on the size of the school and the objectives to be accomplished.

The following teams may be established in the secondary school:

- * **A policy making team**
This team is responsible for the formulation of a school policy. Any staff member may be in this team. The principal must be a member of this team.
- * **A management team**
It consists of the principal, deputy principal and heads of department.
This team is responsible for the co-ordination of all management and professional activities.
- * **An admissions team**
Any member of staff may be in this team. It is their duty to admit new students.
- * **A curriculum team**
The team addresses relevant curricular issues.

- * **A professional development team**
It is responsible for the planning and implementation of staff development programmes such as courses and seminars.
- * **An instructional improvement team**
This team addresses all instructional improvement issues.
- * **A budget team**
The budget team draws up the budget of the school. Budgeting involves a clear calculation of all the estimated revenue and expenditure, item by item (Piek, 1992: 142).
- * **A disciplinary team**
The team attempts to resolve all disciplinary problems.
- * **An extra-mural team**
It consists of the leaders of various sports codes and cultural activities and such a team is responsible for co-ordinating the various extra-mural activities.

The main goal of these teams should be to improve shared participation, mutual trust, communication and to stimulate initiative (Reece and Brandt, 1990: 328)

According to Harrington-Mackin (1994: 22) one of the major causes of team failure is the lack of visible support and commitment from top management. It is the duty of the principal to ensure that the teams become successful.

The principal must embrace the new philosophy before it can be accepted and successfully implemented. The leaders should demonstrate their leadership by 'talking their walk and walking their talk' (Bonstingl, 1992: 45).

This implies that they should practise what they preach and preach what they practise. The team concept is hampered by many principals who pay lip service to change and talk glibly about participative management but personally cling to their autocratic ways (Manning, 1991: 20).

The principal should define the vision, mission and values of the school and teams clearly. Team roles and responsibilities should be clearly defined so that each team knows where it is going, why it needs to get there and how it is going to get there.

The principal should cultivate an atmosphere of openness, honesty and support. Teachers should be encouraged to participate and talk freely in all team activities. Teams should be trained in good listening skills, namely; listen to each other, sit back, be attentive and take in what is said and reserve judgement (Parker, 1990: 32). They should disagree with the views of a person and not with the person as such.

All the teams should have leaders appointed by the team members. Team leadership should be shared among team members by rotating every two months. The team leaders and the principal should monitor, control and evaluate team members. The principal should manage teacher commitment which comes primarily through teacher involvement in the processes of problem solving and decision making. Payne and Payne (1994: 140) stress that genuine commitment can be obtained by having realistic expectations and involving everyone in the whole process. When teachers become committed to teamwork most of the essential characteristics of successful teams will be realised.

Once management has identified the teams to be created, it should commence with the team-building process.

2.3 THE TEAM BUILDING PROCESS

The principal must play a leading role in the building of new teams. According to Osburn, Moran, Musselwhite and Zenger (1990: 51) the following procedures should be followed when building new teams:

2.3.1 The steering committee

The management should establish a steering committee consisting of four to twelve members. Its duties are to:

- formulate the vision and mission statement of the school;
- organise the teams;
- oversee the transition to work teams; and
- develop a charter that spells out the purpose and importance of teams.

2.3.2 The design team

The steering committee should establish a design team responsible for the:

- selection of team members;
- preparing team members for the start-up;
- determining changes to be made in the work process and management systems; and
- conducting an awareness training programme.

2.3.3 Selection of team members

The design team should select the team members. Harrington-Mackin (1994: 10) indicates that small teams (from six to twelve) are more effective. Hackman and Vidmar (in Napier and Gershenfeld, 1993: 39) are of the opinion that a team of five seems to be optimal.

The design team should then determine a method of selecting team members. Everard and Morris (1996: 158) assert that team members should not be selected on the basis of their qualifications because when intelligent people are put together they tend to suffer from ‘analysis paralysis’ - anyone putting forward an idea gets it hacked to bits by colleagues and no progress is made. Lamprecht and Botha (n.d: 29-32) suggest that the best method of selecting team members is to select them according to the roles that they will play in a team. They (ibid) also indicate that in each team, each member has a job to fulfil and are also representative of the following personal roles:

- the researcher.
 - this is a member who sets great store by facts;
 - the member is interested in the finer details of subjects and dislikes generalisations.
- the trouble shooter.
 - this member solves differences between members.
- ⊗ the opinion addict.
 - this member inquires about the opinions of others.
- ⊗ the group watcher.
 - this member seems uninvolved but actually watches the group's activities closely.
- the joker.
 - this member tries to relieve tension between others by making a joke or passing funny remarks.
- the aggressor.
 - this member is not always tactful and does not stand for veiled conspiracy.
- the pacesetter
 - this member is a team motivator.

Mergerison and McCann (1990: 16-32) also stress the idea of selecting team members according to their roles in a team. They (ibid) indicate that teams should be well-balanced with respect to personal roles. They (ibid) conducted research to determine what this balance should be, and they were able to identify nine key activities or work functions (roles) that need to be present if a team is to optimise its performance, namely;

- advising: gathering and dissemination of information;
- innovating: creating new ideas;
- promoting: looking for new opportunities and persuading others;
- organising: setting up a structure;
- ⊗ inspecting: ensuring high quality;
- producing: delivery or production of goods or services;
- developing: outlining detailed specifications and procedures;
- maintaining: ensuring maximum efficiency;
- ⊗ linking: ensuring co-ordination and co-operation.

These personal roles should be present in a team if a team is to optimize its performance. There are various methods of assigning team members to the different team roles. Mergerison and McCann (ibid) developed an instrument called “The Team Management Index “ (T.M.I.) which can be used to assign team members to their team roles. The Team Management Index consists of a questionnaire that is used to identify introversion to extraversion dimensions, decision making and organization dimensions. Based on the participant’s preferences on these four dimensions derived from their responses to the TMI instrument, they are placed in one position on the “Team Management Wheel”. Figure 2.1 displays the wheel.

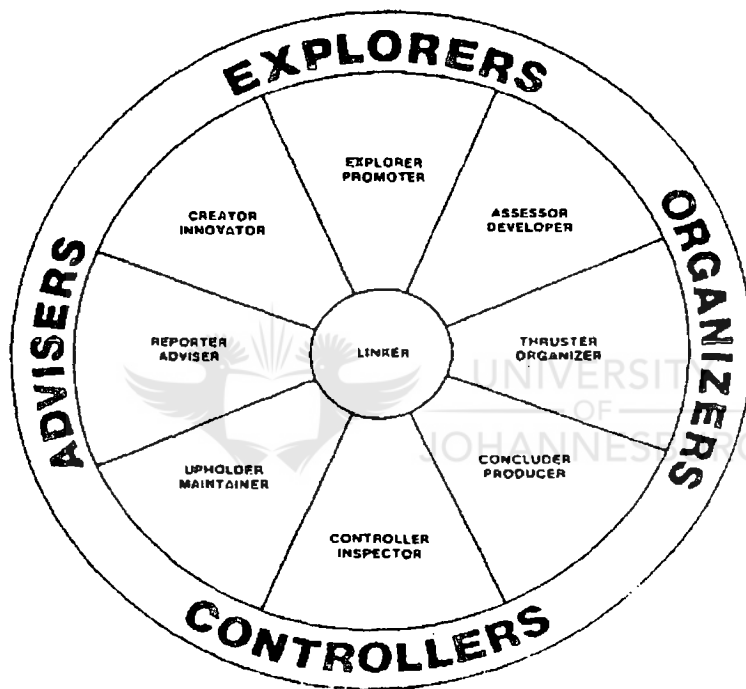


Figure 2.1. The Team Management Wheel

The Team Management Wheel is a model of the effective team that fully reflects the needed roles and personal styles of team members. The eight double-barrelled types in the middle of this wheel refer to the role styles that individuals bring to the team, while the outer ring refers primarily to the psychological orientation the person brings to the work of the team. The wheel represents the behaviour styles needed within a team for it to be highly effective. In selecting team members, the idea is that the team should be able to handle these roles and styles from among its membership.

The design team could also use an instrument developed by Parker (1990: 64), called the “Team Player Survey, “ to help staff identify their roles as team members. Teachers complete eighteen questions based on the different roles and the highest score of each individual designates the primary role of a teacher in a team (ibid).

The mix of personal characteristics in members of a team is a major determinant of the teams success. This implies that there should be a balance in respect of team roles. This view is also stressed by Belbin (1990 : 77) when he asserts that teams are a question of balance-what is needed is not well balanced individuals but individuals who balance well with one another.

2.3.4 Synopsis

The team building process in the secondary school should be conducted by the whole staff. The principal should identify the size and types of teams to be created.

The management team should form a steering committee consisting of five teachers who show strong commitment to the idea of teams. The steering committee formulates and defines the vision, mission and values of the teams, establishes a design team and oversees the transition to work teams.

The design team, which consists of four teachers, conducts a team awareness programme for all members of staff. When the team concept is accepted, team members are selected.

Team members should be selected in respect of the roles that they play in a team. Successful teams consist of members who fulfil roles of advising, innovating, promoting, organizing, inspecting, producing, maintaining, developing and linking (Mergerison and McCann 1990: 16). The team management index (T.M.I.) is used to assign team members to various roles. All members of staff complete the questionnaire on the T.M.I. Their responses will indicate their primary and secondary roles. The implication is that all people have work preferences-work they choose to do and not to do. They practise what they prefer and perform better in those areas. Their preferences will naturally be distributed across the various roles because some are logical thinkers, future oriented, good negotiators or creative problem solvers.

The design team may also use the team player survey, developed by Parker (1990: 64), to select team members. Teachers complete the survey and the highest score designates the primary role. The principal should ensure that teams are selected properly. A team leader should be chosen for each team.

The principal should not dominate the team building process. Teachers should be involved in the setting up of teams so that the teachers may regard the teams as their teams. It is hoped that in this manner the teachers will commit themselves to the new structure.

When well-balanced teams have been set up, team member training should be conducted.

2.4 TEAM TRAINING

Team training should be conducted immediately after the team building process. There are various reasons why new team members should be trained. The aim of team training will be briefly discussed.

2.4.1 The aim of team training

According to Parker (1990: 49) team training fosters team player skills and effective teamwork. Osburn, et. al. (1990: 271) assert that the aim is to train them to know how to perform administrative tasks that managers used to do. Harshman and Phillips (1994: 109) on the other hand indicate that the aim of team training is to assist the team members to cope with change. Team training is a significant component of the team building process. Management should identify the people who will be responsible for conducting the training programme.

2.4.2 The trainers

Harshman and Phillips (1994: 106) state that team training is developed by the steering committee and conducted by the internal training co-ordinator or an external consultant but using internal staff. This implies that a professional trainer is invited to train training co-ordinators who will in turn train team members.

2.4.3 The training programme

The training programme should provide team members with the skills that are necessary for teamwork. Harrington-Mackin (1994:146) is of the opinion that the content of the training programme of team members should include two main aspects, namely;

- ⊙ task development, for instance, holding effective meetings, reaching team consensus, team problem solving, team goal setting and team evaluation; and
- interpersonal development, for example, human behaviour, team behaviour, communication, conflict resolution, receiving feedback, setting ethical standards and influencing without authority. Wellins, Byham and Wilson (1991: 168 - 170) on the other hand indicate that the core of team training programme is the provision of the skills that are necessary for team functioning, namely;
 - team interaction skills, for instance; listening and feedback, one to one communication, handling conflict, influencing others, team-skills (participation and working in teams) ;
 - quality action skills, for instance, defining customer needs, identifying improvement needs, planning the improvement, developing and selecting solutions, and ensuring on-going quality; and
 - ⊙ job skills, for instance, training related team jobs and production processes.

The training co-ordinator should complete training before conducting any actual training. The training co-ordinator should be trained in adult learning theory, training design and content, presentation skills and handling of specific difficult questions (Harrington-Mackin, 1994: 155).

Team leaders and managers should receive special training on team leadership. Leadership training is significant because team leaders are empowered to function in their coaching roles rather than in their old directive ways (Wellins, et. al. 1991 : 172). They (ibid) recommend that leadership training should include encouraging initiative, coaching for success, overcoming resistance, developing collaborative relationships, progressive discipline, situational delegation and training team members. Harshman and Phillips (1994 : 109) on the other hand, suggest that managers and team leaders should receive training on task and process in groups, the role of the facilitator, handling difficult people, use of flip charts, effective and ineffective groups, experiential learning and monitoring and evaluation of teams.

It is also important to determine whether the teams will receive once-off training or periodic training spread over time. Osburn, et. al. (1990 : 274) indicate that team members should receive training at every stage of team development, namely;

Stage one: Start up.

During this stage team members should be trained on the nature of teams, basic interpersonal skills, administrative procedures and technical team tasks.

Stage two: State of confusion.

During the state of confusion team members should be trained on how to do things better, administrative tasks and technical tasks.

Stage three: Leader centred teams.

During this stage training should focus on how to lead and participate in problem solving, how to conduct performance appraisals and advanced technical skills.

Stage four: Tightly formed teams.

Training should focus on building collaborative relationships, applying administrative training and supporting group tasks.

Stage five: Self-directed teams.

During the last stage, training will focus on managing customer-supplier relationships, understanding the economics of the market and learning accounting procedures.

The management should also decide whether the team leaders will receive training once or whether training will spread over the various developmental phases. Osburn, et. al (1990 : 275) indicate that the training of team leaders should be geared to the evolutionary levels of work teams as follows:

Stage one: Start up.

During this stage team leaders receive training on how to build trust within and between teams, how to work with teams and step by step transfer of responsibilities to teams.

Stage two: State of confusion.

During the state of confusion team leaders are trained on how to encourage teams to organize for self-management, how to monitor team performance, how to manage group dynamics, how to lead and participate in meetings, how to solve problems in co-operation with teams and how to clarify team roles.

Stage three: Leader centred teams.

Training will focus on problem solving techniques, mastering coaching skills, helping teams choose their own leaders, monitoring and assessing peer performance appraisal and the discipline process.

Stage four: Tightly formed teams.

Training will focus on how to foster motivation in teams and monitoring team loyalty.

Stage five: Self-directed teams.

During the last stage team leaders are trained on coaching and helping teams to understand the rationale behind important management decisions.

One of the aspects which must be considered when designing a team training programme is the way it is intended to convey the information to the group of trainees.

2.4.4 The training method.

There are a variety of different training methods available to choose from. This section contains a brief discussion of specific team training methods as recommended by Leigh (1991 : 64).

2.4.4.1 Lecture.

This is a talk or verbal presentation given by a lecturer, trainer, or speaker to an audience. The team trainer should convey aspects of knowledge to the team which they are expected to learn and absorb, such as problem-solving skills.

2.4.4.2 Role plays.

Role play is a means of extending team members' experiences by presenting them with a commonly encountered situation and asking them to place themselves in a position of the parties involved (the role) and then act out the way in which the circumstances might reach an appropriate conclusion (the play). Team members are assigned to play any role. The trainer should define the problem clearly and the trainees attempt to resolve the problem. The object of the exercise is for the team to portray the behaviour that they believe would be demonstrated by the persons in the roles that they have been allotted. Those who are not involved, assume the role of observers and they note down the effects and implications of the behaviour displayed. Observations can be further enhanced by using a video camera to record the role play and then to use this to provide team feedback or individual counselling as desired.

2.4.4.3 Case studies.

In most case studies the team trainees will be presented with a record of a set of circumstances which might be based on an actual event or an imaginary situation. The learning element will be achieved by providing information on an issue or series of issues. This information might be in documentary form (such as a report) or it could be communicated through oral or visual means (such as video or slide presentation). Once the group has been provided with the raw data to examine, the process of analysis can begin and any further details furnished. At the end of the exercise, the team should be required to reconvene to discuss the reasons for their actions and to identify the learning experience they have gained.

2.4.4.4 'In' Tray.

'In' tray exercises are sometimes known as 'In' basket exercises and consist of paper handling simulation based on the contents of a typical company worker's 'In' tray. The object of the exercise is for the trainee involved to be projected into the position of the person responsible for dealing with the 'In' tray items and then to resolve all the work it contains. 'In' tray exercises are generally used in two situations. In the first situation each course member will be given a series of items to sort through and action will be taken on these. In the second situation, the items in the 'In' tray are reviewed individually and action taken by the person involved. The success

of the trainee will be judged on his or her ability to apply these criteria in handling the work in the exercise.

2.4.4.5 Discussion.

It is a free verbal exchange of knowledge or opinions between trainer and trainees. Discussions are limited to one aspect or topic; for instance; acceptable team behaviours, and have a degree of order. Everyone is allowed to air his or her views and consider those of others.

The trainer should also prepare and develop lesson plans.

2.4.5 Developing a lesson plan.

According to Leigh (1991 : 27) lesson plans focus the trainer's and team's attention on the areas which require the greatest emphasis. They also ensure that adequate account is taken of the resources available and that they are utilized to the full. A lesson plan can be divided into three elements, namely, commencement, core and conclusion. (Leigh, 1991 : 35). Each element will be briefly discussed.

2.4.5.1 Commencement.

This is the beginning of a lesson. During this phase a suitable title is established, the objectives of the lesson are stated and the subject matter is introduced to the trainees.

2.4.5.2 Core.

The core comprises a detailed presentation of the subject matter of the course. The trainer should research the subject matter, establish the main elements and organize the material in a well structured manner to facilitate learning.

2.4.5.3 Conclusion.

This is the final element of the lesson plan. A conclusion should draw together any loose threads from the course by providing a review of the points covered. It is an opportunity to answer questions, clarify doubts, recommend further reading and point the way to the future.

The trainer must also prepare a place where training will take place.

2.4.6 The training environment.

The most suitable environment for training depends on the type of training that is being undertaken. The trainer must ensure that the environment is suitable for training. Leigh (1991 : 45 - 48) suggests that the following factors should be considered when selecting a suitable training venue:

- * The room must be sufficiently ventilated.
- * A detailed list of equipment, for instance, flip charts, needed to run the course successfully ought to be drawn up in advance and sent to the venue.
- * Comfortable seating should be provided.
- * Verify that the training venue has sufficient electrical points for all your needs.
- * Placing team members in rows will reduce interaction between people while setting chairs in an arc will increase discussion, eye contact and overall enjoyment.

The training session should be conducted according to the lesson plan.

2.4.7 The training session.

Harrington-Mackin (1994 : 150) recommends that each training session should be conducted as follows:

Introduction: The trainer should state what the course is about and what will be covered. The trainer also introduces himself or herself and also requests the trainees to introduce themselves.

Presentation: The trainer should present the subject matter using the available equipment.

Conclusion: The trainer reviews the points covered and answers questions.

Every session should be evaluated in order to determine if the training was successful. The participants should complete the training evaluation form. An example of a training evaluation form, designed by Harrington-Mackin (1994 : 157) is displayed.

Training evaluation form.

We (I) would appreciate if you would give us (me) your honest opinion of this training programme.

1. Was the training programme accurately described ?
2. Did it meet your expectations ?
3. If not, in what way can it be improved ?
4. Were you satisfied with the training content ?
5. What new skills were learned in the programme ?
6. How will the skills learned in the programme help you do a better job / contribute more to your team ?
7. If you had designed the programme what would have been left the same ! What would have been changed ? What would have been added ?
8. How would you rate the instructor ?
9. Was the instructor prepared ?
10. Did the instructor encourage participation ?

Figure 2.2. Training evaluation form.

2.4.8 Synopsis

The change to teams means that both the principal and staff should adapt to new situations and acquire new skills. Training is a significant component of the team building process.

The principal should receive extensive training by attending seminars, visiting sites where team-work is practised and invite external consultants to train the management team.

The steering committee should be trained by the management team. Training should focus on the formulation of objectives, selection of team members and team functioning. The management team should also train the design team on the selection of team members and conducting an awareness programme. It is recommended that the principal should invite the external consultant to train the whole staff.

The management should also train the team members. Training should focus on the technical, interpersonal and administrative aspects of teams. Team leaders should be trained on team leadership. It is advisable to train one team at a time.

Team training should be thoroughly planned in respect of training needs, methods, time and the teaching aids (Botes, 1994: 130). This implies a thorough preparation on the part of the trainer. The training session in the secondary school should be structured as follows:

Introduction: Define the objectives of the training session.

Presentation: Explain slowly and clearly using the overhead projector or flip chart. Allow sufficient time for discussion and questions.

Conclusion: Every training session should be evaluated in order to determine whether it was successful. The participants should complete the training evaluation form.

Rabey (1994: 85) indicates that no training course should be a dead end. This implies that the principal should seek every opportunity to create learning situations, to encourage people to seek attendance at courses, to undertake study programmes, to ask for training and to challenge people to find solutions to problems.

All teams need to be led in order to be successful. Team leadership is discussed in the next section.

2.5 TEAM LEADERSHIP

In any organised group activity, from the most primitive to the most modern, one can identify a leader. Leadership means influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the organization (Smit and Cronjé, 1992 : 333). All teams need leaders who regulate and direct the behaviour of team members in order to realise the objectives and goals of the teams. The manager is the first team leader. The role of the manager as team leader will now be discussed.

2.5.1 The manager as team leader.

The manager is the leader of all teams. Teams need a different style of management because the manager must share all management activities with the teams. Rees (1991 : 9) indicates that the act of sharing their responsibilities with others increases the likelihood that talent, knowledge and experience of all employees will be used in the day to day operations. This view of sharing power is also stressed by Garner (1995 : 11) when he indicates that in order to achieve the benefits of participatory management, managers have to learn to share power and delegate decision-making to those who will have to carry out the decisions.

The success of the teams depends on the role played by the manager. According to Rees (1991 : 15) the role of the manager is to obtain resources for the team, develop, maintain and motivate teams, encourage others to participate in decision-making and develop the team to a high level of performance. Accordingly, Lenyai (1995 : 4) assert that the role of the manager is to acknowledge the uniqueness of team members and involve everybody in team activities, make decisions in consultation with team members, participate as a member in team activities, encourage interpersonal dialogue, encourage team members to take responsibility in the realisation of team goals and create a motivated work-force with good results that are characterised by high pupil pass rates. Fogg (1994 : 266) on the other hand indicates that the role of the manager is to give a team a clear charter, resolve conflicts that cannot be solved in a team, give direction and functional expertise to team members and judge team performance.

The manager is also responsible for initiating the team building process, establishing the steering committee, training team leaders and team members and evaluating the performance of teams. The other members of the management team, namely, the heads of department, should be encouraged to work as team members rather than as a position in the management hierarchy.

Management should encourage the rise of strong team leaders. The role of team leaders will now be briefly discussed.

2.5.2 The role of team leaders:

Every team should have a team leader who is appointed by the team members themselves. The manager should guide the team members to select good team leaders. The following criteria, recommended by Osburn, et. al. (1990 : 112) should be used when selecting team leaders:

- team members who maintain good relationships with teammates and managers;
- team members who can perform a number of jobs performed by the team;
- team members with strong interpersonal skills;
- team members who can organize and lead team problem solving; and
- team members who show strong commitment to the idea of teams.

Team leaders with these characteristics usually become good leaders.

Wellins, et. al. (1991 : 136) and Osburn, et. al (1990 : 113) indicate that the position of the team leader should be rotated among team members. When team leadership is rotated, a team member holds power for a specified term (often a month) . Each team member takes a turn in leading the team. Rotating team leadership has the advantage of sensitizing members to the problems of the team leader and making them more supportive.

The team leader plays a crucial role in a team. Parker (1990 : 108) is of the opinion that the duties of the team leader is to define the team's purpose, clarify roles and establish their standards of behaviour. According to Wellins, et. al (1991 : 38) the team leader serves as a spokesperson of a team, trains new team leaders and evaluates team performance.

In order to be successful team leaders, they should acquire certain desirable leadership qualities. Rees (1991 : 27) indicates that team leaders should become partners with team members, see themselves as facilitators, coaches, motivators and helpers of teams and consult others before making decisions.

Bezuidenhout, Moletsane and Wentzel (1995 : 38) on the other hand state that team leaders should develop the following listening skills:

- listening attentively with concentration;
- listening with interest; and
- determining the essence of the message.

Team leadership is a major component of the team-building process.

2.5.3 Synopsis

Teams do not develop and mature on their own - they need appropriate leadership. Principals who aspire to create effective and efficient teams need to clearly define their role as team managers as well as the role of team leaders.

- * The role of the principal in team leadership.

All teams need to be led in order to be successful. Principals must be prepared to change their mind set about leadership. In teamwork the role of the principal changes as the teams become more important. The principal cannot do all decision-making and problem solving alone. Management functions must be shared with the teams. The supervisory role of the principal largely vanishes because the team players are supervising themselves.

The principal must retain tight control over the setting of objectives, but adopts a looser approach to the management of how these are achieved (Stewart, 1994: 90). This does not imply that the school will need less management because some of the managing moves downwards to the teams. As a leader of teams, the principal must encourage everyone to take responsibility. Power is not lost during teamwork as it is diffused to all team players.

The principals do not stop doing all those things that they used to do, for instance budgeting or problem solving, but, the difference is that they do not do it alone.

They share the leadership and management functions with the teams (Rees, 1991: 21). The role of the principals in teams is best described by Everard and Morris (1996: 156) when they assert that the role of the principal may be compared to that of the conductor of an orchestra, drawing from each group and group player the highest possible quality of performance.

The principal becomes a facilitator, coach and mentor of all teams. The principal must ensure that the teams work effectively and collaborate with one another synergistically to achieve the goals of the school (Everard and Morris, 1996: 156).

The principal should also clearly define the role of the team leaders and ensure that all team leaders understand their roles.

* The role of the team leaders.

Team leadership is not a permanent position, but it is rotated among team members. Wellins, et. al. (1991: 136) stress the value of team leadership rotation when they indicate that it reinforces the concept of shared leadership. Each team member occupies the position for two months. The team leader is largely responsible for team training, appraisal, resolution of conflicts, and the effective functioning of teams. They should be thoroughly trained because they share management functions with the principal.

The principal and the team leader should treat the team members in such a way that there is no cause for complaint and dissatisfaction and motivate them in such a way that their abilities will be utilized to the full (Mol, 1990: 99).

With effective leadership and support, the teams will begin to develop and mature.

2.6 TEAM DEVELOPMENT

All teams go through a series of stages before they mature and become effective. According to Murgatroyd and Morgan (1993 : 150) teams are unlikely to be effective from day one - they need time to mature and develop.

This view is supported by Parker (1990 : 113) when he asserts that teams like individuals get stuck in an immature phase and can suffer a case of arrested growth and ineffectiveness. The stages of team development will now be discussed.

2.6.1 The stages of team development.

Tuckman (in Parker, 1990 : 113) identifies four stages of team development, namely; forming, storming, norming and performing. The forming stage will now be briefly discussed.

2.6.1.1 Stage one: Forming

This is the first stage of team development. During this stage team members test the waters to determine what type of behaviour will be acceptable, what the nature of the task is, and how the group will be used to get the work done. Team members look to the leader for guidance because they are not sure of what is expected from them. Osburn, et. al. (1990 : 19) call this stage the start up because it is the start of a new way of doing things.

The teams and manager begin figuring out what they believe will be their roles. This stage is characterised by intensive training and it lasts a few months at most. According to Wellins, et. al. (1991 : 192) a team in the forming stage is not really a team, even though everyone might call it one because team members have neither the experience nor the job focus to propel them into collaboration. The forming stage is followed by a traumatic phase of team development, namely; the storming stage.

2.6.1.2 Stage two: Storming

The storming stage is the most difficult stage of team development. Parker (1990 : 114) indicates that this stage is characterised by hostility among team members and towards the leader as members resist the structure of the group. Osburn, et. al. (1990 : 20) call it a 'state of confusion' because people get scared, confused and work like crazy without knowing whether they are doing the right thing. With the manager fading as a clear authority figure, new teams often have difficulty on reaching collaborative decisions. There is a lot of dragging and outright obstruction as teams adjust to their new roles.

The confusion experienced during this stage is also stressed by Wellins, et. al. (1991 : 200) when they indicate that during this stage the team members are 'going in circles'. People begin to realise that they are asked to handle aspects of work that are new to them and they feel pressure and confusion (ibid). Teams become involved with the planning of work and problem-solving besides doing their own duties.

Most teams disintegrate during this stage because the team members do not provide each other with the necessary social and emotional support. The storming stage is followed by the norming stage.

2.6.1.3 Stage three: Norming

After a month in a state of confusion, the norming stage begins. Team members begin to sort out their responsibilities, rely on each other's talents and feel comfortable with one another (Wellins, et. al. 1991 : 207). During this process some members emerge as experts, as team members accept the diversity amongst them and acknowledge a need for different skills and knowledge in order to get the work done. Team leaders also become comfortable with their new roles as coaches and are now accepted by the team members. It is because of the recognition of the team leader that Osburn, et. al. (1990 : 21) call this stage a 'leader centred stage'. They further indicate that during this stage, conflict declines between teams and their managers as they become reliant on their leaders (ibid). Team members also begin to gain more confidence as they master new skills and find better ways to accomplish the work and meet ambitious goals. This result in a dramatic expansion of productivity. Parker (1990 : 114) compares this stage with the socialisation phase associated with child development because after such a highly traumatic experiences, team members have eventually discovered each other. The norming stage is followed by the performing stage.

2.6.1.4 Stage four: Performing

During the performing stage team members begin to work hard and emphasize good results. Woodcock (1979 : 10) indicates that during this stage there is trust, openness, co-operation and a review of results should occur. The performing stage is also compared by Parker (1990 : 114) to the mature phase in human development because the team has structure and purpose and is

ready to tackle the task at hand. This stage is also characterized by problem-solving and collaborative decision-making.

Murgatroyd and Morgan (1993 : 151) state that the performing stage is not the last stage of team development. They (ibid) indicate that there is a fifth stage in which the team finds ways of challenging and renewing the work so that it can continually perform at increasingly high levels and transform its work from being acceptable to being outstanding, namely; the transforming stage.

2.6.1.5 Stage five: Transforming

During this stage the team members are capable of working independently and managing themselves. Murgatroyd and Morgan (1993 : 151) indicate that during this stage, the teams are mature and high-performing. Team members are committed to the work of the team in terms of its mission and values. Osburn, et. al. (1990 : 277) call it a 'self-directed stage' because self-management tendencies have emerged.

As teams mature and become high-performing they are gradually entrusted with more responsibility. The manager should guide and support the teams during every stage of development.

During team development team members are expected to learn and internalize acceptable team behaviours.

2.6.2 Developing acceptable team behaviour.

The manager and team leader are responsible for developing acceptable team behaviours. Harrington-Mackin (1994 : 53) recommends the following procedure for developing acceptable team behaviour during team development:

2.6.2.1 Developing a code of conduct.

A code of conduct is designed to encourage desirable team behaviour and to create a common understanding and expectations among team members. It provides a written record of guidelines and helps to bring problem behaviour back in line. The manager and team members should define what will be acceptable behaviour and what will not be accepted. Team members should be told that the following behaviour is unacceptable in the teams:

- displaying a negative attitude towards change, people and team building in general;
- aggressively using 'always' or 'never';
- showing strong preference to be a star rather than to be part of the team; and
- judging others quickly while being slow to examine one's own behaviour.

Team members who display the above unacceptable behaviours are difficult to manage and disciplinary action must be taken when a team member has violated a code of conduct. The team member should be summoned to a meeting to discuss the problem in the presence of all team members. A summary of the discussion and any decision reached is written up and the team member is given a chance to correct the behaviour. Koch (1994 : 42) on the other hand recommends that team members who display unacceptable behaviours should be dealt with as follows:

- the team leader should stress the good of a team as a whole;
- the team leader should use the team as a whole to help put pressure on recalcitrant individuals (peer pressure);
- when someone's actions or approach are unacceptable to you, do not string them along or fail to express politely the full force of your feeling; and
- do not comprise - if something is wrong, it is wrong.

Disciplinary hearings should be conducted in a professional manner and Benfari (1995 : 162) recommends the following guidelines, namely;

- the leader should focus on the specific behaviour and the conversation must take place in an adult-to-adult fashion;
- outline the rationale for the desired behaviour grounding it in organizational policy or procedures;

1. The following table shows the number of respondents who answered the questionnaire in each of the following countries. The total number of respondents is 100. The number of respondents who answered the questionnaire in each of the following countries is shown in the table below.

Country	Number of Respondents
USA	10
UK	15
Canada	10
France	10
Germany	10
Italy	10
Spain	10
Japan	10
China	10
India	10
South Africa	10
Other	10

2. The following table shows the number of respondents who answered the questionnaire in each of the following countries. The total number of respondents is 100. The number of respondents who answered the questionnaire in each of the following countries is shown in the table below.

Country	Number of Respondents
USA	10
UK	15
Canada	10
France	10
Germany	10
Italy	10
Spain	10
Japan	10
China	10
India	10
South Africa	10
Other	10



- negotiate contracts based on mutual expectations and secure agreement for change;
- plan follow-ups on these negotiated points and give reinforcements when they are met; and
- confront any broken agreement as quickly as possible again separating discipline from punishment.

Team members should be encouraged to internalize acceptable team behaviours, namely;

- active listening;
- making “I” statements;
- respecting others needs, feelings and rights;
- sharing information and expertise openly;
- criticising ideas but not people; and
- trying to learn from conflicts and growing from them.

Team-building requires that the managers and team members change their assumptions about people. Critical behaviour changes will now be discussed.

2.6.2.2 Critical behaviour changes for managers:

The managers should have the courage to resist recommendations that are not beneficial. They should believe that everyone has good ideas by accepting decentralised decision-making and be willing to implement team suggestions whenever possible. Team members should also change their behaviour when they work in teams.

2.6.2.3 Critical behaviour changes for team members:

Team members should learn to speak up in groups, state an opinion and take responsibility for own thoughts. They should also learn to receive and express positive and negative feelings, respond to criticism and negotiate for something desired.

2.6.3 Synopsis.

Most authorities on group and team development recognize that there are several stages to the growth and development of teams. Usually there are five stages of team development, namely; the forming, storming, norming, performing and transforming stages. Teams in the secondary schools will normally pass through these stages. However these stages do not follow a chronological order. Brown (1990 : 1803) asserts that depending on the circumstances, the teams might skip a stage, go back to an earlier one, or even remain permanently in one or other of the stages.

The principal should have a thorough knowledge of the different stages of team development so that he/she may be able to identify the various stages of their teams. As the teams mature, the principal should increasingly give them more responsibility and autonomy.

Teams in the storming stage are vulnerable to failure and disintegration. The principal should therefore offer the necessary emotional support to the teams during this stage.

Teams need to be trained at the onset of every stage and the principal and the team leader should train team members in all the stages of team development.

The principal should also develop acceptable team behaviours during team development and this can be achieved by drawing a code of conduct together with the team members. Every team should know which behaviour is acceptable and which is not. Team members should know their responsibilities, rights and obligations. Disciplinary steps should be taken against team members who violate the code of conduct. The principal should also realize that human behaviour is very complex and to succeed in building effective and efficient teams he or she must have an in-depth knowledge of human behaviour.

During teamwork, team members are expected to make critical decisions and solve problems in their teams. Team members must be trained to make rational decisions. Team decision-making and problem-solving are discussed in the next section.

2.7 TEAM DECISION-MAKING AND PROBLEM SOLVING

One of the most important functions of teams is to make decisions and solve problems. Kroon (1990 : 189) defines decision-making as an unavoidable rational process by which a specific plan is chosen to solve a particular problem or save a situation. According to Smit and Cronjé (1992 : 140) decision-making is a process of making a choice among alternative courses of action. Johns (1996 : 379) on the other hand defines decision-making as a process of developing a commitment to some course of action. These definitions imply that when team members are confronted with a problem, alternative courses of action are proposed, analysed and a choice is made that is likely to move the team in the direction of its mission and goals. In addition to the above definitions, decision-making is also described as a process of problem-solving. A problem exists when a gap is perceived between some existing state and some desired state (ibid). In this case the decision-making process involves the perception of the existing state, the conception of the desired state and the steps that are taken to move from one state to the other.

Two types of decisions can be made in the teams, namely; programmed and non-programmed decisions (Smit and Cronjé: 1992 : 41). These decisions will now be briefly discussed.

2.7.1 Types of decisions.

2.7.1.1 Programmed decisions.

Programmed decisions are routine decisions made with regard to repetitive problems, where systematic procedures can be devised so that each one does not have to be treated as a unique case. For example teams have a code of conduct which determines how disciplinary action should be taken. Programmed decisions can be made more quickly, consistently and inexpensively.

2.7.1.2 Non-programmed decisions.

Non-programmed decisions are those decisions that deal with unusual problems that are non-repetitive in nature. For example, a decision on designing a new study material. In non-programmed decisions people rely on their own creativity rather than rules, procedures and policies.

There are different styles of decision-making.

2.7.2 Styles in decision-making.

According to Everard and Morris (1996 : 45) the following decision-making styles can be identified:

2.7.2.1 Autocratic decision-making style.

Autocratic decision-making style means making decisions without consultation. People are just informed of what is to be done and what is expected of them. This style is acceptable for making programmed decisions but it is not recommended for teams because it encourages hostility from team members.

2.7.2.2 Persuasive decision-making style.

When a persuasive decision-making style is used, a decision is made before consultation and then sold to the others. The idea is to persuade the others to accept the decision. This style is not recommended for teams because team members must be involved in making a decision and not persuaded.

2.7.2.3 Consultative decision-making style.

A consultative decision-making style involves taking a decision after obtaining ideas, suggestions and the commitment of those involved. The decision-maker shares his/her perceptions with others and they ask questions, put forward their perceptions and contribute proposals for action. A decision is then made after due consideration of the proposals. This is a good team decision-making style because all team members participate in making the decision.

2.7.2.4 Co-determinate decision-making style.

This is an ideal team decision-making style because it involves making decisions on either consensus or majority basis. Authorities on decision-making stress the need to allow people to participate in decision-making. Harrington-Mackin (1994 : 95) asserts that collaborative decision-making is more productive than individual decision-making because individual points of view are shared and reconciled and strong commitment to decisions develops. Lenyai (1995 : 4) on the other hand indicates that when teachers are involved in decision-making processes, they really feel that they are contributing to the institution and are important to the manager. Such teachers respond positively and some will practically work “ themselves to the bone and give their lives” for the institution.

Decision-making involves a definite series of steps that leads to a particular result. Smit and Cronjé (1992 : 145) identify the following steps in decision-making. These steps are recommended for team decision-making.

2.7.3 Steps in decision-making and problem-solving.

2.7.3.1 Identify and define the problem.

The first step is to recognize that a problem exists and that a decision is necessary. The problem must be clearly and concisely defined. The decision-maker must analyse the situation to ascertain how the problem came about. This implies that the problem-solver must investigate the causes of the problem in order to clarify the nature and extent of the problem. Teams may use several techniques to assist them to investigate the real causes of a problem, namely; the Cause and effect analysis, Process flow-charting, Pareto charts and the Five W's and an H, techniques. These techniques will now be briefly discussed.

* Process flow-charting.

This is a chart used to investigate a situation in order to identify the actual causes of a problem. The team first analyses how a particular task is completed. Then the team evaluates why a particular problem is occurring and where it occurs. Lastly the team evaluates how many times the problem occurs and this information is presented in the form of a chart. The answers to the above questions, namely; how, why, where and how often will provide a vivid overview of the actual causes of the problem investigated.

* Pareto charts.

A Pareto chart is a special kind of histogram used to identify the primary causes of a problem and seek to effect the causes that matter most. Team members are brought together and asked to indicate on the cards a single most important problem that they experienced with a particular aspect of work, for instance, team meetings. The cards are then counted in terms of the primary causes identified. The information is then shown on a graph with the most frequent to the left and then the next most frequent and so on. Such a graph helps the team to look at what to focus on to make a difference to the problem at hand.

* Cause and effect analysis (fish bone diagrams).

This technique is also called the “fish bone diagram” because it resembles the skeleton of a fish, with the problem statement represented by the head of the fish and the causes represented by the lateral bones of a fish. The team defines the problem in a short sentence and treats it as the head of a fish. Four basic parameters of the problem’s cause that need to be examined by the team are identified, namely, policies, procedures, people and equipment. The parameters may be given other names. Under each heading, look at the probable causes. Discussion on the basic underlying causes takes place and one cause that seem to be the most probable is circled.

* The five W’s and an H.

This technique consists of a team asking the five perennially useful “W” questions, namely; Who? What? Where? When? and Why? and the very important “H” one, namely; How? in order to explore the problem fully, for instance;

- who does the problem affect ?
- where is the problem observed ?
- when was the problem identified ?
- why did the problem occur ?
- how important is the problem ?

The answers to these questions will clarify the extent and causes of the problem under investigation.

When the problem is identified and defined and the causes explored and clarified, the next step is to develop alternative solutions.

2.7.3.2 Develop alternative solutions (Gathering ideas).

Once a problem is identified and defined, alternative solutions must be developed to deal with the problem. Various techniques are used by teams to develop alternative solutions or gather ideas, namely; brainstorming, brain writing, the Delphi technique and the affinity diagram. These techniques will now be briefly discussed.

* Brainstorming

The purpose of brainstorming is to produce a large quantity of ideas or alternative solutions of the problem under investigation. All team members are brought together to develop solutions for a particular problem. The team leader writes a short statement of the problem on the chalkboard. Every team member is requested to suggest ideas or solutions by shouting out their suggestions. The ideas are recorded on the chalkboard. The whole team generates many ideas without evaluating them.

* Brain-writing

The purpose of brain-writing is to produce many ideas silently. The team leader distributes a piece of paper to each team member. Each team member is requested to write three ideas and put the paper in a centre pool. Each team member then draws a new piece of paper from the pool and adds three more ideas that are new and the papers are exchanged until each member's paper is full.

* The Delphi technique

This technique is used to develop many ideas without face to face interaction of team members. Each team member is requested to write down possible solutions of the problem at hand. The ideas are then compiled, reproduced and distributed to team members for observation and reaction. Each team member then provides feedback to the entire team concerning each proposed solution.

* The affinity diagram

This is a visual way of representing connections between ideas. The team members produce the ideas and transfer them onto cards. Each card represent a key idea and the cards are then sorted into groups of similar ideas. The cards are then labelled with the key idea that binds all the cards in the group and arrows are drawn which show the links between one group of ideas and another.

One of the greatest benefits of creating teams is to produce a vast number of ideas that are generated by individual members and by team members functioning synergistically.

The next step in the decision-making process is to evaluate the various alternative solutions generated in the previous step.

2.7.3.3 Analyse or evaluate the alternative solutions.

During this step, all the alternative solutions are analysed in order to discover what will happen if a particular course of action is taken. The following rules should be applied when evaluating alternative solutions:

- ① a solution should be satisfactory to meet the goals of a team;
- a solution should be acceptable both to those who are affected by it and to those who implement it;
- a solution should be evaluated in terms of its consequences to the team;
- each alternative solution's risk should be considered, and
- the choice of solution should focus on current alternatives, not past possibilities.

After evaluating all the alternative solutions, team members should be ready to select the best alternative.

2.7.3.4 Select the best alternative.

This step calls for the evaluation of the various alternative solutions against predetermined decision criteria with a view to ranking the alternatives in order of priority regarding the achievement of objectives. Selection techniques are used to help the team to prioritize the ideas with a view to selecting the best solution, namely; Multi-voting, Nominal group technique and the cost benefit analysis. The selection techniques will now be discussed.

* **Multi-voting.**

This is a selection technique in which each person votes for many ideas with a view to prioritizing the ideas. A list of the alternative solutions are given to each team member. Each member is requested to vote for as many ideas as possible. The ideas with the most votes are circled. Each member votes again for only half of the circled ideas. Multi-voting continues until the list is down to three. The final selection could then be made through consensus.

* **The Nominal group technique.**

The nominal group technique is concerned with both the generation of ideas and the evaluation of these ideas. Each team member working independently, lists probable solutions to a problem. Then each member presents one idea from the list to the team leader, and this process continues until all the items on each team member's list are recorded by the team leader. Each member then records his preference regarding the priority or importance of the items listed by the leader. The results of the voting are then tabulated. Each item listed is discussed for clarification and evaluation before each member votes a second time. The team decision is the mathematically pooled outcome of the individual votes.

* **The cost benefit analysis.**

The purpose of cost benefit analysis is to prioritize ideas by identifying all the costs related to a certain solution and all the benefits deriving from that solution. It provides a systematic basis for looking at the benefits to be derived when implementing a particular solution to a problem. The team leader request all team members to identify the costs and benefits of each alternative and the alternative with the greatest value is chosen.

The last step of choosing the best alternative solution is consensus, when the entire team agrees to a best solution that all members can commit themselves to. Weisbord (1985 : 29) indicates that a consensus is often achieved in the face of strong opposition when the opponents have had their say, feel heard and supported and agree at last to support the course of action most people want to take. The next step of decision-making is the implementation of the chosen alternative.

2.7.3.5 Implement the chosen alternative.

Once the best alternative is selected, plans are made to put the decision into effect. Resources are acquired and allocated to the teams and the decision is implemented.

The last step of the decision-making process is to evaluate whether the implemented solution has the desired effect.

2.7.3.6 Solution evaluation.

Solution evaluation involves examining whether the decision has been effective. A set of quantifiable, measurable standards are developed by the team leader against which to measure and compare performance. If the implemented solution does not appear to work, the process is repeated.

The rational decision-making process includes identifying and defining the problem, developing alternative solutions, analysing the alternative solutions, selecting the best alternative, implementing the best solution and solution evaluation.

The manager should clearly demarcate the areas in which teams will be involved in decision-making. Russel, Cooper and Greenblatt (1992 : 39) recommends that team collaborative decision making should be implemented across eight dimensions, namely;

- goals / visions / missions: members should be involved in framing the goals and missions of the school;
- facilitating procedures and structures: team members should be given adequate time, reduced teaching loads, waivers from contracts and regulations and changed schedules to permit collegial work to occur;

- curriculum / instruction: team members should participate in determining the school programme, curriculum goals, text book selection, educational materials and classroom pedagogy;
- budgeting: team members should be involved in matters related to the designing and implementation of the school budget;
- staffing: team members should be involved with the administration in making decisions such as recruitment, interviewing, hiring and assigning staff;
- staff development: team members should be involved in designing and implementing staff development activities that meet their own needs;
- operations: team members should be involved in managing the building; and
- standards: team members should have a share in setting standards for their own performance and for student performance and discipline.

Management should therefore share most managerial functions with the teams.

2.7.4 Synopsis.



Teams are expected to make critical management decisions which involves for instance, budgeting or policy making. These decisions determine the success or failure of the school. Mol (1990: 82) asserts that when workers are given the responsibility for solving their work problems, they not only come up with good ideas, but they are totally committed to making the solution work. The principal should pass the appropriate skills to the teams.

Team members must be trained to follow a rational, intelligent and logically systemic approach when making decisions, namely; identifying and defining a problem, developing alternative solutions, evaluating the alternatives, selecting the best alternative, implementing the chosen alternative and evaluating the solution. The principal should give team members practice in decision-making and problem-solving by encouraging them to produce recommendations for problems which emerge in their teams.

All teams should be monitored and evaluated in order to establish if they are effective. Successful teams also need to be rewarded for their good work. Team appraisal and rewarding are discussed in the next section.

2.8 TEAM APPRAISAL AND REWARDING.

One of the important duties of the manager and team leaders is to conduct performance appraisals and reward teams which display outstanding performance. Team appraisal will now be discussed.

2.8.1 Team appraisal

There are many definitions of appraisal as there are authors. Appraisal is defined by Ivancevich and Glueck (in Gerber, Nel and Van Dijk, 1996 : 210) as the human resource management activity that is used to establish the degree to which an individual carries out his or her work effectively. Byars and Rue (1994 : 288) on the other hand define appraisal as a process that involves determining and communicating to an employee how he or she is performing on the job and, ideally, establishing a plan of improvement. These definitions imply that the main purpose of appraisal is to evaluate the performance of team members. Besides this main purpose, there are other uses of appraisal.

2.8.1.1 Uses of appraisal.



Appraisals are also used for other purposes. Botes (1994 : 206) indicates that appraisal is used to determine the knowledge, capabilities, potential, aptitude, talents, shortcomings and limitations of employees. According to Byars and Rue (1994 : 288) appraisals are used for making administrative decisions relating to promotions, firings, layoffs and merit pay increases, determining both individual and organizational training and development needs and to encourage performance improvement. Harrington-Mackin (1994 : 118) on the other hand is of the opinion that appraisals improve communication and discipline, clarify the work to be done and encourage ownership and responsibility. Appraisal is therefore necessary for 'effective' and 'efficient' functioning of teams. The concepts 'effective' and 'efficient' need to be clarified. Effective means doing the right things and efficient means doing things the right way (Gerber, et. al. 1996 : 22).

There are various methods of conducting performance appraisal but for the purpose of this study, only the appraisal methods suitable for teams will be discussed.

2.8.1.2 Team appraisal methods.

Various authors suggest numerous methods of conducting team appraisals. Garner (1995 : 113) indicates that team appraisal has two phases, namely; monitoring and evaluation.

* Team monitoring

The managers can obtain a clear picture of team activities by evaluating matters discussed in the team meetings. The team leaders submit their team meetings agendas to the manager a day before the team meetings.

The manager goes through the agendas and makes recommendations. At the end of the team meeting, team leaders submit the team minutes to the manager. Reading through the minutes will give the manager a vivid view of what is actually happening in the team. The manager should if necessary, attend the team meetings and participate as a team member. Team leaders are also requested to record serious incidents on a standard form and turn them in for review by the manager. This process assists the manager in monitoring team functioning and rendering assistance where necessary. The second phase is the evaluation of team performance in order to establish its effectiveness.

* Team evaluation

The team manager should continually evaluate team performance in order to determine whether it is effective. The team lists the name of the person to be evaluated on the weekly team agenda. Each team member is requested to privately evaluate the individual's performance and the team performance. The manager also evaluates the individual's performance and the team performance. A meeting is then convened where all scores are shared. The ratings from the team and manager are weighed equally in determining a final score. The advantage of this method is that all team members participate in the evaluation system. Team members get an opportunity to evaluate each other (peer appraisal), evaluate themselves (self appraisal) and evaluate the performance of the whole team (team appraisal).

* Management reviews

Management reviews are conducted by the manager or head of department. The manager evaluates individual performance with some inclusion of team results as a performance indicator.

The following criteria are used to evaluate team members:

- trust and respect between management and teams;
- agreement about goals, procedures and review process;
- clear and well-defined performance objectives for the team;
- performance measures that have been agreed to by all;
- feedback systems about team performance; and
- open and active exchange of information.

Team members and the manager should agree on what will be measured and acceptable standards.

The teams are evaluated on the following aspects:

- * Result / output measure of performance:

The following aspects are evaluated:

- assistance given to the achievement of goals;
- whether team members meet or exceed expectations;
- whether productivity exceeds standard without being asked;
- quality of work; and
- the extent of job knowledge, technical and professional skills.

- * Input / process measures of performance.

The following aspects are evaluated:

- whether a team member supports the team process;
- whether a team member participates in team activities;
- oral communication;
- written communication;
- managing skills;
- interpersonal relations;
- leadership abilities; and
- risk taking.

* **Team leader reviews.**

Team leaders conduct the reviews using the same criteria and measures of performance used by the manager.

* **Self-appraisal**

Each team member evaluates himself or herself using the same criteria and measures used by the manager and team leader.

* **Peer appraisal**

This appraisal involves team members evaluating each other using the same criteria and measures of performance.

The following appraisal process is recommended:

The evaluation process must be properly planned. All the team members should be trained in team performance appraisal. The team members and manager meet to set team objectives and standards and methods of appraisal. An appraisal committee should be established and should consist of five people, namely, chairperson (selected by the person evaluated), manager, two team members selected at random and the team member to be evaluated. The team member completes a self-evaluation form and the entire team completes an evaluation on the member. The two team members review the information (self-evaluation and others' evaluation), identify areas of congruence and incongruence, decide how closely objectives were achieved and pin-point areas for continued growth. The evaluators meet the team members and review the information, completing a final form.

Woodcock (1979 : 170) on the other hand suggest that team members should evaluate team performance at the end of a task. The team leader requests the team members to complete a "Team self-review sheet" on which each team member rates team performance against the following headings: objectivity, information, organization, decision-making, participation, leadership, openness, support, use of time and climate. The team tries to reach consensus in completing a further review sheet which reflects the view of the team. Such reviews help teams to improve their performance. Woodcock (1979 : 59) contends that it is necessary to compare the teams by assessing them against the characteristics commonly associated with success to identify teams which need help.

The team leader or the manager completes the following form:

	TEAM A	TEAM B	TEAM C	TEAM D
1. Clear objectives and agreed goals				
2. Openness and confrontation				
3. Support and trust				
4. Co-operation and conflict				
5. Sound procedures				
6. Appropriate leadership				
7. Regular review				
8. Individual development				
9. Sound inter-group relations				
SCORE				
TOTAL				

Figure 2.3 Appraisal form for comparing teams.

The results of the appraisal are then discussed with the individual teams in order to assist them to improve their performance.

Woodcock (ibid) also recommends that team leaders should also assess their own effectiveness as leaders by self-appraisal.

The team leaders complete the following form:

	TOTAL	SCORE
1. I am authentic and true to myself.	10	
2. I am clear about the standards I wish to achieve.	10	
3. I give and receive trust and loyalty.	10	
4. I maintain the integrity and position of my team.	10	
5. I am receptive to people's hopes needs and dignity.	10	
6. I use delegation as an aid to achievement and development.	10	
7. I face facts honestly and squarely.	10	
8. I encourage and assist personal and team development.	10	
9. I establish and maintain sound working procedures.	10	
10. I try to make the work place happy and rewarding.	10	
	100	

SCALE: 0 - 50 = WEAK, 60 - 100 = SATISFACTORY

Figure 2.4 Leadership self-appraisal form.

Whatever method of team appraisal is used, the managers and team leaders should realize that the ultimate aim is to improve team performance. Team appraisals usually indicate teams which display outstanding performance and such teams should be rewarded by the manager. The next section will focus on team rewarding.

2.8.2 Team rewarding.

The manager should reward the teams which display outstanding performance. Slavin (1991 : 338) indicates that a reward is an extrinsic incentive given to a person in recognition of good performance.

Why should teams be rewarded? According to Mamwenda (1995 : 263) rewards are a powerful source of motivation for most people irrespective of age or social class. This implies that rewards are given to the teams in order to motivate them. When we speak of a person as being motivated, we usually mean that the person works hard, keeps at his or her work, and directs his or her behaviour toward appropriate outcomes.

There are various types of reward systems.

2.8.2.1 Types of reward systems.

The following types of reward systems are recommended by Harrington-Mackin (1994 : 134):

- * Simple team reward systems.

These rewards involves giving a team a token gift like a card, announcing accomplishment and having a team serve as a consultant for other teams.

- * Complex team reward systems.

These are financial rewards given to the teams in recognition of their outstanding performance.

Wellins, et. al. (1991 : 57) also stress that teams should be rewarded by financial rewards, trophies and certificates.

Mol (1990 : 16) on the other hand indicates that it is not so much the nature of the reward that matters, or the size of it, but that it was given in recognition of good performance. He recommends three types of team rewards, namely;

- * Psychological rewards.

These rewards include a complement for a job well done, a word of appreciation for work beyond the call of duty and involving team members in decision-making.

- * Social rewards.

These rewards involve giving team members time off in recognition for the extra effort that they have put in and having a drink or meal with team members to celebrate the completion of a successful project.

- * Financial rewards, for instance a bonus.

Mol (ibid) further indicates that it is not a healthy practice to promise teams some kind of benefit if they perform well because a potential reward then can becomes a right.

Stewart (1994 : 125) is of the opinion that successful teamwork itself offers an intangible reward because it provides personal growth, skill enhancement and the chance to develop transferable marketable skills and experience.

The management should develop a standard way of giving rewards to the teams.

2.8.2.2 The team reward process.

Definite steps should be followed when giving rewards to the teams. Harrington-Mackin (1994 : 134) recommends the following team reward process:

Step one: The manager and the team should develop the criteria for the recognition of standards.

Step two: The manager selects the teams whose accomplishments meet the criteria and will be seen as significant by all team members.

Step three: The manager then presents the rewards to the winning teams at a special function.

Team rewards are a significant component of the team-building process.

2.8.3 Synopsis.

Secondary school teams should be evaluated in order to determine if they are performing their tasks effectively.

Team development should be the main aim of team appraisal and rewarding. Appraisal standards should be clearly communicated to all team members. The team members should be involved in the design of the appraisal system and they should know what constitutes good or poor behaviour. Multiple appraisal methods should be used, namely; peer appraisal, self-appraisal, team-leader appraisal and management appraisal.

Team rewards are a powerful source of motivation to the team members. The principal should establish a rewards team. The team members should be involved in the development of the criteria for recognition of standards. Psychological and social rewards are recommended for secondary school teams.

Rewards should be awarded at special functions organized by the rewards team. Parents and members of the press should be invited to the functions.

2.9 CONCLUSION

In chapter two, the relevant literature with regard to teamwork was explored. The role of teamwork as an aspect of educational management was discussed.

The chapter began by highlighting the value of reviewing the relevant literature in any serious educational research. The basic characteristics of teams were also discussed indicating the main features of teams as well as the types of teams that may be used in the secondary schools.

The process of building new teams was also discussed and the different structures responsible for team-building were dealt with. The process of team training was discussed, indicating the aim of team training and the training methods.

Team leadership and development were also highlighted as significant components of team-building.

The processes of rational decision-making, problem-solving, team appraisal and rewarding were also discussed. It was also indicated that all these components are the building blocks of successful teams.

Chapter three will consist of the findings of this study as well as recommendations with regard to teamwork as an aspect of educational management.

CHAPTER THREE

3.0 FINDINGS AND RECOMMENDATIONS

3.1 INTRODUCTION

This chapter provides an overview of the entire research project.

A summary of the most important aspects of the study is presented. The important findings of the research project are discussed and recommendations are made in the light of those findings.

3.2 SUMMARY

Chapter 1, “Introduction and problem statement”, addressed a focus for the study. The thematic exploration and background to the study was formulated. The following aim of the research project was discussed:

To investigate the role of teamwork as aspect of educational management in secondary schools.

The component “research methodology” identified a literature review as the method of data collection for this study. The significance of this study was also described namely, to extend our knowledge on the role of teamwork in the high schools with a view to improving the culture of teaching, teacher morale, loyalty, performance as well as the effectiveness of the schools.

The concepts teamwork, educational management, self management, and collaborative decision making were also clarified. The study was delimited to the investigation of the role of teamwork in the management of secondary schools.

Chapter 2, “Literature review”, focussed on data collection in respect of the role of teamwork as an aspect of educational management in the secondary schools. The chapter began by addressing the general purpose for using literature in a study and then turned to the discussion of the different components of teamwork.

The value of teamwork, types of teams that could be created in the secondary schools and the basic characteristics of successful teams were discussed.

The team building process and team leadership were also addressed. The roles of the principal and team leader were also discussed. Team training was discussed, considering the various methods of team training and identifying the role of the principal in team training.

Teams pass through several stages of team development before they mature and become effective teams. The various stages of team development were discussed, namely; the forming, storming, norming, performing and transforming stages. Team decision making and problem solving were also discussed and the various techniques for rational decision making were presented. Theory and practice were integrated by presenting a synopsis at the end of each section.

3.3 IMPORTANT FINDINGS

As a result of the above research the following findings are formulated:

- * Some organizations have discovered that teamwork is the best strategy to address the problem of ineffectiveness and inefficiency.
- * Successful teams exhibit the following essential characteristics: clear sense of objectives, purpose or goals, informal climate, active participation, active listening, civilized disagreement, consensus, open communication, clear roles, shared leadership, and style diversity.
- * The success of teams in the secondary school is dependent on the visible support and commitment of the top management of the school.
- * The whole staff should be involved in the team building process. Management should establish a committee responsible for organizing the transition into teams.
- * Team members are selected according to the roles that they will play in the teams. These roles are: advising, innovating, promoting, organizing, inspecting, producing, maintaining, developing and linking.
- * The following instruments are often used for assigning team members into team roles:
 - (a) The team management index, and
 - (b) The team player survey.

* Training is a significant component of the team building process.

The principal is responsible for training and for the management of the teams. Training should focus on the technical, interpersonal and administrative aspects of teams.

* Principals must undergo a significant paradigm shift in the way they manage the teachers by sharing all management functions with the teams. The principal retains control about the setting of objectives but adopts a looser approach to the management of how these are achieved.

* It is perhaps best that teams pass through the following series of stages:

<u>Stage</u>	<u>Issues preoccupying the team</u>
* Forming	Do I really belong ? How do I fit in ?
* Storming	Who is most powerful ? What shall we do ?
* Norming	Do we all like one another ? Can we be different ?
* Performing	What can we learn from one another ? ,
* Transforming	Was it worth it ? Can we perform more than we do ?

These stages should not follow one another in a chronological order, because, depending on circumstances the teams might skip a stage, go back to an earlier one or even remain permanently in one or other of the stages.

* Team members are expected to make critical management decisions. Team decisions are best made through a collaborative decision making approach. The following methods are used for team decision making and problem solving: brainstorming, brain-writing, Delphi technique, affinity diagram, multi-voting, nominal group, process flow charting, pareto charts, cause and effect analysis, solution matrix, cost benefit analysis and consensus.

* The following benefits are the result of effective teamwork:

- ⊗ it builds a sense of vision, mission and commitment to common goals;
- it develops trust, motivation, creativity and shared responsibility;
- it allows principals to share the leadership role with others and concentrate on planning activities; and
- it improves productivity.

In the light of these findings teamwork could possibly improve the efficiency, effectiveness and management of secondary schools. The following recommendations are thus suggested:

3.4 RECOMMENDATIONS

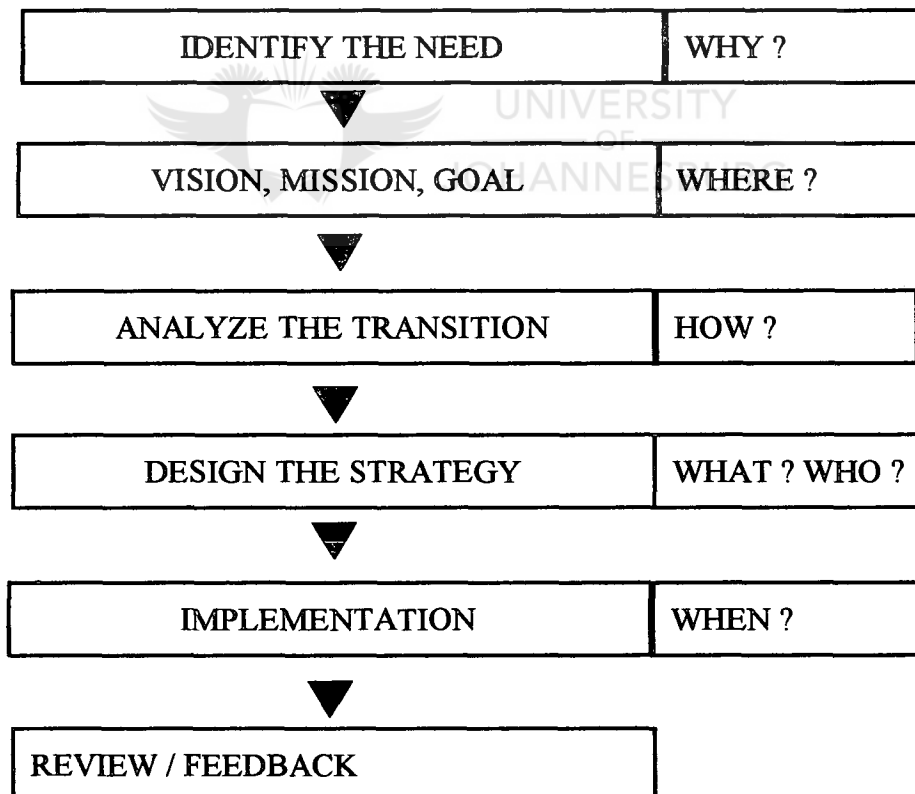
In view of the problem formulation, the aim and the findings of this study the following recommendations are made:

- * Secondary schools could implement team based educational management in order to reap the benefits of collaborative management.
- * The principal should decide beforehand the types and number of teams that they wish to establish. The following types of teams are recommended for the secondary schools namely; a policy making team, management team, admission team, curriculum team, professional development team, instructional improvement team, budget team, administration team, disciplinary team and an extra-mural team.
- * The principal and staff should create an atmosphere conducive to the attainment of the essential characteristics of successful teams. They can be achieved by:
 - defining the vision, mission, goals, objectives and values of the school and the teams;
 - appointing team leaders who rotate;
 - cultivating a climate of openness, support and co-operation;
 - encouraging all staff members to participate in team activities;
 - training the teams in team activities such as collaborative decision making and problem solving;
 - defining clear roles for all team members; and
 - evaluating team performance.
- * Team building should be started preferably at the beginning of the year. The principal should initiate team building by establishing the steering committee and the design team.
- * Teams should be trained by the principal in technical skills, interpersonal relations and administrative aspects of team management.
- * The principal should acquire and practise the following new leadership skills: enabling, facilitating, collaborating, mentoring, and supporting skills.
- * Teams should be evaluated periodically through peer appraisal, team leader appraisal, management appraisal or self-appraisal.

- * Team rewards should form an important aspect of team building. Teams should be rewarded by certificates, trophies, cards, time-offs, letters of appreciation or cash prizes if possible.

Rewards should be awarded at public functions.

- * The following strategy is recommended for transition into team-based management:
- * Identify the need (why ?).
- * Establish the vision, mission and values (where ?).
- * Analyse the transition (how ?).
- * Design the strategy (what ? who ?).
- * Implement the strategy (when ?).
- * Review and provide feedback.



3.5 CONCLUSION

The research project seems to indicate that teamwork could improve the culture of teaching and learning, teacher morale, performance as well as the effective and efficient management of secondary schools.



BIBLIOGRAPHY

- BELBIN RM 1990 : Management teams : why they succeed or fail. Oxford : Heinemann.
- BENFARI R 1995 : Changing your management style : how to evaluate and improve your own performance. New York : Lexington.
- BEZUIDENHOUT S, MOLETSANE M & WENTZEL A 1995 : Get ahead - stay ahead.. Johannesburg : Career Dimensions.
- BONSTINGL J 1992 : Schools of quality : an introduction to total quality management in education. Alexandria : Association for supervision and curriculum development.
- BOTES P 1994 : Aspects of supervision : a guide for the contemporary public manager. Halfway House : Southern.
- BROWN R 1990 : Human behaviour. New York : Marshall Cavendish.
- BYARS, LL & RUE, LW 1994: Human resource management. Illinois : Irwin
- CHANG RY & CURTIN MJ 1994 : Succeeding as self-managed team. London : Kogan Page.
- CRESSWELL JW 1994 : Research design : qualitative and quantitative approaches. Thousand Oaks. Sage.
- DAVIS J, MILLBURN P, MURPHY T & WOODHOUSE M 1992 : Successful team building. London : Kogan Page.
- DAVIES B & ELLISON L 1991 : Marketing the secondary school. Essex : Longman.
- EVERARD KB & MORRIS G 1996 : Effective school management. New Jersey : Paul Chapman.

FOGG CD 1994 : Team-based strategic planning. New York : Amacom.

FULLAN M 1994 : Change forces : probing the depths of educational reform. London : Falmer Press.

FULLAN M & STIEGELBAUER S 1991 : The new meaning of educational change. London : Cassell.

GARNER HG 1995 : Teamwork models and experience in education. Massachusetts : Alyn & Bacon.

GERBER PD, NEL PS & VAN DIJK PS 1996 : Human resource management. Halfway House : Thompson.

HARRINGTON-MACKIN D 1994 : The team building tool kit : tips, tactics and rules for effective work place teams. New York : New directions.

HARSHMAN CL & PHILLIPS SL 1994 : Teaming up. San Diego : Pfeiffer.

HOY KL & MISKEL CG 1996 : Educational administration : theory, research and practice. New York : McGraw-Hill.

JOHNS G 1996 : Organisational behaviour. New York : Harper Collins.

KINLAW DC 1993 : Team-managed facilitation. San Diego : Pfeiffer.

KOCH R 1994 : The successful boss's first 100 days : the official guide for the new boss. London : Pitman.

KROON J 1990 : General management. Pretoria : Haum.

LAMMERS CJ & SZÉLL G 1989 : International handbook of participation in organisations. New York : Oxford.

- LAMPRECHT JC & BOTHA SJ n.d : Follow the leader. Johannesburg : RAU.
- LEIGH, D 1991 : A practical approach to group training. London : Kogan Page.
- LENYAI SM 1995 : The role of the principal in school management : the opening address at the inaugural conference of the South African principals association (Northern Province) on the 24th November 1995.
- LONGMAN 1989 : Longman dictionary of contemporary English. London : Longman.
- MAMWENDA TS 1995 : Educational psychology : an African perspective. Durban : Butterworths.
- MANNING AA 1991 : Business strategy in the new South Africa. Half-way House : Southern.
- MANNING MR & SCHMIDT PJ 1995 : Building effective work teams : Journal of management education, volume 19, number 3. Thousand Oaks : Sage.
- MERGERISON C & McCANN D 1990 : Team management. London : Mercury.
- McMILLAN JH & SCHUMACHER S 1993 : Research in education : a conceptual introduction. New York : Harper Collins.
- MERRIAM SB & SIMPSON EL 1995 : A guide to research for educators and trainers of adults. Malabar : Rekreiger.
- MOL A 1990 : Help! I'm a manager. Cape Town : Tafelberg.
- MURGATROYD S & MORGAN C 1993 : Total quality management and the school. Buckingham : Open university.
- NAPIER RW & GERSHENFELD MK 1993 : Groups : theory and experience. Boston : Houghton-Mifflin.

OSBURN JD, MORAN L, MUSSELWHITE E & ZENGER J 1990 : Self-directed work teams.
Homewood III : Irwin.

PARKER GM 1990 : Team players and teamwork : the new competitive business strategy. San
Francisco : Jossey-Bass.

PAYNE J & PAYNE S 1994 : Letting go without losing control : how to delegate and do more.
London : Pitman.

PIEK GC 1992 : School management 2. Cape Town : Maskew Miller.

RABEY G 1994 : In charge : supervising for the first time. Glasgow : Pitman.

REECE BL & BRANDT R 1990 : Effective human relations in organisations. Boston :
Houghton-Mifflin.

REES F 1991 : How to lead work teams : facilitation skills. San Diego : Pfeiffer.

ROBBINS SP 1991 : Organisational behaviour. New Jersey : Prentice-Hall.

RUSSEL JJ, COOPER BS & GREENBLATT RB 1992 : How do you measure shared decision
making? : Education leadership journal. New York : R.B.G. Associates.

SENGE P 1994 : The fifth discipline. London : Nicholas Brealy.

SLAVIN RE 1991 : Educational psychology. Boston : Allyn & Bacon.

SMIT PJ & CRONJÉ GJ 1992 : Management principles. Kenwyn : Juta.

STEWART AM 1994 : Empowering people. London : Pitman.

TUCKMAN BW 1978 : Conducting educational research. New York : Harcourt Brace.

VAN DER WESTHUIZEN PC 1991 : Effective educational management. Pretoria : HAUM.

VAN SCHALKWYK OJ 1990 : The education system : theory and practice. Alkantrant :
Alkanto.

WELLINS RS, BYHAM WC & WILSON JM 1991 : Empowered teams. San Fransisco : Jossey-
Bass.

WEISBORD MR 1985 : Team effectiveness theory : Training and development journal, January.
1985 : 29.

WOODCOCK M 1979 : Team development manual. Hants : Gower.

