



**UNIVERSITY OF
ZULULAND**

**Influences of teamwork on development of Employment and Labour Department in a
Provincial Government: A case study, KwaZulu-Natal.**

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Declaration

I, **Vuyelwa Nqojane**, student number 20042464, declare that the information reported in this thesis is my original work and that this thesis has not been submitted for any degree or examination at any other university. I further declare that in this thesis I have acknowledged all sources where graphics, tables, pictures and information were copied, and that where another person's exact words have been used, quotation marks have been used for their writing and sources have been acknowledged and referenced.



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Date

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Abstract

For organizations to improve performance, teamwork is often cited as important across all departments. However, according to Cheruvellil, Sorrono, Weathers, Hanson, Goring, Filstrup and Read (2014), many organizations struggle to enhance teamwork amongst employees in their operation because employees do not feel as though their colleagues contribute equally which leads to promoting competitiveness instead of mutual support. The main objective of this study was to investigate the influences of teamwork on organizational development using one of the governments department, that is the Department of Employment and Labour in the Southern KwaZulu-Natal Provinces as a case study because of the benefits of teamwork such as improving employee relations, interpersonal skills, organizational effectiveness growth, flexibility and quality of work life.

The specific objectives of this study were to assess the influence of teamwork on the success of department development, to explore the influence of teamwork structure, productivity in the department, to determine the main factors contributing to team performance and department development with specific reference to factors such as, goals setting, roles, processes, trust and interpersonal relationships and finally to assess the role played by management in team development. In this study, different theories were applied throughout, such as GRPI, the T7 Model of team Effectiveness, Team Basics, the Hackman Model of Team Effectiveness, and Understanding Team Dysfunction because they assisted in help businesses and leaders understand how well their teams function and improve team building, management, and training to ultimately boost performance and accomplish shared goals. Each theory informed the study as follows, the efficient collaboration of high-performing teams to thrive. The GRPI model inform the study by helps leaders guide their teams toward success, identify operational issues, and work with team members to rectify them. The T7 Model of Team Effectiveness inform the study by assessing team members on their behavior and skills and measures the team

itself against cohesion and performance goals. The Team Basics inform the study how the team works together and what work the team accomplishes. The Hackman model, inform the study by effective processes that enable information sharing, feedback, problem solving, and learning by team members. The Understanding dysfunctions of teamwork inform the study through absence of trust, fear of conflict, lack of commitment and avoidance of team accountability.

The study adopted the mixed methods philosophy approach where by using qualitative and quantitative approaches were followed. The design of the study was sequential exploratory design because is used when there is a need to further explain a set of quantitative data with additional qualitative information, for example if employees are questioned about their satisfaction with their job and then conducted interviews to gain more information about why they responded the way they did. The sample of the study was four labour centres out of 16 from KwaZulu- Natal in which the employees at management level and non-management level (junior and senior management) were targeted because that will lead to large sampling and will be time-consuming, and it will be able to provide adequate information for generalization. A total of 143 team members participated in the study.

The sampling method adopted was convenience sampling technique because it was implementable, definitely easy and accessible to collecting data from participants and low cost. Data collection in the quantitative phase was the questionnaires because they are convenient to collect demographic information, personal opinions, facts, or attitudes from respondents and it also making the analysis process more efficient and less time-consuming to collect primary data. Data collection in qualitative phase was interviews because to explore the research subject and provide a more in-depth understanding of the phenomenon at hand and more broad and actionable insights. In the quantitative phase, data was analysed using descriptive statistical methods like mean, averages and percentages. In the qualitative

phase, data was analysed using thematic coding and Qualitative Data Analysis (QDA) Miner software. Data were presented using tables and figures. The results indicated that the outstanding and common challenges in teamwork are poor communication, leadership and conflicts arising from team members. Communication and trust were critical to teamwork efforts. Ultimately, there was a strong relationship between leadership and communication toward organizational performance of the Employment and Labour Department.

This study also revealed that employees' performance depended much on the presence of job assistance at the organization. In other words, given the required support, the employees would perform their duty and would also plan for the development of the Department of government organization. The study found that for improvement in teamwork, roles and responsibilities should be clearly defined for every team member. It was recommended that the Department of Employment and Labour should build trust and respect within among team members and encourage clear, frequent communication, while giving teams autonomy in decision-making. Building a strong team, setting clear goals and showing appreciation are among the main actions necessary for improvement along with keeping employees informed of impending changes to their workplace.

Keywords: teamwork, department, organization, development, employees, performance, influence

Isifingqo

Ukuze izinhlango zithuthukise ukusebenza, ukusebenzisana kweqembu kuvame ukukhonzwa njengokubalulekile kuyo yonke iminyango. Kodwa-ke, ngokusho kukaCheruvellil, Sorrono, Weathers, Hanson, Goring, Filstrup no Read (2014), izinhlango eziningi zidonsa kanzima ukuthuthukisa ukusebenzisana phakathi kwabasebenzi emsebenzini wabo ngenxa yokuthi abasebenzi abazizwa sengathi ozakwabo banikela ngokulinganayo okuholela ekukhuthazeni ukuncintisana esikhundleni sokuthuthukisa ukwesekana. Inhloso enkulu yalolu cwaningo bekuwukuphenya ngomthelela wokusebenzisana ekuthuthukisweni kwenhlango kusetshenziswa omunye womnyango kahulumeni, okunguMnyango Wezokuqashwa Nezabasebenzi ezifundazweni eziseNingizimu yeKwaZulu-Natal njengesibonelo ngenxa yezinzuzo zokusebenzisana, njengokuthuthukisa ubudlelwano babasebenzi, amakhono okusebenzelana nabantu, ukukhula kokuphumelela kwenhlango, ukuguquguquka kanye nezinga lempilo yomsebenzi.

Izinhlango eziqondile zalolu cwaningo bekuwukuhlola umthelela wokusebenzisana ekuphumeleleni kokuthuthukiswa komnyango, ukuhlola umthelela wesakhiwo sokusebenzisana, ukukhiqiza emnyangweni, ukunquma izici eziyinhloko ezinomthelela ekusebenzeni kweqembu nasekuthuthukisweni komnyango kubhekiselwa kumaphuzu athile njengokubeka imigomo, izindima, inqubo, ukwethembana kanye nobudlelwano phakathi kwabantu futhi ekugcineni nokuhlola indima edlalwa abaphathi ekuthuthukisweni kokusebenza njengeqembu. Kulolu cwaningo, kusetshenziswe amathiyori ahlukene kulona lonke, njenge-GRPI, i-T7 Model of Team Effectiveness, Team Basics, i-Hackman Model of Team Effectiveness, kanye ne-Understanding Team Dysfunction ngoba isize ekusizeni amabhizinisi nabaholi baqonde indlela amaqembu abo asebenza kahle ngayo futhi ithuthukisa ukusebenzisana kweqembu, ukuphatha, nokuqeqeshwa ukuze ekugcineni kukhuliswe ukusebenza futhi kufezwe imigomo ngokwabelana. Ithiyori ngayinye yazisa lolu cwaningo

ngale ndlela elandelayo, ukubambisana okusebenzayo kwamaqembu asebenza kahle kakhulu ukuze athuthuke. Imodeli ye-GRPI yazisa ucwaningo ngokusiza abaholi baqondise amaqembu abo empumelelweni, babone izinkinga zokusebenza ukuze bazilungise futhi basebenzisane kahle namalungu eqembu. I-T7 Model of Team Effectiveness yazisa ucwaningo ngokuhlola amalungu eqembu ngokuziphatha kwawo, amakhono bese ikala iqembu ngokumelene nezinjongo zokuhlangana nokusebenza. I-Team Basics yazisa ucwaningo ukuthi ithimba lisebenza kanjani ndawonye nokuthi yimuphi umsebenzi ofezwa yiqembu. Imodeli ye-Hackman, yazisa ucwaningo ngezinqubo ezisebenzayo ezivumela ukwabelana ngolwazi, impendulo, ukuxazulula izinkinga, nokufunda ngamalungu eqembu. Ukuqonda kokungasebenzi kahle kweqembu kwazisa ucwaningo ngokungabi bikho kokwethembana, ukwesaba ukungqubuzana, ukuntuleka kokuzibophezela kanye nokugwema ukuziphendulela kweqembu.

Ucwaningo lwamukele indlela exubile yefilosofi lapho kusebenziswa izindlela zekhwalthi nenani zase zalandelwa. Idizayini yocwaningo bekuwumklamo wokuhlola olandelanayo ngoba isetshenziswa uma kunesidingo sokuqhubeka nokuchaza iqoqo ledatha yobuningi nolwazi olwengeziwe lwekhwalithi, isibonelo: Uma abasebenzi bebuzwa ngokwaneliseka kwabo ngomsebenzi wabo bese benza inhlolokhono ukuze bathole ulwazi olwengeziwe ngokuthi kungani bephendule ngendlela abaphendule ngayo. Isampula yalolu cwano bekuyizikhungo zabasebenzi ezine kweziyi-16 ezivela KwaZulu-Natali lapho bekuhloswe khona abasebenzi abangebona abaphathi nalabo abangabaphathi (abaphathi abancane nabakhulu) Loku kuqondiswe ukuthi kuholele ekuthathweni kwamasampula amaningi futhi kuzodla isikhathi. Izokwazi futhi ukuhlinzeka ngolwazi olwanele ukuze kwenziwe ngokujwayelekile. Isamba samalungu eqembu ayi - 143 abambe iqhaza kulolu cwano.

Indlela yamasampula eyamukelwa kwakuwukuthatha kalula amasampula ngenxa yokuthi

yayingasebenziseka, ilula ngoba ifinyelele ekuqoqeni idatha kubahlanganyeli kanye nezindleko eziphansi. Ukuqoqwa kwedatha esigabeni sobuningi bekuyimibuzo ngoba kulula ukuqoqa imininingwane yabantu, imibono yomuntu, amaqiniso, noma izimo zengqondo kwabaphendulayo futhi kwenza inqubo yokuhlaziya isebenze kahle futhi idle isikhathi esincane ukuze kuqoqwe idatha eyisisekelo. Ukuqoqwa kwedatha esigabeni sekhwalithi bekuyizingxoxo ngoba ukuhlola isihloko socwaningo nokunikeza ukuqonda okujule kakhudlwana kwesenzo esiseduze kanye nemininingwane ebanzi nengenzeka. Esigabeni sobuningi, idatha ihlaziwe kusetshenziswa izindlela zezibalo ezichazayo njengesilinganiso, ama-avareji namaphesenti. Esigabeni sekhwalithi, idatha ihlaziwe kusetshenziswa isofthiwe ye-thematic coding kanye ne-Qualitative Data Analysis (QDA) Miner software.

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kanye nokwazisa abasebenzi ngezinguquko ezizayo endaweni yabo yokusebenza.

Amagama angukhiye: ukusebenzisana, umnyango, inhlango, intuthuko, abasebenzi, ukusebenza, ithonya

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Acronyms and Abbreviations

CEO	: Chief Executive Officer
DEL	: Department of Employment and Labour
ESSA	: Employment Service of South Africa
GRPI	: Goal, Role, Process and Interpersonal Relationship
H1	: Alternative Hypothesis
HO	: Null Hypothesis
HR	: Human Resource
IES	: Inspection and Enforcement Service
KSA	: Knowledge, Skills and Abilities
KZN	: KwaZulu Natal
LC	: Labour Centre
MSS	: Management Support Service
OD	: Organizational Development
PES	: Public Employment Service
PMB	: Pietermaritzburg
PSS	: Port Shepstone
QDA	: Qualitative Data Analysis
RS	: Registration Service

CHAPTER ONE

INTRODUCTION

1.1. Introduction – Teams and Teamwork

The member of a team plays a significant role in developing a process that leads to the organization's success (Verburg, Bosch-Sijtsema & Vartiainen, 2013). Teamwork is a mental and emotional interplay in both individual and group situations, which motivates individuals within the team to help each other in the achieving of goals. Common people can achieve uncommon results through the energy generated by teamwork (Conti & Kleiner, 2003). Through collective actions, any organization can succeed by recognizing a positive force for teamwork. According to Greenberg (2011: 23), "a team is a small group of people with complementary skills who are committed to a common purpose for which they hold themselves mutually accountable". On the other hand, Bakir (2006) believes that a team is a group working together with a collective aim and corresponding skills.

Individuals are empowered by teams that result to increase benefits from co-operative work engaged as a group. According to Geoffrey (2010), it is not through individuals' work alone but the team that can allow individuals to better understand how the organization function. This in the long run help to promote a culture of success through teamwork. Jones, Richard, Paul, Sloane and Peter (2007) view teamwork as the critical force for improving organizational development; therefore, it is essential to understand the impact of collaboration on the development of an organization. According to Agarwal and Adjirackor (2016), teamwork is considered not only the bedrock of all successful organizations but also the means of improving overall results in organizational productivity.

Clendenin (2014) as cited by Chege (2017) argued that bringing people from diverse areas

with different cultures will help organizations improve their performance. Basically, collaboration is seen as being dependent on cognition, common behaviour, and attitudes to complete tasks (Sundstrom, McIntyre, Halfhill & Richards, 2000). As a result of the existing spirit within the team, the job can be done with fewer complaints from employees who may end up with tasks that were not their first choices. According to Richter, Dawson and West (2011), there is a theoretical view that reveals or explains why teamwork might lead to improved organizational performance. The strength and inspiration of individual workers could be the result of working harder, as some theories specified. Although, groups and organizations cannot overlook the impact of the background, the culture of individuals and team structure.

William, Swee-Lim and Cesar (2005: 245) mentioned that “some of the studies are based on work design theory, thus highlighting teamwork and task design as the direct catalysts of performance”. According to Gautam (2018), an organization is where individuals work together as a team to achieve a common goal. Each organization create a team to improve and increase its competitive advantage. As for the management system, they need to design, develop and effectively manage the team to fit the team environment that can result in enhanced productivity. Agarwal and Adjirackor (2016) mentioned that an organization is a community unit of people that is organized and managed to meet a requirement or to follow combined goals to accomplish the same specific purpose. Every organization is made up of three elements, for example people, goals and system.

These three elements cannot stand alone and must be in balance with each other. No matter how much talent you have in the organization, if the right people are not in the right roles or do not have the authority to execute their functions properly, they will not be able to fulfil their potential. The skills and knowledge that each employee brings to the table make up the talent component of organizational success. Although talent can be innate, it can also be taught,

shaped, enhanced, and developed. Because it can be improved over time, there is a certain amount of potential talent in any organization that should be accounted for in addition to the current stock of talent. Having a solid structure in place with the right people in the right roles is still not enough to consistently achieve organizational success (Gautam, 2018).

How those people interact with each other and perform their roles will influence the general performance of the organization. According to Shuttler, DiazGranadas, Maynard and Salas (2018), even with the most talented individuals in the right roles, an organization will not reach its full potential if the behaviours of individuals do not promote success. Some success factors that heavily rely on individual behaviours include an organization's ability to innovate, teams to interact, and continuously improving processes. Some of the behaviours that promote or discourage success include the way employees interact with each other and leaders, the way leaders respond to employees and how colleagues from different teams communicate (Gautam, 2018). Working together as a team allows corporate people to achieve uncommon results.

However, the team must operate through reliant actions to be effective toward a common goal (Mathieu, Maynard, Rapp & Gibson; 2008). According to Sinding and Waldstrom (2014), the advantages of teamwork are productivity growth that requires a high degree of flexibility, problem-solving of different tasks and operational management. Collaboration could also lead to more job independence, greater responsibility and higher job satisfaction. Most of the latest studies refer to the positive impact of teamwork on work productivity and company efficiency (Tohidi, 2010). The importance of teamwork in an organization cannot be overemphasized. According to the study by Ahmad and Manzoor (2017) and Janet and Freddie (2013), working as a team significantly positively affects employee performance. Teamwork can potentially lead to increased output of individuals through collaborative efforts.

In their study, Jones, Richard, Paul, Sloane and Peter (2007:35) indicated that “teamwork enables employees to generate more and desired output as compared to individuals”. Hanaysha (2016) indicated that there is a positive significant relationship between teamwork, employee empowerment, training and employee productivity. As indicated by Sinding and Waldstrom (2014), “teamwork can enable the members of the team to have a higher level of emotional security, self-confidence and the ability to plan and decide with others positively”. It also assists in creating a healthy work environment with feasible agendas, creative activities, positive strategies and values. The absence of teamwork concepts and techniques can result in occupational failure, disappointment, low self-confidence and poor productivity, which threatens the organization’s entity.

Hanaysha (2016) pointed out that the behaviour of individuals is critical in service delivery. He argues that the human factor contributes significantly to the non-delivery debacle. Hanaysha (2016) concluded by emphasizing that effective teamwork and cooperation are necessary to ensure departmental programmes' successful implementation. Their argument emanates from the view that, in the end, teams are needed in effecting the horizontal performance of service delivery programmes.

1.2 The Concept of a Team

According to Al Anzi (2009), a team can be defined as a group of individuals who work jointly to achieve the same drives and goals to provide an admirable quality of services. West (2012:541) claimed that “there is a growing consensus among scholars in the world that organizations may be getting work done through individuals, but super achievement lies in the fulfilment of set goals through teams (teamwork)”. Employers generally talk of the value of teamwork when there is a need to harness the various talents exhibited by different employees.

Hanaysha (2016) claimed that employers always stress the need to employ those employees that are able to work within a team. There is an opening in adopting teamwork and employee permission within a different organization. It can be the public sector or private sector where they increase their productivity and efficiency. There is also a gap where it was never indicated that teamwork can change over time.

As stated by Tohidi (2010), teamwork can assist the members of the team in having a greater level of emotional safekeeping, self-confidence and the ability to plan and decide with others positively. This helps in creating a healthy work environment with workable agendas, creative activities, positive strategies and values. Teamwork plays a significant productivity growth in the ranges that require problem-solving of a task, a high degree of adaptability and operational management (Zainal, Huey, Nasir & Hussein, 2015). According to the study conducted by Sanyal and Hisam, 2018:15 (as cited by Mohanty & Mohanty, 2018:13), “there is a strong connection between the independent variables viz teamwork, a climate of trust, leadership and structure”. While Monga, Verma, and Monga’s (2015: 36) study reveals that “inter-personal relationship, communication, an attitude of superiors, working conditions and teamwork are more important than any other factors in determining job satisfaction of employees”.

According to Tohidi (2010), the work of a team is dignified by some researchers to be particularly important in achieving organizational goals and in improving performance among subordinates. In our days, most organizations are moving towards a team-based approach to conducting their duties; by doing so, working in teams is the major method used to get work done in organizations. In that way, employers pressurize the importance of employees working as a team and promotion for staff with the ability to work within a team (Boakyes, 2015). Furthermore, the positive collaboration and partnership amongst employees allow them to better understand the end results of teamwork in building up human progress and helping

people achieve the common goals and purposes they need.

1.3 Background of the Department of Employment and Labour

The Department of Employment and Labour (DEL) is one of the departments in South Africa responsible for matters relating to employment, including industrial relations, job creation, unemployment insurance and occupational health and safety (Labour, 2011). Its mission is to regulate the South African labour market for a sustainable economy through appropriate legislation and regulations; inspection, compliance monitoring and enforcement; protection of human rights; provision of employment services; promotion of equity; social and income protection; and social dialogue. In addition, the DEL plays a vital role in decreasing unemployment, poverty and inequality by the setting of policies and programmes which are developed in discussions with social partners to achieve the following objectives: improved economic efficiency and productivity, employment creation; sound labour relations; eliminating inequality and discrimination in the workplace; and easing poverty in employment (Department of Employment and Labour; 2014).

The vision of DEL is to strive for a labour market conducive to investment, economic growth, employment creation and decent work (Labour; 2011). Over the years, the level of teamwork within the Department has played a key role in its effort to achieve its mission because they adhere to the values of the Department. The values of the Department are to treat employees with dignity, care and respect. Through the treatment, they respect and promote client-centred services, integrity and ethical behaviour, like “Batho Pele Principles” and instruct these values through the performance management system. Officials within DEL take accountability, learning and development and practicing the principles of the Department’s Service Charter (Labour; 2011). Some of the challenges in the South African labour market is the presence of

a large low-skilled labour force and a small high-skilled labour force. This situation has led to very high returns to skilled labour, thus increasing wage inequality.

According to Department of Employment and Labour (2014) the DEL had identified the critical challenges in the South African labour market and working environment as unemployment, the growth of typical employment of which labour brokers were only one aspect, the promotion of equity in the workplace and the building of sound labour relations. The five-year Strategic Plan for 2020 – 2024 reflects the expanded mandate of the Department of Employment and Labour (DEL to include ‘Employment’ with the focus shifting from labour market regulation to employment creation and the coordination of employment efforts throughout government and its agencies. This Strategic Plan reflects the reconfiguration of DEL to employment’, a journey already underway. There is a roadmap, but it remains a work in progress. Project Development Partnerships – this programme seeks to assist start-ups and small businesses – where there is no appetite from the usual funding institutions.

The programme is expected to create 10,000 direct jobs plus additional jobs downstream. The programme involves the incubation of entrepreneurs and assistance to access markets, as well as a specific project to support blacks, youths and women to establish six new Asset Managers (Department of Employment and Labour Strategic Plan, 2020). The Department of Employment and Labour had identified its challenges in executing its mandate to deliver labour legislation's objectives as the Constitution demands. These challenges include underemployment and unemployment, the changing nature of work, inequality and unfair discrimination at work, and the inadequate instrument for performance monitoring and evaluation of labour policies and programmes is another major challenge faced by the department (Department of Employment and Labour; 2014).

Due to the high level of unemployment in the country, the employees within the Department have to work as a team from all sections to ensure employment creation and decent work for the country's people. The sections involved in ensuring that are Registration Service as they capture the client's information on the departmental database. Secondly, Public Employment Services as they canvas opportunities from external stakeholders, marketing the services offered by the department to clients and stakeholders, and providing employment counselling to clients. Employers from private and public companies do not want to comply with the South African Constitution and its law, which negatively influences their employees and leads to inspectors having to work with outside stakeholders to ensure employers comply (Labour; 2011).

1.4 Problem Statement

Lack of teamwork is the main problem that results in poor organizational development (Sanyal & Hisam, 2018). This hinders corporate growth and productivity. To improve organizational development, teamwork is essential. Low levels of productivity and creativity in the organization result from the absence of teamwork strategies and concepts in the workplace. All sections in the DEL, including Registration Service (RS), Public Employment Service (PES) and Inspection and Enforcement Service (IES) need to play a role as a team to ensure productivity within the Department to provide necessary service to the clients. As noted earlier, the DEL is confronted with several challenges, such as underemployment and unemployment, the changing nature of work, inequality and unfair discrimination at work, among others.

Low sense of responsibilities amongst DEL staff are key development issues. Not working as a team have high impact in organizations development within the department. Other challenges that the Department face are a lack of funding for training, posts that need to be filled, working

with decreasing budget, delays in creating new posts and employees having to multitask. Lack of communication, trust role and support from senior management have effect on staff being productive as some roles are not clearly specified. Another major challenge is the ongoing network outage experienced by the State Information Technology Agency (SITA). This results in very slow and unstable connectivity to the network service which is accessed by internal users, and service providers and also slow connectivity to web-facing applications.

Religious principles have emphasized how teamwork is essential to achieve the best results and maintain every human's right equally by dividing the tasks and duties. For example, Romans 12:6–8 6 “Having gifts that differ according to the grace given to us, let us use them: if prophecy, in proportion to our faith; 7 if service, in our serving; the one who teaches, in his teaching; 8 the one who exhorts, in his exhortation; the one who contributes, in generosity; the one who leads, with zeal; the one who does acts of mercy, with cheerfulness”. These constitute a significant task on the part of the department's staff, considering several calls for the government to create jobs and address workplace inequality. Teamwork has the ability to enable the members of the team to have a higher level of emotional security, self-confidence and the ability to plan and decide with others positively (Sanyal & Hisam, 2018). According to Osei-boakye, (2015) having this shared belief in collaboration and cooperation, which a culture of teamwork can help to foster, provides your organization with not only a unifying focus, but also a unified approach to how work gets done. Every individual, team and department know they will be expected to work together to complete tasks and accomplish goals.

This research aimed at finding out if working as a team within the organization can result in or lead to organizational development and investigate factors that can lead to the development. It is believed that a lack of teamwork can lead to inefficiencies, which will result in a waste of

resources. As noted by Sanyal and Hisam (2018: 16) “Huge amount of resources are wasted because of teamwork inadequacies which directly threatens the organization’s development”. Preventing teamwork could result from not using different skills within the organization and not having support from management.

Saraswat and Khandelwal (2015:245) stated that “the lack of teamwork in organizations leads to the disappointment of an organization to bring together workers into work groups to success from the respective human resources the organization possesses”. Individual behaviour in a team setting could influence the behaviour of the organization. Wood, Chapman, Fromholtz Morrison, Wallace, Zeffane, Schermerhorn, Hunt and Osborn (2004) argue that all organizations, regardless of their purposes, sizes and either located in the public or private sector, have one thing in common: they are created by several people organized to achieve specific goals for the organization they work for and therefore, how each individual behaves influences the organization’s ultimate output.

A study by Ahmad and Manzoor (2017) focused on the direct effects of teamwork, employee empowerment and training on employee performance in the telecom sector in Islamabad, Pakistan. Their findings indicated that teamwork collaboration has a significant positive effect on employee performance. The study also disclosed that employee empowerment significantly positively affects employee performance.

The focus was on analyzing the impact of teamwork on the employees of Dhofar university as according to Sanyal and Hisam (2018) their study. Numerous teamwork-related factors were analyzed, such as the concept of trust, leadership and structure and performance evaluation and rewards. The results disclosed that there is a strong and significant connection between the independent variables, viz-a-viz. teamwork, climate of trust, leadership and structure,

performance evaluation and rewards and the performance of the faculty members of Dhofar university in the Sultanate of Oman. Overall, the results revealed that teamwork, leadership and structure, team trust and appraisal and rewards and the dependent variable employee performance are positively correlated as for this related to South African context too for a team to be efficient and effective there must be team structure and team trust and also employees need to be awarded for their performance.

This study focused on the effectiveness of teamwork and the organizational development of employees at the DEL. This study will also explore the effectiveness of teamwork for successful organizational development by focusing on the relationship between team members and evaluating teamwork's effect in influencing organizational development. The role of management with respect to organizational development will also be examined. The issues that are expressed on public service failures are generally verbalized by members of the public through various mediums, including the press and nevertheless, the voice of the public employee is almost silent. Instead, headlines show the blame on public employees, as sometimes demonstrated through a process involving employees (Mazibuko-Madalani, 2016: 265).

According to Isik, Timuroglu and Aliyev (2015) studies show that organizations that emphasize teamwork transform faster, see mistakes more quickly, find better solutions to problems, and attain higher productivity. Improving teamwork aims to increase productivity and performance for the benefit of the organization. Team work occurs when the members of a team work together and utilize their individual skills to achieve a common goal. In this process the team members also support each other and contribute collectively to the task and achievement of the goals. teamwork enhances productivity through joint and collective effort. Allowing team members to

bring their specific education and training to a project or a work task, which maximizes the variety of work the team can accomplish as well as the number of tasks completed without additional research.

However, teamwork can bring some negative results to organizations too. Teamwork is not effective if the goal and vision of the team is not clear, the responsibility of team members is above their knowledge and competence, the time is not enough, there is dissatisfaction of promotion and reward system, there is too much control over the team actions, top management does not give enough support to the team and there is not a climate of a participation and trust inside the team. Because of this, teamwork should be fostered and backed with factors by which it can function successfully and productively. These factors include the ideal level of independence of team members; the efficient leadership system; high use of knowledge and technology; proper team training and open communication, adequate delegation of power, the shared goals, values and vision among team members

The lack of transformation in the workplace and the slow progress made in achieving equity especially at senior management level and also junior staff was found to be unacceptable. It was noted that there was a lot of frustration on the ground and impatience was growing as there was absolutely nothing happening to improve people's lives within the department, instead of grooming insiders for the post an outsider will be recruited. There is no effective one stop service; from Registration Service to other section within the labour centre. At present the systems were stand alone and did not talk to each other and one had to look at one data base and then another to do the matching and placing. Labour Centres need to be re-designed to make them user friendly and habitable to both clients and staff. Training not implemented to all officials within the department; some officials keep on attending trainings. Intern within the

department are not absorbed, the department always have to replace people who received intensive training and then left.

Officials are sometimes not offered an opportunity to have input in issues that going to affect them especially those at the lower ground. For DEL to accomplish its legislative mandate, good communication processes must be entrenched within the operational functions of teams regardless of any other factors. This will contribute meaningfully to successful teamwork and ensure interaction between the units of the Department. This last statement is strengthened by the argument that successful collaboration relies upon interaction which must exist between all team members.

1.5 Aims and Objectives of the Study

This research aims to investigate the influences of teamwork on development of Employment and Labour Department in a Provincial Government: A case study, KwaZulu-Natal.

Specifically, the study seeks:

1. To investigate the promotion or inspiration of effectiveness of teamwork on the success of organizational development
2. To explore if teamwork structure does promote organizational productivity
3. To investigate the factors contributing to effective team performance
4. To investigate if goals, roles, processes and interpersonal relationships do contribute to promoting teamwork and organizational development
5. To investigate if team trust does contribute to promoting teamwork and organizational development
6. To investigate the role and involvement of organizational management in the development of the team.

1.6 Hypotheses

The following hypothesis will be framed for this study:

Ho: Teamwork does not significantly contribute to organizational development

H1: Teamwork has an effect on organizational development

Ho: Teamwork structure has no positive effect on organizational productivity

H1: Teamwork structure has a positive effect on organizational productivity

Ho: There is/are no factor(s) that contribute to effective team performance

H1: There is/are factor(s) that contribute to effective team performance

Ho: Goals, roles, processes and interpersonal relationships do not contribute in promoting teamwork and organizational development

H1: Goals, roles, processes and interpersonal relationships do contribute to promoting teamwork and organizational development

Ho: Team trust has no positive effect on teamwork and organizational development H1:

Team trust has a positive effect on teamwork and organizational development

Ho: There is no significant effect of the role and involvement of organizational management in the development of teamwork

H1: There is a significant effect of the role and involvement of organizational management in the development of teamwork

1.7 Research Questions

This study will be guided by the following research questions expressed to meet the purpose:

1. What effect does teamwork have on the organization's development?
2. Does teamwork structure promote organizational productivity?
3. What are the factors contributing to effective team performance?
4. How do goals, roles, processes and interpersonal relationships contribute to promoting

teamwork and organizational development?

5. How does team trust contribute to promoting teamwork and organizational development?

6. What is the role and involvement of the organization's management in the development of teamwork?

1.8 Intended Contribution to the Body of Knowledge

This study aims to contribute to theoretical development in the field of teamwork and development in an organization, providing a transparent conceptual model of the relationship between teamwork and organizational development. This will allow for clarification and a better understanding of the critical elements and the interaction between collaboration and organizational development. The study also aims to highlight the effect of teamwork and trust on the organizational development of the Department of Employment and Labour. It will assist the development of an organization through (recognition, implementation, understanding or enhancement) of teamwork.

This study also contributes to assisting both employers and employees in promoting the idea of teamwork in the work environment due to its leading effects on the development of the organization and workers. Also, to improve the performance of an organization to achieve the desired outcome that can be the result of efficient and effective performance of employees. Furthermore, the study intends to bring out the role and involvement of the organization's management in developing a team in an organization. This study is informed by the Goal, Role, Process and Interpersonal Relationship (GRPI) model of teamwork because it analyses the team's functionality.

1.9 Delimitation of the Study

This study did not focus on all four regions, which are Region 1, 2,3 and 4, which means not all four regions were given a chance to participate in the study. The only Region that the study focused on was Region 3 (Kokstad, Port Shepstone, Richmond and Pietermaritzburg). This is because that will lead to large sampling and will be time-consuming, and it will be able to provide adequate information for generalization. Questionnaires were administered to junior staff within the four labour centres in Southern KwaZulu Natal. Probability Sampling was used because the sample under this technique is selected randomly, and every individual has an equal chance of being selected. The study also considered the lack of teamwork in an organization and their role within the organization to evaluate the impact of collaboration versus individual approach on organizational development and prevailing conditions in organizations.

1.10 Chapter Division

Chapter 1: Introduction

This chapter introduced the general background of the study about the research objectives. The section comprises the problem statement, delimitation of the study, aims of the study, objectives of the study and research questions.

Chapter 2: Literature Review

This chapter focused on relevant literature that was reviewed in order to gain more perception and understanding and support the relevance of the study to establish the relevance of the study by comparing it to previously researched information.

Chapter 3: Theoretical Framework

This chapter reviewed the different models of team effectiveness and also detailed some

empirical literature.

Chapter 4: Research Methodology

This chapter considered the research methodology employed in the conduction of the study and describes the selection of the sample and the design of the survey instruments used to collect the data from the staff of DEL (Southern Region Labour Centres). This chapter presented the instruments used in the study and the statistical analysis undertaken to provide answers to the research questions and the general objectives of the research.

Chapter 5: Presentation of Results

It presented the results that came from the data analysis.

Chapter 6: Discussion of Results

This chapter presented the discussion of findings that appeared from the study as guided by research questions and the objectives of the study. Both presentations of the study findings were done in line with the objectives of the study. The objectives of the study were six-fold. First, the study aimed at investigating the promotion or influence of the effectiveness of teamwork on the success of organizational development. Second, to explore if teamwork structure does promote organizational productivity. Thirdly, to investigate the factors contributing to effective team performance. Fourthly, investigate if goals, roles, processes and interpersonal relationships contribute to promoting teamwork and organizational development. Fifthly, to investigate if team trust does contribute to fostering teamwork and organizational development. Sixthly, to investigate the role and involvement of organizational management in the development of the team.

Chapter 7: Summary, Conclusion and Recommendations

This chapter presented the summary completion, recommendations aimed at combining a high level of teamwork in an organization as guided by the findings from the study and suggestions for further research on issues related to teamwork and organizational development and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the conceptual and literature on the effect of teamwork on organizational development: a case at the Department of Employment and Labour Southern KwaZulu-Natal. Section 2.2 focus on teamwork. Section 2.3 focus on organizational development. Section 2.3 focuses on team structure. Section 2.4 focuses on the productivity and effectiveness of teamwork. Section 2.5 focuses on factors contributing to effective team performance. Section 2.6 focuses on organizational development intervention. Section 7 focuses on challenges faced by the Department of Employment and Labour.

2.2 Teamwork

As indicated by Froebel and Marchington (2005), team members improve their skills, knowledge and abilities while working in a team. The core value of teamwork is the lessening of workload, which helps the employees to perform better without any work pressure because the tasks were spread equally among all the members of that team. Al Anzi (2009: 230) “described teamwork as an idea of working together in a group to achieve the same goals and objectives for the good of the service users and organizations to deliver a good quality of service”. On the other hand, Ranade (2009) claimed that “the essence of teamwork is that workload is reduced and broken into manageable pieces of work for everyone to take part”.

While Black and Lynch (2011) defined “teamwork as a grouping of professionals whose members work on a specific, common goal using their positive assistance, individual and common accountability, and balancing skills”. According to Raue, Tang, Weiland and

Wenzelik (2013), many phases determine whether the team members work together successfully and achieve their goals. As much as a team embraces many skills, abilities, and competencies, there is still no guarantee that the team can be effective and finding a way to ensure this is an added challenge. Teamwork in any situation goes two ways; either it is effective or ineffective.

Teamwork is an important tool for a new type of work organization. Combined action is broadly recognized as a positive force for teamwork in any organization or institution to succeed. Getting together with team members also allows individuals to understand better the importance of teamwork and how organizations operate and serve to promote the culture of success through teamwork (Ahmad & Manzoor, 2017). Mulika (2010) further mentioned that companies are not just looking for technical ability but looking for people who can work together and solve problems. Team trust has the power to strengthen the behavioral concepts and beliefs of teamwork, and also to empower individuals' personalities and develop their skills and talents.

Every member of the team must be responsible for building a notion of trust with other members within the workplace while creating a trustable work environment. Ahmad and Manzoor (2017) argue that "team-based forms of organizing often bring about a higher level of organizational effectiveness in comparison to traditional, bureaucratic forms". However, there is a frightening task for many managers to create a teamwork environment in organizations in the service sector. In the study conducted by Sanyal and Hisam (2018:95), they analyzed the impact of teamwork on the employee of Dhofar University. The results reveal teamwork, trust, leadership and structure, and rewards influence the performance of the university employees.

Scher, Rich, Pariser and Elewski (2013:359) indicated that “teams are replacing individuals as the basic building blocks of an organization”. In most organizations, work was divided into thin functions with short, repetitive work sequences and the work method prearranged in detail. This system failed to offer sufficient scope for a process of upgrading and innovation, which is essential for quick change and adaptation (Conti & Kleiner, 2003). Skills such as problem-solving, communication, collaboration, interpersonal skills, social skills and time management are actively targeted by prospective employers as essential requirements for employability, especially in a team environment (Chandrasekar, 2011).

Some teams are like a shadow in the background; they are always there but not very visible, yet most essential to run the organization’s day-to-day operations. These teams handle finance, sales and marketing and are deemed to be the purposeful leg of the entire organization. For teams to be effective, they must successfully perform both task-work and teamwork. Teamwork focuses more on what team members do, what team members feel or believe and what team members think or know is necessary for teams to accomplish these tasks (West, 2012). Despite having a vast knowledge of the task at hand, a team will be unsuccessful if the members cannot successfully share knowledge, direct behaviour and trust one another (Schmidt, Slack, Leveton, & Shea, 2009).

Osterman (2018) reports that teamwork is positively and significantly related to establishment layoffs, which are disproportionately failing managers. These results suggested that, when teamwork is associated with structural changes, performance can be further enhanced, but there is insufficient evidence to conclude that this is a common spectacle. Manzoor, Ullah, Hussain and Ahman (2011) and Khawama, DiDonab and Hernández (2017) analyzed the effect of teamwork on employee performance and findings affirmed the significant of teamwork in

ensuring increased product quality and quantity, competitive advantage, higher productivity, and performance. Khawama, DiDonab and Hernández (2017) also discuss the benefits of teamwork on an individual and a personal level; they state that working in teams fulfils some of the employees' social needs, such as the need for social interaction and affiliation.

Being included, and being a part of something (a team), can not only create trust between team members to provide for a robust support system but can also create a more open and comfortable working environment for all. A basic overview of how teamwork can affect different characteristics of a job role has been provided in this review, such as job satisfaction, increased innovation, decreased stress and improvement in attitude. Seeing the many effects teamwork can have on an organizational and individual level, there is much to support the increased use of teams as opposed to simply individual work; however, there is still so much more to be examined.

Having a more open working environment, especially while working in a team, provides an opportunity for increased feedback and constructive criticism. Collaborating with other members on a project or topic, feedback is bound to be provided. This feedback can be taken in many different ways; it could allow an individual to listen to what c their members have to say and use the new information for self-enhancement, or a member could look at it in a negative light.

2.3 Organizational Development (OD)

According to Sinding and Waldstrom (2014), organizational development (OD) refers to the complete application of behavioral science knowledge for planned development and promotion with emphasis on structures, strategies and organizational processes to advance organizational

effectiveness. Similarly, Bergh and Theron (2011) define “organizational development as a planned process whereby organizations renew their structure for improving organizational effectiveness”. Jones et al., (2007) stated that many studies have outlined that employees who work in teams can be more productive than those who work individually.

Before working on OD activities, an essential first step is to map the organisational context in which the changes you are hoping to catalyze will occur. This means understanding factors that are going to affect your work, what approach you may be subconsciously bringing to the activities, and being able to determine an organization’s ‘readiness’ to work with you and develop for themselves the required innovations. Entities that participate in organizational development continually develop their business models. Organizational development creates a constant pattern of improvement in which strategies are developed, evaluated, implemented, and assessed for results and quality.

Of considerable merit to organizational development is effective communication, interaction, and feedback in an organization. An efficient communication system aligns employees with the company’s goals, values, and objectives. An open communication system enables employees to understand the importance of change in an organization. Active organizational development increases communication in an organization, with feedback shared continuously to encourage improvement. Innovation is one of the main benefits of organizational development and is a key contributing factor to the improvement of products and services.

One approach to change is employee development – a critical focal point is a reward for motivation and success. Successful engagement of employees leads to increased innovation and productivity. Through competitive analysis, consumer expectations, and market research, organizational development promotes change. Organizational development places significant

emphasis on effective communication, which is used to encourage employees to effect necessary changes. Many industry changes require employee development programs. As a result, many organizations are working toward improving the skills of their employees to equip them with more market-relevant skills (Paudel, 2018).

Bergh and Theron (2011) mentioned that individuals become more productive working in teams because they obtain beneficial occupational skills, work together, and share thoughts and various experiences. Teamwork is, therefore a vital element for the development and function of an organization or institution. Organizational development covers a wide range of theories, processes and activities which are oriented toward the goal of improving individual organizations. OD theory includes corporate strategies, organizational climate and organizational culture.

Organizational strategies look at how an organization categorizes problems, plans action, negotiates change and evaluates progress; organizational climate looks at the mood or unique “personality” of an organization. This involves attitudes and beliefs which influence members’ cooperative behaviour and organizational culture including the deeply-seated norms, values and behaviour that members share (Greenberg, 2011). Hay (2004) mentioned that employees play a dynamic role in organizational development.

Companies that encourage better communication and interaction amongst employees are more satisfied, for discussion is open laterally and vertically. Improved communication within the team leads to improved employee satisfaction and too quick conflict resolution for lower turnover. Employees can better understand, how they can contribute to the fulfilment of the organization’s aims, and how they can contribute to fulfilling organizational targets. Some gaps emerge between teamwork development and organizational development. There is an external

focus on service delivery, whereas teamwork development has an internal focus on issues of service delivery.

Another gap in teamwork development is the concern about financial performance, survival and organization development with interpersonal processes within the organization. Lastly, in team effectiveness, most models discuss relationships between process, design, and contextual variables and team effectiveness, ignoring how such variables interact.

According to Paudel (2018) organization development is objectives based approaches to systems change within an organization. Organization Development enables organizations to build and sustain a new desired state for the entire organization. OD can be achieved through either a change communication process or support by software applications. A larger factor for a successful organization is the organization culture. To achieve the fundamental and most necessary things, human society closely applied the various techniques and methods. Among them, management and leadership are essential tools in ensuring such necessities and demands of present time into effective behaviors.

Thus, time has drastically changed, which means that competition in business, demands for good service, facilities and opportunities and the efficient supply of goods and services centered on customer desire, are rising as a global issues of today's world. However, the world is changing from complex methods to easier ways of achieving these outcomes. Even in the global market, there is seen up and down trends from a few decades. In the name of change, much organization, humanitarian societies and other factors are affected by various trends.

2.4 Team Structure

Simor (2011) states that team structure is also a crucial section affecting a team's success. Team members cannot function if they cannot agree on who to do what and ensure all members share the workload. Agreeing on the specifics of work and how they fit together to join in individual skills requires leadership and structure, either from management or team members themselves. The structure of an organization can determine the methods in which it operates and performs. Organizations can be structured in various ways (Williams, Swee-Lim & Cesar, 2005). There is nothing like a 'one size fits all' concept at play when handling different types of team structures with specific goals in mind. Therefore, team structure is also a crucial component affecting a team's success.

Team structure clearly defines each team member's role and tasks using specialty, hierarchy and formalization (Bunderson & Boumgarden, 2010). These roles and functions fulfilled can be tracked and adjusted by members of the hierarchy (Tarakci, Greer & Groenen, 2016). According to Halevy, Chou, Galinsky, and Murnighan (2012), a body of studies suggests that the chain of command in a team tends to decrease uncertainty in interpersonal interactions by establishing order and rank diversity. When a team's structure has clearly specified roles, tasks, task structures and schedules, team members are likely to know others' jobs and plans.

Therefore, team members can predict what their team members are doing, which activities they will respond to in certain situations, and in what arrangement (Bunderson & Boumgarden, 2010; Bresman & Zellmer-Bruhn, 2013). Customs and rules can provide team members with information signs about what individual tasks should be done in certain situations to accomplish the team's collective tasks (Cohen, Levinthal & Warglien, 2014; Pentland & Haerem, 2015). According to Mathieu et al. (2014) in today's organizations, teams have been

considered fundamental units. Teams have been customarily reflected to function without a structure as a replacement for highly structured departments. Recent studies suggest that teams usually employ structural elements to guide or direct their work.

For example, they are expected to select a leader to monitor individual team member work, divide collective work among team members, and set rules or procedures for teamwork, including deadlines for tasks (Conaldi & Lomi, 2013; Meyer; Lu, Peng & Tsui; 2017). According to Bresman and Zellmer-Buhn (2013) and Ren and Argote (2011), team structure can help teams by improving learning and coordination. However, other studies suggest that team structure may hurt performance by reducing creativity or team learning (Hirst, Van Knippenberg, Chen & Sacramento, 2011).

Hamilton, Nickerson and Owan (2003:547) reported that an aspect of the organization that can be influenced by teamwork is a hierarchical structure. On the other hand, Osei-boakye (2015:96) presented results that show that team effectiveness is increased when collaboration is combined with a decentralized structure and Zwick (2004:105) show that a combination of teamwork and a compliment organization structure has an additional positive effect on profitability.

2.5 Productivity and Effectiveness of Teamwork

Effective teamwork also clearly defines what each person is responsible for, what is not within their scope and the resources required to achieve the organizational goals. To enable this, the team leader has to define the purpose in a very clear manner at the start of the assignment to be performed. The team, on the other side, is expected to help by building processes and systems where the roles and scope of every team member are well defined. This will, however, enable the team to remain very focused and hence avoid anything that distracts effective teamwork

through resolving conflict in the organization as cited by (Chege, 2017). Therefore, effective teamwork collaboration is about creating procedures and policies for conflict resolution, irrespective of the team's greatness as conflicts will always be inevitable. Every team member is responsible for experiencing his or her opinions without upsetting anyone in the team. Effective teamwork results from the team leader setting a good example, which can then be emulated by all the team members in the group.

To keep the team committed, positive, and motivated, the team leader has to apply the necessary leadership qualities to help achieve the organizational goals as cited (Sanyal & Hisam 2018). Osei-boakye (2015:135) mentioned that “the main purpose of teamwork is to apply an effective method to improve the occupational performance of employees and their skills and talents that serve the requirements of the job”. According to Sanyal and Hisam (2018) in their case study on successful teamwork, effective teams can be accurately defined as: “Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate to promote and nurture a positive, effective team environment”.

An individual becomes more productive working on teams because he or she acquires or develops beneficial occupational skills through unlimited learning, cooperating, and exchanging thoughts and various experiences. According to Delarue, Van Hootegem, Proter and Burrige (2008), several theoretical arguments have been developed to explain why teamwork might lead to improved organizational performance. They have argued that the evidence regarding the impact of collaboration at the workplace level is often based on anecdotes or descriptive case analyses. Enhancing employee pleasure is often held to have a positive effect on job satisfaction and motivation, resulting in employees voluntarily working harder.

Hanaysha (2016) outlined that, beyond these effects at the individual level, group dynamics can also play a role: employees may feel inspired by working together towards a common goal. If a system of collective team reward is implemented, individuals may exert strong pressure on each other to achieve high levels of team performance. In this situation, peer pressure within teams could be counterproductive for the organization. Hanaysha (2016) also mentioned that advanced work practices such as teamwork might also lead workers to work more efficiently as a result of working smarter. Working systems and production problems can only be resolved by functional specialists, whereas self-managing teams can solve problems as soon as they occur, thus reducing interruptions to the production process (Simor; 2011).

In addition, workers often have information that higher management lacks, especially on how to make their job more efficient (Tohidi, 2010). By encouraging people to express their views and to learn from solving problems, the production process can be improved meaningfully. Employees may also enjoy using their rational capacities, finding work more rewarding. Implementing teamwork streamlines the organizational structure and reduces the need for coordination. According to Simor (2011), trust among team members comes when members develop confidence in each other's capabilities. A research study concluded that trust among team members develops the unique skills and coordination of individuals (Mickan & Rodger, 2000).

Ghorbanhosseini (2013) stated that there is a confident relationship between team performance and trust. Trust produces the behavioral basis of teamwork, which results in organizational collaboration and a better version of an employee. The development of trust within the organization is the responsibility of individuals. Creating a conducive and trustable environment for synergetic teamwork is the organization's responsibility (Simor, 2011).

According to Agarwal and Adjirackol (2016), when colleagues work well together on specific team-related projects or in various departments, it improves productivity, morale and the overall quality of the organization's product or service. When there is a conflict between staffers, it has the potential to inhibit teamwork, which can delay projects, result in cost overruns or decrease the effectiveness of the work that's performed.

Successful teams can make a massive contribution to organizational productivity and effectiveness. Strong team members understand the corporate objectives of an organization, including its long- and short-term strategies. One of the important benefits is that team members are ultimately working benefits of teamwork are that team members work toward common goals when approaching their everyday tasks and responsibilities. This creates a strong team dynamic that supports the small business's mission. Working collectively toward achieving the company's objectives, the team approach drives each team member to be more effective and more productive than each individual would be working alone. When colleagues support one another rather than provide constant criticism, members aren't defensive about their work. They can collaborate more effectively to achieve the common goal of producing high-quality products and services for the business.

Staffers who aren't out for themselves, but instead are focused on the success of the organization as a whole, support one another accordingly. This streamlines operations and helps everyone approach tasks effectively (Black & Lynch, 2011). Ghorbanhosseini (2013) mentioned that when team members have collective goals, either for a particular project or as a department, they are more likely to work in a cycle to ensure goals are met. Each person knows their role on the team and what they are expected to accomplish. This disregards the problem with teams, where a few team members do most of the work while the others ride along. When each member has a task to complete, it will be obvious to everyone whether it has been

completed. Team members help each other meet deadlines and support each other as necessary to reach targets.

This can be further enhanced when group incentives are applied, such as bonuses for meeting specific quotas or achieving certain sales or production objectives. Team members are accountable to one another and celebrate achievements together as well. Diversity in society should be reflected in the composition of teams as much as possible. Different genders, ages, cultural backgrounds, ethnic heritages and belief systems bring a diversity of ideas to the team. One team member may present an idea that wouldn't have occurred to the others because it originated from a cultural background that the others didn't experience. New or unusual ideas have a way of fostering more novel ideas as the entire team digs deeper into a wider net of possibilities. In effective workplace teams, each individual's skills, talents and strengths are used to the team's benefit. Ideally, team members choose or are assigned tasks within their skill set and where they will excel. The entire group will benefit from each individual's expertise, and the group's work will positively impact the business (Hanaysha, 2016).

For the work environment to be very conducive, mutual trust and respect from all the team members are very crucial. When each person draws on strengths in a supportive environment, it leads to better overall productivity and outcomes for everyone. Good teams are led by outstanding leaders who understand the impact of teamwork on organizational productivity. They know to encourage and motivate team members, give them autonomy over certain aspects of their work, and provide regular feedback. They validate each team member's importance to the company's success, giving them buy-in and a sense of loyalty. Leaders who reward efforts and thank team members for their hard work and accomplishments create cohesive teams that thrive together and drive the company's success (LaFasto & Larson, 2001).

Effective communication ends up helping to the commanding of what is being communicated

to the other person and also find out the previous experience even before the communication takes place. Communication can be perceived as two-way traffic where information is given away while one receives the information in return from the person communicating. Chege (2017) is his survey cited that effective communication in a team or between a group of people forms a key benefit to the organization's performance and profitability. Only the presence of another individual promotes communication in today's life. It is also argued that one cannot survive without communication in day-to-day activities. It also helps control the organizational member's behaviour in various ways.

The team goals are non-existent, poorly defined, or poorly communicated to members. Therefore, productivity is difficult to determine. Goals are the basis for which team output is gauged (output definition, output coordination with team goals, timeliness of results, outcome effectiveness, and output and accomplishment correspondence). Unfortunately, any existing goals are not adequately communicated to members beyond "we need to meet this deadline". The team understands the deadline but requires the task to be broken down so they can grasp, perform, and take responsibility. When the schedule was used, members saw a path to meet the deadline. Now, members feel they are 'treading water' with no direction (Galli & Kaviani, 2018).

2.6 Factors Contributing to Effective Team Performance

According to Ghorbanhosseini (2013), identifying individuals' finest technique to ensure team success and high performance helps managers understand the interpersonal dynamics within teams. When individuals gather to achieve a common goal, many interpersonal dynamics play a role in whether or not the team will be successful. Therefore, the more challenges the

organization faces, the more critical it becomes that teamwork is effective. Through observation and evaluation, leaders can determine whether a team will demonstrate effective performance by following the factors (cohesiveness, communication, homogeneity, role identity, stability and team size) that collectively contribute to team success. This section gives an insight into cohesiveness, communication, uniformity, role identity, resilience and team size.

2.6.1 Cohesiveness

According to Mullins (2016), “once a team is highly cohesive, a member’s commitment and willingness to strive for excellence flourishes”. Team cohesion affects the extent to which members trust and respect one another’s abilities, opinions, and ability to get along. Managers can also regulate whether team members equally contribute to group discussions and activities rather than creating circles or subgroups of cohesive units (Mullins, 2016). One type of group cohesion is task cohesion which occurs when members stay together because they are intensely involved with the group’s tasks. Task cohesion will be greater if members identify with the group’s tasks and find them intrinsically rewarding and valuable.

Group cohesion for virtual teams with members working at different geographic locations, for various organizations, and even in different sectors of the economy needs effective communication and close coordination to achieve goals. Chege (2017) mentioned that the positive relationship between cohesion and trust in working teams had been confirmed in many investigations. The team's effectiveness can also be called team cohesion, which is a team's capacity to achieve its goals and objectives. The capacity to achieve the goals and objectives of an organization leads to improved outcomes for the team members. Team members are satisfied and willing to remain together (Chege, 2017).

Individual and group variables are empirically linked with the concept of cohesion. According to Pramlal (2004), as cited by Mullins (2016), group variables include a positive relationship with team performance, collective efficacy and group norms. Group cohesion has also been proved to play a very positive part in circumstances where the connection between team performance and structure is positive, leading to improved performance (Rosh et al., 2012).

The relationship between team cohesion and team performance adds value to studies conducted by various researchers (Hornaday, 2014). How a team performs leads to managerial unity or integration, which helps to give improve the coordination of every team effort in delivering productivity and efficiency in the organization. According to Ooko et al. (2015), people should be cheered to work together to develop new ideas, products, processes, and methods through creative methods. Effective teamwork allows the organizations to clearly define straightforward roles for the team members, which is also necessary for teams to know their purpose across the organization. It also helps to define each team member's role to support the organizational objectives.

Thompson, Paul, Borges, Carchedi, and Roman (2015), team cohesion replicates the degree to which members are committed to one another in achieving team goals. Factors that are purported to contribute to team cohesion include the number of team sessions, amount of time in the team, team size, team accountability and rewards for success (Ilbrahim, Johan & Rahman, 2019). Besides that, team cohesiveness describes the process where group members attach themselves to achieve future objectives due to emotional interaction between them and stand this state.

It is stated that the pleasure felt due to the long-time togetherness of team members, homogeneity of group, size of the group, cooperation in group and successful performance is

an essential factor to constitute and develop cohesiveness in a sportive group. According to Ibrahim, Johan and Rahman (2019), the nature of cohesiveness in a group reflects the level of communication and bonding among group members and results in task, role commitment, group pride and interpersonal attraction. Overall, cohesiveness in teams, and assistance for overworked or under-skilled team members can be a source of positive effect and increased morals. Moreover, studies show higher cohesiveness, and higher employee productivity and tend to defend the norm of the group and participate readily (Walid & Zubair, 2016).

Evans and Dion (1991) as cited by Walid and Zubair (2016) present a critical meta-analysis of the literature, in which they find that cohesion was moderately positive for group outcomes. Gully et al.'s (1995) as cited by Walid and Zubair (2016) stipulated that the relative strength of special effects of cohesion on group results may differ based on task interdependence and the level of analysis at which cohesion is operationalized and tested. Supporting the above, Brawley's (2000), as cited by Walid and Zubair (2016) article, addresses the extensive range of cross-task and discipline research that spawned from Gully et al.'s (1995) meta-analysis.

Walid and Zubair (2016) cited Carron and Brawley (2000), who provided valuable guidelines on how cohesion research should best be applied and adapted when tested across different disciplinary and contextual settings. Their guidelines have helped facilitate the ensuing waves of cross-discipline cohesion research that have been published in the last decade. Finally, Pescosolido (2012) discusses how work on cohesion has been applied across different disciplines in the past decade, and in particular, focuses on the developments surrounding cohesion research in the area of sports teams.

Whetten and Cameron (2011), as cited by Mohanty and Mohanty (2018), pointed out that the factors that contribute toward effective team performance are: a heterogeneous team

composition; familiarity among team members; team motivation; team competence; team goals and overall feedback; cohesion among team members; and, decision-making processes within the team. Al-Rawi (2008), cited by Galli and Kaviani (2018), studied team cohesiveness in the United Arab Emirates. The research demonstrated that a multi-component structure comprises cohesiveness and commitment and that it is essential to the team and organizational functioning. Finally, Chiochio, Forgues, Paradis and Iordanova (2011) studied how trust, collaboration, and conflict affect team performance. This research determined that fostering collaboration builds trust and manages conflict in a complex team.

Defranco et al. (2011), as cited by Drouin and Bourgault (2013) highlighted how little attention is appropriated to ensuring effective collaboration across a diverse team. The research suggested the cognitive collaborative model promotes collaborative processes. Martin and Good (2015) analyzed gender differences in cohesion, member satisfaction, and play style during a game in Africa. All-women teams had higher success in cohesion and member satisfaction. All-men groups pursued riskier and wider-ranging strategies. Mathieu et al. (2015) studied the reciprocal relationships of team cohesion performance. They found that shared leadership relates positively to team cohesion but not directly to performance. Tekleab, Karaca, Quigley and Tsang (2016) created a theoretical model by exploring how functional diversity influences team performance through cohesion and team learning. The authors' findings concluded that team behavioral integration has a mediating role in the relationship between functional diversity and cohesion.

Yammarino, Mumford, Connelly, Day, Gibson, McIntosh and Mulhearn (2015) studied team cohesion and focused on four relationship models to understand team dynamics in the Mars mission. They built a lead and dynamics model out of dangerous contexts and suggested its application to extreme contexts. Yeh, Smith, Jennings, and Castro (2006) suggested a 3D

teamwork model that explains the context and process of teamwork. Cohesiveness has a significant and positive relationship with employee performance. Cohesiveness shows how employees perform in harmony together; cohesiveness is the spirit and the sense of belongingness where the employee feels safe, which will construct the motive to take a step ahead and be ready to participate in action towards the goals of the organization.

2.6.2 Communication

Communication, according to Chege (2017), is an activity that creates a relationship between two persons by transferring information. Communication is the process through which an individual employee connects with others in an organization. Efficient communication instruments are vital to developing effective teams. Teams must develop an effective method of communication to understand the room of a goal and agree upon a path to reach such a goal. Indicators of effective team communication include smooth conversation tones, effective conflict resolution, willingness to consider all team member's opinions, efficient decision-making processes and desire to enhance communication frequency (Mullins, 2016). Effective communication involves conveying the content and intention of the source to the receiver provided that the receiver may have understood the message and that between the receiver and source, there are specific differences.

Management should consider people first (Bucata & Rizescu, 2017). From a management point of view, communication is the process by which people are informed and guided to achieve the best results. To communicate effectively means not only putting your thoughts in order and presenting them in an accessible way but also expressing them in a way that would capture the attention of the receiver. Communication makes possible the interaction between members of the working team. A manager should be the first to establish bridges between the members of

the organization through careful and effective communication. Through communication, organization activities scroll correctly. A good manager will use communication to make it understandable to convey its message precisely as we think to obtain the expected feedback at the time of the initiation of the communicative process (Sanyal & Hisam, 2018).

Salman and Hassan (2016) carried out a study on the impact of effective teamwork on employee performance in an entertainment company in Kuala Lumpur, Malaysia. All the chosen factors, such as communication, level of trust, leadership and accountability, had a positive and significant impact on employee performance. Kaifi and Noorie (2011) conducted a study on communication skills and team outcomes between managers and employees. The study revealed that female managers had higher scores on communicating with employees since their scores were significantly higher than the males. Monga et al. (2015) conducted a study on Job Satisfaction of Employees of ICICI Bank in Himachal Pradesh. The study revealed that interpersonal relationships, communication, the attitude of superiors, working conditions and teamwork are more important than any other factors in determining employees' job satisfaction.

Rahim and Tuli (2013) conducted a comparative study on the effectiveness of communication practices with customers between Eastern Bank Ltd. and Mutual Trust Bank Ltd., Bangladesh. The findings suggest that employees of both banks communicate regularly with the customers daily. Chitrao (2014) conducted a study on retail organizations' internal communication systems. The study revealed that all employees prefer face-to-face interaction and that interpersonal communication remains vital at all organizational levels. Akintayo and Faniran (2012) conducted a study on the impact of group dynamics in terms of communication skills and interpersonal relationships on workers' level of social interaction and organizational goal achievement. The study revealed a significant relationship between communication skills and the level of social interaction in the workforce.

According to other new case studies, team coaching results in interactive and communication benefits, while the empirical studies indicated improved team performance. Other writers recommended future researchers focus more on management and leadership of team coaching. Peters (2018) concludes that real teamwork settings help establish effectiveness to improve an organization's productivity. Drouin and Bourgault (2013), as cited by Galli and Kaviani (2018), investigated how teamwork and environment influence decision-making. The research demonstrated a correlation between team performance, communication, and innovation, which agrees with the hypothesis that communication and support for innovation impact decision-making performance. Based on the findings, there is a positive and significant relationship between effective communication and employee performance.

Therefore, effective communication in the entertainment industry is an essential tactic that has been performed, which can extract the ultimate of the employee to help both the organization and the employees achieve their ultimate goal (Hassan, 2016). Effective communication can eradicate much stress and negative feelings sometimes connected with working closely as a team. Chege (2017) argued that business owners should inspire their employees to communicate with one another clearly when working together in the organization. It has also been concluded that effective communication and teamwork in the organization help to improve productivity at every level of performance. This helps in sharing information where every employee is informed of their expectations in the whole organization.

Douglas (2013), in his survey, argued that how one starts to transfer a message from one media to the next governs the outcome of the communication process in every organization. The way a message is delivered always affects the way it is received by the recipient. Arthur (2013), as cited by Chege (2017) in his study, argued that effective communication helps control the

various functions of management in every organization. Good managerial input is key for every effective communication system in the organization. Boyle (2011), as cited by Chege (2017) in his research, determined that the significant obligation of every manager is to develop and maintain an effective communication system for the whole group. Hence, the critical position of effective teamwork and communication ends up providing a good working environment where every employee enjoys job security, improving their performance.

Effective communication is position or atmosphere dependent on other high consistency fields, such as commercial engineering, medicine, manufacturing, and aviation where information relayed helps majorly in making key decisions in delivering the expected results. Chege (2017) cited Gladstein (1984) who found a strong link between intra-group processes (including open communication) and satisfaction. In the contexts of buying and selling relationships, Smith and Barclay (1997) reveal that trust behaviour of open communication and balance from opportunism lead to mutual satisfaction between partners. The main factor hindering our team's effectiveness was communication, majorly because of the diverse nature of the team; members were from different countries, meaning other primary languages.

Newman, Ford and Marshall's (2020) research findings indicated a direct relationship between leader communication and team performance, proving a team's effectiveness. Communication is an essential aspect of any team, and it is a two-way traffic; leaders need to communicate to followers, and followers need to reciprocate. According to Cardon and Marshall (2014), Gen X and Gen Y business professionals are quite likely to consider that social networking tools will be the primary tools for team communication in the future. The future has arrived since most teams today consider social networking tools for team communication.

2.6.3 Homogeneity

According to Ghorbanhosseini (2013), “homogeneity is the extent to which members are similar or different to one another”. The struggle for most project managers is to find the right balance between homogenous and heterogeneous teams. When evaluating team homogeneity, managers can consider similarities and differences in personal characteristics, education, skills, abilities, generational backgrounds, cultural backgrounds, and income levels (Wheelan, 2016). Homogeneous teams may perform better due to similarities in experience and thought, while heterogeneous teams may serve better due to diversity and more remarkable ability to take on multiple roles. For example, homogeneous groups displayed better initial performance than heterogeneous groups, but these effects dissipated over time, and heterogeneous groups later performed better than more homogeneous groups.

Homogenous teams tend to be highly cohesive and can easily develop effective communication methods that reduce conflict. Alternatively, highly heterogeneous teams have an advantage because members are highly diverse, leading to more creativity and resourceful productivity (Ghorbanhosseini, 2013). Moog and Soost (2020) showed that homogeneous teams perform better because the similarity-attraction paradigm states that homogeneity pushes team cohesion, motivation, and interaction among team members. Some articles have confirmed these findings, emphasizing the importance of homogeneous and balanced composition and structure of a team, and others have focused on the diverse expertise of heterogeneous teams in USOs as the best way to achieve success in start-ups in general and USOs in particular, because of their specific challenges (Mathisen & Rasmussen; 2019).

Therefore, this literature typically finds that a homogeneous team might be more promising due to the overlap of knowledge and (technological) understanding (Knockaert et al.; 2011, as

cited by Moog and Soost (2020). Therefore, Knockaert et al. (2011) found in their in-depth qualitative analysis of nine cases of USOs that these spin-offs were mostly founded around the research team and thus very homogeneous from the technological background and somehow the science fields but at the same time heterogeneous in terms of the age of the members along the hierarchies in the team (experienced researchers and PhDs or PostDocs). Teams with a high number of team members are more homogeneous than work groups with fewer team members. These results indicate that age heterogeneity and the quantity of team members should be used carefully as a proxy for team diversity in single-item or simple index measures.

Moog and Soost (2020); identifies two competing theories of social psychology to explain how performance may be affected by team composition. Similarity theory argues that homogeneous groups are likely to be more productive because of the mutual attraction shared by team members of similar demographics. Heterogeneous groups, on the other hand, are predicted to be less effective because of inherent tensions between team members. Superficially, this theory seems very plausible. Individuals of similar backgrounds and abilities often appear to be attracted to one another. However, whether interpersonal attraction among team members translates to higher levels of performance is debatable.

Likewise, the suggestion that differences between team members engender negative feelings toward one another and, in turn, decreased performance is projected, at best. The second theory, equity theory, predicts that team performance is enhanced by the tension that arises between dissimilar individuals within a group. According to equity theory, individuals compare themselves with other group members. If the perceived ratio of personal input to reward appears inequitable, the team members may rely on several strategies to restore equity. For example, if the individual perceives that other team members are being unfairly rewarded for less work, the individual may slow their productivity or work to increase the productivity of

others.

High-expertise team members may not give much weight to the opinions of others with low expertise and may be unwilling to share resources because of the differential status equitably. Weirsema and Bantel (1992), as cited by Moog and Soost (2020) have noted that homogeneity in demographic traits has been shown to lead to a shared language among individuals that enhances communication frequency and integration. As a result, homogeneous teams would be more likely to perform at a high level on tasks that require coordinated activities between team members. Revealed evidence of a small relationship between team cohesiveness and performance.

Because operational definitions of cohesion often use measures of interpersonal attraction as a component of cohesion, the theorized interpersonal attraction between similar team members should produce at least a small performance gain. These conflicts may interfere with performance because the determinate resources available for team coordination are being used for conflict resolution of interpersonal issues instead of actual productivity, especially in tasks requiring smooth and timely interactions among team members.

Research on team composition has suggested that homogeneous teams are more satisfied and experience more positive reactions. At the same time, heterogeneous groups experience enhanced team creativity and bring a wider variety of solutions to a given problem.

2.6.4 Role Identity

According to Scher, Rich, Pariser and Elewski (2013), the diverse skills and knowledge that members bring to a team provide extensive capabilities necessary to achieve a goal. Managers

can detect the extent to which a team can recognize the individual potential of each member and identify the role best suited for the member. If not, a team cannot be expected to be highly practical and perform well (Wheelan, 2016). According to Scher, Rich, Pariser and Elewski (2013), personal skills influenced the performance and development of employees. They noted that in determining a successful career, the ability of interpersonal skills is active to be effectively related.

On the other hand, Zainal, Huey, Nasir and Hussein (2015) stated that to increase productivity and reduce conflicts, positive interpersonal skills must be existing and be high among employees. The type of task the team performs is also critical to understanding the relationships between composition and performance. Pinheiro dos Reis and Puente-Palacios (2018) the capacity of employees to work together is one of the main factors affecting the effectiveness of teams. Social identification- a process in which individuals recognize themselves and are recognized as members of a group, which makes individuals share a vision of unity and a common future. When this process occurs in the context of work teams, it gives rise to work team identity.

This type of identity promotes a collective perception that aligns individuals around team issues, making the connection between employees more likely. Thus, identity with a work team is an important mechanism that unites employees around collective goals and for this reason, can promote effectiveness (Pinheiro dos Reis and Puente-Palacios, 2018).

2.6.5 Stability

According to Ghorbanhosseini (2013:187), group cohesiveness is the one whose members are bonded to one another. Teams with lower turnover rates experience higher levels of group cohesion, better communication methods and more effective role identity. In addition to simply

evaluating turnover rates, managers can evaluate the degree to which members are comfortably interdependent with one another, which comes with stable and trusting relationships.

Team stability did not mediate the relationship between leadership and team learning; however, a strong direct relationship was found between team stability and team learning. Team members need to get to know each other as individuals and as a team and they ought to design work routines that fit their goals, circumstances and personalities. While there is empirical evidence available about the influence of the antecedents mentioned above in the context of project teams, the possible impact of team stability remains unexplored mainly as yet. Nevertheless, the many membership changes in project teams could have a detrimental effect on their ability to learn (Pinheiro dos Reis & Puente-Palacios, 2018).

If team stability is high, it implies that membership change is low. Project teams are characterized by members who may never have worked together before and who have to come together quickly and effectively to achieve a task that nobody has done before within a limited lifespan. It takes time to become familiar with each other before team members can work together as an effective team; similarly, building a team identity rather than remaining a collection of random individuals takes time. Therefore, knowledge about the effects of team stability is of particular importance in project teams.

Research on team stability has emphasized the disruption caused by member turnover on functioning and project performance due to knowledge depreciation. For instance, studying 211 new product development projects, Lynn and Akgun (2002) found that team stability relates positively to team learning and project success. Moreland et al. (1998) showed that stable team membership facilitates learning and intra-team coordination. On the other hand,

teams characterized by a lack of group longevity experience greater difficulty recognizing and integrating their knowledge for efficient task completion (Liang et al., 1995).

On the one hand, keeping the same team members together facilitates the coordination of interdependent work. On the other hand, experimental research has shown that keeping team members together helps them understand one another's capabilities and coordinate their actions (Edmondson & Harvey, 2017). Moreover, teams with a more stable composition demonstrate higher rates of improvement. Especially when it comes to learning by doing, Edmondson and Harvey (2017) claimed team stability to be an influencing factor. As a result of working together over a longer period, the team members might become more capable of coordinating collective learning behaviour. In sum, the extent to which members have worked together is an important issue for understanding how well they share their knowledge, skills, and actions to achieve collective aims.

On the other hand, over time, stable teams may become slaves to routine (Edmondson & Harvey, 2017), may develop collective blind spots and group thinking and may fail to respond to changing conditions, and, as such, lack the positive effects of team entries and withdrawals (Van den Ende & Van Marrewijk, 2014 as cited by Edmondson & Harvey, 2017). In line with Van Woerkom and Croon (2009), however, we expect the positive effects to outweigh the possible adverse effects. Arguing that team stability influences the prevalence of team learning behaviour, especially project teams, seems to be suitable for providing insight into the effects of team instability.

2.6.6 Team Size

Does increasing a team's size enhance the team's ability to arrive at correct answers, make

good decisions, and reach productivity goals? Empirical evidence on this topic is inconclusive. Larger teams may have access to more resources, such as time, energy, money, and expertise, that may not only facilitate team performance on more difficult tasks but also can provide more "slack" if environmental conditions worsen. However, larger teams can also experience coordination problems that interfere with performance and motivation losses caused by the dispersion of responsibility (Ogungbamila, Ogungbamila & Adetula, 2010).

An increase in the size of a work team might increase the resources available to the team and the team's potential productivity because of the capacity and experience of the additional member. However, increasing team size above a context-specific maximum might increase coordination problems and unequal participation of group members, which may result in reduced effectiveness. For example, Hirschfeld et al. (2006), as cited by Ogungbamila, Ogungbamila and Adetula (2010) reported that team size was proportionate with a team's problem-solving proficiency but inversely related to physical-task proficiency.

Mullins (2016) mentioned that by evaluating team size, managers can maximize productivity to ensure high levels of team performance. The larger the number of members in a team, the more resources must be available to achieve a goal. However, as the team size increases, so does the number of conflicts resulting in decreased levels of cohesion and weak productivity. To evaluate whether a team is too large or small, managers must consider how effectively and harmoniously members work together and whether the required tasks are being efficiently accomplished by all members of the team (Scher, Rich, Pariser & Elewski, 2013). Hackman (1987: 327), as cited by Mullins (2016) essentially points to relative team size in his recommendation that the size of a well-composed team should be "just large enough to do the work."

Although in other contexts, smaller groups may be more efficient (Laughlin et al.'s 2006 study of problem-solving), the present results have demonstrated that small teams may be inadequate in a production setting. Furthermore, perceived job insecurity and a high unemployment rate may mediate the connection between team size and workplace commitment, especially in Nigeria. Whereas some studies found that work teams with more members suffered from coordination and process loss (Price, Smith, & Lench, 2006 as cited by Ogungbamila, Ogungbamila and Adetula (2010).), other studies reported that work teams with more members were more effective than those with fewer members (Gevers et al., 2006; Hirschfeld et al., 2006 as cited by Ogungbamila, Ogungbamila and Adetula (2010). Therefore, we must distinguish here between age and team size as single proxies for success (Kilduff et al. (2000), Eisenhardt and Schoonhoven (1990) and age and team size as items that are a component of a team diversity construct.

Stahl, Maznevski, Voigt, and Jonsen (2010), as cited by Ogungbamila, Ogungbamila and Adetula (2010), in a meta-analysis, demonstrated that teams composed of fewer members were more effective than teams made up of more members. They further stated that larger groups showed lower productivity (Marimuthu & Kolandaisamy, 2009) and lower performance (Mueller, 2006) than did smaller groups. An increase in resources (because of more team members) is often counter-balanced by the team's increased difficulty in arriving at a decision and a decrease in each team member's average personal and work space (Ogungbamila, Ogungbamila and Adetula, 2010). Some researchers suggest that size has a curve-linear relationship with effectiveness such that too few or too many members reduce performance. In contrast, other studies have found team size to be unrelated to performance or that increasing team size improves performance without limit.

The study by Morrissette and Kisamore (2020) revealed that the relationship's strength tends to be significantly stronger as team size decreases. They focused on how outcomes of emergent states are particularly relevant in small teams in which team members have more intimate personal connections. Furthermore, process loss theory by Morrissette and Kisamore (2020) maintains that larger teams have more significant process issues that can negatively affect the development of trust or be detrimental to performance; breakdowns in communication and coordination may hamper team efforts to foster these.

According to Morrissette and Kisamore (2020), even though there is no clear evidence about the effects of team size on team effectiveness and performance, it remains correct that team size indirectly influences team effectiveness. Fincannon et al.'s (2009) as cited by Morrissette and Kisamore (2020) findings also supported the claims that the team size determines the team's effectiveness. In as much as it is admirable to have many members in a team because the benefits associated with a reduced workload, minimum time spent working on a task, and many others are not easy to look away from, it is still true that the smaller the team, the easier the management of the team. In addition, it fosters a very interactive team where every member is fully involved in the task.

2.7 Organizational Development Intervention

Organizational development interventions are structured activities in which selected organizational units to engage in a series of tasks that will lead to organizational improvement. This section will put more insight into the following categories: human process interventions, techno-structural interventions, human resource management interventions, strategic interventions, individual interventions, team interventions and organizational interventions.

2.7.1 Human Process Intervention

According to Kuzhda (2016), human process intervention deals with interpersonal relationships and group dynamics. This intervention focuses on human processes: process consultation is an organizational development technique in which the facilitator works closely with the manager on the job to help the manager improve interactions with other group members. Human process intervention also deals with team building in which the facilitator first observes group members' interactions and then helps them become aware of ways to improve their work interactions. It also focuses on intergroup training whereby team building is used to enhance work interactions of different functions or divisions, groups or departments in organizations.

With organizational mirroring, the facilitator helps two interdependent groups explore their perceptions and relations to improve their work interactions. On the other hand, an organizational confrontation meeting brings together all managers of an organization to confront the issue of whether an organization is effectively meeting its goals. This method mobilizes organization members to identify problems, set action targets, and begin working on problems. (Kuzhda, 2016). He further mentioned that an organization's employee reward systems involve the design of organizational rewards to improve employee satisfaction and performance. Career planning and development, on the other hand, generally focuses on managers and professional staff and is seen as a way of improving the quality of their work life.

2.7.2 Strategic interventions

Kuzhda (2016) strategic intervention links the organization's internal functioning to the larger environment and transforms the organization to keep up with changing conditions. Integrated strategic change argues that business strategies and organizational systems must be changed in

response to external and internal disruptions. A strategic change plan helps members manage the transition between a current strategy and organization design and the desired future strategic orientation. Trans organization development, this intervention helps organizations to enter into partnerships and joint ventures to perform tasks or solve problems that are too complex for single organizations to resolve.

This intervention helps organizations develop cultures (behaviour, values, beliefs and norms) appropriate to their strategies and environments with culture change. And self-designing organizations program helps organizations gain the capacity to adjust themselves fundamentally. It is a highly participative process involving multiple stakeholders in setting strategic directions and designing and implementing appropriate structures and processes.

2.7.3 Individual Intervention

Bergh and Theron (2011) stated that individual intervention is aimed at personal development, including interpersonal skills training, wellness strategies, empowerment and career-life planning. These individual strategies encourage accountability, improvement and excellence, in demand to help employees and managers reach their full potential and assist them in dealing with change. As group members attempt to exercise structure on fellow members, they gain a better awareness of their own and others' feelings, behaviour and motivations. Individual interventions also include those designed to produce well-training programs, improve the performance review process, help workers recognize their true needs, set corresponding to career goals, and resolve conflict.

2.7.4 Team Intervention

Bergh and Theron (2011) stated that team interventions are intended to identify and solve

problems such as poor decision-making, and a lack of communication, helping teams set goals and allocate tasks, and enabling a healthy balance between both personal and group needs. In the meetings; members analyse their unit's performance and ask questions about what the team needs to do to improve and discuss possible solutions to problems. The result is that it helps teams and groups within the organization become more effective and members often communicate problems of which their co-workers were unaware.

2.7.5 Organizational Intervention

Bergh and Theron (2011) also state that organizational intervention intended to look at the organization as a whole to create change to the supervisory approach from the traditional authoritarian approach to one of participation. It also looked at moving the organizational culture to a smooth culture and introducing a 'total quality' management approach. As a result, employee; group productivity and quality increase as team members have more power over the process in which they participate.

2.8 Challenges Faced by the Department of Employment and Labour

Cooperative governance, as evidenced by teamwork, plays a critical role in service delivery. Government departments in South Africa are designed to include more than one function under a single organizational goal. This requires teams to coordinate and integrate their functions by cooperating to deliver on the recommended organizational goals. This statement is further outlined in the Constitution (1996), which states that the principle of cooperative governance prescribes how the government departments and institutions in all spheres of government should relate to one another.

The above statement is critical in that it fully entrenches cooperation to ensure seamless service delivery to all South Africans through structured teamwork. The DEL is faced with issues in overseeing the implementation of labour legislation and in providing strategic direction, leadership and administrative support services to the Ministry of Employment and Labour and the Department. It is not surprising that there are many practical challenges. These challenges are mostly significant to the characteristics of the labour market. They include unemployment, labour unrest and workplace discrimination, especially regarding wages, and implementing and monitoring the relevant legislation in the socio-economic and political situation (Vettori, 2018).

As noted earlier, the DEL has also faced several challenges, including unemployment and underemployment, the changing nature of work, inequality and unfair discrimination at work. Other challenges that the Department faces are a lack of funding for training, long queues, roles that need to be filled, working with decreasing budgets, s in creating new posts, and employees having to multitask. Another major challenge is the network being experienced by the State Information Technology Agency (SITA). This results in very slow and unstable connectivity to the network service which internal users and service providers access. And also slow connectivity to web-facing applications.

As for the policy mandate to be achieved as defined above, the DEL need to provide strategic direction, leadership and administrative support services to its Ministry. In monitoring and enforcing the provisions of the labour legislation mentioned above, the Departmental policy mandate of promoting decent work, fair labour practices, the fulfilment of international labour standard obligations, and the enforcement of fundamental rights must be fulfilled. The most recent addition to the Department's functions is the high unemployment rates experienced in the last few decades in South Africa. The legislature passed the Employment Service of South Africa (ESSA), which aims to assist the unemployed in finding gainful employment (Labour;

2011).

2.9 Chapter Summary

This chapter provided various aspects of teamwork. The literature outlined teamwork, teamwork structure, productivity and effectiveness of teamwork building emotional intelligence, factors contributing to effective team performance barriers to effective teamwork, organizational development and organizational development intervention.

For every organization, it is commanding that management takes into consideration the issues relating to the welfare of human resources, for it will result in successful performance. Being well-motivated, satisfying individual needs, and having a pleasing work environment repeatedly lead to high performance. Therefore, managers need to recognize their staff's contribution by constantly encouraging them no matter how little the effort contributed to winning the employees.

CHAPTER THREE

THEORETICAL AND EMPIRICAL REVIEW

3.1 Introduction

The previous chapter focused on literature review and this chapter will focus on theoretical literature keen to explore the effect of teamwork on Organizational Development: A Case of Department of Employment and Labour Southern KwaZulu-Natal to link the study with the appropriate empirical, theoretical framework. The chapter is divided into 11 sections. Section 3.2 focuses on the review of relevant theories. Section 3.3 focuses on Goals, Role Processes and Interpersonal relationships. Section 3.4 focuses on the T7 Model of Team Effectiveness. Section 3.5 focuses on The Katzenbach and Smith Model. Section 3.6 focuses on Hackman Model-Team Effectiveness Model. Section 3.7 focuses on Understanding Team Dysfunction. Section 3.8 focuses on a summary of the models of team effectiveness. Section 3.9 focuses on Empirical study. Lastly, the chapter summary is provided in Section 3.10.

3.2 Theoretical Review

To explain why working as a team might lead to improving organizational development; several theoretical arguments have been developed. Some theories such as Maslow's Hierarchy of Needs, McClelland's Three Needs Theory, and Herzberg's Motivation Theory focus on the effort and motivation of individual workers and claim that they work harder. There is a suggestion that a suitably designed Human Resource system. This system includes teamwork, which will positively affect an employee's job satisfaction, commitment and motivation, leading to behavioural changes that result in improved organizational performance by Strategic Human Resource Management Theory (HRM).

According to Hensley (2016), Strategic Human Resource Management can be defined as an approach which is based on skills and competency to have an effective function for Human Resources management. This process keeps the focus on the development of the human resource (HR) for competitive advantage; by this approach, it is easy to define how an organization can achieve its goals, with the help of an appropriate workforce through HR strategies along with the integrated policy means. Strategic HRM can also be overviewed as an approach in regards to employment relationships like hiring new employees, training them in an effective way, performance management, development and the employee relationship. It can also be described as a branch of management which has the entire focus on how to utilize people's abilities and skills in an organized way so they can play their part effectively to achieve the goals of the organization.

Theories like the self-leadership theory focus on participatory decision-making, individual preference and teamwork as significant motivating factors and suggest these will lead to more committed employees who struggle for greater efficiency and effectiveness (Pearce, Manz & Sims, 2009). On the other hand, work design theory tends to highlight intra-group processes such as job design, task variety and interdependence, while sociotechnical theory highlights changes in the structure of an organization and its processes as the primary mechanism by which performance is enhanced (Mueller, 2012; Delarue, Van Hootegem, Procter & Burrige, 2008). According to Grant, Parker, Walsh and Fried (2009), work design describes how jobs, tasks, and roles are structured, enacted, and modified, as well as the impact of these structures, enactments, and modifications on individual, group, and organizational outcomes.

An example of a traditional work design issue concerns machines operators' low autonomy over their work methods and task timing. A more contemporary example involves the high levels of interdependence and time pressure experienced by software designers who collaborate with

and receive feedback from, customers, suppliers, and coworkers. In each case, the work can be redesigned, by the organization or in some cases by employees themselves, to alter the structure and content of the work, and to improve outcomes such as employee motivation, performance, and well-being.

Performance link is related to the more general discussions surrounding HRM and performance, empowerment and self-leadership. However, teamwork research should not be considered only within these contexts since a specific team working literature has emerged over time (Salas, Cooke & Rosen, 2008). Naquin and Tynan (2003) outlined that organizations are becoming multi-national in scope, and teamwork seems to be gaining strength as jobs get more. The team holds the key to the business's success, not the individual. On the other hand, some research outlined that teams do not succeed because workers are ill-prepared to change from individual providers to team members (Klein, 2012). Once members learn to work together and have clear and acceptable goals, they will manage to be successful team members and become stronger.

Members need to trust and respect one another and communicate often and openly, and for teams to perform better, that takes much effort and time. Wang, MacCann, Zhuang, Liu and Roberts (2009) have a different point of view on teamwork and define it as cooperation with others, within which the team members interact, support each other, solve problems, negotiate and lead each other. Teams can be created by an organization and should work with other units within the organization. For the teamwork in practice, it is necessary to promote and present values that strengthen team culture within the organization.

A positive and innovative team climate is an essential requirement for team success and helps team members work more efficiently and creatively. Proper guidance and support from the

team leader and organizational culture are required to nurture teamwork. Amongst these models, there are those that highlight group structure and interpersonal dynamics, namely: Goal, Role, Processes and Interpersonal relationship (GRPI), the T7 model of team effectiveness, focus on team basics, Hackman model-team effectiveness model, understanding team dysfunction will be discussed in detailed and self-efficacy (Hay, 2004).

3.3 Goal, Roles, Processes and Interpersonal Relationship (GRPI)

According to Raue, Tang, Weiland and Wenzelik (2013), work groups automatically do not become higher performers. A model used to define team effectiveness is GRPI. When team leaders and members need to build an operative team, they have to start by defining the level goals of the team; later, the roles and responsibilities will need to be clarified. Finally, there will be a need to develop interprofessional relationships so that they can relate with each other if they adjust to team processes and perform all these steps. The GRPI model was first introduced by Richard Beckhard (1972). The model identifies the several facets of team cooperation including goals, clarifying roles, responsibilities and processes and the interpersonal relationships of team members.

GRPI helps to make sure that a project team is productive, minimizing ramp-up time and amending when different aspects are highlighted that will result in facilitating the process of establishing and prioritizing the core mission of a team and framing it into a clear action plan, (Hassan, 2014). If goals are not clearly defined, team members may lose focus or be unproductive, resulting in employees hesitating to exercise their roles and responsibilities since they are uncertain. The GRPI model has its limitations, like other models. The model provides an image of team performance at a specific time rather than during the length of a team's life cycle.

Mohanty and Mohanty (2018: 320) stated that “ambiguity at one level has an impact on the ensuing levels, and problems at a lower level are often symptoms of conflicts at a higher level”. When goals are unclear, doubts about the individual roles will ascend, resulting in collective conflict within the processes. Salman and Hassan (2016) added that it is crucial to establish absolute clarity at each level and to put in place a foundation of the shared commitment by installing ownership of and commitment to those goals across the team and by identifying and addressing any issues which restrict the team from reaching their goals.

This implies that team members must improve the effectiveness of a team by focusing on improving their functioning and learning from one another (Salman & Hassan, 2016). This model starts at the top by defining goals first and working downward to roles, processes and interpersonal relationships. According to this model, a team should always begin with a team-level goal, and then the roles and responsibilities will become more evident. It is vital that all members have clarity about the goals, the purpose of the team, the main tasks, and the priorities and deadlines.

Ekimova and Kokurin (2015) state that if team members understand the purpose of the team, it will help solve their problems, encourage passion and commitment, and prevent them from withdrawing. A thorough understanding of the team’s and individuals’ tasks and responsibilities will promote truthfulness, a workable procedure and less conflict (Vodopivec & Hmelak 2015). This can result in competent team members who can analyse and share the workload. Deadlines usually determine the priority and resolution to complete activities (Vodopivec & Hmelak, 2015). Also, clients respond positively when deadlines are met (Vodopivec & Hmelak, 2015). It is mandatory that the team determines procedures for making decisions, resolving conflicts, solving problems, and communicating (Yang, 2014; & Brendle, 2015). Additionally, team members need to be open and respectful to one another and

have trust, support, collaboration and respect for each other in order for them to function effectively (Swart & Pettipher, 2016).

According to the GRPI model, the roles and responsibilities will become clearer once the team has succeeded in defining its goals (Swart & Pettipher, 2016). This became evident in this research as participants explained that once they realized what their goals were, their roles and responsibilities did indeed become clearer. However, it needs to be noted that understanding the roles of all members and the team leader was identified as the only achievement in role clarification. Moreover, the link between individual responsibilities, shared responsibilities, clear boundaries, and identifying and filling gaps within these teams appears to be a major stumbling block in the effective functioning of the Institutional-Level Support Teams (ILSTs).

According to Raue, Tang, Weiland and Wenzlik (2013), the goal of team development is to shorten the time teams spend in their forming and storming phases, thus improving team effectiveness, ensuring productivity, efficiency and quality and at the same time enhancing the way members work together. This can be accomplished by utilizing the GRPI.

3.3.1 Goals

According to Monga, Verma and Monga (2015), goals provide the foundation of good teamwork by creating the primary mission of a team and outlining its purpose. Goals give a team direction, allowing them to understand where they are now, and where they want to go and to unite their effort in getting there. Goals also construct identity and generate sense: a common goal makes the team a team. When it is not clear, shared, and agreed goal, any team development will have a limited impact. Team members must understand, accept, share and commit to common objectives.

Monga, Verma and Monga (2015) further mentioned that precise goals lead to specific results. The goal(s) need to address the business issue that contributes to focusing all efforts and clearly defines what the team will do. The goals should be rational and within the ability of the team and they must be understood and agreed upon by all team members. Goals should be accurate and related to a fundamental business objective. Skills and competencies are available to achieve the goal(s) and fit the organization's overall strategy (Salman & Hassan, 2016).

Raue, Tang, Weiland and Wenzlik (2013) state that specific goals lead to particular results. The goal(s) should address a real business issue. This helps focus all efforts and clearly defines what the team will do. Before setting up a goal, a team should be able to answer the who, what, why, when and how questions. The goals must establish precise criteria for measuring progress in attaining the goal set. By measuring progress, the team can stay on track, feeling a sense of achievement while being encouraged to continue their efforts.

The goals should be reasonable and within the ability of the team. They must be understood and agreed upon by all team members. On the one hand, setting overly complex goals might waste resources or even end in failure. On the other hand, excessively undemanding goals might not present enough of a challenge. It is about setting goals that can be achieved with some effort. Goals should be realistic and related to a real business objective. Skills and competencies are available to achieve the goal(s) and fit the organization's overall strategy. By identifying goals important to the team, they can find ways to realize them and develop the attitudes, capabilities, skills etc., to achieve them. Goals must include clear deadlines and milestones committed to and owned by all team members. Framing goals into a timeline creates a sense of urgency and inspires people to work towards the goal.

3.3.2 Roles

Boakyes (2015) stated that “its authority, responsibilities and tasks can describe a role, and it should be aligned to support the defined goals”. A functional role is defined by tasks that need to be done, and certain types of skill, knowledge and experience are required (Salman & Hassan, 2016). Members within the team need a clear picture of who is doing what, and who is responsible for what, and they should know their authority level to enable the team to function. There should be agreement and understanding; be satisfied with their roles and responsibilities, so they can be accountable individually and collectively.

With clear responsibilities, it makes the timeframe for resolving any issues by addressing the right person. Raue et al., (2013) mentioned that “a task is defined as any activity set to achieve the goals within the role, within the team, and it is crucial to ensure that the person has the necessary capabilities, skills, experience and drive to fulfil the role”. A clear role definition considers the interdependencies between authority, responsibility and tasks to deliver and achieve the goals as aligned with individual goals.

3.3.3 Processes

Salma and Hassan (2016) stated that “processes in organizations are a governance tool to overcome disorganizations in decision-making, control, coordination and communication”.

Defining processes during the forming phase can successfully support the team’s goals by determining the exchanges within a team. In everything we do or say, there are means of communication that needs to take place. Communication channels must be used properly.

Salma and Hassan (2016) further mention that “communication is dynamic for successful teams as procedures are about providing space for team members, whether through a blog, coaching sessions, or regular meetings to enable the other team members to know what everyone is

doing”.

According to Sanyal and Hisam (2018), people make the team; thus, personal or interpersonal conflicts are natural and can arise. A transparent process should be followed when conflict emerges and it should be conventionally addressed to solve issues quicker to avoid growth. These clear processes provide a basis for success; by doing that a team can obtain important insight into how work is actually completed. Team members will be in a position to function efficiently as they will provide a rapid response to natural deficiencies within a team (Sanyal & Hisam, 2018).

3.3.4 Interpersonal Relationship

According to Tarricone and Luca (2002), “the interpersonal section of the GRPI model outlines relationships and individual styles and is about establishing trust, open communication and feedback to support a sound working environment”. Precise format and rules have to be conventional, understood, shared and agreed upon as it is done in goals and roles. This can be done by improving interpersonal relationships in different methods, such as smiling at someone, listening carefully, asking for advice and passing on compliments.

According to Mohanty and Mohanty (2018), five principles of interpersonal relationships can support team development that is based on the attempt to honestly pursue to understand what is essential to your team members without fading what is essential. Firstly, attend to the little things by performing minor acts of courtesy and kindness, such as a smile or a compliment, and offer assistance. Secondly, sticking to commitments is a significant and solid basis for developing trust. People believe in promises, and not keeping them can lead to impatience (Mohanty & Mohanty, 2018).

Thirdly, by clarifying expectations and ensuring that team members clearly understand one another as they are with their prospects, enough time is required, and good listening skills are needed. Fourthly, showing personal integrity means keeping promises, meeting expectations and showing respect, and lastly, apologizing genuinely when you withdraw (Mohanty & Mohanty, 2018). Principles need to be applied when making a withdrawal; being sincere will build a high level of trust within the team and communication will be relaxed. On the other hand, being disrespectful, threatening, harsh or judgmental towards team members limits the options of communicating effectively and causes relationships to deteriorate.

Goal, Role, Processes and Interpersonal Relationship Model limitation: it looks at teams as rational, structured entities, rather than recognizing the shared emotional life teams develop over time. GRPI model is a useful framework for designing new teams as well as helping existing teams operate more effectively. Using this simple framework, you can clearly point out problems with the group and work together to find a solution. The goal focus on what the team want to achieve, the role focus on what needs to be done and who will do it, the processes focus on how the team collaborate and communicate and interpersonal relations focus on how the team members interact on a personal level.

GRPI MODEL OF TEAM DEVELOPMENT

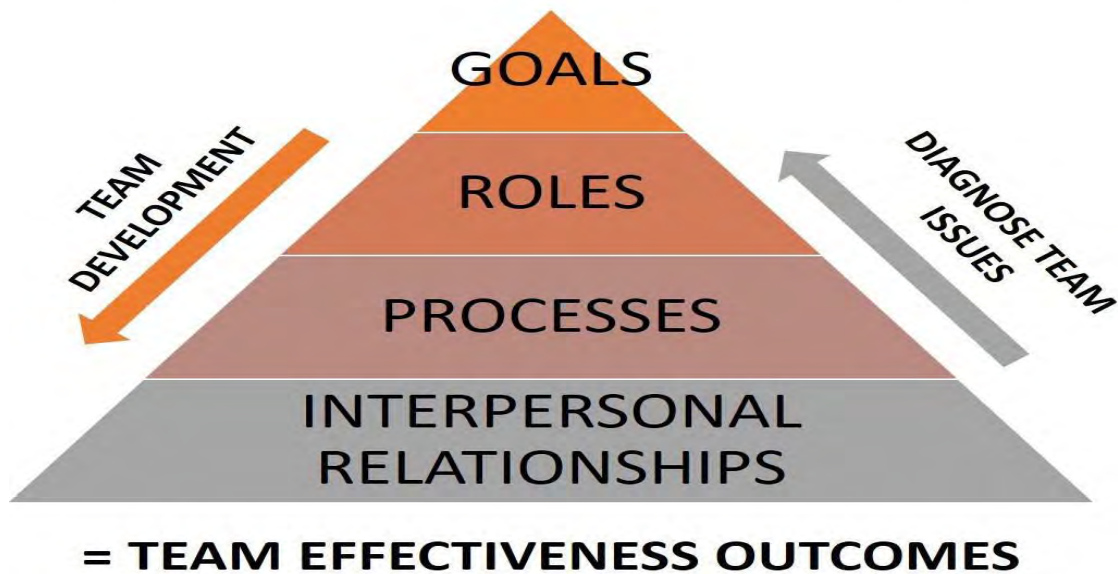


Figure 1: Goal, Role, Processes and Interpersonal Relationship Model of Development (Richard Beckhard, 1972)

3.4 The T7 Model of Team Effectiveness

According to Bakir (2006), Lombardo and Eichinger originally developed the T7 Model in 1995 to represent the key sides that impact the performance of work teams to understand how teams work. Five factors were recognized inside the team and two factors outside the team impact team effectiveness. The T7 Model offers the framework to analyse the operations of a team. Each one of the factors was named to begin with the letter “T.”

Bakir (2006) further specified that “the five internal team factors include: thrust – a common purpose about what needs to be accomplished or team goal(s), trust – in each other as teammates, talent – the collective skills of the team members to get the job done, teaming skills – operating effectively and efficiently as a team and task skills – executing successfully or

getting the job done”. The two external team factors are team leader fit – the degree to which the team leader fulfils the needs of the team members and the second one, team support from the organization – the extent to which the leadership of the organization allows the team to perform.

Without the support from the organization and leadership: the thrust, trust, talent, teaming skills and task skills will have no positive impact on the team. Each of the factors inside the team can be outlined into sub-factors (Naquin & Tynan, 2003). The T7 Model of Team Effectiveness takes a thorough and holistic approach to teamwork. The model assesses team members on their behavior and skills and measures the team itself against cohesion and performance goals.

In any team, team challenges will occur from time to time but if they manage to rise above them, they become better team players than before. No team is complete without team challengers or team players. It’s about how well the group functions as a whole. This model is great for large teams because it focuses on overarching goals instead of individual tasking. Team leaders can assess strengths and weaknesses to set team goals everyone can achieve. This model works well for large teams. Each of the factors inside the team can be delineated into sub-factors or dimensions.

For example, “thrust” refers to agree upon vision, mission, values, and goals among members within a team. Moreover, members employ a common strategy and tactics to accomplish goals. Specifically, thrust consists of the following three behavioral dimensions: (a) thrust management, (b) thrust clarity, and (c) thrust commitment. In contrast, “trust” includes the following dimensions: (a) trust in truthful communication, (b) trust in actions, and (c) trust inside the team. In total, the five internal factors consist of 18 dimensions of team effectiveness. All five internal factors have to be present for teams to be high performing. However, teams

cannot be high performing unless the necessary organizational and leadership support also are provided. It does not matter how good a team is on thrust, trust, talent, teaming skills, and task skills, it must have the support from the organization and the leadership fit to be effective (Lombardo & Eichinger, 1995).

3.5 The Katzenbach and Smith Model

According to LaFasto and Larson (2001), The Katzenbach and Smith Model—Focusing on Team Basics declares that “most people realize the capabilities of teams, but there is a natural resistance to moving beyond individual roles, responsibilities, and accountabilities. Responsibilities for the performance of others are not easily accepted”. Overcoming this resistance requires that team members understand, accept, and apply “the basics” of teamwork. On the other hand, Bakir (2006) mentioned that this model has three overarching goals: (a) Collective Work Products, (b) Personal Growth and (c) Performance Results.

According to the model, as mentioned by Bakir (2006), a team should always begin with a team-level goal, and once the goal is defined, the roles and responsibilities will become clearer. Team members must understand, accept and apply the basics of teamwork to overcome this battle and move beyond individual roles and responsibilities. Tarricone and Luca (2002) suggest that “successful teams are deeply committed to their goals, approach and purpose, while members are also very committed to each other”.

The T7 team effectiveness model, beyond its cute alphabetical hook, actually does provide a unique insight into the different elements that comprise a team and how they fit together. Each one of these factors can even be broken down further into smaller factors (for example, “Talent” includes both hiring and acquisition of talent, as well as making sure that talent is deployed

effectively) for a more detailed analysis of team performance.

Another crucial insight in this model is that it takes into account what teams can't control. While team building generally focuses on what teams can achieve and create, the truth is that at some point teams will confront external forces that affect their ability to perform. Acknowledging these externalities and learning how to deal with them is thus another element of an effective team.

3.6 Hackman Model—Team Effectiveness Model

The Hackman Model of Team Effectiveness, having a compelling direction that everyone works toward: This means setting goals that are clear, challenging, and of sufficient consequence to motivate team members to strive together. Hackman (2002) stated that “the following conditions need to be satisfied for the team to be effective: (a) it is a real team rather than a team in name only, (b) the team has a compelling direction for its work, (c) it has an enabling structure that facilitates teamwork, (d) the team operates within a supportive organizational context and (e) it has ample expert coaching in teamwork available”. Team effectiveness is defined as providing products or services that surpass customer expectations, growing team capabilities over time, and satisfying team members' needs.

Conditions for Team Effectiveness Model—Naquin and Tynan (2003); Hackman (2002) go on to explain the five necessary conditions for team effectiveness as follows:

a) Real Team

It has these four features: a team task, clear boundaries, clearly assigned authority to make team decisions, and membership stability. What does Hackman mean by 'being a real team'? The elements he said were required to ensure your team is 'a real team' are: the members have a

shared task, the team boundaries clearly state who is inside or outside of the group, and the group membership is stable.

As a manager you will have direct control over the first two elements of what constitutes 'a real team', but it is the stability of the group members that is often the hardest aspect to control. If you are based in a project-type environment, then it is probable that team stability will last only as long as the project. If your team includes someone with a rare skill, even this level of stability may not be possible, as different project teams may vie for this scarce resource.

Instability within the team composition can also arise from the nature of the work. For example, managing within a call center environment is often plagued by a high rate of staff turnover due to the nature of the job and the fact that it often attracts transient individuals. As a manager in this type of environment you will be able to minimize the inevitable disruption of staff turnover by developing an induction program that quickly integrates new recruits into the team.

b) Compelling Direction

It refers to whether the team has clear, challenging, and significant goals that focus on accomplishing ends rather than the means the team must use to follow them. As a manager, whatever type of team you are responsible for, you have direct control over the goals you set your team. You can also ensure that you set specific, measurable, attainable, relevant and time bound goals for your staff that motivate and reward them. These goals need to clearly state how the team contributes to the organization so that the team is aware of their own contribution to the overall mission.

c) Enabling Structure

It refers to whether the team has clear, challenging, and significant goals that focus on accomplishing ends rather than the means the team must use to follow them. State whether the team's task, arrangement, and norms of conduct enable rather than obstruct teamwork. The structure that your team exists in is the third factor that Hackman cites as influential in making your team a success. Some of these aspects you will have control over, while others are going to be dictated by the type of organization you are in and your role within it.

Where possible, offering your team variety in the tasks they must complete improves the team's success. Examples might include small changes in task assignment if you are managing a call center team, or keeping the size of your team at a manageable level so that they are not too large and become unwieldy. Sometimes you may want to make small sub-groups within a large team that the qualities of successful teams can be nurtured. Within your team's structure you will also want to ensure that some of your key players have good social skills. This makes certain that persuasion and well-presented arguments rather than conflict forms the basis for decision making within the team. These social skills will also ensure that behavior is guided by strong norms.

d) Supportive Context

Refers to whether the team obtains sufficient resources, rewards, information, education, intergroup cooperation, and support that members need to accomplish their tasks. The fourth quality required to ensure successful teams is that of support. A supportive context is essential for companies and organizations, as they are made up of small groups which when combined form a larger group. This support framework is made up of three elements: reward, development and information.

The reward must be linked to the performance of the group or team. This system must be based upon rewarding the group's performance and cooperation. The second element of the support must be the development of individual members' skills through an educational system. For many organizations this educational system is formed around the Appraisal System, and as a manager it is vital that you develop your skills in this area. The third supportive element is connected to the provision of information and guaranteeing easy access to this data and materials.

Your ability as a manager to ensure your team have access to the information and materials they need to develop their own skills is crucial. You can take advantage of the advances in communications technology (computers, note Book eBook readers, and Smartphones, etc.) and the Internet. You will be able to guide your team to the best resources and information they require to develop their skills.

e) Expert Coaching

Refers to the availability of a capable coach to help team members deal with potential issues or existing problems to accomplish the team tasks. This guidance leads into the finally aspect of the Five Factor Model, that of expert coaching and mentoring. Through the annual appraisal system and your day-to-day management of the team you are able to identify which members of your team require your help with a task, or help that individual develop their interpersonal skills.

Once this need has been identified you coach the person in how they can best meet this challenge and develop the skills they lack. You must be conscious not to be too overbearing in your manner, as this can seriously undermine the effectiveness of the team. The latter is a criticism that Hackman draws attention to in his research and it will significantly reduce the

success of any team. As a manager it is useful to be able to identify the stage at which your group is operating and which of the five factors are present in your organization. By understanding the factors that motivate your team in this way you are better able to adapt your leadership style and behaviors to suit your current team.

You will encounter teams that are an almost permanent fixture, but in which individual members may come and go. Your role in this instance is to ensure that any new members are integrated into the pre-existing team as quickly as possible. This enables the team to continue to operate most effectively. Other teams are more temporary in nature, often set up for a specific project.

Frequently this type of team will be made up of individuals who are familiar with and have a great deal of experience of working in teams. If you are managing this type of team you will facilitate the team to be a cohesive unit as they are likely to be very clear about each other's responsibilities.

This means that the forming and storming stages will be more quickly resolved as the whole team is focused on its objective. As your career progresses you will inherit teams with each new position, and being able to identify at which stage of development this new team is at will help you provide the correct level of support and guidance.

3.7 Understanding Team Dysfunction

One of the most exciting models of team effectiveness was developed by Lencioni. According to Lencioni (2002), "all teams have the potential to be dysfunctional and to improve the

functioning of a team, it is critical to understand the type and level of dysfunction”. Similar to Maslow’s Hierarchy of Needs Theory (1954), there are five levels, and each must be completed to move on to the next one.

As stated by him (Lencioni 2002) there are five potential dysfunctions of a team in his model:

Dysfunction 1: Absence of Trust

This outcome occurs when team members are hesitant to be open with one another and are reluctant to admit their mistakes, weaknesses, or need for help. Without a certain comfort level among team members, a foundation of trust is impossible.

Dysfunction 2: Fear of Conflict

Teams that lack trust are unable to appeal in unfiltered, passionate debate about critical issues. It creates situations where team conflict can easily turn into indirect discussions and back-channel comments in a work setting where team members do not openly air their opinions.

Dysfunction 3: Lack of Commitment

Without conflict, it is difficult for team members to commit to decisions, and develop an environment where doubt conquers. Lack of direction and commitment can make employees, particularly star employees, dissatisfied and excluded.

Dysfunction 4: Avoidance of Accountability

When teams do not commit to a clear plan of action, even the most focused and driven individuals are uncertain to call their peers on actions and behaviours that may appear counterproductive to the team's overall good.

Dysfunction 5: Inattention to Results

Team members indeed tend to put their own needs (ego, career development, recognition, and so on) ahead of the collective goals of the team when individuals are not held accountable. If a team has lost sight of the need for achievement, the business eventually suffers.

3.8 Summary of the Models of Team Effectiveness

Across all models, there is a remarkable observation in the amount of similarity, and they examine issues related to (a) thrust, (b) trust, and (c) teaming skills. Out of the five models, four have identified members' talent as an essential factor in team effectiveness. And again, four of the five models show that team-leader fit needs must be considered. Hay (2004) states that how one resolves conflicts, makes decisions and deals with resource issues is highly related to team effectiveness. The Katzenbach and Smith models closely reflect the T7 Model and examine five of the seven factors and 16 of the 20 dimensions. The Lencioni (2002) model has the most minor communication with the T7 Model, with four common factors and 11 standard dimensions. However, many similarities are identified in the manner in which they view team functioning. The Korn/Ferry T7 Model is one of the most (if not the most) broad assessments of team effectiveness in the literature.

3.9 Empirical Study

3.9.1 Promotion or influence of effectiveness of teamwork on the success of organizational development

Forsyth (2010), concluded that team members are more effective when they hold common values and beliefs as this is significant in helping the organization achieve its goals and

objectives. Some of the shared values help to drive the effectiveness of the team's performance through reduced organizational conflict that can hinder productivity and profitability. A further argument has concluded that shared interpretations regarding the specialized teams are possible consequences and coping with the effectiveness of the teams.

According to Tarricone and Luca (2002) in their case study on successful teamwork, effective teams can be precisely defined as: "successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate to promote and nurture a positive, effective team environment".

3.9.2 Teamwork structure does promote organizational productivity

Kakkad (2011) argued that businesses often ask employees to complete jobs that require them to work as a team to improve organizational productivity. Watt (2010) as cited by Chege (2017) in his study concluded that specialized teams should be held accountable for the productivity of every organization. The managers supervising such team members are responsible for addressing such as this can have a major problem with individual productivity.

Many studies have shown that employees who work on teams can be more productive than others who work individually (Jones et al., 2007). An individual becomes more productive working on teams because they attain or develop beneficial occupational skills through unlimited learning, cooperating and exchanging thoughts and various experiences. Thus, teamwork is an essential element for the development and function of an organization or institution. A recent study shows that employees working within a team can produce more output as compared to individuals (Jones, Richard, Paul, Sloane & Peter, 2007).

3.9.3 Factors contributing to effective team performance

However, for the specialized teams in the organization, it is essential to build the perception of cohesiveness where the group's members are expected to work in cohesion to realize the company objectives. In order to motivate the specialized teams in the organization, the managers have to listen to their viewpoints and opinions, taste and preferences as this has a lot to do with the overall organization's performance. According to Myra (2012), as cited by Chege (2017) concluded that teams are more likely to work in cohesion and hence become effective in their areas of operations. To achieve this, team working and holding people accountable will help in achieving the company goals and objectives.

Zubanov, Katic, Grubic-Nesic and Berber (2017) research indicated that cohesion might increase cognitive conflict while minimizing affective conflict. Also, teams whose members experience a high sense of belonging should be better able to manage conflict than teams with a lower sense of belonging. Moreover, the ability to manage conflict effectively is related to superior new venture performance. Finally, to achieve the organizational objectives, it is critical to enhance the shared opinions through the spirit of teamwork across the whole organization to enable drive performance hence, the importance of the study.

Bruce (2009), as cited by Chege (2017) in his research, concluded that highly specialized teams are only considered successful once they sort out the significant problems that escalate to their attention. Various teams in every organization are expected to pursue goals and objectives that reflect the organizational direction. This can be achieved through the organization embracing its beliefs and values consistently. Macmillan (2008), in his survey, cited that employee empowerment helps the individual to get self-motivation hence improving organizational performance. Staff training, problem-solving, planning and empowering people in the organization increase team productivity.

Through this involvement, improved goal-related intelligence and opinions of the effectiveness of teams are achieved across the whole organization, in turn, are connected to the power of positive thinking, which can easily be attained through building effective team cohesiveness (Halpin, 2008). Research has shown that effective communication without barriers is key and is an essential element of every organizational achievement across the business landscape. Everyone in the team is held accountable by connecting well with people in the organization. Establishing a culture of team-building communication gives the team the words to use when others are not performing up to the expected expectations.

This helps in sharing information where every employee is clearly informed of their expectations in the whole organization. This environment assists in resolving specific problems in the organization hence making critical decisions that help the organization to move forward. Through this approach, agreements are reached that help resolve the organizational conflicts from the day-to-day running of the organization's objectives.

Douglas (2013), in his survey, argued that how one starts to transfer a message from one media to the next governs the outcome of the communication process in every organization. Kakkad (2011), in his survey, cited that effective communication in a team or between a group of people forms a key benefit to the organization's performance and profitability.

Arthur (2013), in his study, argued that effective communication helps control the various functions of management in every organization. Therefore, good managerial input is key for every effective communication system in the organization. Boyle (2011), in his research, determined that the significant obligation of every manager is to develop and maintain an effective communication system for the whole group. Hence, the critical position of effective teamwork and communication ends up providing a good working environment where every

employee enjoys job security, improving their performance.

3.9.4 Contribution of Goals, Roles, Processes and Interpersonal Relationships to teamwork and organizational development

Tohidi (2010) cited Weldon and Weingart (1993), Lee (1989), Locke and Latham (1990) found other possible mediators of the effects of group goals including the degree of cooperation and communication they put on in groups. Mitchell and Silver (1990) found that the presence of both individual and group goals resulted in performance no greater than attained in the presence of group goals alone. Lee (1989) as cited by Tohidi (2010) shows that team goal-setting mediated the relationship between team-member self-efficacy and winning percentage among several female field hockey teams.

Makhalemele and Nel (2021) stated that it is emphasized by several researchers that as team processes are evaluated and readjusted, there is a tendency for members to develop better interpersonal relationships, which are critical for the successful functioning of a team. In the case of this study, it seems that the participants regard good interpersonal relationships as the one successful feature. This is evident in that good working relations with the other team members, trust, good communication and collaboration in problem-solving are reported. But, conversely, being sensitive and flexible with each other and employing effective methods to deal with conflict are also mentioned as challenges.

The study's initial results demonstrate that most teams lacked teamwork skills such as setting goals and assigning roles appropriately. However, the teams were able to establish interpersonal relationships and implement coordinated processes. These results can be rationalized based on the Tuckman model. The Tuckman model emphasizes that the longer the team members work together, they develop strong interpersonal relationships and processes.

Therefore, all the teams demonstrated a high proficiency for these specific teamwork skills, as they were engaged in a semester-long project (Jaiswal, Karabiyik; Thomas & Magana, 2021). Further, the results align well with the existing studies, such as in Raue, Tang, Weiland and Wenzlik (2013) and Jaiswal, Karabiyik; Thomas and Magana (2020), that efficient use of teamwork skills such as goals, roles, interpersonal relations, and processes in sequential order can lead to higher team effectiveness.

3.9.5 Team Trust, Team work and Organizational development

According Chenge (2017) it was established that by enforcing an effective team which is well aligned with a specialized team; the organization is able to operate well in all its framework hence improving performance due to the teamwork embraced. However, some team members are sometimes unwilling to share sensitive information with other team members in the organization due to a lack of trust. Based on a study conducted on the subject, Rodger and Mickan (2000) concluded that there is a positive relationship between trust and team performance.

Team trust can strengthen the behavioural concepts and beliefs of teamwork, empower individuals' personalities, and develop their skills and talents. Such magical power has a positive impact on the performances of employees. Every team member must be responsible for building the concept of trust with other members within the workplace while creating a trustable work environment is one of the essential responsibilities of the organization (Sanyal & Hisam; 2018). Trust among the team members comes when a member of the team develops confidence in each other competence. One research study concluded that trust among team members develops the unique skills and coordination of individuals (Erdem, Ferda, Ozen & Janset, 2003).

Bijlsma-Frankema (2000) found a positive relationship between monitoring and trust in managers in general hospitals as a case study. Consistent with other studies (Smith & Barclay, 1997), various benefits were associated with trust. These benefits are reacted not only in the team outcomes but also in members' attitudes to the organization. A high work team indicates high perceptions of task performance, high team satisfaction, high attitudinal commitment and low persistence commitment. Concerning task performance, our findings support the main effect between trust and performance in similar studies examining trust in other contexts (Smith & Barclay, 1997).

Dayan and Di Benedetto (2010) found that higher team trust was significantly related to higher new product success. More recent studies have also seen large, positive correlations between team trust and performance (Buvik and Tvedt, 2016; Chou et al., 2013; Lee et al., 2015). In other words, some studies report a main effect between trust and performance, while others do not. For instance, McAllister (1995) found a positive relationship between the behavioural consequences of trust and the supervisor's performance assessment. Smith and Barclay (1997) found also a positive association between trusting behaviour and perceived trustworthiness with task performance using different rationales.

However, in Dirks and Ferrin (2002) study, the relationship between trust and team performance was insignificant. One explanation can be related to the fact that in most empirical studies, trust has been conceptualized as a psychological state, such as belief or an attitude towards a known individual or group of individuals in opposition to trust as a multidimensional or multi-component construct.

3.9.6 The role and involvement of organizational management in the development of the team

Sanyal and Hisam (2018) mentioned that; leadership styles affect both employee contentment and performance. Contented team members are more likely to seek ways to contribute professionally to the team's goals. An effective leader will motivate, guide, inspire and challenge his team to achieve greater success. Further study reviewed that transformational leaders are rated expressively higher on measures of gender characteristics and practicality and lower on feminine qualities such as authority, aggression and criticalness. The researcher also concludes that transformational leaders are more flexible, more empathetic, wise, less challenging and less forceful than their non-transformational counterparts in the organization.

Fein et al., (2010), as cited by Chege (2017), in the study concluded that leadership has shifted from traditional understanding and control to transformational leadership in a modern organization. Transformational leaders have team members who report improved satisfaction for their extra work and effort. These leaders have higher-performing groups and receive high ratings on the effectiveness of the set organizational objectives. Farjame (2009), as cited in Chege (2017), suggests that empowerment techniques play an essential role in the inspiration of teams that reflects on an individual's orientation to their work role in the organization. Team members who are empowered see themselves as capable of influencing their work in meaningful ways, resulting in improved results.

According to Scouller (2011) as cited by Oseiboakye (2015), team leadership creates conditions that increase the chances that a team will develop into an effective performing unit of the organization. Leadership performances and their styles are observed as strongly responsible for the team behaviour and performance in any organization. Scouller (2011), as cited by Oseiboakye (2015) in his study, argued that leaders should surpass the typical human

behaviour to assign the blame game for the collective performance of a team member. This behaviour follows the positioning of involvements which are intended to improve the team performance. The goal of team behaviour is to have group leaders and team members become more informed on their personalities, attitudes, and other behavioral styles that change agents tend to think are very crucial to the team's efficiency.

Hackman and Johnson (2013) stated that leadership involves moving a system from where it is located to a better place through the leader's influence. Offerman (2016), as cited by Chege (2017) stated that the current organizational focus is on uplifting and converting organizations to effectively survive in the competitive operating environment. Barth-Farkas and Vera (2014), argued that through transformational leadership, a manager can produce comprehensive changes in organizations and societies by demonstrating three types of actions which include; personality, intelligent inspiration and personalized consideration. Farjame (2009), as cited by Chege (2017), suggests that empowerment techniques play an essential role in the motivation of teams that reflects on an individual's orientation to their work role in the organization.

Team members who are empowered see themselves as capable of influencing their work in meaningful ways, resulting in improved results. Zubanov, Katic, Grubic-Nesic and Berber (2017) some studies indicate that communication technologies are effective in reducing task conflict; however, the team leader may also mitigate task conflict by assuming the role of monitor. Also, top management teams are very important in the implementation of the innovation process of the team. Nijstad, Berger-Selman and Dreu (2014) proposed that transformational leaders create a psychologically safe team climate in which dissenting opinions are used effectively to create radical innovations.

3.10 Chapter Summary

Across all models, there is a noteworthy observation in the amount of similarity; they study subjects related to (a) thrust, (b) trust, and (c) teaming skills. Out of the five models, four have identified members' talent as an important factor in team effectiveness. And again, out of five models, four show that team-leader fit needs have to be well thought-out. Both factor-level and dimension-level comparisons are provided. Goals and goal-setting activities have been recognized as critical ingredients to high performance for decades.

As stated by Hays (2004), on how conflict is resolved, team effectiveness makes decisions and deals with resource issues to be highly related. The Lencioni (2002) model communicates the most with the T7 Model, with four common factors and 11 common dimensions. Many similarities are identified in the manner in which they view team operations. The Korn/Ferry T7 Model is one of the literature's broadest assessments of team effectiveness.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

The previous chapter focused on theoretical and empirical review that looks at theories. This chapter will focus on research methodology. The chapter is divided into 13 sections. Section 4.2 focuses on the research paradigm. Section 4.3 focuses on research design. Section 4.4 population. Section 4.5 focuses on sampling. Section 4.6 focuses on the data collection. Section 4.7 focuses on interview schedule guide. Section 4.8 focuses on pilot test. Section 4.9 focuses on data analysis. Section 4.10 focuses on the trustworthiness of the study. Section 4.11 focuses on validity and reliability. Section 4.12 focuses on ethical issues. Lastly, a chapter summary is provided in Section 4.13.

4.2 Research Paradigm

According to Leedy and Ormord (2013:125); “is a logical and systematic search for new and useful information on a particular topic through the process of collecting, analyzing and interpreting information to increase our understanding of phenomena about which we are interested or concerned”. As research is systematic, it is a process accepted to undertake an investigation following a certain logical order. The procedures must follow each other not in a haphazard way.

Research methodology highlights the following: why research has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted. Furthermore, it also indicates the certain technique of data analysis that has been used (Saunders, Lewis &

Thornhill; 2019:231). According to Cresswell and Plano Clark (2011), both quantitative and qualitative data collection methods successfully generate experimental evidence that would be used to answer the research questions.

The study used a mixed methods philosophy by using qualitative and quantitative approach to expand a broad understanding of the research problem. The rise of the pragmatic paradigm occurred alongside the rise of the mixed-methods approach. According to Lorh (2012), mixed method philosophy is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (for example, experiments, surveys) and qualitative (for example, focus groups, and interviews).

Mixed methods' is a research approach whereby researchers collect and analyses both quantitative and qualitative data within the same study. Mixed methods offer greater flexibility but can lead to differing or conflicting results when integrating data. By combining both quantitative and qualitative data, mixed methods research allows for a more thorough exploration of a research question. It can answer complex research queries that cannot be solved with either qualitative or quantitative research.

Since there is no view from nowhere (Hesse-Biber, 2010, as cited by Creswell, 2014), all research is conducted within a specific worldview. This particular worldview or paradigm provides researchers with a way of thinking about their study, a straightforward set of theories that guides research action (Creswell, 2014). Therefore, a research worldview could be understood as a general philosophical view about reality or the social world and the nature of assumptions that a researcher conveys in the research endeavor (Creswell, 2014). The pragmatists believe there is a single real world, but different people can have different views

about that real world. On the other hand, positivists believe that there is only a single reality and that only a single reality can be approached in one way. Pragmatists study the actions of individuals in light of their actions. The pragmatist seeks knowledge according to the circumstances in which the phenomenon occurs. According to Kaushik and Christine (2019) pragmatism accepts a flexible approach to solving research problems.

According to pragmatism there cannot be one way to solve a problem but a mix of approach can better help solve a problem and find the truth. Pragmatists believe that there cannot be a single reality but multiple realities. The pragmatism paradigm follows both positivism and interpretivism to seek the answers to the problems. Therefore, this research paradigm would suggest a mixed-method approach to research. A mixed-method approach means that such research will use both qualitative and quantitative research methods. Paradigms are sourced from epistemological, ontological and methodological assumptions (Kumar, 2014). A research worldview or paradigm could therefore be regarded as a philosophical intent to undertake a study (Cohen & Manion 1994:38).

Literature has identified several research worldviews or paradigms such as post-positivism, interpretivism/ constructivism, transformative and pragmatism (Creswell, 2014). This suggests the intention was to understand participants' realities as socially constructed by them (Mertens, 2005:12 as cited by Kobus 2016), and the expectation was varied and multiple meanings of the phenomenon, which was crucial for the comprehensive understanding of the problem (Creswell, 2014). Thus, the purpose was to understand the problem through the eyes of the participants (Kobus, 2016), while being cognisant of their backgrounds, assumptions and experiences (McKenzie & Knipe, 2006).

4.3 Research Design

The research design refers to the overall strategy and analytical approach that you have chosen in order to integrate, in a coherent and logical way, the different components of the study, thus ensuring that the research problem will be thoroughly investigated. Research design spells out the basic logical steps researchers adopt to test their hypothesis. It also guides the researcher in planning, designing and implementing the study in a way that is most likely to achieve the intended goal (Creswell, 2012:435).

A combination of descriptive and inferential statistics will be used in this study. According to Penwarden, (2014), descriptive is used for characters of the demographical surveying of a particular group such (as gender, age, income, and marital status) and the information to be studied to measure trends overtime. Inferential research is quantitative and will be used in this research as it explained and test cause-and-effect between dependent and independent variables (Hassan, 2016). Inferential statistics in quantitative research works in addition to descriptive statistics. Where descriptive statistics helps to summarize the characteristics of a sample population, inferential statistics focuses on using that summarized data and predict the characteristics for the larger population.

Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question. As descriptive statistic will describe data through charts or graphs, while inferential statistics will allow the researcher to make predictions from

data through hypothesis. Inferential statistics takes data from a sample and makes suggestions about the large group. As for inferential statistics, a primary goal is to guess population parameters and unknown values for the entire population (Lohr, 2012).

Explanatory research is a research method that explores why something occurs when limited information is available. It can help you increase your understanding of a given topic, ascertain how or why a particular phenomenon is occurring, and predict future occurrences. It allows for an increased understanding of a specific topic. Although it does not offer conclusive results, the researcher can find why a phenomenon occurs. It uses secondary research as a source of information, such as literature or published articles that are carefully chosen to have a broad and balanced understanding of the topic.

According to Boru (2018) explanatory design allows the researcher to have a broad understanding of the topic refine subsequent research questions to augment the study's conclusions. Researchers can distinguish the causes why phenomena arise during the research process and anticipate changes. Explanatory research allows them to replicate studies to give them greater depth and gain new insight into the phenomenon. the purpose of a descriptive study is to provide a picture of a situation, person or event or show how things are related to each other and as it naturally occurs. However, descriptive studies cannot explain why an event has occurred and is much suitable for a relatively new or unexplored research area. Therefore, in situation of abundant descriptive information, alternative research designs such as explanatory or exploratory approach is advisable.

Explanatory design is also identified as suitable for this study because there is satisfactory knowledge about a topic that has been described. According to Lohr (2012), the purpose of

explanatory research is to escalate the understanding of a certain subject. It does not provide conclusive results because of a lack of statistical strength; instead, it results in a determination of how and why things happen. Furthermore, this design looks for the reason and causes of existence and addresses the ‘why’ question. Kobus (2016), defines explanatory design as a method to make people understand something by describing or illustrating.

4.4 Population

According to Kumar (2014), the population is a cumulative of objects, persons or events which meet a specified set of criteria on which the research is generalized. Population is the entire group that a researcher wants to draw conclusion about. In research, population does not always refer to people. Population makes up the data pool for a study. The study was conducted at Southern KwaZulu Natal which consists of four DEL Centres (Kokstad, Pietermaritzburg, Port Shepstone and Richmond). The population in total covering the four labour centres is 226 employees obtained from Human Resource Office of DEL.

4.5 Sampling

According to Wagner, Barbara and Garner (2012), “a sample is chosen on the basis of availability or randomly, and there is an equal chance of individuals being selected”. According to Etikan and Bala (2017), probability sampling results in greater breadth positions of information from a larger population of units selected that will represent the group. On the other hand, the non-probability sampling results in greater information depth with a careful selection of cases from a small number of units (Etikan & Bala, 2017). Non-probability sampling was used for selection specifically for determining interest instead of thoughtfulness. As for probability sampling, every member of the population had a chance of being selected as it will

be used in quantitative research.

Wagner, Barbara and Garner (2012) define non-probability sampling as a sampling method where the probabilities of any member being selected for a sample cannot be calculated. For this study, the non-probability sampling method was used because it is less cost- and time-effective, it was also easy to use and can be used when it is impossible to conduct probability sampling (for example; when you have a very small population to work with). Time and resources permit the researcher to use non-probability sampling. Type of non-probability sampling used during this study: is convenience sampling and purposive (judgmental) sampling.

“Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher” (Leedy & Ormrod, 2013:315). Junior staff were selected using convenience sampling because it was convenient for the researcher to collect data, and this study needed to get an (expansive) estimate of the truth. The convenient sampling method was used to select junior staff based on their capability and willingness to respond to the questionnaire.

Furthermore, purposive sampling was used to select management staff, for respondents were chosen deliberately because their views are relevant to the issue. Also, their- selection is a function of their experience and the belief that they are the representative of a large group. It is done based on pre-determined ideas (teamwork). According to Terre Blanche, Durrheim and Painter (2014), purposive sampling is also known as judgmental, selective or subjective sampling and is a non-probability sampling technique. On the other hand, Etikan and Bala (2017) mentioned that “Purposive sampling techniques are used in qualitative research by the

selection of units from individuals, institutions based on a particular purpose that is associated with answering research analysis questions”.

Convenience sampling is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand. Purposive sampling is a blanket term for several sampling techniques that choose participants deliberately due to qualities they possess. Both non-probability sampling methods were used for, purposive sampling focus on intentionally selecting participants based on their characteristics, knowledge, experiences, or some other criteria, while convenience sampling involves recruiting individuals primarily because they are available, willing, or easy to access or contact on a practical level (Etikan & Bala, 2017). Convenience sampling differs from purposive sampling in that expert judgment is not used to select a representative sample. The primary selection criterion relates to the ease of obtaining a sample. Ease of obtaining the sample relates to the cost of locating elements of the population, the geographic distribution of the sample, and obtaining the interview data from the selected elements (Kanupriya, 2012).

Sampling for inferential statistical representatives were drawn from the participants. Therefore, random selection was used to allow confidence that the sample represents the population. According to Terre Blanche, Durrheim and Painter (2014) random sampling produces statistics such as mean that do not tend to be too high or too low; therefore, there will be generalization from the sample to the broader population. One region was selected with two hundred and twenty-six populations (226) DEL staff, covering four labour centres selected out of sixteen labour centres to participate in the study, for this was more manageable. According to Krejcie and Morgan (1970) as researcher advisors, they used the formula below that assisted the researcher in controlling the appropriate sample size for this study (See Equation 1). The

sample was selected based on a 95% desired confidence level and 5% (0.05) as a specific margin of error.

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))} \quad \text{(Equation 1)}$$

$$(ME^2 * (N-1)) + (X^2 * P * (1-P))$$

Where n = sample size

X^2 = Chi-square for the specific confidence level at 1 degree of freedom

N = Population size

P = population proportion (.50 in the table)

ME = desired margin of error

Therefore, the sample of the study was 143 participants. Only twenty-three (23) respondents were selected for qualitative (Senior Management), and hundred and twenty (120) were selected as respondents in the quantitative part (Junior staff). For the quantitative side of the study probability sampling design was used. The Department is having four regions. The sampling procedure for selecting region 3 was because it will be easy and not time consuming to collect data and less resources can be used to collect data for the researcher reside within region 3.

4.6 Data Collection

The study used mixed methods which are qualitative and quantitative. The researcher used primary data for it is considered current, and this will give an accurate view as related to the topic. The principles to be used to select participants will be as follows: they are DEL officials

from Southern KwaZulu Natal who have massive information and understanding of the department development and teamwork. A qualitative approach was used whereby the interviews were conducted to collect data and a quantitative approach was also being used for questionnaires as an instrument to collect data too. As mixed methods approach by using qualitative and quantitative research methods, the researcher aims to achieve a broad understanding of the research problem.

Sekaran and Bougie, (2016) mentioned that primary data include a very extensive geographical coverage, as it can be collected across national borders via emails, posts, and telephone. A primary source of data is either the written or oral account of a direct witness or a participant in an event or an audiotape, videotape, or photographic recording of such (Welman, Kruger & Mitchell 2012 and Atiku; 2014). This study used primary data by conducting direct questionnaire, and interview with the most efficient design in accordance with the tools, techniques, and characteristics of the respondents. The techniques used to collect primary data were preliminary surveys, interviews, and questionnaires. Data or observations are collected from first-hand experience. This type of data has not been previously published. Examples of this are questionnaires, interviews, observations, and focus groups.

An important method in scientific investigations is survey research which was used in this study through a self-administered questionnaire. The researcher used interviews and questionnaires as instruments to collect data. Questionnaires were used as a collection tool or method to obtain data for the study. This improves the openness of the data regarding the study. Furthermore, a questionnaire plays a big role in discovering specific questions to measure dependent variables to gain quantitative data (Creswell, 2012).

Creswell (2012) stated that questionnaires are a tool used to collect routine data, requiring respondents to fill out the form themselves. It consists of a chain of questions and reminders to obtain information from participants. Interview questions were structured before conducting the actual interview since a questionnaire was required for both quantitative and qualitative approaches. Questionnaires were sent through departmental emails to participants for it was more cost-effective and was the fast method of handing out a survey.

A larger volume of data can be gathered in a far shorter time, and there is no concern that respondents' handwriting will give a clue to their identity. Survey questions assisted the researcher in achieving the following objectives. Interviews address the same goals which are: firstly, to investigate the promotion or influence of effectiveness of teamwork on the success of organizational development, secondly to explore if teamwork structure does promote organizational productivity, thirdly to investigate the factors contributing to effective team performance, fourthly to investigate if goals, roles, processes and interpersonal relationships do contribute to promoting teamwork and organizational development, fifthly to investigate if team trust does contribute to fostering teamwork and organizational development and lastly to investigate the role and involvement of organizational management in the development of the team.

Interviews were used for data collection in this study. Brink et al. (2013) and Kumar (2014) describe interview as a method usable for data collection. They support that it aids responses from participant(s) in different manners: either through face-to-face encounter, telephone call or electronic means which includes emails, skype, amongst others. Kumar (2014) emphasizes that interview can be in different forms: structured, semi-structured and unstructured questions. In this study, the researcher adopted structured interview with some purposively selected

method.

Interviews were conducted through by constructing a structured interview schedule based on data gained in the literature review to answer in an (in-depth) manner. According to Neuman, (2014) a structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic. They are often quantitative in nature. Structured interviews are best used when: You already have a very clear understanding of your topic. Structured interviews differ from other types of interviews because the questions are predetermined in both topic and order. Structured interviews are best used when already have a very clear understanding of your topic, so you possess a baseline for designing strong structured questions. The researcher is constrained in terms of time or resources and need to analyses your data efficiently and research question depends on strong parity between participants, with environmental conditions held constant

Denzil and Lincoln (2011:248) mentioned that “we live in an interview society, in a society whose members seem to believe that interviews generate useful information about lived experience and meanings’. According to Neuman (2014) survey research is a specialized kind of interviewing. The goal was to obtain accurate information from another person”. Participant checking was done by going back to interviewees to confirm that findings were captured correctly. A panel of expert was invited to a seminar during interviews between the qualitative and quantitative parts of the study.

Questions were asked in a collaborating group setting where participants were free to talk with other group members. The focus group was viewed as a convenient addition to the study because it generated themes and ideas for additional questions to be used in the survey. Kumar

(2014) mentioned that interviews are more relevant if a researcher requires a deeper insight. Participants complete consent forms indicating their willingness to participate in the focus group.

The reason for the choice of a structured interview is straightforward to conduct and analyses. Asking the same set of questions mitigates potential biases and leads to fewer ambiguities in analysis. It is an undertaking you can likely handle as an individual, provided you remain organized. (Leedy & Ormrod, 2013). In that way, the fixed nature of structured interviews reduces context effects and other biases. It simple, cost-effective, and efficient and increased credibility, reliability, and validity.

However, the disadvantage of the structured interview is the rigidity of structured interviews means that there is very little opportunity to build rapport between the interviewer and the participant. Since most structured interviews are closed-ended, their scope is limited. Participants cannot go into much detail with their answers, and there is little room for nuance. If a participant doesn't truly identify with any of the binary or multiple-choice answers, it can be difficult to know how much their answer reflects their true feelings (Neuman, 2014).

Ani (2013) suggested that the researcher should ensure "that each respondent understands the questions in the same way and that the answers can be coded without the possibility of uncertainty". The questions should not be ambiguous. This indicates that the interview questions need to be straightforward. Themes that were generated from the interview group were: effectiveness of teamwork, organizational productivity, factors contributing to team performance, organizational development and organizational development intervention, goals, roles, processes and interpersonal Relationships (GRPI), team trust, skills and expertise

and lastly role and cooperation (Appendix C). These themes assisted in informing the development of the survey questionnaires. In addition, the interview group discussion established various patterns of thought. There were 123 participants who responded on questionnaires who were the junior staff and 20 who responded on interviews who were the senior staff. Emails were sent to 123 participants who are junior staff to collect data and some submitted by hand and some emailed them back to the researcher which was cheap, convenient and less time consuming.

4.7 Interview Schedule Guide

The researcher visited the four labour centres, Richmond, Kokstad, Pietermaritzburg and Port Shepstone, purposively selected the staff to be interviewed. Appointment was booked with 29 senior management staff, but in the end, 20 were interviewed. The researcher conducted the structured interviews using an interview schedule guide. The interview schedule guide was used to assist the researcher to ask specific questions regarding the subject matter. The staff took their time, due to the busy schedule and unavailability of the lecturers, the interviews were responded after a month. Some interviews were conducted in the offices of the manager while some were conducted at the boardroom and others at their working stations. This was due to the choice of the availability of staff and the place they agreed for the interview to be relatively conveniently conducted.

4.8 Pilot Test

During the study, pilot study of the questionnaires was done before being administered to the targeted respondents in this study. The piloting help to guarantee clarity and sustainability of the language used to be used during the study. Further to this, the expert opinion from my research supervisor helped check on the content and constant validity of the research instruments. The

importance of this pre-testing helps in finding out any weakness that might be contained in the research instruments. The pilot also helps to determine whether the instruments are reliable and valid, hence checking whether the items would cover enough range of data required, test whether there is identifiable uncertainty in the structure of the questions in order to make improvement and disclose any errors in the questions and shortfalls in coding systems.

A pilot study of 10 respondents were undertaken on from the targeted population through random sampling to check on the validity and reliability of the data collected. The reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. Orodho (2009), states that once a questionnaire is structured, it should be tried out in the field to enable the researcher to determine the validity and reliability of the questions.

The justification for validating the questionnaire is based on the submission of Du Plooy-Cilliers et al. (2014) who state that validating research questionnaire is to prevent biased and unrealistic research results. This implies that validity assists a researcher to draw a very sound conclusion from his/her research data. The need to ensure validity and reliability in research affects all aspects of the research design. The researcher ensured that proper understandings of the questions in the questionnaire were made to the respondents. Reliability is a way of ensuring that research instrument is of good quality (Creswell, 2009).

It is essential to conduct a test to determine the extent to which the research instrument is reliable. Brink, Walt and Rensburg (2014) claim that reliability refers to the extent to which the research instrument measures consistently whatever it is designed to measure. For the purpose of this research, the following measures were put into consideration in order to increase the reliability of the interview schedule in the research. A pilot study was conducted so as to test, verify and

refine the research instruments in order to identify problems that the respondents might face in having to understand the questions and to reduce wrongness and inconsistencies in the questionnaire.

After the pilot study, some ambiguous questions were observed based on the clarity that was sort by the interviewees. Hence, they were modified while others were removed. The pilot study was conducted with Durban Labour Centre officials. They were not part of the main study. The officials were given copies of the questionnaire to fill and were allowed to comment on the clarity and suitability of the instrument. Some senior officials from the Department of Employment and Labour were interviewed using the interview schedule guide in order to know if the questions were easy to understand.

According to Upadhyya and Singh (2010), validity of any test is primarily concerned with the extent to which an instrument measures what it is supposed to measure. The validity and reliability of the survey instruments were measured using the Cronbach's alpha to determine the level of internal consistency of the questions in the instrument. Cronbach's alpha is a method of measuring internal consistency of a set of test or variables in an instrument (Gliem & Gliem, 2003). In order to make sure that the instrument was consistent, and devoid of any error, the questionnaire was carefully constructed using simple language with no ambiguities. Furthermore, the initial instrument was tested to selected group of students within the researcher's host institution.

4.9 Data Analysis

Analyzing is a process that involves various ways that one makes sense of data. According to

Wagner, Barbara and Garner (2012), data analysis was defined as the process of analyzing, interpreting, organizing and transforming data into labels and conclusion. A researcher clarifies data into relevant themes and analyses it per respondent response. Narrative analysis was used to analyse qualitative data which was obtained during interviews. The narrative analysis attempts to identify common themes across a series of stories told during interviews by participants as is meant for qualitative study (Sekaran & Bougie, 2012).

4.9.1 Qualitative Data Analysis

Set rules for determining what truth is and what constitutes evidence was used. Qualitative methodology was used to look at orientations concerned with teamwork and development. The evidence and analyses were then summarized and coded according to themes emerging from the study. Neuman (2014:256), mentioned that a “survey technique can be used in descriptive or explanatory research”. According to Denzil and Lincoln (2011:230), “descriptive statistics, also identified as "samples," can determine multiple observations the researcher takes throughout the study. It is defined as finding group members that fit the study's parameters, noting data about groups being tested; the application of statistics and graphs to conclude the findings from the participants”. Descriptive statistics are used to define the simple structures of the data in a study, and it provide simple summaries about the sample, and it measures and also present quantitative descriptions in a manageable form.

According to Yellapu (2018) descriptive statistics is the process of using and analyzing those statistics. Descriptive statistics is distinguished from inferential statistics (or inductive statistics) by its aim to summarize a sample, rather than use the data to learn about the population that the sample of data is thought to represent. This generally means that descriptive statistics, unlike inferential statistics, is not developed on the basis of probability theory, and

are frequently nonparametric statistics. Even when a data analysis draws its main conclusions using inferential statistics, descriptive statistics are generally also presented.

Descriptive statistics provide simple summaries about the sample and about the observations that have been made. Such summaries may be either quantitative, i.e. summary statistics, or visual, i.e. simple-to-understand graphs. These summaries may either form the basis of the initial description of the data as part of a more extensive statistical analysis, or they may be sufficient in and of themselves for a particular investigation.

For this study, quantitative data collected through questionnaire were analysed using descriptive statistics of percentage and frequency counts. The results of the quantitative data analyses were displayed as tables and graphs, followed by discussions of each result. Descriptive statistics were used for it help to contracts lots of information into a simpler summary and in a sensible way. Answers to questions were summarized in percentages, tables which give an image of what many researchers think. Statistical analysis was executed to conclude some properties of the population from the sample results. For quantitative, data obtained from questionnaires was completed by firstly coded and broken down into essential parts to get answers to the research question.

4.9.2 Quantitative Data Analysis

The qualitative data from interviews with officials were analyzed manually through the use of thematic coding. The researcher initially employed the service of a transcriber who transcribed the responses of officials, after which the responses were coded into different themes based on the questions that were asked. The statistical data processing known as ‘QDA Miner was used. Qualitative Data Analysis (QDA) Miner software was for analyzing documents comprised of

verbal or narrative data. According to Krippendorff, (2004) QDA Miner is an easy-to-use qualitative data analysis software package for coding textual data and graphical, annotating, retrieving and reviewing coded data and documents. The program can manage complex projects involving large numbers of documents combined with numerical and categorical information.

Qualitative Data Analysis Software helps with a wide range of processes that help in content analysis, transcription analysis, discourse analysis, coding, text interpretation, recursive abstraction, grounded theory methodology and to interpret information so as to make informed decisions. Qualitative Data Analysis software helps save time, analyze huge amounts of qualitative data, improve research, validity and credibility, research collaboration, simplify intricate data analysis, enhance final report writing and organize huge amounts of data. QDA Miner also provides a wide range of exploratory tools to identify patterns in coding and relationships between assigned codes and other numerical or categorical properties. Documents are stored in rich-text format and support font and paragraph formatting, graphics and tables. Documents may be edited at any time without affecting the existing coding.

Qualitative data refers to non-numeric information such as interview transcripts, notes, video and audio recordings, images and text documents. Qualitative data analysis can be divided into the following five categories: First, content analysis which refers to categorizing verbal or behavioural data to classify, summarize and tabulate the data. Secondly, narrative analysis involves the reformulation of stories presented by respondents taking into account the context of each case and the different experiences of each respondent. In other words, narrative analysis is the revision of primary qualitative data by the researcher.

Thirdly, discourse analysis is a method of analysis of naturally occurring talk and all types of written text. Fourthly, framework analysis is a more advanced method that consists of several stages such as familiarization, identifying a thematic framework, coding, charting, mapping and interpretation and lastly, grounded theory, this method of qualitative data analysis starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory (Denzil & Lincoln, 2011:265).

The responses were classified according to the trends, themes, and thought patterns elicited from interview sessions. This is supported by Vos, Strydom, Fouche and Delport (2011), who discourse that qualitative data analysis entails breaking down data, examining, comparing and categorizing the data. Kumar (2011) added that the breaking down of data into discrete parts should involve examining and comparing data for easy identification of similarities and differences.

Trafimow and MacDonald (2017) mentioned that, the most common methodologies in inferential statistics are hypothesis tests, confidence intervals, and regression analysis. Interestingly, these inferential methods can produce similar summary values as descriptive statistics, such as the mean and standard deviation. Hypothesis testing is an inferential statistical method that is required to use sample data to solve assumptions about a population parameter (a characteristic that describes a population). Testing hypotheses and drawing generalizations about the population from the sample data are examples of inferential statistics.

Creating a null hypothesis and an alternative hypothesis, then performing a statistical test of significance are required. A hypothesis test can have left-, right-, or two-tailed distributions. The test statistic's value, the critical value, and the confidence intervals are used to conclude.

Below are a few significant hypothesis tests that are employed in inferential statistics. Hypothesis tests allow us to draw these types of conclusions about entire populations (Trafimow, 2016). Inferential statistics give estimates and probabilities about a population and are usually reported as hypothesis tests, confidence intervals, and effect sizes. While inferential statistics are used to make inferences about the population based on sample data, descriptive statistics are used to summarize and characterize the data.

According to McNiff, (2016) NVivo is a program that supports qualitative and mixed methods research and is a qualitative data analysis (QDA) computer software. It's designed to help users to organize, analyze, and find insights in unstructured or qualitative data such as: interviews, open-ended survey responses, articles, social media, and web content. When working with qualitative data without NVivo, users' work will be more time consuming, challenging to manage, and hard to navigate. Importantly, completing this kind of research without software can make it very hard to discover connections in a user's data and find new insights that will give them an edge. NVivo was used for it gives users a place to organize and manage their qualitative data like interviews, open-ended survey responses, journal articles, social media and web content, where deep levels of analysis on small or large volumes of data are required.

4.10 Trustworthiness of the Study

In-depth and detailed multiple perceptions and meanings credited by participants in individual and group responses lead to trustworthiness in qualitative and quantitative research. In the context of the DEL study, the researcher judged reliability according to confirming responses from other respondents and comparing responses that might fit the researcher's interpretation. The study also checked if differences were identified in the four labour centres that were participating in terms of consistency with other parts or all the findings. Responses were

checked by going back to interviewees to confirm that the findings were captured correctly. A panel of expert were invited to a seminar during interviews between the qualitative and quantitative part of the study.

4.11 Validity and Reliability

Creswell (2011) mentioned that “an important feature of qualitative validity is that the findings of the study should be seen as accurate if they are consistent with findings of other researchers”. While Gibbs’s (2002) suggestion is recommended by Creswell (2011) that mistakes made during copying should be checked and corrected to ensure there is no parting from the concepts articulated when coding the data. The research was guided by the authors mentioned above throughout the analysis process and mistakes were corrected during copying. Brink, Ligthelm, and Cant (2013) note that ‘validity’ is the degree to which research instruments measure what they need to measure. They go further to say that the research questionnaire must be adequately validated.

There are various ways in which research can be validated, including content validity, criterion validity, and construct validity Owolabi (2016). Babbie (2007:146), as cited in de Vos *et al.* (2015:172) “validity is more concerned with the level to which an empirical measure reflects the real meaning of the concept under consideration. The integrity of the conclusion of the study are significant. Validity refers to the degree to which an instrument does what it was intended to do and has several purposes to measure face, content, criterion, and construct validity”.

Gravetter and Forzano (2003:87) as cited in de Vos *et al.* (2015:173), face validity is recognized by determining the face value and whether the items are logically and conceptually correct. Face validity was established before the data was collected and was subjective. Bhattacharjee

(2013:65) outlined that “content validity is when items are shown to represent the study fully without errors. The content validity instrument should ask the instrument to measure the concepts it is assumed to measure and if the instrument provides an adequate sample of items that represent the concept being measured”.

de Vos *et al.* (2015:174), states that “criterion validity is more objective and involves different measurements. It was shown when the measures were taken by instruments correlate with another instrument of a construct”. According to Page and Meyer (2011:86) as cited by de Vos *et al.* (2015:174), construct validity is exposed when the instrument is highly connected with responses on another tool known to be measuring a similar concept.

According to Salkind (2006:106), as cited in de Vos *et al.* (2015:177), “refer to reliability as a measure that is performed in the past and future and gives same outcomes. It tests consistency and stability”. Bhattacharjee (2013:65), further supports this by mentioning that “reliability refers to the reproducibility of a measurement. According to Etikan and Bala (2017), Cronbach’s Alpha is a measure of internal consistency, that is, how closely related a set of items is as a group. It is considered to be a measure of scale reliability. A “high” alpha value does not indicate that the measure is unidimensional. If additional analyses can be performed in addition to measuring internal consistency, you wish to provide evidence that the scale in question is unidimensional. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach’s alpha is not a statistical test but a quantity of reliability (or consistency).

Creswell (2012) also states that Cronbach’s Alpha is a way to measure the internal consistency of a questionnaire or survey. Cronbach's Alpha ranges between 0 and 1, with higher values

indicating that the survey or questionnaire is more reliable. Cronbach's alpha can be written as a purpose of the number of test items and the regular inter-correlation among the items. As the average inter-item correlation increases, Cronbach's alpha increases as well (holding the number of items constant). Wagner, Barbara and Garner (2012) mentioned that alpha is not limited to Likert-scored items and is particularly suitable for interval-level variables. It can also be used as Pearson's correlation (which is the basis for Alpha) for dichotomous variables because it is equivalent to a phi coefficient. Cronbach alpha coefficient was utilised to measure the reliability of the questionnaire items.

4.12 Ethical Issues

To adhere to ethical norms in a study comes with several reasons. The reasons for ethics in the study are based on the facts that participants may be easily harmed physically or emotionally, and the researcher can lose her job, reputation and respect of family, co-workers or community (Wagner, Barbara & Garner, 2012). Ethics are not only conducted for the above negative reasons but also because the researcher has the responsibility to respect the rights and dignity of participants and protect participants' anonymity and confidentiality. The researcher applied for an ethical clearance through the University of Zululand research office.

A consent letter from DEL to conduct the study to the staff to participate was requested. The informed consent form was provided to participants to read and sign before answering the questionnaires and being part of a focus group. Respondents were informed that confidentiality will be sustained concerning the information collected from them and that it is voluntary to take part in the study. The information that was obtained from respondents will be used for study purposes only.

4.12.1 Informed consent

Informed consent forms were issued to participants to participate in the study without feeling pressured, and they were fully informed about the purpose, duration, methods and potential that will be used. Informed consent was completed by every participant in the focus group discussion and participants filling in the questionnaire. The rights of the participants in this study to make their own decisions and give their own opinions were recognized. Participants were not deceived in any way, for it is unnecessary and morally unacceptable.

4.12.2 Gatekeeping

Permission was requested from the Senior Management from DEL to conduct the study within the Department and requesting officials from Southern KwaZulu Natal to participate. A letter requesting permission was sent to Training and Performance Management. Senior Management needed to be aware of the study within the Department. There will be no effect on the employee's hiring, promotion, performance evaluation or other employment benefits. There will no penalty for withdrawing from the study.

Participants were provided with informed consent before answering questionnaires and interviews. No participant was force to participate. Request from Provincial Office; Communication officer was sent to all four selected regions, request official to participate in the researcher's study before the researcher emailed the respondents the questionnaire. There was no undue influence without undermining research or employee rights or welfare, invasion of privacy for participants and also breach of confidentiality.

4.12.3 Privacy and Confidentiality

The ethical issues and confidentiality was undertaken using the Health Professions Council of South Africa guidelines. During the focus group, participants were told that taking part in the study is voluntary and that when they feel uncomfortable talking about specific issues, they should not feel pressured to contribute. In addition, the survey questionnaire states that it is completely confidential and that it is impossible to establish the participant`s identity through their response (Wagner, Barbara & Garner, 2012). The language that was used to communicate this information was appropriate to the participant`s level of education.

4.13 Chapter Summary

This chapter explained and justified the methodology and research design which was engaged in. The population was considered by various sampling techniques. Selecting participants was based on the availability and willingness of the subject to participate. The study design was deemed appropriate in terms of the study question. Further appropriate tools were used to analyse the data to give a broad overview of participants` responses. The researcher observed the ethical code of conduct and clearly stated, and the limitations of the methodology were well presented. The presentation and discussion of results will be shown in the following chapter in the form of a tabular.

CHAPTER FIVE

DATA ANALYSIS AND PRESENTATION OF FINDINGS

5. Introduction

The previous chapter presented the methodological and design considerations of the study. This chapter presents data and findings gathered through semi-structured interviews. The discussions of the results of this study are underpinned by the relevant literature as presented in the literature review. It focuses on the influences of teamwork on development of Employment and Labour Department in a Provincial Government: A case study, KwaZulu-Natal. Therefore, the data and findings presented in this chapter are in sync with the study's objectives and key research questions.

The objective was: to investigate the promotion or influence of effectiveness of teamwork on the success of organizational development, to explore if teamwork structure does promote organizational productivity, to investigate the factors contributing to effective team performance, to investigate if goals, roles, processes and interpersonal relationships do contribute to fostering teamwork and organizational development, to examine if team trust does contribute to promoting collaboration and organizational development and to investigate the role and involvement of organizational management in the development of the team.

The chapter's presentation is planned and presented according to the results from the survey and interviews. Section 5.1 will focus on the socio-demographic information of the respondents. Section 5.2 will focus on teamwork and organizational development. Section 5.3 will focus on teamwork and organizational productivity. Section 5.4 will focus on factors contributing to effective team performance. Section 5.5 will focus on the impact of

organizational development on teamwork. Section 5.6 will focus on goals, roles, processes and interpersonal relationships in teamwork and organizational development. Section 5.7 will focus on the contribution of team trust to promoting teamwork and organizational development. Section 5.8. will focus on the influence of skills and expertise on teamwork performance. Section 5.9. will focus on an organizational management role and involvement in developing teamwork. Section 5.10. will focus on cooperation among team members and management in organizational development. Section 5.11 will concentrate on the presentation of retrieved data from interviews. Finally, 5.12 provides the chapter summary.

5.1 Socio-demographic information of the respondents

The study was conducted at the Port Shepstone, Kokstad, Richmond and Pietermaritzburg Labour Centre, situated in the province of KwaZulu-Natal, South Africa. Under investigation, there were 143 officials. The targeted population of the study was 123 participants for the survey and 20 for interviews. However, the 20 who were part of the interviews were officials from the management section within each labour centre. Therefore, the 143 respondents could be grouped from all sections within the labour centre, which are: Registration Service, Public Employment Service, Inspection and Enforcement Service and Management Support Service.

5.1.1 Participant Description

The data relating to age, gender, race and qualification are presented in Table 5.1. From Table 5.1 it can be seen that the age group 30 to 39 years was the largest, with 79 (64.2%) participants, followed by the 40 to 49 group with 28 (22.8%) participants. Males made up just over one-half of the sample (52.8%), with females just under one-half (46.3%). The sample represented the racial category of African Black predominantly with 100 (81.3%). The highest qualification

was a degree for 84 (68.3%) participants, followed by a diploma for 25 (20.3%) participants. The highest degree was honours, and there were no participants with Master's or doctorates.

Table 5.1: Participant Age, Gender, Race and Qualification

Age	N	%
20 to 29	12	9.8
30 to 39	79	64.2
40 to 49	28	22.7
50 and above	4	3.3
Total	123	100%

Gender	N	%
Male	65	52.9
Female	57	46.3
Not Answered	1	0.8
Total	123	100%

Racial Category	N	%
African Black	100	81.3
White	3	2.4
Indian	16	13.0
Coloured	4	3.3
Total	123	100%

Highest Qualification	N	%
Matric	9	7.3
Diploma	25	20.3
Degree	84	68.3
Honours	5	4.1
Masters	0	0.0
PhD	0	0.0
Total	123	100%

5.1.2 DEL Information

The DEL information may be seen in Table 5.2. From Table 5.2 it can be seen that the labour centres were reasonably evenly represented, with slightly more participants from Pietermaritzburg. The sections that were involved were mainly the inspection and enforcement service (45.5%) and registration service (39.9%). Most participants were at the SR5 to SR6 level (63.4%) followed by the SR7 to SR8 level (34.1%). Most (41.5%) had one to five years of service, followed by 32.5% at six to ten years and 16.3% at eleven to fifteen years of service.

Table 5.2: DEL Information

Labour Centre Serviced	N	%
Kokstad	27	22.0
Pietermaritzburg	46	37.4
Port Shepstone	30	24.4
Richmond	20	16.2
Total	123	100%

Section or Unit	N	%
Management Support Service	12	9.8
Registration Service	49	39.9
Public Employment Service	6	4.9
Inspection and Enforcement Service	56	45.4
Total	123	100%

Level in the DEL	N	%
SR5 – SR6	78	63.5
SR7 – SR8	42	34.1
SR9 – SR 10	1	0.8
SR11 – SR12	2	1.6
Total	123	100%

Length of service in the DEL	N	%
0 – 1 year	5	4.1
1 – 5 years	51	41.5
6 – 10 years	40	32.5
11 – 15 years	20	16.3
16 years and more	7	5.6
Total	123	100%

5.1.3 DEL Relationships

The DEL relationships may be seen in Table 5.3. In Table 5.3, the majority (69.9%) cooperated with colleagues by working together when necessary. Positive feedback for the effort was only received sometimes for 112 (91.1%) participants, almost all of the sample. The predominant management style was directive (83.7%), and the majority (91.9%) perceived growth to be the most rewarding aspect of their current position.

Table 5.3: DEL Relationships

Level of Co-operation with Colleagues	n	%
Work together when necessary	86	70.0
Work together when looking for opportunities	18	14.6
Work well together to get the project completed	18	14.6
We resistance about helping colleagues gain an advantage	1	0.8
Total	123	100%

How often positive feedback for effort is received	n	%
Always	10	8.1
Sometimes	112	91.1
Never	1	0.8
Total	123	100%

Management Style Found at Organization	n	%
Authoritative	6	4.9
Directive	103	83.7
Coaching	7	5.7
Participative	6	4.9
Absentee	0	0.0
No answer	1	0.8
Total	123	100%

Most Rewarding Aspect of Current Position	n	%
Growth	113	91.9
Pay check	8	6.5
Interest for the Study	2	1.6
Total	123	100%

5.2 Teamwork and Organizational Development

The effectiveness teamwork was seen to have in promoting or influencing the success of organizational development is presented in Table 5.4. The analysis shows that 39.85 strongly agree that effective collaboration is assisted by transparent and open communication, while 57.7% agree and 2.45 were neutral. The information showed that 47.1% strongly agree that effective teamwork promotes the success of organizational development, while 49.6% agree and 3.35 were neutral.

The information shows that 31.7% strongly agree that working as a team can be one factor contributing to effective team performance, while 66.7% agree and 1.6 were neutral. Finally, the analysis shows that 22% strongly agree that team members take personal responsibility for the effectiveness of our team, while 68.35 agree and 9.7 were neutral.

Table 5.4: Teamwork and Organizational Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	n (%)	n (%)	n (%)	n (%)	n (%)
Effective teamwork is assisted by transparent and open communication	49 (39.8)	71 (57.7)	3 (2.4)	0 (0.0)	0 (0.0)
Effective teamwork promotes the success of organizational development	58 (47.1)	61 (49.6)	4 (3.3)	0 (0.0)	0 (0.0)
Working as a team can be one factor contributing to effective team performance	39 (31.7)	82 (66.7)	2 (1.6)	0 (0.0)	0 (0.0)
Team members take personal responsibility for the effectiveness of our team	27 (22.0)	84 (68.3)	12 (9.7)	0 (0.0)	0 (0.0)

5.3 Teamwork and Organizational Productivity

The data on teamwork structure to promote organizational productivity may be seen in Table

5.5. From Table 5.5, it can be seen that: 31.7% strongly agree that organizational productivity could be the result of team structure, while 65.9% agree and 2.4 were neutral. The analysis shows that 32.6% strongly agree that employees who work in teams can be more productive than those who work individually, while 62.6% agree, 2.4% were neutral, and 2.4% strongly disagree.

The analysis shows that 38.2% strongly agree that effective teams hold and are organized by a diversity of culture, talent and personality, while 57.5% agree, 3.3% were neutral, and 0.8% disagree. The information shows that 32.4% strongly agree that teaming up with other teams leads to high productivity and good results, while 65.9% agree, 0.8% were neutral and 0.8% also strongly disagree. The information shows that 33.3% strongly agree that teamwork can enhance productivity, motivation and value, while 64.2% agree, 0.8% were neutral, strongly disagree and there was no answer.

Table 5.5: Teamwork and Organizational Productivity

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Organizational productivity could be the result of team structure	39 (31.7)	81 (65.9)	3 (2.4)	0 (0.0)	0 (0.0)	0 (0.0)
Employees who work in teams can be more productive than those who work individually	40 (32.6)	77 (62.6)	3 (2.4)	0 (0.0)	3 (2.4)	0 (0.0)

Effective teams hold and are organized by a diversity of culture, talent and personality	47 (38.2)	71 (57.7)	4 (3.3)	1 (0.8)	0 (0.0)	0 (0.0)
Teaming up with other teams leads to high productivity and good results	40 (32.5)	81 (65.9)	1 (0.8)	0 (0.0)	1 (0.8)	0 (0.0)
Teamwork can enhance productivity, motivation and value	41 (33.3)	79 (64.2)	1 (0.8)	0 (0.0)	1 (0.8)	1 (0.8)

5.4 Factors contributing to effective team performance

The factors contributing to effective team performance may be seen in Table 5.6. From Table 5.6 it can be seen that 39.8% strongly agree that team members frequently go beyond what is required and do not hesitate to take the initiative, 52.9% agree, 4.1% were neutral, 2.4% disagree and 0.8% did not respond. The analysis shows that 34.1% strongly agree that teamwork plays a significant role in improving performance, 63.5% agree, 0.8% were neutral, disagree and also strongly disagree.

The information shows that 57.7% strongly agree that emotional intelligence influences work relationships among individual employees, 37.4% agree, 4.1% were neutral, and 0.8% strongly disagree. The information shows that 35.8% strongly agree that factors such as a supportive environment, team rewards and cohesiveness can lead to better employee

performance, 61.8% agree, and 2.4% were neutral.

Table 5.6: Factors contributing to effective team performance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Team members frequently go beyond what is required and do not hesitate to take initiative	49 (39.8)	65 (52.9)	5 (4.1)	3 (2.4)	0 (0.0)	1 (0.8)
Teamwork plays a significant role in improving performance	42 (34.1)	78 (63.5)	1 (0.8)	1 (0.8)	1 (0.8)	0 (0.0)
Emotional intelligence influences work relationships among individual employees	71 (57.7)	46 (37.4)	5 (4.1)	0 (0.0)	1 (0.8)	0 (0.0)
Factors such as a supportive environment, team rewards and cohesiveness can lead to better employee performance	44 (35.8)	76 (61.8)	3 (2.4)	0 (0.0)	0 (0.0)	0 (0.0)

5.5 Impact of Organizational Development on Teamwork

The impact of organizational development on teamwork may be seen in Table 5.7. From Table 5.7 it can be seen that 62.6% strongly agree that collaboration has the ability to create a healthy working environment with workable agendas, positive strategies and values, 33.4% agree, 2.4% were neutral, 0.8% disagree and strongly disagree. The analysis shows that 27.6% strongly agree that, shifting managers have a negative impact on teamwork, 58.5% agree, 10.6% were neutral, 0.8% disagree and 2.4% strongly agree.

The analysis shows that 20.3% strongly agree that there is a negative impact on firm performance because of management behaviour with employees, while 68.3% agree, 7.3% were neutral, 2.4% disagree and 1.6% strongly disagree. The information shows that 40.7% strongly agree that the way to develop and improve the quality of employees is to provide them with development programmes, 57.7% agree and 1.6% were neutral. The information shows that 27.6% strongly agree that the absence of teamwork strategies can lead to disappointment, low morale and poor productivity, while 65.9% agree, 4.1% were neutral, 1.6% disagree and 0.8% strongly disagree.

Table 5.7: Impact of Organizational Development on Teamwork

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	n (%)	n (%)	n (%)	n (%)	n (%)
Teamwork has the ability to create a healthy working environment with workable agendas, positive	77 (62.6)	41 (33.4)	3 (2.4)	1 (0.8)	1 (0.8)

strategies and values					
Shifting managers have a negative impact on teamwork	34 (27.6)	72 (58.5)	13 (10.6)	1 (0.8)	3 (2.4)
There is a negative impact in firm performance because of management behaviour with employees	25 (20.3)	84 (68.3)	9 (7.3)	3 (2.4)	2 (1.6)
The way to develop and improve the quality of employees is to provide them with development programmes	50 (40.7)	71 (57.7)	2 (1.6)	0 (0.0)	0 (0.0)
The absence of teamwork strategies can lead to disappointment, low morale and poor productivity.	34 (27.6)	81 (65.9)	5 (4.1)	2 (1.6)	1 (0.8)

5.6 Goals, Roles, Processes and Interpersonal Relationships in Teamwork and Organizational Development

How goals, roles, processes and interpersonal relationships were seen to contribute to promoting teamwork and organizational development may be seen in Table 5.8. Table 5.8 shows that 22.8% strongly agree that team members clearly understand their role, while 68.3% agree, 8.1% were neutral and 0.8% did not respond. The analysis shows that 54.5% strongly agree that super achievement lies in the fulfilment of set goals through teams, not the individual, while 37.4% agree, 6.5% were neutral, 0.8% strongly disagree and did not respond. The analysis shows that 43.1% strongly agree that goals, role, processes and interpersonal relationships do contribute in promoting teamwork, 55.3% agree, 2.4% were neutral, 0.8% disagree and also

did not respond. The information shows that 63.4% strongly agree that, teams that have lower turnover rates experience higher levels of communication and role identity, while 28.5% agree, 6.5 were neutral, 0.8% strongly disagree and did not responded. The analysis shows that 26.8% strongly agree that the mission and goals of my team are well aligned with the organization`s mission and goals, while 65% agree, 0.8% were neutral and also disagree and strongly disagree.

Table 5.8: Goals, Roles, Processes and Interpersonal Relationships in Teamwork and Organizational Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Team members clearly understand their role	28 (22.8)	84 (68.3)	10 (8.1)	0 (0.0)	0 (0.0)	1 (0.8)
Super achievement lies in the fulfilment of set goals through teams, not the individual	67 (54.5)	46 (37.4)	8 (6.5)	0 (0.0)	1 (0.8)	1 (0.8)
Goal, role, processes and interpersonal relationships do contribute in promoting teamwork	53 (43.1)	65 (55.3)	3 (2.4)	1 (0.8)	0 (0.0)	1 (0.8)
Teams that have lower turnover rates experience	78 (63.4)	35 (28.5)	8 (6.5)	0 (0.0)	1 (0.8)	1 (0.8)

higher levels of communication and role identity						
The mission and goals of my team are well aligned with the organization's mission and goals	33 (26.8)	80 (65.0)	7 (5.7)	1 (0.8)	1 (0.8)	2 (0.8)

5.7 Contribution of Team Trust to Promoting Teamwork and Organizational Development

The contribution of team trusts to promoting teamwork, and organizational development is presented in Table 5.9. From Table 5.9, the analysis shows that 31.7% strongly agree, that trust generates results for teamwork, cooperation and better performance, 64.2% agree, 3.3% were neutral and 0.8% disagree. The analysis shows that 18.7% strongly agree that our team members trust each other, while 71.5% agree, 6.5% were neutral, 1.6% disagree, 0.8% strongly disagree and did not respond. The information shows that 27.7% strongly agree that team members seek and give each other constructive feedback, while 69.1% agree, 0.8% were neutral, disagree, strongly disagree and did not respond. The analysis shows that 18.7% strongly agree that individuals may exercise strong pressure on each other in an attempt to achieve a high level of team performance, while 71.5% agree, 7.3% were neutral, 1.6% disagree and 0.8% did not respond.

Table 5.9: Contribution of Team Trust to Promoting Teamwork and Organizational Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Trust generates results for teamwork cooperation and better performance	39 (31.7)	79 (64.2)	4 (3.3)	1 (0.8)	0 (0.0)	0 (0.0)
Members of our team trust each other	23 (18.7)	88 (71.5)	8 (6.5)	2 (1.6)	1 (0.8)	1 (0.8)
Team members seek and give each other constructive feedback	34 (27.7)	85 (69.1)	1 (0.8)	1 (0.8)	1 (0.8)	1 (0.8)
Individuals may exercise strong pressure on each other in an attempt to achieve a high level of team performance.	23 (18.7)	88 (71.5)	9 (7.3)	2 (1.6)	0 (0.0)	2 (0.8)

5.8 Influence of Skills and Expertise on Teamwork Performance

The influence of skills and expertise on teamwork performance is presented in Table 5.10.

From Table 5.10, the analysis shows that 38.2% strongly agree that employees are encouraged and given equal opportunity to develop their confidence, skills and knowledge, 54.5% agree,

2.4% were neutral, and 0.8% did not respond. The analysis shows that 19.5% strongly agree that equal opportunity is given to all team members to develop confidence and skills, while 68.3% agree, 8.1% were neutral, 3.3% disagree, and 0.8% did not respond. The information shows that 22.8% strongly agree that various forms of training are provided to keep your skills up to date, while 65% agree, 8.1% were neutral, 3.3% disagree and 0.8% did not respond.

The information shows that 69.1% strongly agree that skills and expertise have influence in teamwork performance, while 26.1% agree, 2.4% were neutral, 0.8% disagree and also did not respond. The information shows that 28.5% strongly agree that, shared experiences and practices by team members do assist in active teamwork, while 67.5% agree, 2.4% were neutral, 0.8% disagree and did not respond. The analysis shows that 24.4% strongly agree that teamwork improves skills, communication, participation and effectiveness, while 71.5% agree, 1.6% were neutral and disagree, and 0.8% strongly disagree.

Table 5.10: Influence of Skills and Expertise on Teamwork Performance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Employees are encouraged and given equal opportunity to develop their confidence, skills and knowledge	47 (38.2)	67 (54.5)	5 (4.1)	3 (2.4)	0 (0.0)	1 (0.8)
Equal opportunity is given	24 (19.5)	84	10 (8.1)	4 (3.3)	0 (0.0)	1 (0.8)

to all team members to develop confidence and Skills		(68.3)				
Various forms of training are provided to keep your skills up to date	28 (22.8)	80 (65.0)	10 (8.1)	4 (3.3)	0 (0.0)	1 (0.8)
Skills and expertise have influence in teamwork performance	85 (69.1)	32 (26.1)	3 (2.4)	1 (0.8)	1 (0.8)	1 (0.8)
Shared experiences and practices by team members do assist for active teamwork	35 (28.5)	83 (67.5)	3 (2.4)	1 (0.8)	0 (0.0)	1 (0.8)
Teamwork improves skills, communication, participation and effectiveness	30 (24.4)	88 (71.5)	2 (1.6)	2 (1.6)	1 (0.8)	0 (0.0)

5.9 Organizational Management Role and Involvement in the Development of Teamwork

The role and involvement of organizational management in the development of teamwork may be seen in Table 5.11. From Table 5.11 the information shows that 64.2% strongly agree that organization management's role is to be involved in developing teamwork, 31.7% agree, 2.4% were neutral, and 0.8% disagree and also did not respond. The analysis shows that 20.3%

strongly agree that the effect of our manager on our work performance in a positive way is high, while 70.7% agree, 5.7% were neutral, and 1.6% disagree and also did not respond. The analysis shows that 14.6% strongly agree that a reduction in the number of supervisors and middle managers could lead to the team being changed over time, while 69.9% agree, 12.2% were neutral, 1.6% disagree, and 0.8% strongly disagree and did not respond.

The information shows that 17.1% strongly agree that managers recognize and reward employees who are working in teams, while 61.8% agree, 17.9% were neutral, 2.4% disagree, and 0.8% did not respond. The Information shows that 56.9% strongly agree that organizations not only accomplished performance but also achieved job satisfaction and commitment among employees, while 34.1% agree, 8.1% were neutral and 0.8% did not respond. The information shows that 26% strongly agree that proper guidance and support from team leaders and organizational culture is required to nurture teamwork. In comparison, 69.9% agree, 1.6% were neutral, 0.8% disagree and 1.6% did not respond.

Table 5.11: Organizational Management Role and Involvement in the Development of Teamwork

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Organization management's role is to be involved in developing teamwork	79 (64.2)	39 (31.7)	3 (2.4)	1 (0.8)	0 (0.0)	1 (0.8)
The effect of our manager in	25 (20.3)	87	7 (5.7)	2 (1.6)	0 (0.0)	2 (1.6)

our work performance in a positive way is high		(70.7)				
A reduction in the number of supervisors and middle managers could lead to the team being changed over time	18 (14.6)	86 (69.9)	15 (12.2)	2 (1.6)	1 (0.8)	1 (0.8)
Managers recognise and reward employees who are working in teams	21 (17.1)	76 (61.8)	22 (17.9)	3 (2.4)	0 (0.0)	1 (0.8)
Organizations not only accomplished performance but they also achieved job satisfaction and commitment among employees	70 (56.9)	42 (34.1)	10 (8.1)	0 (0.0)	0 (0.0)	1 (0.8)
Proper guidance and support from team leader and organizational culture is required to nurture teamwork	32 (26.0)	86 (69.9)	2 (1.6)	1 (0.8)	0 (0.0)	3 (1.6)

5.10 Cooperation among Team Members and Management in Organizational Development

The information on cooperation may be seen in Table 5.12. From Table 5.12, the analysis shows that 24.4% strongly agree that, team members appreciate one another's unique

capacities, 61% agree, 11.4% were neutral, 2.4% disagree, and 0.8% did not respond. The analysis shows that 22% strongly agree with the statement that says: I think it is possible to be a good team member and yet disagree with the leader, while 68.2% agree, 4.9% were neutral, 0.8% disagree, 3.3% strongly disagree, and 0.8% did not respond. The information shows that 52.8% strongly agree that there is a desire for cooperation among team members and management concerning organizational development, while 37.4% agree, 8.1% were neutral, 0.8% disagree and did not respond. The analysis shows that 17.1% strongly agree that the social communication between teams in organizational development is very good, while 71.5% agree, 10.6% were neutral, and 0.8% disagree.

The information shows that 58.5% strongly agree that everyone values what each member contributes to the team, while 29.3% agree, 8.1% were neutral, 2.4% disagree, and 1.6% did not respond. The analysis shows that 24.4% strongly agree that our teams work with a great deal of flexibility so that we can adapt to changing needs, while 63.4% agree, 10.6% were neutral, and 1.6% did not respond. The analysis shows that 25.2% strongly agree that team members can see the problems and solutions better than management because they are closer to the action and also closer to the clients. In comparison, 65.9% agree, 6.5% were neutral, 0.8% disagree and 1.6% did not respond.

Table 5.12: Cooperation among Team Members and Management in Organizational Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)

Team members appreciate one another's unique capacities	30 (24.4)	75 (61.0)	14 (11.4)	3 (2.4)	0 (0.0)	1 (0.8)
I think it is possible to be a good team member and yet disagree with the leader	27 (22.0)	84 (68.2)	6 (4.9)	1 (0.8)	4 (3.3)	1 (0.8)
There is a desire for cooperation among team members and management concerning organizational development	65 (52.8)	46 (37.4)	10 (8.1)	1 (0.8)	0 (0.0)	1 (0.8)
The social communication between teams in organizational development is very good	21 (17.1)	88 (71.5)	13 (10.6)	1 (0.8)	0 (0.0)	0 (0.0)
Everyone values what each member contributes to the team	72 (58.5)	36 (29.3)	10 (8.1)	3 (2.4)	0 (0.0)	2 (1.6)
Our teams work with a great deal of flexibility so that we can adapt to changing needs	30 (24.4)	78 (63.4)	13 (10.6)	0 (0.0)	0 (0.0)	2 (1.6)

Team members can see the problems and solutions better than management because they are closer to the action and also closer to the clients	31 (25.2)	81 (65.9)	8 (6.5)	1 (0.8)	0 (0.0)	1 (1.6)
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5.11 Qualitative Data Analysis

The data retrieved from interviews conducted with senior managers in the DEL selected four Labour Centre (LC) in the KwaZulu Natal (KZN) are presented in tabular form. The responses are shown in the tables below

Theme: Effectiveness of teamwork

1. *Can you tell about the time when a lack of teamwork hindered a project? How did you address the situation?*

The participants were asked to comment when there was a lack of teamwork hindering a project. It was evident that the majority of the respondents believed that the project was affected due to the issue of trust amongst themselves, lack of communication and not meeting the target as allocated. However, this may depend on the type of information. Some of the responses are as follows:

IP 1: “ When the team members do not trust each other. Need to have more team building tasks”

IP 2: “When there is lack of clear communication and target was not met. Have to hold meetings once a week”.

IP 3: “When there are trust issues amongst team members and personal conflicts’.

IP 4: “Listen to the employee’s contributions to ensure that the project is completed while working as a team.”

IP 5: “When the team members do not trust each other. Need to have more team building tasks”.

IP 6: “It was when the section could not meet its target allocated. Had to plan for more inspections to be conducted against the allocated ones”.

IP 7: ‘The time when a project was hindered was when the labour centre target was not met as per allocation. Once a week, management hold a meeting to discuss performance as per sections”.

IP 8: ‘When there is a lack of clear communication and the target was not met. Have to hold meetings once a week”.

2. Tell me about the challenges you faced to resolve issues among team members. What could you have done to be more effective?

The respondent, when asked about challenges they face while trying to solve issues amongst themselves and what they do to be more effective. According to the respondents' issue of trust came up again, and having personal issues that had a negative impact on their daily duties. It was revealed that people do not want to listen, and issues are not discussed immediately. Some of the responses are as follows:

IP 9: “Trust issues amongst team members and personal conflicts.”

IP 5: “When people come with their personal issues and effect of not having trust amongst team members

IP 2: “Make sure all team members are allocated tasks to do, and they rotate amongst Themselves’

IP 6: “Trust issues amongst team members and personal conflicts.”

IP 4: “Trust issues amongst team members and personal conflicts. Make sure all team members are allocated tasks to do, and they rotate amongst themselves.’

IP7: “Team members do not want to listen. Discuss issues immediately as they arise”.

Theme: Organizational productivity

1. How do you maintain an effective organizational culture in your organization?

The respondents were asked how they are maintaining effective organizational culture in their workplace. Most respondents mentioned that communication and transparency plays a big role. They also believed that being embraced, inspired and rewarded accordingly do motivate employees. Some of the responses are as follows:

IP 2: “Communicate, be transparent and create group cohesiveness.”

IP 6: “More efforts need to be placed in controlling employees, monitoring their behaviour and let them work efficiently.”

IP 3: “Make team members feel informed and communicate with them about a big picture and encourage cooperation.”

IP 4: “Communicate, be transparent and create group cohesiveness.”

IP 8: “By embracing and inspiring employees and rewarding accordingly.”

IP 9: “Increase group cohesiveness.”

IP 10: “Teamwork is needed to be placed in controlling employees, monitoring their behaviour and let them work efficiently.”

IP 7: “Remind employees about the organization's mission and vision.”

2. What motivational strategies do you use to promote team success?

The respondents were asked what motivational strategies they are using to promote team success. According to the respondents developing leadership skills, making communication a priority, get everyone together as a team. It was revealed that people need to be guided and supported. Some of the responses are as follows:

IP 6: “Make communication a priority.”

IP 5: “Reinforce the important ideas consistently; communication must be a priority”

IP 2: “Focus on development; communication must be a priority”

IP 7: “Develop leadership skills, make communication a priority, get everyone together as a Team”

IP 4: “Guide and support the team.”

IP 3: “Make team members feel informed and communicate with them about a big picture and encourage cooperation.”

IP 11: “Reinforce the important ideas consistently; communication must be a priority”

Theme: Factors contributing to team performance

1. In your view, what other factors contribute to effective team performance?

The respondents were asked to comment on the factors contributing to effective team performance. It was evident that most respondents believed that team matters, respect the job and each other, growth orientation, and communication. Some of the responses are as follows:

IP 1: “Provide role clarity and promote enabling processes.”

IP 3: “Knowing the goal and working toward achieving that goal.”

IP 10: “Team matters, growth orientation, communication.”

IP 7: “Team matters, respect the job and each other, growth orientation, communication.”

IP 8: “Passion and perseverance for long-term goals”

IP 9: “Provide role clarity and promote enabling processes.”

IP 5: “Provide responsibility role in a clear and clarified manner.”

Theme: Organizational development and organizational development intervention

1. What impact does shifting managers have on teamwork?

When asked what impact shifting managers have within the teamwork, it was revealed that there is a lack of support and trust from the managers. It was revealed that people do not want

negative feedback and may not act if they receive such information. Some of the responses are as follows:

IP 2: “Lack of support, lack of trust.”

IP 4: “Celebrate together and promote a working area that is friendship and loyalty.”

IP 9: “Lack of communication, lack of trust, lack of support.”

IP 3: “When there is no trust, respect and clear communication.”

IP 6: “Lack of trust, lack of support.”

2. *How can the absence of teamwork strategies lead to disappointment, low morale and poor productivity?*

The respondents were asked to comment on how the absence of team structure leads to disappointment, low morale and poor productivity. It was evident that when there is no trust, seeing eye to eye with others, there is no respect and clear communication. However, this may depend on the lack of team building, compassion training and process consultation. Some of the responses are as follows:

IP 1: “When there is no trust, seeing eye to eye with others, there is no respect and clear Communication”

IP 2: “When there is no trust, respect and clear communication.”

IP 4: “Lack of support, lack of trust.”

IP 8: “If there is no team building, compassion training, process consultation.”

IP 7: “When there is no clear communication, trust and support.”

IP 7: “When there is no clear communication, trust and support.”

IP 3: “Lack of support, lack of trust.”

Theme: Goals, Roles, Processes and Interpersonal Relationships (GRPI)

1. How do you make sure that team members get credit for their contributions?

When asked how they make sure that team members get credit for their contributions. It was revealed from their responses that they give them certificates, awards and performance bonuses and give them feedback. According to the respondents, work needs to be in quality, not quantity and acknowledged for their excellent work. Some of the responses are as follows:

IP 7: “Double check a work well done and give credit where it is due such as bonuses.”

IP 9: “Provide feedback where needed and give credit where it is due.”

IP 3: “Provide feedback to an individual or the team as a whole, give the awards.”

IP 6: “To ensure that the work is in quality not quantity acknowledge their excellent work”

IP 4: “Give them certificate, awards and performance bonuses and give them feedback.”

IP 1: “Provide feedback where needed and give credit where it is due”

Theme: Team trust

1. How do cooperation and better performance generate good results through trust?

When asked how cooperation and better performance generate good results through trust. It was revealed from their responses that through open communication and increased productivity, some of the responses are as follows:

IP 2: “Ensure there is low turnover and produce productivity in the task given”

IP 3: “Low turnover and produce productivity.”

IP 1: “Low turnover and produce productivity.”

IP 4: “Great performance and high commitment.”

IP 12: “Low turnover and produce productivity.”

IP 7: “Through open communication and increased productivity.”

2. *What role does constructive feedback play in team members?*

When asked if constructive feedback plays any role in team members. It was revealed from their responses that it does, for it results in a great performance and higher commitment. According to the respondents, constructive feedback improves individual behaviour and work. Some of the responses are as follows:

IP 5: "Great performance."

IP 12: "Commitment, clear communication and respectful."

IP 3: "Understand each person's cultural background."

IP 2: "Great performance and high commitment."

IP 7: "It leads to improvement in individual behaviour or work."

IP 11: "It leads to improvement in individual behaviour or work."

IP 9: "Great performance by the team and working as a team, not as solo."

Theme: Skills and Expertise

1. *Describe your experience mediating disagreement*

Respondents were asked to describe their experience mediating disagreement. According to the respondents, they indicated that professionalism must be applied and all parties should stay calm. It was revealed that they need to be diplomatic and creative. Some of the responses are as follows:

IP 9: "Be professional, stay calm."

IP 11: "Stay calm, be diplomatic, be creative."

IP 3: "Establish team rules and purpose and share interest."

IP 7: "Stay calm, be diplomatic, be creative."

2. *What approach do you take to communicate effectively with a diverse team?*

The respondents were asked to comment on the approach they take to communicate effectively

with a diverse team. It was evident that most of the respondents believed that they need to understand each person's cultural background, personality and characters. Some of the responses are as follows:

IP 4: "Establish team rules and purpose and share interest."

IP 2: "Understand every person's cultural background, personality and character"

IP 3: "Understand each person's cultural background."

IP 8: "Have some knowledge of a person's cultural background."

IP 7: "Keep an open mind that they are all different; practice an active listening skill"

Theme: Role and Cooperation

1. *When a project requires input from several levels in a company, how do you approach it?*

When asked how to do approach a project when it requires input from several levels in the company. According to the respondents, issues need to be explained positively and constructively and how the project will be conducted. It was revealed that people need to know their role in the situation. Some of the responses are as follows:

IP 2: "Invite all involved; explain your role and everyone's role."

IP 7: "Explain the issue positively and constructively and how the project will be Conducted"

IP 1: "Explain your role in the situation."

IP 11: "Explain the project and what it entails and what goal to achieve in a positive and constructive way"

2. *What will you do if you have a heated argument in a meeting?*

The respondents were asked what will they do if there was a heated argument in a meeting. It was evident that most respondents believed that listening to what they have to say on their side

provides a clear organizational purpose and vision. Some of the responses are as follows:

IP 2: ‘Listen to what they have to say on their sides.’

IP 7: “Change the language you speak with your team, re-introduce your perspective.”

IP 9: “Listen to what they have to say.”

IP 3: “Provide a clear organizational purpose and vision. Listen to all sides”

IP 11: “Change the language you speak with your team, re-introduce your perspective.”

In hypothesis testing there are two mutually exclusive hypotheses; the null hypothesis (H_0) and the alternative hypothesis (H_1). One of these is the claim to be tested and based on the sampling results (which infers a similar measurement in the population), the claim will either be supported or not. To prove that a hypothesis is true, or false, with absolute certainty, we would need absolute knowledge. Two possibilities: populations are indeed different or difference is due to random error. When rejecting, or failing to reject a H_0 , we could be making one of two errors: Type I error: conclude there is a difference when there is not a difference α probability
Type II error: fail to find a difference that actually exists β probability
Only way to decrease both α and β is to increase your sample size.

Statistical tests are divided into parametric and non-parametric tests based on the characteristics of data or variables. Usually, to apply parametric tests, some assumptions such as the normal distribution of the population are required because the mean and standard deviation do not reflect the actual image of the data if the distribution of community is not normal. In the case of lacking the establishment of the assumption, nonparametric tests are employed (Melo, Cruzes, Kon & Conradi, 2013).

One of the approaches to investigate the relationship between variables is a correlation. Based on the objectives studied in this paper, the correlation research is divided into two categories

of bivariate correlation and regression analysis. Correlation is exploited to examine the type and amount of the relationship between each of the team effectiveness factors and software productivity. The correlation coefficient is a statistical measure that describes the direction and value of the relationship between two variables. If the values of two similar variables change, we can say that there is a correlation between these two variables.

Among the most important methods to calculate the correlation between variables is Pearson and Spearman correlation coefficient. Pearson correlation coefficient is a parametric test whose non-parametric equivalent is the Spearman correlation coefficient. Taking into account the non-normality of team effectiveness factors in subsection 1, thus, the Spearman correlation coefficient is used. The results for the evaluation of the relationship between team effectiveness factors and software productivity by Spearman correlation coefficient are reported in subsection 2. The next step after the correlation is related to the regression analysis. Regression is the prediction of the future trend of the criterion variable (software productivity using agile methodology) based on a set of relationships between the criterion variable and several predictor variables (team effectiveness factors) (Mashmool, Khosravi, Joloudari, Inayat, Gandomani & Shamshirband; 2021).

5.12 Chapter Summary

This chapter has presented the data that was collected through the survey and interviews. The chapter paid attention to socio-demographic data, that focused on DEL information, and relationship. The researcher also looked at teamwork, organisational development, and organizational productivity. It looked at factors contributing to effective team performance, the impact of organizational development on collaboration, goals, roles, processes and interpersonal relationships in teamwork and organizational development. Also, on the

contribution of team trust to promoting collaboration and organizational development, the influence of skills and expertise on teamwork performance, organizational management role and involvement in the development of teamwork and cooperation among team members and management in organizational development. Lastly, it focused on interview results.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Introduction

This chapter will focus on the discussion of findings. The chapter is divided into three sections. Section 6.1 focused on the discussion of qualitative results, which include: the promotion or influence of effectiveness of teamwork on the success of organizational development, teamwork structure does promote organizational productivity, factors contributing to effective team performance, goals, roles, processes and interpersonal relationships do contribute to fostering teamwork and organizational development, team trust does contribute to promoting cooperation and organizational development and the role and involvement of organizational management in the development of the team. Section 6.2 focused on quantitative results, which include: the effectiveness of teamwork, organizational productivity, factors contributing to team performance, organizational development and organizational development intervention, goals, roles, processes and interpersonal Relationships (GRPI), team trust, skills and expertise and lastly, role and cooperation. Section 6.3 focused on discussion of qualitative results. Section 6.4 focuses on the limitations of the study. Section 6.5 focuses on chapter summary.

6.2 Discussion of Quantitative Results

6.2.1 Promotion or influence of effectiveness of teamwork on the success of organizational development

This study concluded that teamwork has effectiveness in influencing the success of organizational development 71 (57.7%) of participants agreed that effective collaboration is assisted by transparent and open communication, 49 (39.8%) strongly agreed and 3 (2.4%) were

neutral. 61 (49.6%) of participants agreed that effective teamwork promotes the success of organizational development, 58 (47.1%) strongly agreed and, 4 (3.3%) were neutral. Findings indicated that 82 (66.7%) of participants agreed that working as a team can be one factor contributing to effective team performance, 39 (31.7%) strongly agreed and, 2 (1.6%) were neutral. In addition, findings indicated that 84 (68.3%) of participants agree that team members take personal responsibility for the effectiveness of the team, 27 (22.0%) strongly agreed, and 12 (9.7%) were neutral.

According to Askari, Asghri, Gordji, Asgari, Filipe and Azar (2020), the cooperative games' approach more clearly defines the performance evaluation of the organization's employees. This model shows that the collaborative coefficient increases the motivation of employees to do teamwork. Each employee achieves a better result than individual work by participating in teamwork. Teamwork allows employees with fewer overtime hours to earn more than individual work. For overtime, for example, player 1's income through teamwork increased from 16,673.7 to 36,978.92. Similarly, the received amounts of players 2 and 3 can be determined. Player 2's income through teamwork increased from 25,190.05 to 45,850.28. Player 3's income through teamwork increased from 33,081.05 to 65,136.21. This study shows that the cooperative approach has a direct positive effect on the components of teamwork and organizational performance. The study is in line with the researches study.

Khamis (2019) study revealed that the positive relationship exists between teamwork and organizational performance. The R was 0.981 which means 98.1% relationship exists between the independent and dependent variables. R² was 0.962 which means 96.2% of the variation in organizational performance is explained by communication, trust and effective leadership. The correlation analysis between communication and organizational performance was 0.852, trust

and organizational performance was 0.862 and effective leadership and organizational performance was 0.927 which indicate a positive and significant relationship between the independent and dependent variables.

The study conducted by Tohidi (2010), the result shows there was a significant positive impact of teamwork on organizational performance. More so, working with a team increases an employee's efficiency and positively affects the performance of both hospitals. With this, 88.3% of respondents agreed and were convinced that indeed people working in a team function more efficiently, are less prone to stress, and such individuals made a greater effort in their work. Katzenbach and Smith (1993) also respondents agreed with the statement that all members of the team have an equal opportunity to participate to develop confidence and skills (Mulika, 2010).

More so, Abuzid and Abbas (2017) looked at the effect of teamwork effectiveness on organizational performance vis-a-vis the function of the organizational guide and crew leader's readiness with cognizance to a look at Saudi Arabian government Departmental work teams. Several factors associated with teamwork were analysed, including the idea of belief including the idea of belief, management and shape, and performance evaluation and rewards. The outcomes show a strong and enormous connection between the unbiased variables; teamwork, trust, leadership and structure, overall performance evaluation and rewards and the performance of the faculty staff of Dhofar university in the Sultanate of Oman.

Kakkad (2011) argued that businesses often ask employees to complete jobs that require they work as a team to improve organizational productivity. Research has shown that effective communication without barriers is key and is an essential element of every organizational

achievement across the business landscape. The best teams improve their communication skills to allow sustenance of the organizational goals and objectives.

6.2.2 Teamwork structure promotes organizational productivity

This study concluded that teamwork structure promotes organizational productivity. The findings from the study indicate that 81 (65.9%) of participants agree that effective teamwork is assisted by transparent and open communication, 39 (31.7%) strongly agree, and 3 (2.4%) were neutral. Again 77 (62.6%) of participants agree that employees who work in teams can be more productive than those who work individually, 40 (32.6%) strongly agree, 3 (2.4%) were neutral, and 3 (2.4) strongly disagree. While work environments often target individuals and personal goals, with reward and recognition singling out the achievements of individual employees, with good team-building skills, employees can be united around a common goal to generate greater productivity.

The findings indicated that 71 (57.7%) of participants agree that effective teams hold and are organized by a diversity of culture, talent and personality, 47 (38.2%) strongly agreed, 4 (3.3%) were neutral, and 1 (0.8) disagreed. 81 (65.9%) of participants agreed that teaming up with other teams leads to high productivity and good results, 40 (32.5%) strongly agreed, 1 (0.8%) were neutral, and 1 (0.8) strongly disagreed. While results indicated that 79 (64.2%) of participants agree that teamwork can enhance productivity, motivation and value, 41 (33.3%) strongly agree, 1 (0.8%) were neutral, 1 (0.8) strongly disagreed and 1 (0.8) no answer.

Work being accomplished within the shortest time is associated with teams being responsible for specific services and teamwork having a direct positive impact on organizational performance. An improvement of skills among employees in achieving team goals and the organization's objectives has a solid correlation to teams ensuring effective utilization of

organizational resources; team members playing a significant role in the organizational performance also correlate to team bringing various specializations within the organization together.

Manzoor. Ullah, Hussain and Ahmad (2011) research study analyzed the effect of teamwork on employee performance of the staff members of an Education Department. It revealed that when properly implemented, teamwork is of significant importance, which brings benefits in terms of increased product quality and quantity, competitive advantage, higher productivity, and performance. Based on the findings, it is suggested that organizations open and supportive of cultural diversity in the workplace are more likely to have effective work teams.

The connection between teamwork and the level and quality of productivity and work-related performance in workplaces, is there, as indicated by several previous studies (Manzoor et al 2011, Mulika, 2010 & Oseiboakye; 2015). Karanja, Muraguri, and Kinyua (2018) did research on the results of teamwork on the overall performance of the water service regulatory board. The target population was all personnel of the board. A sample size of 118 respondents was used. The study observed that teamwork improvement greatly affects overall performance in corporations. In the dynamic enterprise surroundings, many organizations find the use of groups efficient and productive.

Kakkad (2011) argued that businesses often ask employees to complete jobs that require they work as a team to improve organizational productivity. The result of hypothesis one is consistent with the previous study of (Cohen & Manion, 1999; Frobel & Marchington, 2005),

which stated that those organizations which focus more on teams have resulted in increased employee performance and greater productivity (Sentilkumar & Aiswarya; 2019).

6.2.3 The factors contributing to effective team performance

This study concluded on factors contributing to effective team performance. The findings from the study indicate that 65 (52.9%) of participants agree that team members frequently go beyond what is required and do not hesitate to take the initiative, 49 (39.8%) strongly agreed, 5 (4.1%) were neutral, 3 (2.4) disagreed and 1 (0.8) no answer. The findings indicated that 78 (63.5%) of participants agreed that teamwork plays a significant role in improving performance, 42 (34.1%) strongly agreed, 1 (0.8%) were neutral, 1 (0.8) disagreed and 1 (0.8) strongly disagreed.

The study indicated that 46 (37.4%) of participants agreed that emotional intelligence influences work relationships among individual employees, 71 (57.7%) strongly agreed, 5 (4.1%) were neutral, and 1 (0.8) strongly disagreed. In addition, 76 (61.8%) of participants agreed that factors such as a supportive environment, team rewards and cohesiveness could lead to better employee performance, 44 (35.8%) strongly agreed and 3 (2.4%) were neutral.

Therefore, the findings of this study is similar to the study by Emmanuel (2015) that shows teamwork and other measures of teamwork to have a positive impact on organizational performance. Furthermore, a study by Salman et al (2016) as cited by Khamis (2019) affirmed the existence of trust, communication and leadership among team members in organizational performance. Lazarus et al (2016) suggested that there is a correlation between teamwork and organizational performance. The study is in line with the researchers' study.

Communication with the organizational performance is (0.852) 85.2%. This is in line with the study by Hassall (2009) and Weaver et al, (2010) which found a substantive relationship between communication and organizational performance. The result of the research study proved that a positive and great relationship exists between dependent and independent variables and communication, trust and effective leadership has significant positive effects on organizational performance.

After careful analysis of the study, it was discovered that 68.3% of respondents agreed that there is trust among members which indeed confirms that trust generates the behavioural basis of teamwork, which results in employee cooperation and better performance of an organization as cited by Mickan and Rodger (2000). Also, 81.6% of respondents agreed that truly members are engaged in debate as it was told by Patrick (2010) that respect for the thoughts and ideas of team members has been developed through healthy discussion that enables them to attain good solutions for a problem.

Tohidi (2010) find that larger firms are more likely to offer employee share ownership to all non-managerial employees and profit sharing to production workers, contradicting the standard intuition. In addition, findings in this work show a positive correlation between teamwork and employees' organizational commitment. Results show that organizational culture provides job security for all employees and gives life-long or long-term employment. Job security leads to the promotion of organizational commitment in employees. Studies show that culture positively affects the development of goals, strategy, individual behaviour, organizational performance, motivation and job satisfaction, innovation, decision making and organizational commitment of the employees.

Gluck (2011) argued that business owners should inspire their employees to communicate with one another clearly when working together in the organization. Through effective communication, the management is able to give a clear direction where proper feedback is given to all the employees in the organization. It has also been concluded that effective communication and teamwork in the organization help to improve productivity at every level of performance. The findings in this study agree with research conducted by Karimi (2013), which discovered that communication networks influence motivation, as 66.75% of the 47 participants in this study affirmed that they are motivated depending on the proper communication channels in the organization where the study is conducted.

The research also discovered that employee participation, communication, feedback and teamwork are some of the motivators that make middle management and supervisory employees more motivated than others in the field of the study. This has an impact on the organization's team productivity impacting the overall organizational performance and profitability.

6.2.4 Impact of organizational development on teamwork

This study concluded on the impact of organizational development on teamwork. The findings from the study indicated that 42 (33.4%) of participants agree that collaboration has the ability to create a healthy working environment with workable agenda, positive strategies and values, 77 (62.6%) strongly agreed 3 (2.4%) were neutral, 1 (0.8) disagreed and 1 (0.8) strongly disagree. The findings from the study indicate that 72 (58.5%) of participants agree shifting managers have a negative impact on teamwork, 34 (27.6%) strongly agreed, 13 (10.6%) were neutral, 1 (0.8) disagreed, and 3 (2.4) strongly disagreed. In addition, 84 (68.3%) of participants

agree that there is a negative impact on firm performance because of management behaviour with employees, 25 (20.3%) strongly agreed, 9 (7.3%) were neutral, 3 (2.4) disagreed and 2 (1.6) strongly disagreed.

The findings from the study indicate that 71 (57.7%) of participants agree that the way to develop and improve the quality of employees is to provide them with development programmes, 50 (40.7%) strongly agree, and 2 (1.6%) are neutral. 81 (65.9%) of participants agree that the absence of teamwork strategies can lead to disappointment, low morale and poor productivity, 34 (27.6%) strongly agree, 5 (4.1%) were neutral, 2 (1.6) disagree, and 1 (0.8) strongly disagree.

There are positive and significant relationships among them. The previous study shows a positive and significant relationship between feeling trusted and employees (Rouzi and Wang, 2021). Our second hypothesis relates to managerial trustworthy behaviour and perceived insider status. According to our research, there is a positive and significant relationship between them. According to our findings in the previous study, there is a positive and significant relationship between feeling trusted and perceived insider status.

A recent study that tested predictors of managerial trustworthiness and untrustworthiness found that managers need three things to do to develop trustworthiness. Communication, engagement and cognitive diversity (Tigre, Henriques & Curado, 2022). Using social exchange theory focusing on communication between leaders and members has argued that managerial trustworthiness will positively be related to perceived insider status and employee engagement (Cui & Jiao, 2019).

Finally, Ghorbanhosseini (2013) findings show that human capital has a mediating role between organizational culture, teamwork, development and commitment. Through the research by Golonka and Mojsa-Kaja (2013), it was also suggested that the more diverse a team is, the higher its potentiality and possibility for achieving success. Culture is the environment that surrounds a workplace at all times. It is a powerful element that shapes work enjoyment, work relationships, and work processes. Culture involves the values, beliefs, underlying assumptions, attitudes, and behaviours shared by a group of people. It is the behaviour that results when a group arrives at a set of - generally unspoken and unwritten - rules for working together. This study is in line with the above findings.

6.2.5 Goals, Roles, Processes and Interpersonal Relationships contribute to promoting teamwork and organizational development

This study concluded that goals, roles, processes and interpersonal relationships promote teamwork and organizational development. The findings from the study indicate that 84 (68.3%) of participants agreed that team members clearly understand their role, 28 (22.8%) strongly agreed, 10 (8.1%) were neutral and 1 (0.8) had no answer. In addition, the findings indicated that 46 (37.4%) of participants agree that super achievement lies in the fulfilment of set goals through teams, not the individual, 67 (54.5%) strongly agreed, 8 (6.5%) were neutral, 1 (0.8) strongly disagreed and 1 (0.8) no answer.

The findings indicated that 65 (55.3%) of participants agree that goals, roles, processes and interpersonal relationships do contribute in promoting teamwork, 53 (43.1%) strongly agree, 3 (2.4%) were neutral, 1 (0.8) disagree and 1 (0.8) no answer. In addition, 35 (28.5%) of participants agree that teams that have lower turnover rates experience higher levels of

communication and role identity, 78 (63.4%) strongly agreed, 8 (6.5) were neutral, 1 (0.8) disagree and 1 (0.8) strongly disagreed. While the findings also indicated that 80 (65.0%) of participants agreed that the mission and goals of my team are well aligned with the organization's mission and goals, 33 (26.8%) strongly agreed, 7 (5.7) were neutral, 1 (0.8) disagreed, 1 (0.8) strongly disagreed and 1 (0.8) no answer.

According to Rebelo, Dimas, Lourenco and Palacio (2018), findings, transformational leadership has an indirect positive effect on team performance, reflecting its effectiveness. Carr (1992) observes that managers and supervisors who become team leaders experience a significant change of role because team leaders do not direct or control work but instead work as coaches and mentors. Habib Ali and Reuben (2019), study established and provided evidence that organizational success depends upon the interdependence recognized within teams and how vital it is for team members to understand their roles and work to achieve corporate goals thus having a positive influence on organizational performance. Team building involves a wide range of activities designed to improve team performance. This study is in line with the researcher's study.

Haleblian and Finelstein (2006), as cited by Tohidi (2010), found that firms 'performance is worse in turbulent environments when the chief executive officer (CEO) are dominant and better when the top-management team size is more significant. On the other hand, Barrick, Stewart, Neubert, and Mount (1998), for example, found that teams high in extraversion and emotional stability had higher levels of social cohesion. Clear norms and goals may help a team develop task and interpersonal cohesion. However, it is difficult to know the direction of this relationship. We do not know much about group pride; Beal et al. (2003) only had six effect-size estimates, but their findings suggest that this component should receive more research

attention. This study is in line with the researcher's study.

6.2.6 Team trust contributes to promoting teamwork and organizational development

This study concluded team trust contributes to promoting teamwork and organizational development. The findings from the study indicate that 79 (64.2%) of participants agree that trust generates results for collaboration, cooperation and better performance, 39 (31.7%) strongly agree, 4 (3.3%) were neutral, and 1 (0.8) disagreed. 88 (71.5%) of participants agreed that members of our team trust each other, 23 (18.7%) strongly agreed, 8 (6.5%) were neutral, 2 (1.6) disagreed, 1 (0.8) strongly agreed and 1 (0.8) had no answer.

The findings indicated that 85 (69.1%) of participants agree that team members seek and give each other constructive feedback, 34 (27.7%) strongly agreed, 1 (0.8%) were neutral, 1 (0.8) disagreed, 1 (0.8) strongly disagreed and 1 (0.8) no answer. Again the findings indicated that 88 (71.5%) of participants agree that individuals may exercise intense pressure on each other in an attempt to achieve a high level of team performance, 23 (18.7%) strongly agree, 9 (7.3%) neutral, and 1 (0.8) no answer.

Trust with the organizational performance is 0.862 (86.2%) this resemble the study by Shouvik et al, (2018) a case study of faculty members in Dhofar University shows that teamwork, and trust among team have a high positive relationship on organizational performance. One research study concluded that trust among team members develops the unique skills and coordination of individuals (Erdem, Ferda, Ozen and Janset, 2003). In comparison, Erdem and Ozen (2000) perceptions of trust among team members from diverse organizations were found to be generally positive, though the members of the first and second organizations do not

perceive team members as vital in terms of required performance attributes (51.4 per cent and 61.3 per cent). Similarly, in the second organization, team members do not have extreme perceptions of resource sharing (60.9 per cent), and team members of the first organization do not have powerful perceptions relating to "encouraging each other" (65.7 per cent). This study is in line with the researcher's study.

Ogunbamila, Ogunbamila and Adetula (2010), cited Dion (2000), reported that perceptions of team cohesion are consistently linked to other subjective evaluations and attitudes as well as organizational outcomes. Hassan's (2016), level of trust has a positive and significant relationship with employee performance, as referring to the findings. Building trust is building confidence in each other's competencies and reliabilities thus, the existence of trust among team members constructs synergy in the organization and better performance of its employees as trust is based on reliability and competencies. This study is in line with the researcher's study.

Oseiiboakye (2015), after careful analysis of the study, it was discovered that 68.3% of respondents agreed that there is trust among members, which truly confirms that trust generates the behavioural basis of teamwork, which results in employee cooperation and better performance of an organization as cited by Mickan and Rodger (2000). Also, 81.6% of respondents agreed that truly members are engaged in debate, as it was told by Patrick (2010) that respect for the thoughts and ideas of team members have been developed through healthy debate that enables them to attain good solutions for a problem. Hypothesis three states that team trust has a positive effect on employee performance and was also found to be significant and strongly correlated with teamwork in achieving organizational productivity. This study is in line with the researcher's study.

6.2.7 The influence of skills and expertise on teamwork performance

This study concluded that the influence of skills and expertise on teamwork performance. The findings from the study indicate that 67 (54.5%) of participants agreed that employees are encouraged and given equal opportunity to develop their confidence, skills and knowledge, 47 (38.2%) strongly agreed, 5 (4.1%) were neutral, 3 (2.4) disagreed and 1 (0.8) no answer. In addition, the findings indicated that 84 (68.3%) of participants agree that equal opportunities are given to all team members to develop confidence and skills, 24 (19.5%) strongly agreed, 10 (8.1%) were neutral, 4 (3.3) disagreed and 1 (0.8) no answer.

The findings also indicated that 80 (65.0%) of participants agree that various forms of training are provided to keep your skills up to date, 28 (22.8%) strongly agreed, 10 (8.1%) were neutral, 4 (3.3) and 1 (0.8) no answer. 32 (26.1%) of participants agreed that skills and expertise have an influence in teamwork performance, 85 (69.1%) strongly agreed, 3 (2.4) were neutral, 1 (0.8) disagreed, 1 (0.8) strongly disagreed and 1 (0.8) had no answer. The findings from the study indicate that 83 (67.5%) of participants agreed that shared experiences and practices by team members do assist in active teamwork, 35 (28.5%) strongly agreed, 3 (2.4%) were neutral, 1 (0.8) disagreed and 1 (0.8) no answer. 88 (71.5%) of participants agreed that teamwork improves skills, communication, participation and effectiveness, 30 (24.4%) strongly agreed, 2 (1.6%) were neutral, 2 (1.6) disagreed, and 1 (0.8) strongly disagreed.

As cited by Osei Boakyes (2015) from the responses gathered, it was found that 96.7% of respondents agreed with Bacon and Blyton (2006) that, teamwork encourages employees to broaden their skills and knowledge and also boost employee performances, and 78.3% agreed that managers do recognize and rewards employees who were working in teams which

confirmed that recognition and rewards are the primary focus of the individuals who were working in teams as according to Rabey (2003). This study is in line with the researches study.

Stevens and Campion (2009) performed a study to determine the knowledge, skills, and abilities (KSA) required for teamwork and to consider the implications of these teamwork KSAs for Human Resource management. After an extensive literature review, Stevens and Campion (2009) concluded that HR must understand the requirements of the job and the KSAs required for teamwork to hire employees effectively. It was also concluded that HR needs to understand the tasks and role expectations, required training, job analysis, and appraisals, among other factors that can potentially affect the implementation of teamwork programs.

6.2.8 The role and involvement of organizational management in developing the team

This study concluded that the role and involvement of organizational management in developing the team. The findings from the study indicate that 39 (31.7%) of participants agree that the organization managements role is to be involved in developing teamwork, 79 (64.2%) strongly agreed, 3 (2.4%) were neutral, 1 (0.8) disagreed and 1 (0.8) no answer. In addition, the findings indicated that 87 (70.7%) of participants agreed that the effect of our manager on our work performance in a positive way is high, 25 (20.3%) strongly agreed, 7 (5.7%) were neutral, 2 (1.6) disagreed and 2 (1.6) no answer.

The findings from the study further indicate that 86 (69.9%) of participants agreed that a reduction in the number of supervisors and middle managers could lead to the team being changed over time, 18 (14.6%) strongly agreed, 15 (12.2%) were neutral, 2 (1.6) disagreed, 1

(0.8) strongly agreed and 2 (1.6) no answer. In addition, 76 (61.8%) of participants agreed that managers recognize and rewards employees who are working in teams, 21 (17.1%) strongly agreed, 22 (17.9%) were neutral, 3 (2.4) disagreed, and 2 (1.6) had no answer. While the findings indicate that 42 (34.1%) of participants agree that organizations not only accomplished performance but they also achieved job satisfaction and commitment among employees, 70 (56.9%) strongly agreed, 10 (8.1%) were neutral and 1 (0.8) had no answer.

On the question whether proper guidance and support from team leader and organizational culture is required to nurture teamwork, the findings from the study indicate that 86 (69.9%) of participants affirmed that proper guidance and support from team leader and organizational culture is required to nurture teamwork, 32 (26.0%) strongly agreed, 2 (1.6%) were neutral, 1 (0.8) disagreed and 2 (1.6) had no answer.

Pearson correlation shows effective leadership to have a high relationship on organizational performance which is 0.927 (92.7%) this relate with the study by Asencio (2016) who indicate leadership variable had a significant impact on organizational performance. The findings of this study are in line with the study of Ingram (2000) who concluded that a good manager is one who assigns responsibilities to their employee in the form of a group or team to take the maximum output from employees. Another study concluded that it should be possible to design a team-building system within every organization for employees to promote and distribute best practices and maximize output.

According to study by Khawama, DiDonab and Hernandez (2017), as cited Brown (1996) examined that managers discovered the large body of research indicating that teams can be more than the traditional corporate structure for making decisions quickly and efficiently.

Additionally, the researchers in this study wanted to explore how changes in leadership roles could influence overall job satisfaction in teams. The results suggested that the vital determinants of employee job satisfaction are the consideration and support of their supervisors. Given the well-supported relationship between team efficacy and team performance, there is a clear interest in understanding the antecedent factors that help to promote its development. However, most research has examined the team efficacy–performance relationship, with far less attention devoted to the antecedents of team efficacy, making it difficult to provide direct recommendations about how managers and organizations can build effectiveness at the team level.

A Cross-sectional survey data by Chuang, Dill, Morgan and Konrad (2012) submitted to 661 Frontline Health Care workers in 13 large health care employers was collected between the years 2007 - 2008. Their research found that supervisor support and team-based work practices were identified as necessary for high job satisfaction and high quality of care. However, supervisor support and team-based work practices were insufficient to achieve these results unless implemented in combination with other high-performance work practices. In this same study, it was also found that several configurations of high-performance work practices were associated with either high quality of care or high job satisfaction. Nonetheless, only one configuration of high-performance work practices was enough for both: flexible work, performance-based incentives, the combination of supervisor support and team-based work.

A body of studies suggests that hierarchy in a team tends to decrease uncertainty in interpersonal interactions by establishing order and rank differentiation. When a team's structure has clearly specified roles, tasks, task sequences, and schedules, team members are likely to know others' tasks and plans. Therefore, team members can predict what their

teammates are doing and which activities they will respond to in certain situations and in what sequence (Bunderson and Boumgarden, 2010; Bresman and Zellmer-Bruhn, 2013).

Therefore, teamwork becomes a more predictable process under a high team structure. Third, studies suggest that routines and rules can provide team members with information cues about what individual tasks should be done in certain situations to accomplish the team's collective tasks (Cohen et al., 2014; Pentland and Hærem, 2015). Finally, studies also indicate that formalization helps team members establish a shared understanding about organizing individual work to achieve collective goals (Feldman and Rafaeli, 2002).

Babatunde (2015), as cited by Chege (2017) in his research, argued that leadership skill is characterized by leading the teams formally or informally towards delivering the set objectives. Poor leadership skills by some leaders create unnecessary pressure where the employees get used to such pressure, which end up affecting the expected performance. Good leaders put a lot of focus in coaching their employees and pointing out the critical areas of improvement.

Barth-Farkas and Vera (2014), in their survey argued that through transformational leadership, a manager could produce comprehensive changes in the organizations and societies by demonstrating three types of actions which include; personality, intelligent inspiration and personalized consideration. Based on the findings, there is a significant and positive relationship between interpersonal skills and employee performance. Leadership has a positive connection with employee performance. Leadership is an important element of the design of the organization; leadership can be the turning point from failure to success. Based on the findings, there is a positive and significant relationship between accountability and employee performance (Hassan 2016).

Eden (1990) as cited by Tohidi (2010), studied the effects on group performance of a leader's expectations of group performance. His research indicates that such expectancy effects occur in the comparison groups. Jacobs and Singell (1993), as cited by Tohidi (2010), offer a different perspective on how individual leaders can affect team performance. They examined the effects of managers (after controlling for other variables) on the won-lost record of professional baseball to identify superior managers. Superior managers were effective through at least two possible processes: by exercising excellent tactical skills or improving team members' individual performance.

George and Bettenhausen (1990) studied a group of sales associates reporting to a store manager and found that the favorability of leaders' moods was inversely related to employee turnover. Haleblian & Finkelstein found that firms' performance is worse in turbulent environments when the chief executive officer (CEO) are dominant and better when the top-management team size is more significant.

6.3 Discussion of Qualitative Results: Interview Results

Interviews were conducted with twenty participants. A structured interview schedule was used. The schedule comprised of open-ended qualitative questions. The interviews were not recorded; they only responded in questions by writing the answers down. The notes were captured electronically and submitted for analysis using QDA Miner. QDA Miner is qualitative data analysis software which is used for analyzing documents comprised of verbal or narrative data.

6.3.1 The Instrument

Twenty questionnaires were analysed and coded using the following themes: Effectiveness of teamwork, Organizational productivity, Factors contributing to team performance, Organizational development and organizational development intervention, GRPI Team trust, Skills and expertise and Role and Cooperation. The questionnaire specified these categories, and the analysis considered no possible coding outside this. The questionnaire consisted of 18 questions, the first eight of which were used to provide a profile of the respondents. Therefore, questions 9-18 were used for the analysis.

6.3.2 Effectiveness of teamwork

A “lack of clear communication” is a significant contributor to a lack of teamwork that has hindered projects and resulted in targets not being met. The solution is seen to be holding weekly meetings.

Backing up communication as a significant issue, almost all the interviewees gave an absence of clear communication as a reason for not meeting deadlines. In the absence of any transcript, it is impossible to say whether this was internal communication, communication with stakeholders or both. Across the board, clear communication is considered vital to team success. To a slightly lesser degree, dedication and support are also regarded as key. The final code regarding this indicated that there was value in roles being clarified.

An absence of trust is another problem that creates poor teamwork. The remedy for this was held to be team-building tasks. All interviewees consider trust issues amongst team members to be the main issue they need to resolve. Personal conflicts were also listed as a common issue. The resolution method for some was to “make sure all team members are allocated task(sic) to

do, and they rotate amongst themselves.” It is clear from the coding that communication is considered the bedrock of effective team performance. It was seen as an enabler and its absence as a disabler. In this researcher's opinion, the other items that were raised, such as personal conflict, could be attributed to communication issues. Still, in the absence of supporting transcripts, this cannot be asserted.

6.3.3 Organizational productivity

The interviewees unanimously held that teamwork promoted organizational activity. Regarding maintaining an effective organizational culture, several ideas were raised, ranging from supportive to coercive. 7 interviews reflected the views that more efforts should be placed on controlling employees, monitoring their behaviour and letting them work efficiently. Others consider that recognition and reward had merit in maintaining organizational culture. Yet, others believed communication, transparency and the creation of group cohesiveness were paramounts were the approaches to adopt.

Six interviewees believed that using the corporate office culture to provide guidance and direction in improving performance and productivity in the team was best achieved through nurturing strong co-worker relationships. Six others held that embracing and inspiring employees, as well as rewarding them accordingly was the best approach. The balance considered that recognizing and rewarding valuable contributions was the best method of providing guidance and direction in improving the performance and productivity of a team. Even those who had an authoritative approach to maintaining organizational culture recognize the value of reward and encouragement in promoting team performance and productivity.

Considering strategies and activities used in the organization to align the corporate office culture to each company culture in the group, several believed that the approach provided employees with opportunities to grow and be challenged, create effective communication, and encourage cooperation. Six considered it necessary to make team members feel informed and communicate with them and encourage cooperation. Finally, three held that it was required to demonstrate respect within the team, create effective communication and promote cooperation.

Cooperation and being informed are both consequences of good communication and so here too, communication is reinforced as being crucial. On the issue of motivational strategies used to promote team success, seven interviewees were noted as saying that supporting the important ideas consistently and communication must be a priority” and six were coded as, develop leadership skills and making communication a priority.” The remaining six considered that focusing on development and communication must be the priority, where motivational strategies are required. Here in all, every response did have communication as a code. The coding again reflected communication as the most important thing and that development was vital to promote team success.

When asked how the interviewees could make a positive impact on the team. All were noted as believing the unit must be guided and supported. There is no doubt that teamwork is held to promote organizational activity. The way to resolve issues was not clear cut as while most adopted a democratic approach a significant minority tended towards the autocratic. It was clear that recognition and rewards were used as motivation and even though some had a draconian attitude to resolving issues, all were united in providing support and guidance for team members.

6.3.4 Factors contributing to team performance

The interviewees unanimously decided that teamwork plays a significant role in improving performance. Based on the codes provided, explanations for this included knowing the goal and working. Some of the principles provided indicated exercising to have value as well as noting that positive attitudes were good. Emotional intelligence was held to be very valuable. It is considered key to self-awareness, understanding others, and building and sustaining collaborative relationships. It was also seen to aid decision-making.

The main roles of teamwork are promoting strong working relationships, delegating authority, improving efficiency, learning from each other and sharing resources. New employees need to understand their strengths and weaknesses to be integrated into the team. Factors such as a supportive environment, team rewards and cohesiveness that lead to better employee performance were considered very true. Many other factors contributing to effective teamwork were given. These included the provision of role clarity and the promotion of enabling processes. Growth orientation was mentioned as was communication. Team matters, job respect, and mutual respect were also listed as factors.

Five things were mentioned when asked for three factors that were most important in affecting the success of teamwork in organizational development. There were: self-control, trust, determination, passion, and perseverance for long-term goals. The researcher considered that communication would appear here as well, but it did not. Teamwork is invaluable in improving performance, and emotional intelligence plays a huge part in developing teamwork. There were several factors contributing to better employee and team performance. However, there was no overlap in what contributes to better performance and neither did any of the factors garner significantly more support.

6.3.5 Organizational development and organizational development intervention

Teamwork creates healthy working environments by allowing members to celebrate together and promoting friendships and loyalty in the working area, with the latter being marginally considered more significant than the celebrations. Shifting managers has a severely negative impact on teamwork. It creates a lack of trust, a lack of support and less reported a lack of communication. It is impossible to unpack in any more detail exactly what each of these entails and whether they meant the same thing throughout.

When asked whether it was confirmed that management behaviour can lead to a positive or negative impact on performance, all the codes provided said sometimes, and three answers appeared in equal measure. These were lack of communication, lack of trust and lack of support. On the other hand, the question of how an absence of teamwork strategies can lead to disappointment, low morale and poor productivity yielded three codes from every interview. These were an absence of respect, trust, and communication. Earlier, it was noted that communication and trust issues were implicated as hindering projects and resulting in unmet targets.

When asked what organizational development interventions are necessary for team success, the answers were team building, sensitivity/compassion training, and process consultation. It is clear to this researcher that it is best to avoid management changes; trust and communication are vital parts of organizational development.

6.3.6 Goals, Roles, Processes and Interpersonal Relationships (GRPI)

GRPI stands for goals, roles, processes and interpersonal relationships. Interrogating this looked at several things. The primary and plans for team building should be good communication, practicing respect, and involving emotional intelligence. It was noted that setting new goals together was also a team-building goal. With regard to the issue of disagreeing with team members on how to proceed with a group project, the following ideas were present for resolving the disagreement—letting people know about the problem, involving people with the situation, listening to their ideas, and always remaining professional.

When asked about how to make sure that team members got due credit for their contributions, the researcher noted a cautious approach was present. Every response included either “double-check work” or “provide feedback where necessary” before mentioning “give credit where it is due.” This implied to the researcher that there seems to be an inherent disbelief that good work can be done, but it may simply want to ensure credit is due. The researcher also considers that providing feedback where necessary was not germane to the question asked because if the contributions are deserving of credit, the idea of feedback “where necessary” seems redundant.

Interviewees were unanimous in agreeing that communication and role identity lead to lower turnover rates in a team. Much of the research is about precisely this category, and it is central to the research. Elements such as trust and communication, personal conflict, and codes such as conflict resolution, all reflected elsewhere, are equally appropriate here.

6.3.7 Team trust

Asked how cooperation and better performance generate good results through trust, it was believed that it led to a low turnover and increased productivity as well as open communication.

No other codes were used for this. The role constructive feedback plays in team members, it is considered it results in “great performance” and a high level of commitment to improving individual behaviour at work. It is believed that solid pressure on team members sometimes results in achieving a high level of team performance. Trust is another key throughout the research. Its absence leads to projects being hindered and divisions in teams, when present, positively impact teamwork and unity. Teambuilding is seen as a needed device in its absence. Communication plays a crucial role in establishing trust.

6.3.8 Skills and expertise

Flexibility, commitment, and respect are needed to become a successful team member. The ability to communicate also influences thriving team membership. Effective communication is aided by cultural knowledge, keeping an open mind and active listening skills. Hartenian’s (2003), as cited by Khawam, DiDona and Hernandez (2017) research study about team member acquisition of team knowledge, skills, and abilities found that work teams who were offered training and mentoring demonstrated higher team skills than those who did not receive it.

Improvement of teamwork skills, the interviewees believed, was based on establishing team rules and purpose as well as sharing intent and clarifying roles and responsibilities and providing training based on their duties also contributed to this. Mediating disagreement can be done by being professional, staying calm, and being diplomatic and creative. When this happens, it is necessary to explain both the problem and the resolution. It is sometimes useful to refer to an analogous problem.

6.3.9 Role and Cooperation

When several staff levels are required to provide input into a project, issues should be explained

positively and constructively, and the team's role should be explained as well. This is useful because organizational management often involves themselves in developing teamwork. If arguments arise, people should alter their language and re-explain their perspective. It is also necessary to listen to those whose ideas differ.

Managerial involvement means that leaders become involved in corporate communication, providing a clear organizational purpose and a corporate overview of roles. In addition, managers reward employees by allowing holidays and financial incentives such as performance bonuses. Yukl (2013), as cited by Chege (2017) concluded that leadership refers to the process of leading people through a shared vision, those entities that perform one or more leading functions, or the ability to affect human behaviour to achieve a mission entitled by the leader. He further defined leadership organizationally and narrowly as the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization's objectives.

According to Ghorbanhosseini (2013), identifying individuals' finest technique to ensure team success and high performance helps managers understand the interpersonal dynamics within teams. In the study conducted by Sanyal and Hisam (2018:95), they analyzed the impact of teamwork on the employee of Dhofar University. The results reveal teamwork, trust, leadership and structure, and rewards influence the performance of the university employees. Osterman (2018) reports that teamwork is positively and significantly related to establishment layoffs, which are disproportionately failing managers. These results suggested that, when teamwork is associated with structural changes, performance can be further enhanced, but there is insufficient evidence to conclude that this is a common spectacle.

On the other hand, Oseiboakye (2015:96) presented results that show that team effectiveness

is increased when collaboration is combined with a decentralized structure and Zwick (2004:105) show that a combination of teamwork and a compliment organization structure has an additional positive effect on profitability. Drouin and Bourgault (2013), as cited by Galli and Kaviani (2018), investigated how teamwork and environment influence decision-making. The research demonstrated a correlation between team performance, communication, and innovation, which agrees with the hypothesis that communication and support for innovation impact decision-making performance. Based on the findings, there is a positive and significant relationship between effective communication and employee performance.

Chege (2017) is his survey cited that effective communication in a team or between a group of people forms a key benefit to the organization's performance and profitability. Only the presence of another individual promotes communication in today's life. It is also argued that one cannot survive without communication in day-to-day activities. It also helps control the organizational member's behaviour in various ways. Other writers recommended future researchers focus more on management and leadership of team coaching. Peters (2018) concludes that real teamwork settings help establish effectiveness to improve an organization's productivity. Moog and Soost (2020); identifies two competing theories of social psychology to explain how performance may be affected by team composition. Similarity theory argues that homogeneous groups are likely to be more productive because of the mutual attraction shared by team members of similar demographics.

According to Scher, Rich, Pariser and Elewski (2013), personal skills influenced the performance and development of employees. They noted that in determining a successful career, the ability of interpersonal skills is active to be effectively related. On the other hand, Zainal, Huey, Nasir and Hussein (2015) stated that to increase productivity and reduce conflicts, positive interpersonal skills must be existing and be high among employees. The type

of task the team performs is also critical to understanding the relationships between composition and performance. The study by Morrissette and Kisamore (2020) revealed that the relationship's strength tends to be significantly stronger as team size decreases. They focused on how outcomes of emergent states are particularly relevant in small teams in which team members have more intimate personal connections.

The degree of correlation between the two variables specifies the value of regression occurrence. The accuracy of the prediction depends on the strength of the correlation. The higher the correlation between the variables, the more accurate the prediction as much as possible. As pointed out, the necessity of using any of the parametric tests is the establishment of the assumptions related to that test so that the reported results are reliable and documentable. If the residual independence assumption is not established in regression analysis, the predictor value is estimated to be less than or more than the size.

Due to the abnormality of the distribution of team effectiveness factors, Spearman correlation was used to investigate the relationship between team effectiveness factors and productivity. The results showed that there was a significant relationship between productivity and the variables whose significance level was less than 0.05. Thus, the independent variables (team effectiveness factors) entered into the model one by one based on the degree of correlation with the dependent variable (productivity). They were removed from the model if their presence in the model was not significant. Software productivity measurement is crucial in agile teams for improving the performance of software development. So in this study, we used a questionnaire to gather data from agile base software industry practitioners and later used statistical analysis to analyze data and deduce results. We show that there was a significant linear relationship between the team effectiveness factors with productivity. The results are presented in Table 6.1

Table 6.1: Spearman correlation test between team effectiveness and productivity factors

	Team effectiveness factor	Team leader	Inter team relationship	Requirements handling by the team	Team velocity	Quality conformance by team	Team vision
Productivity	Correlation coefficient	0.31	0.53	0.58	0.69	0.51	0.54
	Significant level	0.01	0.0001	0.0001	0.0001	0.0001	0.0001
	N	20	20	20	20	20	20

6.4 The Limitations of the study

This study is limited to the effect of teamwork on organizational development in Department of Employment and Labour. The selected region is based in Southern KwaZulu Natal consists of four labour centre and each labour centre have four sections and two hundred and twenty-six officials. The researcher hopes that the results which emanated from this study will help the department which provides services and programmes to public. The study was self-conscious by the busy schedule of the senior and junior staff members of the selected labour centres, many of whom had limited time to respond to questionnaires and interview questions. Another limitation to this study was that most of the studies relating to teamwork have been published mainly to look at development of the organization. Financial difficulties limited the scope and content of the study. Due to the pledge of secrecy taken by people who were concerned; it was difficult for them to reveal information which would have been required on the topic. The target groups were having little interest in providing data. In some cases, they were unwilling to supply the required information.

6.5 Chapter Summary

This chapter has presented the discussion of findings from the data that was collected from

participants. Furthermore, the findings were analysed and summarized. The findings on the employees of the DEL Southern Region were presented, and a discussion thereon followed. In addition, the findings of teamwork were also clarified. Lastly, previous studies highlighted and supported the findings on the impact of organizational development and factors contributing to teamwork.

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter focused on the summary, summary of findings, conclusions and policy recommendations. The chapter is divided into 5 sections. Section 7.1 focus on the summary of the chapters. Section 7.2 focuses on a summary of the findings. Section 7.3 focus on the conclusion. Section 7.4 focus on recommendations. Section 7.5 focus on area for further study.

7.1 Summary of Chapters

Chapter one focuses on the background of the study talks about teams and teamwork, the background of the DEL, the problem statement, the delimitation of the study, the aims and objectives, hypotheses and research questions. The main purpose of this study is to investigate the effects of teamwork on organizational development, a case study of the Department of Employment and Labour in Southern KwaZulu Natal. The specific objectives of this study were to investigate the promotion or influence of teamwork on the success of organizational development, to explore if teamwork structure does promote organizational productivity, to investigate the factors contributing to effective team performance, to investigate if goals, roles, processes and interpersonal relationships do contribute to promoting teamwork and organizational development, to investigate if team trust does contribute to promoting teamwork and organizational development and finally to investigate the role and involvement of organizational management in the development of the team.

Chapter two focused on relevant literature that was reviewed to gain more perception and understanding and to support the study's relevance with the aim of establishing the study's relevance by comparing it to previously researched information. Under this chapter teamwork,

team structure, productivity and effectiveness of teamwork, and factors contributing to effective team performance and organizational development were discussed.

Chapter three focused on different theories which were applied across the whole of my research in this field such as GRPI, the T7 Model of team Effectiveness, Team Basics, the Hackman Model of Team Effectiveness, and Understanding Team Dysfunction. And also, an Empirical study was discussed.

Chapter four focused on the research methodology employed in the conduction of the study and describes the selection of the sample and the design of the survey instruments used to collect the data from the staff of DEL (Southern Region Labour Centres). The chapter presented the tools used in the study and the statistical analysis undertaken to provide answers to the research questions and the general objectives of the research. The study adopted the pragmatic approach using qualitative and quantitative research and focused on inferential and descriptive research design.

The study's target population was 226 team members in the Departmental Southern region labour centre within junior and senior management. Using convenience and purposive sampling techniques to select the four labour centres out of 16. The questionnaire was used as the main collecting tool to collect the primary data. Data were analysed by using descriptive statistical methods like the mean, averages and percentages. Data were presented using tables and figures.

7.2 Summary of Findings

This section summarizes the major findings of the research according to the six objectives set for the study and the related research questions.

7.2.1 To investigate the promotion or influence of effectiveness of teamwork on the success of organizational development

The corresponding research question that guided this objective was:

What effect does teamwork have on the success of the organization to develop?

The current study found that the spirit of teamwork can improve or assist in communication that is open and transparent from team members. The study discover that the quality of work can be improved if there are opportunities. Moreover, when team members obtain satisfactory training that can assist the employees to share their input also come up with ways through which the organization can solve any challenges or conflicts that arise within the organization.

Everyone in the team is held accountable by connecting well with people in the organization. The findings of the study revealed that, establishing a culture of team-building communication provides the team with the words to use when others are not performing up to the expected expectations. Other significant motivating factor revealed by this study includes, the absence of teams, employees being limited to individual efforts alone but with teambuilding, workgroups involved into cohesive units and also shared expectations for accomplishing group tasks added to trust and support for one another and respect for individual differences. In addition to these, team members had to ensure that they take full responsibility for their actions that can result to the team's effectiveness.

7.2.2 To explore if teamwork structure does promote organizational productivity

The corresponding research question that guided this objective was:

Does teamwork structure promote organizational productivity?

The study's findings revealed that when an organizational structure is well developed and implemented, and team members are involved in doing so, there are high chances for the organization to be productive. The study discovered that working solo cannot have more impact on organization, but working as a team, team members can be more effective for ideas and strategies to conduct a project can be successful. Other significant motivating factor found out by this study includes the issue of different culture, talent and personality. It is wise that when employing people, these should be considered for not individual can master all these alone to conduct a task. As people come together with different cultures, they share their cultures. For it is advisable that all personalities are learned and that it provides an opportunity for one to know the other person's weakness or strength, and that will give an opportunity to assist other team members. With this said, productivity can be increased and team members will be motivated to add value to the organization. The results of the data from the fieldwork revealed that teaming up with other teams can result in high productivity and good results.

7.2.3. To investigate the factors contributing to effective team performance

The corresponding research question that guided this objective was:

What are the factors contributing to effective team performance?

The current study revealed that the majority of team members go the extra mile from their role expectations as the result of cohesiveness within them. In addition, the study discovers that truly open communication affects teamwork performance, which endorses that people feel free to express their thoughts, opinions, and potential solutions to problems. Another significant

motivating factor this study found is that emotional intelligence has a high influence on the working relationship within the team. In addition to these, when an environment is -friendly and managers are so supportive, this leads employees to perform very well, and that can result in them being rewarded. Moreover, the study also found out that small size of group members also contributes in team performance; it also reduces turnover and conflict. The small size has more impact for all team members will be able to be monitored, and all be given a chance to contribute in the team.

7.2.4 To investigate if goals, roles, processes and interpersonal relationships do contribute to promoting teamwork and organizational development

The corresponding research question that guided this objective was:

How do goals, roles, processes and interpersonal relationships contribute to promoting teamwork and organizational development?

The study's findings revealed that effective communication, leadership and consulting skills will be required, which may necessitate training and development. A new mindset is also needed. The current study found that when agenda, positive strategies and values are transparent to all team members, the goal of an organization is met. Another significant motivating factor found by this study includes clarifying what role each team member needs to play to accomplish the task, which results in the achievement of set goals. In addition, the team's mission and goals are aligned with the organizational mission and goal. Moreover, the study also found that equal opportunities are given to all team members to develop their confidence and skills. The results of the data from the fieldwork revealed that practice and experience do assist in teamwork.

7.2.5 To investigate if team trust does contribute to promoting teamwork and organizational development

The corresponding research question that guided this objective was:

How does team trust contribute to promoting teamwork and organizational development?

The current study found that better performance and cooperation are the results of trust among team members. Another significant motivating factor found by this study includes the understanding that team members are willing to work as a team rather than as an individual. Furthermore, the study discovered that trust between team members is positively related to perceived task performance. In addition, trust between team members is based on attributions of trustworthiness which is made to one another rather than on general expectancies.

7.2.6 Objective Six: To investigate the role and involvement of organizational management in the development of the team.

The related research question that guided this objective was:

What is the role and involvement of the organization's management in the development of teamwork?

The study discovered that everyone in the team is held accountable through connecting well with people in the organization. The current study found that by establishing a culture of team-building communication gives the team the words to use when others are not performing up to the expected expectations. In addition to these, it is the responsibility of organizational management to develop a team. Moreover, the study also found that when the number of supervisors are reduced, it leads to team members being changed as well. The findings of the study revealed proper guidance and support from leaders do nurture team member. The results

of the data from the fieldwork showed a high desire for cooperation between management and team members for it results in organizational development.

We show that there was a significant linear relationship between the team effectiveness factors with productivity. That major factors such as team effectiveness factors including inter-team relationship, quality conformance by a team, team vision, team leader, and requirements handled by the team had an impact on team productivity. The equation obtained from the results of multiple regression analysis shows that 25% of company's productivity changes are expressed by inter-team relationships, 21% of productivity changes by quality conformance by the team, 14% of productivity changes by Team Vision, 12% by Team Leader, and 11% by the requirements handling by the Team. However, it is important to mention that the factor Team Velocity was removed from the model because its presence in the model was not significant.

Hence, by focusing on each factor that could affect the productivity, we can increase productivity, and the results of model fit illustrate that the corrected coefficient of determination of the regression model is 0.80, which means that 80% of the changes in productivity were explained by the team effectiveness factors alone. A possible direction for future research is to conduct an experimental study for the extraction of more effectiveness factors and to conduct the assessment of each of the factors. we can also implement the proposed model in more agile companies so that the amount of importance of factors to be quantitatively and qualitatively determined more precisely.

7.3 Conclusion

Department of Employment of Labour should recognize the value of teamwork and emphasize approaches that maintain and improve teamwork for the benefit of their employees. The study

reveals that teamwork has a significant positive relationship with organizational development. Teamwork is an effective way of achieving success at work place or in the organization. Through that, it assists in boosting the productivity, effectiveness and efficiency of work as well as the performance of organizations as a whole.

Strong leadership and an environment of trust among team members come across as essential factors that can help increase the level of employee performance. The study established a significant positive relationship with organizational performance. It also established and provided evidence that organizational success depends upon the interdependence recognized within teams and how vital it is for team members to understand their roles and work to achieve corporate goals that lead to a positive influence on organizational performance. Promoting teamwork involves creating a work culture that values collaboration, where people understand and believe that thinking, planning, decisions, and actions are better when done cooperatively.

According to Radhika and John (2016) organizational development is a particularly composite subject that can be a difficult task for many companies. From small organizations to large organizations, they all are going to have to make development at some point, and I believe the best way to overcome the transitions is through strong management, good attitudes and being able to follow a model to development. All three of these aspects are equally important when dealing with the development itself and must be put into place. Without positive attitudes management will not be able to motivate employees and without motivated employees, it is essentially impossible to move through development.

Both employees and management must give each other the tools and motivation necessary to follow a model than to change and complete the transition process. If all of the above suggestions are executed properly, the organizational change will seem like a breeze for

everyone involved. The application of organizational development in real world work situations empowers organizational leaders to make the necessary and appropriate decisions to resolve organizational problems. Organizational development knowledge is important when attempting to identify internal and external problems that are impacting an organization.

Having knowledge of the various organizational development models such as the sociotechnical-system model is essential to an organizations successful implementation of possible solutions. On the other hand, when integrating organizational development with human resources and the competency model an organization is able to streamline its human resources approach and maximize their organizational benefits in an effort to increase overall employee performance. Finally, management must embrace alternative organizational development actions that foster maximum employee benefits, limited employee resistance, and ultimately align flawlessly with the organizations strategic objectives.

Having a good team of individuals around you not only helps you to stay grounded but also enables you to think in different ways, push boundaries with new ideas and most importantly it provides you with a strong support network. Effective teams are those that are productive and also have strong team processes to ensure that they reach their goals. Providing a good work environment where employees can develop individually and collectively optimally is necessary. When a team shares the workload among everyone equally, it can do things faster and more efficiently. This gives everyone a sense of pride and confidence in their role.

Team processes for example shared understanding of team goals and member roles, conflict are related to team effectiveness. Actions and interventions that foster positive team processes offer the most promising route to enhance team effectiveness; they target three aspects of a team: team composition (assembling the right individuals), team professional development,

and team leadership. Good leadership skills combined with knowledge of group development will help any group perform at its peak level. Teams, though similar, are different from groups in both scope and composition. Groups are often small collections of individuals with various skill sets that combine to address a specific issue, whereas teams can be much larger and often consist of people with overlapping abilities working toward a common goal.

7.4 Recommendations

Department of Employment and Labour leadership should be at the forefront to encourage and promote team-building activities and processes in the organization. This can be accomplished by providing goals, objectives, strategies and policies which foster team-building efforts in the organization. The Department should address the rising challenges facing the team building process in the organization. These challenges include team leadership challenges, lack of clear role identity, poor communication and conflicts which arise among team members. These are some of the critical challenges which need proper solutions to encourage the team building process at the Department of Employment and Labour.

Senior managers in organizations should promote trust among organization members which will thereafter enable an individual to put more of his/her resources into tasks that will bring about organizational performance. All members of the organization should be involved in problem-solving and leaders should diagnose any problems that could potentially impede group and organizational goal attainment, generating and planning appropriate solutions and implementing solutions within typically complex social domains.

The study further recommended that managers should design tasks and activities based on teams for better results, also to enhance communication, increase the level of trust and promote the participation of every member in the decision-making process. There should formulate clear

goals and objectives which foster a team building process since goals and objectives add value to organizational performance. At the same time, there should be a periodic review of appropriate goals and objectives to meet the rising demand for the team-building processes in the organization. DEL should encourage open channels of communication in an effort to enhance the team building process in the organization.

This requires creating a warm and open environment where team members are free and able to communicate without the fear of organizational retaliation. DEL should provide conducive working conditions and an environment which fosters team-building process in the organization. In turn, the working condition and environment will be a catalyst which creates harmony among team members which will translate and improve organizational performance. According to general observation and the results from the survey conducted on all team members, our team's effectiveness was quite regular, but not yet what was predicted.

Using the GRPI Model of Team Effectiveness to assess the level of effectiveness of our team, we discovered certain factors that affected our team's effectiveness such as trust, support, communication, cohesiveness, team size, stability and role identity. With these findings, this report presents two broad recommendations on leadership and communication as the main factors to change for improved team effectiveness. Leaders should understand how team cohesiveness works and how bonding in a team will build energy. Leaders should inspire team members by reinforcing a sense of belonging, empathy, bonding and mutual respect, and giving people a choice, quality communication structure and power over what they can do. Once that sense of support that foundation is created, the result is limitless creativity.

Communication is key to the effectiveness of a team, and it is very energetic for every member, including the management and junior staff to always keep everyone in the circle, a factor that,

according to Hill and Bartol (2018), means to “maintain regular communication with team members, and avoid lengthy silences.” Meeting needs to be held frequently, and the managers should check on their members now and again to ensure progress and connection; by doing so, closing the gap will help enhance a healthy relationship and environment. In addition, managers should start communicating more regularly to break continued silence, leaving members questioning the process. All members will become more active through this since the manager is also active and improves team effectiveness.

Management has to change the leading approach to lead. They should stop dominating discussions and give the members a chance to contribute to avoid killing their morale, and that will increase the effort towards the work. The leader should adopt a transformational leadership approach since it increases team effectiveness.

For effective communication, team members need to demonstrate empathy, adopt a smart alternative to an open door policy. Employees need to be empowered to share feedback, respect cultural differences and give feedback that is clear and precise, or do not give feedback at all. Build on what is already working, leverage the strength of your top talent and build ownership and accountability at all levels of the organization. If a leaders want to build trust within your team, then lead by example and show employee that you trust others. Open communication is essential for building trust and know each other personally, discourage cliques and discuss trust issues.

The department need to involve all employees in decision making, change should focus on groups and departments. They also need to build trust throughout the organization, encourage collaboration over competition. invest in education, benefits and incentives and create the opportunity for employee feedback. It is recommended that working as part of a team will be

achieving the company goals. Working well and developing effective relationships with diverse personalities. Developing and maintaining good relationships with co-workers and managers. Maintaining open lines of communication with others.

There is need for value re-orientation in department of organizational culture that support teamwork which creates a spirit of mutual trust, respect and cordial relationship between the superiors and subordinates; encouraging two way communications between the superior and the subordinates. In order to cope with the ever changing demands of clients and the environment in general, Performance Section within the department create regular training programmes for employees to increase learning and mode of performing various tasks. This will help to reduce the pressure on meeting deadlines.

It is also important to develop such an atmosphere where public servants are well satisfied with their jobs. In this way, they will be in position to utilize their full potential which is capable of building team spirit and performance. To improve the outcome of teamwork and eliminate the negative consequences, the management of the department should initiate the reward system to the exemplary teams. Recognition of efforts will not only motivate the team participants, but it will also create a sense of competitiveness in the organization thereby making every member active. The overall effect is the improved performance of the employees and the organization.

Communication is very important in the success of teamwork. The organization culture in the Department should encourage communication among management and employees. Communication will enhance the learning environment while strengthening the relations between employees and the management. Effective communication encourages consultations as a crisis and problem solving mechanism. In addition, employees will actively participate in brainstorming debates that will yield to better strategic decisions in the Public Service.

Effective communication in the labour centre will ensure that the Management obtains feedback on every issue on service delivery. The availability of feedback will enable the management to know the level of satisfaction with service.

7.5 Areas for further research

Further research is necessary for management to continue evaluating team cohesiveness to grow productivity. Further studies should be done on the strategic factors that impact team productivity. The study concludes that if continuous monitoring of teamwork, communication, progress, control and feedback is shared, then team effectiveness would be enhanced. The study recommends that the DEL ensure teamwork development is present in all sections within the labour centre and all levels or categories as in the current dynamic business environment, many organizations find the use of teams efficient and productive. A study can also be done on the effects of information technology on staff productivity.

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Appendix A: Research Questionnaire

DEPARTMENT OF EMPLOYMENT AND LABOUR

**AGREEMENT BETWEEN DEPARTMENT OF EMPLOYMENT AND LABOUR
STAFF AND THE RESEARCHER**

I agree to participate in the research project of Vuyelwa Nqojane on the: **An examination of the influences of teamwork on development of Employment and Labour Department in a Provincial Government: A case study, KwaZulu-Natal.**

The information obtained will be used to complete a dissertation that will add to the research base on the subject undertaken at the government department. Participants are requested not to write down their name to ensure that the material is entirely anonymous. It is essential that you be honest when you fill in the questionnaire; otherwise, the study will be of little worth.

I understand that: the researcher is a student conducting the research as part of the requirements for a Doctor of Philosophy at the University of Zululand. My participation will involve my involvement in answering the questionnaires on broad trends and individual perspectives and attitudes around teamwork effectiveness.

.....

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Signature

Signed on (date)

Supervisor

Prof MF Vezi-Magigaba and Dr KD. Ilesamni

Date

Participant No:



Topic: Influences of teamwork on development of Employment and Labour Department in a Provincial Government: A case study, KwaZulu-Natal.

Instructions: Make a tick or circle your choice of answer. There are 60 questions, please answer all of them.

SECTION A: Socio-Demographic Questions

1. Which age group do you fall under?

- a) 20 to 29
- b) 30 to 39
- c) 40 to 49
- d) 50 and above

2. What is your gender?

- a) Male
- b) Female

3. Which racial category do you belong to?

- a) African Black
- b) White
- c) Indian
- d) Coloured

- e) Other

4. What is your highest qualification?

- a) Matric
- b) Diploma
- c) Degree
- d) Honours
- e) Masters
- f) PhD

5. Which Labour Centre do you service?

- a) Kokstad
- b) Pietermaritzburg
- c) Port Shepstone
- d) Richmond

6. Which section or unit do you belong to?

- a) Management Support Service
- b) Registration Service
- c) Public Employment Service
- d) Inspection and Enforcement Service

7. What is your level within the Department?

- a) SR 5- SR6
- b) SR7 – SR8
- c) SR9 – SR 10
- d) SR11 – SR12

8. Length of service within the Department of Employment and Labour?

- a) 0 – 1 year
- b) 1- 5 years
- c) 6 -10 years
- d) 11 – 15
- e) 16 years and more

9. How would you rate the level of co-operation between you and your Colleagues?

- a) Work together when necessary
- b) Work together when looking for opportunities
- c) Work well together to get the project completed
- d) We resistance about helping colleagues gain an advantage

10. How often do you receive positive feedback for your effort in your position?

- a) Always
- b) Sometimes
- c) Never

11. Describe the management style that is most similar to the one found at your Organization

- a) Authoritative
- b) Directive
- c) Coaching
- d) Participative
- e) Absentee

12. Which one is the most rewarding aspect of your current position?

- a) Growth
- b) Pay check
- c) Interest for the study

SECTION B: Please select the option below that best describe your level of satisfaction with each question asked below by using ratings from 1 to 5 described below (by ticking)

As: 1 – Strongly Agree (SA), 2 – Agree (A), 3 – Neutral (N),

4 – Disagree (D), 5 – Strongly Disagree (SD)

1.1 The effectiveness of teamwork has promotion or influence on the success of organizational development

	1- SA	2-A	3-N	4-D	5-SD
13. Effective teamwork is assisted by transparent and open communication					
14. Effectiveness of teamwork does promote the success of organizational development					

15. Working as a team can be one factor contributing to effective team performance					
16. Team members take personal responsibility for the effectiveness of our team					

1.2 Teamwork structure does promote organizational productivity

	1- SA	2-A	3-N	4-D	5-SD
17. Organizational productivity could be the result of team structure					
18. Employees who work in teams can be more productive than those who work individually.					
19. Effective teams hold and are organised by a diversity of culture, talent and personality					
20. Team up with other teams leads to high productivity and good results					
21. Teamwork can enhance productivity, motivation and value					

1.3 Factors contributing to effective team performance

	1- SA	2-A	3-N	4-D	5-SD
22. Team members frequently go beyond what is required and do not hesitate to take initiative					

23. Teamwork plays a significant role to improve performance					
24. Emotional intelligence influences work relationship among individual employees					
25. Factors such as supportive environment, team rewards and cohesiveness can lead to better employee performance					

1.4 Organizational development and organizational development interventions have impact on teamwork

	1-SA	2-A	3-N	4-D	5-SD
26. Teamwork have the ability to create a healthy working environment with workable agendas, positive strategies and values					
27. Shifting managers have negative impact amongst teamwork					
28. There is negative impact in a firm performance because of management behaviour with employees					
29. Way to develop and improve the quality of employees is to provide them with development programmes					
30. The absence of teamwork's strategies can lead to disappointment, low morale and poor productivity.					

1.5 Goals, roles, processes and interpersonal relationship do contribute in promoting teamwork and organizational development

	1-SA	2-A	3-N	4-D	5-SD
31. Team members clearly understand their role					
32. Super achievement lies in the fulfilment of set goals through teams, not individual					
33. Goal, role, processes and interpersonal relationships do contribute in promoting teamwork					
34. Teams that have lower turnover rates experience higher levels of communication and role identity					
35. The mission and goals of my team are well aligned with the organization`s mission and goals					

1.6 Team trust do contribute to promoting teamwork and organizational development

	1-SA	2-A	3-N	4-D	5-SD
36. Trust generated results to teamwork, cooperation and better performance					
37. Members of our team trust each other					
38. Team members seek and give each other constructive feedback					
39. Individuals may exercise strong pressure on each other in an attempt to achieve high level of team performance.					

1.7 Skills and expertise influence teamwork performance

	1-SA	2-A	3-N	4-D	5-SD
40. Employees are encouraged and given equal opportunity to develop their confidence, skills and knowledge					
41. Equal opportunity is given to all team members to develop confidence and skills					
42. Various forms of training are provided to keep your skills up to date					
43. Skills and expertise influence teamwork performance					
44. Shared experiences and practices among team member do assist in active teamwork					
45. Teamwork improves skills, communication, participation and effectiveness					

1.8 The role and involvement of organizational management in the development of teamwork

	1-SA	2-A	3-N	4-D	5-SD
46. Organization's management role is to be involved in developing teamwork					
47. The effect of our manager on our work performance in a positive way is high					
48. Reduction in the number of supervisors and middle managers could lie to the team being changed over time					

49. Managers recognize and rewards employees who are working in teams					
50. Organizations not only accomplished performance but also achieved job satisfaction and commitment among employees					
51. Proper guidance and support from team leader and organizational culture is required to nurture teamwork					

1.9 There is a desire for cooperation among team members and management concerning organizational development

	1-SA	2-A	3-N	4-D	5-SD
52. Team members appreciate one another's unique capacities					
53. Do you think it is possible to be a good team member and yet disagree with the leader					
54. There is a desire for cooperation among team members and management concerning organizational development					
55. The social communication between team's in organizational development is very good					
56. Everyone values what each member contributes to the team					
57. Our team work with a great deal of flexibility so that we can adapt to changing needs					

<p>58. Team members can see the problems and solutions better than management because they are closer to the action and also closer to the clients</p>					
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SECTION C:

59. What are the most important three factors affecting the success of teamwork in organizational development?

- a)
- b)
- c)

60. In your own opinion, what are the main roles of teamwork:

- a)
- b)
- c).....

Any suggestions to improve teamwork within staff and management at the workplace.

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THANK YOU FOR PARTICIPATING

**Appendix B: Interview Schedule for Focus Groups: Ethical standards protocol for
Questionnaires**

**AGREEMENT BETWEEN THE DEPARTMENT OF EMPLOYMENT AND LABOUR
STAFF AND RESEARCHER**

I agree to participate in the research project of Vuyelwa Nqojane on: An examination of the influences of teamwork on development of Employment and Labour Department in a Provincial Government: A case study, KwaZulu-Natal.

I understand that:

1. The researcher is an employee of Department of Employment and Labour conducting the research as part of the requirements for a Doctor of Philosophy at the University of Zululand.

2. I understand that this study will cover the following topics:

- a) Teamwork
- b) Team structure
- c) Productivity and effectiveness of teamwork
- d) Factors of the effectiveness of teamwork
- e) Organizational development
- f) Organizational development interventions
- g) Theoretical Framework

3. My participation will involve answering the interview questionnaires. I may be asked to comment on my personal experience but can choose not to answer any questions/or contribute to the discussion at any moment.

4. I am invited to voice to the researcher any concerns about my participation in the study and to have these addressed to my satisfaction.

5. My participation in this interview questionnaires are completely voluntary. I am free to withdraw from the study at any time. However, I commit myself to full participation unless some unusual circumstances occur or I have concerns about my participation, which I did not initially anticipate.

6. The report on the project may contain information about my personal experiences. Still, the report will be designed so that I will not be able to be identified by the general reader.

.....

.....

Signature

Signed on (date)

Supervisors and Co-Supervisor

Dr K. D. Ilesanmi and Prof. M.F. Magigaba

Date

Participant No:



Topic: An examination of the influences of teamwork on development of Employment and Labour Department in a Provincial Government: A case study, KwaZulu-Natal.

Instructions: Make a tick or circle your choice of answer. There are 18 questions, please answer all of them.

SECTION A: Socio-Demographic Questions

1. Which age group do you fall under?

- a) 20 to 29
- b) 30 to 39
- c) 40 to 49
- d) 50 and above

2. What is your gender?

- a) Male
- b) Female

3. Which racial category do you belong to?

- a) African Black
- b) White
- c) Indian
- d) Coloured
- e) Other

4. What is your highest qualification?

- a) Matric
- b) Diploma
- c) Degree
- d) Honours
- e) Masters
- f) PhD

5. Which Labour Centre do you service?

- a) Kokstad
- b) Pietermaritzburg
- c) Port Shepstone
- d) Richmond

6. Which section or unit do you belong to?

- a) Management Support Service
- b) Registration Service
- c) Public Employment Service
- d) Inspection and Enforcement Service

7. What is your level within the Department?

- a) SR7 – SR8
- b) SR9 – SR 10
- c) SR11 – SR12

8. Length of service within the Department of Employment and Labour?

- a) 1- 5 years
- b) 6 -10 years
- c) 11 – 15
- d) 16 years and more

SECTION B: INTERVIEW QUESTIONS (These questions will be coded under: Effectiveness of teamwork, Organizational productivity, Factors contributing to team performance, Organizational development and organizational development intervention, GRPI, Team trust, Skills and expertise, Role and Cooperation)

9. The effectiveness of teamwork has promotion or influence on the success of organizational development

a) Can you tell about the time when a lack of teamwork hindered a project? How did you address the situation?

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b) Can you explain when you could not meet a deadline?

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c) What makes the team successful?

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d) Tell me about the challenges you faced in trying to resolve issues among team members. What could you have done to be more effective?

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10. Teamwork structure do promote organizational productivity

a) Do you think teamwork do promote organizational productivity?

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b) How do you maintain an effective organizational culture in your organization?

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c) How do you use your corporate office culture to provide guidance and direction in improving performance and productivity in the team?

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d) What are the strategies and activities used in your organization to align the corporate office culture to each company culture in the group?

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e) What motivational strategies do you use to promote team success?

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f) What positive impact would you make on the team`s culture?

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g) Factors contributing to effective team performance

a. Does teamwork play a significant role in improving performance? Explain how

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b. Can you say that emotional intelligence influences working relationships amongst team members? And how so?

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c. How true is it that factors such as supportive environment, team rewards and cohesiveness lead to better employee performance?

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d. In your view, what other factors contribute to effective team performance?

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e. In your opinion, what are the most important three factors affecting the success of teamwork in organizational development?

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h) Organizational development and organizational development intervention have an impact on teamwork

a. How does teamwork create a healthy working environment?

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b. What impact do shifting managers have on teamwork?

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c. Is it true that management behaviour can lead to a positive or negative impact in performance?

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d. How can an absence of teamwork strategies lead to disappointment, low morale and poor productivity?

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e. What are the organizational development intervention that are necessary for team success?

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i) **Goals, roles, processes and interpersonal relationships (GRPI) do contribute in promoting teamwork and organizational development**

a. When are goal works best for building a team?

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b. If you and team members disagree about how to proceed with a group project, how do you come to a decision?

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c. How do you make sure that team members get credit for their contributions?

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d. Can communication and role identity lead to a lower turnover rate in a team?

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j) Team trust do contribute to promoting teamwork and organizational development

a. How do cooperation and better performance generate good results through trust?

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b. What role does constructive feedback play in team members?

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c. Does intense pressure within team members results in achieving high level of team performance?

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k) Skills and expertise have an influence in teamwork performance

a. What are qualities needed to become a successful team member?

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b. What approach do you take to communicate effectively with a diverse team?

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c. How can you improve your teamwork skills?

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d. Describe your experience mediating disagreement

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e. Have you ever had an experience where there were issues or strong disagreements among the team members? What did you do?

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l) The role and involvement of organizational management in the development of Teamwork

a. When a project requires input from several levels in a company, how do you

approach it?

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b. What will you do if you have a heated argument in a meeting?

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c. How often do organizational management involve themselves in developing teamwork?

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d. What role do managers play in developing teamwork?

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e. How do manager(s) recognise and reward employees within a team?

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f. What culture do you use to nurture, guide and support team members?

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m) There is a desire for cooperation among team members and management concerning organizational development

a. What steps would you take if a colleague refused to do their fair share?

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b. How do you establish a working relationship with a new employee?

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c. What do you do to ensure that team members find it easy to adjust or adapt to changing needs?

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d. What support do you provide to make sure that team members find a solution(s) in challenges they face when dealing with clients?

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n) In your perspective, what are the primary roles of teamwork?

a)

b)

c).....

Any suggestions to improve teamwork within staff and management at the workplace?

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THANK YOU FOR PARTICIPATING

Appendix: C Transcription of Interview on Senior Management

Name (Pseudonyms)	Abbreviation	Age	Gender	Category	Qualification	Labour Centre	Level of Service	Level
Registration Service	RS 1	49-50	Female	African	degree	Richmond	11-15	7-8
	RS 2	49-50	Female	African	degree	Kokstad	11-15	7-8
	RS 3	40-49	Female	African	Honours	PMB	11-15	7-8
Public Employment Service	PES 1	30-39	Male	African	Honours	Richmond	6-10	11-12
	PES 2	40-49	Male	African	Degree	Kokstad	11-15	7-8
	PES 3	40-49	Female	African	Degree	PMB	11-15	7-8
	PES 4	40-49	Female	African	Degree	PSS	11-15	7-8
	PES 5	40-49	Male	African	Diploma	Richmond	16 & above	7-8
	PES 6	40-49	Male	African	Honours	Kokstad	6-10	11-12
	PES 7	30-39	Female	African	Honours	PMB	6-10	11-12
Management Support Service	MSS 1	40-49	Male	African	Honours	Kokstad	1-5	11-12
	MSS 2	40-49	Male	African	Honours	d PMB	16&	11-12
	MSS 3	50 & above	Female	African	Honours	Richmond	above 16& above	11-12
Inspection and Enforcement Service	IES 1	40-49	Male	African	Degree	Kokstad	6-10	9-10
	IES 2	40-49	Male	Indian	Honours	d PMB	16 & above	9-10
	IES 3	30-39	Male	African	Honours	PSS	11-15	9-10
	IES 4	30-39	Female	African	Honours	Richmond	6-10	9-10
	IES 5	40-49	Female	African	Degree	Kokstad	6-10	7-8
	IES 6	40-49	Male	African	Degree	PMB	11-15	7-8
	IES 7	40-49	Male	African	degree	Richmond	11-15	7-8

Colour Coding Key

For the transcribed interview it was possible to generate the following themes:

Theme	Colour
Effectiveness of teamwork	Yellow
Organizational Productivity,	Red
Factors contributing to team performance,	Pink
Organizational development and organizational development intervention,	Green
Goals, Roles, Processes and Interpersonal Relationships (GRPI),	Violet
Team trust,	Blue
Skills and expertise	Gray
Role and cooperation.	Teal

Theme: Effectiveness of teamwork

1. *Can you tell about the time when a lack of teamwork hindered a project? How did you address the situation?*

IP 1: When the team members do not trust each other. Have more team building task.

IP 2: When there is lack of clear communication and target was not met. Have to hold meetings once a week.

IP 3: When there is trust issues amongst team members and personal conflicts.

IP 4: Listen to the employee's contributions to ensure that the project is completed while

working as a team

IP 5: When the team members do not trust each other. Have more team building task.

IP 6: It was when the section could not meet its target allocated. Had to plan for more inspections to be conducted against the allocated ones.

IP 7: The time when a project was hindered was when the labour centre target was not

meet as per allocation. Once a week management hold a meeting to discuss

performance as per sections.

IP 8: When there is lack of clear communication and target was not met. Have to hold

meetings once a week.

2. Tell me about the challenges you faced in trying to resolve issues among team members.

What could you have done to be more effective?

IP 2: Trust issues amongst team members and personal conflicts

IP 5: When people comes with their personal issues and effect of not having trust amongst team members

IP 2: Make sure all team members are allocated task to do and they rotate amongst

themselves

IP 6: Trust issues amongst team members and personal conflicts

IP 4: Trust issues amongst team members and personal conflicts. Make sure all team members are allocated task to do and they rotate amongst themselves

IP 7: Team members do not want to listen. Discuss issues immediately as they arise.

Theme: Organizational productivity

1. *How do you maintain an effective organizational culture in your organization?*

IP 2: Communicate, be transparent and create group cohesiveness

IP 6: More efforts need to be placed in controlling employees, monitoring their behaviour and let them work efficiently

IP 3: Make team members feel informed and communicate with them about a big picture and encourage cooperation

IP 4: Communicate, be transparent and create group cohesiveness

IP 8: By embracing and inspiring employees and rewarding accordingly

IP 9: Increase group cohesiveness

IP 11: Teamwork is needed to be placed in controlling employees, monitoring their behaviour and let them work efficiently

IP 7: Remind employees about the organization mission and vision

2. *What motivational strategies do you use to promote team success?*

IP 6: Make communication a priority,

IP 5: Reinforce the important ideas consistently; communication must be priority,

IP 2: Focus on development; communication must be priority

IP 7: Develop leadership skills, make communication a priority, get everyone together as a team

IP 4: Guide and support the team

IP 3: Make team members feel informed and communicate with them about a big picture and encourage cooperation

IP 1: Reinforce the important ideas consistently, communication must be priority,

Theme: Factors contributing to team performance

1. In your view, what are the other factors that contribute to effective team performance?

IP 1: Provide role clarity and promote enabling processes

IP 3: Knowing the goal and working toward achieving that goal

IP 11: Team matters, growth orientation, communication

IP 7: Team matters, respect the job and each other, growth orientation, communication

IP 8: Passion and perseverance for long term goals

IP 9: Provide role clarity and promote enabling processes

IP 5: Provide responsibility role in a clear and clarified manner

Theme: Organizational development and organizational development intervention

1. What impact do shifting managers have on teamwork?

IP 2: Lack of support, lack of trust

IP 4: Celebrate together and promote a working area that is friendship and loyalty

IP 9: Lack of communication, lack of trust, lack of support

IP 3: When there is no trust, respect and clear communication

IP 6: Lack of trust, lack of support

2. How can absence of teamwork strategies lead to disappointment, low morale and

poor productivity?

IP 1: When there is no trust, seeing eye to eye with others, there is no respect and clear communication

IP 2: When there is no trust, respect and clear communication

IP 4: Lack of support, lack of trust,

IP 8: If there is no team building, compassion training, process consultation

IP 7: When there is no clear communication, trust and support

IP 11: When there is no clear communication, trust and support IP

3: Lack of support, lack of trust,

Theme: Goals, Roles, Processes and Interpersonal Relationships (GRPI)

1. *How do you make sure that team members get credit for their contributions?*

IP 7: Double-check work well done and give credit where it is due such as bonuses

IP 9: Provide feedback where needed and give credit where it is due

IP 3: Provide feedback to an individual or the team as a whole, give the awards

IP 6: To ensure that the work is in quality not quantity acknowledge their excellent work

IP 4: Give them certificate, awards and performance bonuses and give them feedback

IP 1: Provide feedback where needed and give credit where it is due

2. *If you and your team member disagree about how to proceed with a group project, how do you come to a decision?*

IP 2: Invite the person so that they know about the problem, and listen to the other side of the story, remain professional

IP 11: Acknowledge the problem, involve all team members involved with their supervisors

IP 7: Acknowledge the problem, involve the person with the problem, and remain professional at all times when solving the problem

IP 8: Good communication, practice respect,

IP 1: Let the person know the problem, involve him or her, remain professional at all-time when solving the problem

Theme: Team trust

1. *How do cooperation and better performance generate good results through trust?*

IP 2: Ensure there is low turnover and produce productivity in the task given

IP 3: Low turnover and produce productivity

IP 1: Low turnover and produce productivity

IP 4: Great performance and high commitment

IP 12: Low turnover and produce productivity

IP 7: Through open communication and increased productivity

2. *What role does constructive feedback play in team members?*

IP 5: Great performance

IP 12: Commitment, clear communication and respectful

IP 3: Understand each person's cultural background

IP 2: Great performance and high commitment

IP 7: It leads to improvement in individual behaviour or work

IP 11: It leads to **improvement in individual behaviour** or work

IP 9: Great performance by the team and **working as a team not as solo**

Theme: Skills and Expertise

1. *Describe your experience mediating disagreement*

IP 9: **Be professional, stay calm,**

IP 11: **Stay calm,** be diplomatic, be creative

IP 3: **Establish team rules and purpose and share interest**

IP 7: Stay calm, **be diplomatic, be creative**

IP 1: Be calm

2. *How do you communicate effectively with a diverse team?*

IP 4: Establish **team rules and purpose** and share an interest

IP 2: **Understand each and every person's** cultural background, personality and characters

IP 3: **Understand each** person's cultural background

IP 5: **Have some knowledge** of a person's cultural background

IP 7: Keep an open mind that they are all different, **practice an active listening skill**

Theme: Role and Cooperation

1. *When a project requires input from several levels in a company, how do you approach it?*

IP 2: Invite all **involve, explain your role** and everyone's role

IP 7: Explain the issue positively and constructively and how the project will be conducted

IP 1: Explain your role in the situation

IP 11: Explain the project and what it entails, and what goal to achieve in a positive and constructive way

2. *What will you do if you have a heated argument in a meeting?*

IP 2: Listen to what they have to say on their sides

IP 7: Change the language you speak with your team, re-introduce your perspective

IP 7: Listen to what they have to say

IP 3: Provide a clear organizational purpose and vision. Listen to all side

IP 11: Change the language you speak with your team, re-introduce your perspective

Appendix D: Ethical Clearance

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2021/41		
Project Title	The effect of teamwork on Organizational Development: A case at Department of Employment and Labour Southern KwaZulu Natal		
Principal Researcher/ Investigator	V Nqjane		
Supervisor and Co-supervisor	Dr M.F Magigaba	Dr K.B Bisanmi	
Department	Business Management		
Faculty	Commerce, Administration and Law		
Type of Risk	Medium Risk – Data collection from people		
Nature of Project	Honours/4 th Year	Master's	Doctoral <input checked="" type="checkbox"/> Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format (due date- 11 November 2022)
 - (3) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Nokuthula Kunene
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

11 November 2021



Appendix E: Permission to Carry out Study



Private Bag X117, PRETORIA, 0001, Laboria House, 215 Francis Baard Street, PRETORIA,
Tel: (012) 309 7963, Fax: (012) 309 4532

20 August 2021

Enquiries: TN Dire

Telephone: 012 3094186

Ms. V Nqojane

Department of Employment and Labour

KWA-ZULU NATAL

Dear Ms. Nqojane

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE DEPARTMENT OF EMPLOYMENT AND LABOUR.

Your signed letter requesting permission to conduct research refers. Please be advised that your request to conduct research in the Department of Employment and Labour is approved.

Please be advised that you will treat the information derived from your research in the Department for the execution of your study wholly anonymous and confidential. Furthermore,

the information will not be used for the purpose of victimizing the Department in any way. In addition, you are required at all times to safeguard confidential information in pursuant of your research. It must also be emphasized that no information must be used, reproduced, disclosed or disseminated to any organ of state, firm, corporation, or person, including third parties, except with the express prior consent of the Department.

Furthermore, no data may be modified or merged with any other data, used for any purpose or do any other thing that may, in any manner whatsoever, affect the integrity, security or confidentiality of such data. You are not to permit any third party to read, copy or use the data other than may be specifically required in your request.

There can be no publication of articles in any journal or book or the like based on your research without the consent of the Department. The study and its findings are to be made available to the Department.

You must sign the attached Undertaking in order that effect is given to the Department's approval.

We trust that the above is in order.

Yours sincerely,



Mr Thobile Lamati

Director-General: Labour

Date: 16/09/2021