UNIVERSITY OF CAPE COAST

IMPACT OF TEAM BUILDING INTERVENTIONS ON EMPLOYEES'

PERFORMANCE IN THE ANGLICAN EDUCATION UNIT, TAMALE

EDWIN ABANGA

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BY

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ORGANIZATION DEVELOPMENT.

OCTOBER 2011

DECLARATION

Candidate's Declaration

     I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Name: Edwin Abanga

Signature..   Date.......................

Supervisor's Declaration

     I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Name: Richmond Sadick Ngula

Signature..   Date.......................

ABSTRACT

The objectives of the study were to assess the extent to which team building interventions have helped to promote teamwork; examine how these interventions have enhanced organizational effectiveness; assess the extent to which the interventions have helped to address obstacles to employees' performance and identify the constraints in operationalizing team building interventions.

Research questionnaires were administered to seven teams to diagnose work group/team effectiveness. Interviews and focus group discussions were also conducted with the seven teams, and three interest groups involved in strategic planning of the project to assist in achieving the objectives of the study. Projects reports, staff performance and appraisal records, and other documentations were reviewed to help develop the findings. The data was organized, categorized into themes and patterns which formed the basis of the findings.

The results showed that team building interventions implemented in the Anglican Education Unit has helped to promote teamwork. The results again showed that team building impacted positively on the performance of employees in areas as shared purpose and common goals, improved quality of work life, increased productivity among others. It is therefore recommended that the Anglican Education Unit strengthens the application of its team building interventions and to consolidate these benefits accrued from previous interventions for its own growth and development.

ACKNOWLEDGEMENTS

DEDICATION

To the founding fathers of the Organization Development programme in the University of Cape Coast, for their vision and commitment.

TABLE OF CONTENTS

Content   Page

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ADT   Anglican Diocese of Tamale

AEU   Anglican Education Unit

JHS   Junior High School

MA   Master of Arts

OCIC   Organization Capacity Improvement Consultants

OD   Organization Development

PTA   Parent Teacher Association

UCC   University of Cape Coast

CHAPTER ONE

INTRODUCTION

Background to the study

The old paradigm of organizational structure was based on the assumptions of the hierarchy that top leadership knows all the answers and is in charge of the goals and work processes of the organization. The emerging team paradigm, on the other hand, is constructed on new assumptions that knowledge, and therefore insight and answers, are found throughout the organization in the abilities and know-how of all organizational members when brought together in teams. According to Rao (2009), goals are mutually determined and work processes built around teams drawn from the pool of employees, in this latter paradigm shift.

One of the basic building blocks of organization development is team building. Organization development (OD) is a set of planned-change techniques or interventions designed to improve organizational effectiveness and employee well-being (Balzac, 2011). This definition implies the following characteristics. First, OD is a systematic approach to planned change. Second, OD involves the application of behavioral science theory and research to organizational

functioning. Third, OD values human and organizational growth. Finally, OD seeks to improve both individual and organizational well-being and effectiveness.

Organization development is a set of behavioral science techniques designed to plan and implement change in work settings. The major techniques of organization development attempt to produce some kind of change in individual employees, work groups, and/or the entire organization. These change techniques can be divided into two categories: process-focused change techniques and structural-focused change techniques.

The emphasis of the process change techniques is on the process to accomplish change. Intervention methods in this category include survey feedback, team building, process consultation, and quality of work life. Structural change techniques involve an adjustment in the organization's structure to accomplish change goals. Intervention methods in this category include goal setting, job redesign, quality circles, and strategic planning.

Organizations of all kinds are made up of people working together to achieve some common goal. Because people are frequently required to work in groups, considerable attention has been focused on team building in recent years (Dyer, 2008). Improving the team means better performance by the individuals and the group.

One of the basic building blocks of organization development is team building. Team formation and development find full expression in team building interventions, Team building is a process of diagnosing and improving the effectiveness of group members with particular attention to performance and

collaboration within the group, especially the role of the leader in relation to other group members (Cavanagh, 2011). Team building strategies are typically directed toward goal setting, development of interpersonal relations, role analysis, and team process analysis.

Team building may begin by having organization members define the goals of the work group or firm. Different perceptions of what the organization's purpose is may surface. Following this, group members can evaluate the organization's performance—how effectively they are achieving their goals. This may identify potential problem areas. Next, each team member's role can be identified and clarified. Previous ambiguities may be brought to the surface. And, finally, key processes that go on within the team are analyzed to identify how these processes might be improved, resulting in greater team effectiveness. This latter activity is similar to process consultation.

Teams and work groups are considered to be the fundamental units of organizations as well as key leverage points for improving the functioning of the organization. French and Bell (1999) have argued that, although it has long been established in organization development that empowering individuals greatly increased their performance and satisfaction, putting these empowered individuals into teams creates extraordinary effects on performance and satisfaction. Effective teams produce results far beyond the performance of unrelated individuals.

These underlying prospects in the role of teams and teamwork, and their capacity to contribute to organizational improvement are prompting this research.

The Anglican Diocese of Tamale is a constituent diocese of the Church of the Province of West Africa. It was carved out of the former Diocese of Sunyani and Tamale on the 22nd February1997, and inaugurated as an autonomous diocese by the Archbishop and Primate of the church of the Province of West Africa; the Most Revd Robert G. A. Okine (Anglican Diocese of Tamale, 1999). The diocese covers the entire three northern regions, namely Northern, Upper East and Upper West, and is by far the largest Anglican diocese in the country.

The Diocese is one of the most important development actors in Northern Ghana. It has for many years being working to improve the standards of living of the rural population in targeted communities through the efforts of its development projects and agencies. According to the Anglican Diocese of Tamale, one of its development objectives has always been, "to demonstrate the love of God by assisting and empowering the marginalized and vulnerable in society", in fulfilment of its mission: "to bring the good news of Christ to all, in context, and to help them meet God at their point of need, by being open to their needs" (Anglican Diocese of Tamale, 1998, p.12).

It is in this context that the Diocese in collaboration with its development partners has set up schools to meet this need in continuity with the Church's early missionary endeavours. The Anglican Diocese of Tamale through its executing agency, the Anglican Education Unit, Tamale, provides the role of coordinating these educational services and their management.

The presence of the Anglican Education Unit in Northern Ghana dates back to the early 1960s, when the Unit schools were being coordinated and

supervised by the then Regional Education Unit of the Anglican Diocese of Accra. The Anglican Education Unit, headquartered in Tamale, acquired regional status in 1983 as part of the then Anglican Diocese of Sunyani and Tamale. With the decoupling of the diocese from the Anglican Diocese of Sunyani and Tamale on 22nd February 1997, the Unit retained its status as the executing agency of the Anglican Diocese of Tamale, and was tasked with coordinating its educational services delivery efforts.

From the very beginning of missionary activity in the then Gold Coast, and now Ghana, education formed an important aspect of the evangelistic strategy of the church. Schools were established with the primary aim of imparting reading and writing skills. This, it was felt, would enable people to read the scriptures themselves so that they could imbibe the teachings according to their own perceptions.

The Anglican Diocese of Tamale as a part of the broader church has maintained this tradition, and today it ranks among the foremost providers of formal education in northern Ghana, with oversight responsibility for a large number of basic schools spread over the three northern regions. A regional distribution of its basic schools, pupil enrolment and staff strengths, and their corresponding gender spreads are presented in Table1. A further summary of the distribution of schools, enrolments and staff, and percentage of enrolment by gender are presented in Tables 2 and 3. The numerous challenges associated with the provision of education notwithstanding, the Anglican Diocese of Tamale, and for that matter the Anglican Education Unit's determination to adopt a holistic

approach to the development of education within the framework of mobilising all available resources continue to yield positive results.

Table 1: Regional distribution of schools

	No	Enrolment			Staff		
Northern Region		Female	Male	Total	Female	Male	Total
KG/Nursery	9	413	418	831	52	5	57
Primary	18	1254	1431	2685	26	107	133
JHS	6	791	894	1685	30	81	111
Total	33	2458	2743	5201	108	193	301
Upper East Region		Female	Male	Total	Female	Male	Total
KG/Nursery	4	139	128	267	8	-	8
Primary	5	710	830	1540	20	14	34
JHS	2	340	289	629	8	16	24
Total	11	1189	1247	2436	36	30	66
Upper West Region		Female	Male	Total	Female	Male	Total
KG/Nursery	1	72	64	136	2	1	3
Primary	3	367	315	682	10	6	16
JHS	1	169	140	309	6	8	14
Total	5	608	519	1127	18	15	33

Source: Anglican Education Unit, 2011

6

From Table 1, it is evident that there is uneven distribution of schools, enrolment and staff under the Anglican Education Unit. Much of the educational developments are evidently concentrated in the Northern region. In 2011, the region had a total of 33 schools, a total enrolment of 5201 pupils and staff strength of 302. The Upper West region however had the lowest figures for the same period; a total number of 5 of schools, an enrolment of 1127 and a total staff of 33.

Table 2: Summary of the regional distribution of schools

Region	KG/Nursery	Primary	JHS	Total	Enrolment	Staff
Northern	9	18	6	33	5201	301
Upper East	4	5	2	11	2436	66
Upper west	1	3	1	5	1127	33
AEU, Secretariat	-	-	-	-	-	12
Total	14	26	9	49	8764	412

Source: Anglican Education Unit, 2011

A summary of the regional distribution of schools of the Anglican Education Unit is presented in Table 2, which is basically a summary of Table 1. The data in Table 2 shows that the Unit has 14 KG/nurseries, 26 primary schools and 9 junior high schools. The total enrolment in its 49 schools is 8764 pupils and staff strength of 412.

Table 3: Percentage of enrolment by gender

	Enrolment				
Northern Region	Female	% of Enrolment	Male	% of Enrolment	Total
KG/Nursery	413	49.70	418	50.30	83
Primary	1254	47.70	1431	53.30	2685
JHS	791	46.94	894	53.06	1685
Total	2458	47.26	2743	52.74	5201
U/E Region	Female	% of Enrolment	Male	% of Enrolment	Total
KG/Nursery	139	52.06	128	47.94	267
Primary	710	46.10	830	53.90	1540
JHS	340	54.05	289	49.95	629
Total	1189	48.81	1247	51.19	2436
U/W Region	Female	% of Enrolment	Male	% of Enrolment	Total
KG/Nursery	72	52.94	64	47.06	136
Primary	367	53.81	315	46.19	682
JHS	169	54.69	140	45.31	309
Total	608	53.95	519	46.05	1127

Source: Anglican Education Unit, 2011

The percentage of enrolment by gender in the schools under the Unit is presented in Table 3. The table indicates that the female enrolment was 46.94% and that of the males was 52.74% in the Northern region for the period under review. The enrolment for the Upper East region was 48.81% for females and

51.19% for males. That of the Upper West Region stood at 53.95% and 46.05% for females and males respectively.

Ghana, since its independence in 1957, has made significant strides in its education system. The education landscape in Ghana today has been as a result of major policy initiatives in education adopted by various governments spanning over the country's history. Indeed these initiatives have not only helped in structurally transforming the education system but also improved access considerably, quality of teaching and learning, infrastructure delivery as well as management efficiency (Anglican Diocese of Tamale, 1998).

Statement of the problem

The Anglican Education Unit remains at the fore in meeting its objectives of providing quality education to communities in Diocese's operational areas, notwithstanding numerous challenges the Unit and its educational institutions have faced in their service delivery efforts. At two separate meetings held with the Bishop of the Anglican Diocese of Tamale and management of the Anglican Education Unit in Tamale in February 2008 to arrange the specifics for a practical assignment, as part of the Master of Arts in Organization Development programme, this researcher was told that the Anglican Education Unit was meeting its objectives in providing quality education to communities in their operational areas.

They said it had the infrastructure and facilities, qualified personnel, lots of experience in providing educational services, a structure that worked well and

generally had the capacity as an organization to fulfil its mandate. Notwithstanding their strengths, they also maintained that numerous challenges faced the Unit and its educational institutions in their service delivery efforts, some of which included inadequate infrastructure and facilities, lack of financial resources and other logistics, inadequate manpower, lack of transport for schools' monitoring, and yearly objectives being constrained by weak monitoring, supervision, and inadequate planning.

In an effort to help address these challenges and to enhance its work programmes for organizational growth and development, an Organizational Assessment and Dynamics Team building interventions were conducted for the Anglican Education Unit, Tamale in 2008. The Organizational Assessment intervention conducted for the Anglican Education Unit, Tamale presented feedbacks that called for an immediate attention. Specifically, the analysis and findings of the Team Effectiveness Assessment for the Unit had indicated that feedback, participation, listening and communication styles within the organization as they existed then were not appreciated by staff, and therefore preferred appreciable increases in their levels of articulation.

Following the discussions of the report, management was very concerned that the implications of the findings were a challenge for promoting teamwork and enhancing organizational effectiveness. As a first step, a team building intervention was therefore considered and subsequently conducted for the Anglican Education Unit, to help address these gaps, build a Change Agent Team, and to improve the performance of the Unit. The team building intervention

conducted for the unit was primarily intended to improve group performance by diagnosing barriers to effective team performance, improving task accomplishments, reducing conflict, improving relationships between team members and work processes operative in the team, such as its communication and task assignment systems.

Objectives of the study

The specific objectives of the study were to:

1. Assess the extent to which team building interventions have helped to promote teamwork.

2. Examine how these interventions enhance organizational effectiveness.

3. Assess the extent to which the interventions have helped to address obstacles to employees' performance.

4. Identify the constraints in operationalizing team building interventions.

5. To make recommendation for policy.

Research questions

The research was to find answers to the following questions:

1. To what extent have team building interventions helped to promote teamwork?

2. How have these interventions enhanced organizational effectiveness?

3. To what extent have these interventions helped to address obstacles to employees' performance?

4. What are the constraints in operationalizing team building interventions?

Delimitation of the study

For the purpose of this investigation (assessing the impact of team building interventions on employees' performance), the study focused on the activities of teams of the Anglican Education Unit, Tamale: the executing agency of the Anglican Diocese of Tamale providing educational services to local communities in the three Northern regions, as part of its development efforts. The investigation particularly looked at the natural work team of the Unit's secretariat and all those teams constituted from the Change Agent Team that participated in the dynamics team building workshop of September 2008, rather than a survey of the entire population of multiple teams within the Unit' operational jurisdiction, many of whom have not benefited from team building interventions. The study therefore did not assess multiple teams, even though such comparisons might be valuable, in order to allow more depth of understanding regarding teams that have benefited from team building interventions and those that have not.

Significance of the study

The study will help to contribute some understanding on the effectiveness of team building interventions, and how gains accruing thereof impact on employees' performance and productivity levels. It will also help the Anglican

Education Unit to consolidate the gains from its own team building interventions for growth and development. The findings of the study will also contribute to the body of OD literature by serving as a useful reference and guide for organization development consultants, practitioners, students and organizations in advancing further discussions on the dynamics and contributions of team building interventions to organizational improvements and individual development.

Definition of terms

The following terms are defined to clearly delineate the meanings they carry in the context of the present research.

1. Feedback: Information about past behaviour, delivered in the present in a way that allows it to influence future behaviour (Seashore, Seashore, and Weinberg, 1997).

1. Team: A group of people who have joint accountability for a task – that is, who work interdependently, not individually (Kumawu & Kraus, 2007).

2. Team building: A method of improving organizational effectiveness at the team level by diagnosing barriers to team performance and improving interteam relationships and task accomplishments (Stoner, Freeman and Gilbert, 2002).

3. OD Interventions: These are sets of structured activities in which selected organizational unit (target groups or individuals) engage in a task or a sequence of tasks with goals of organizational improvement and individual improvement (French and Bell, 1999).

4. Except where specified, "Measure of performance" is the extent to which a team executes the actions required in order to be effective; and "Measure of effectiveness" is the extent to which a team meets the demands which are placed upon it.

Organization of the study

The report of the study is organized under five chapters. Chapter one is the introductory part that throws light on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, and scope of the study, definition of operational terms and organization of the study. Chapter two provides a review of the related literature on team building interventions, and which includes the theoretical framework and empirical data of previous studies on impacts of team building interventions.

The research methodology is examined in chapter three, and outlines the design of the study: study area, study population, data gathering instruments, fieldwork, operational measurements, data processing and analysis techniques, research constraints and challenges. The results and discussions of the research are discussed in chapter four, and finally, chapter five presents the summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter provides a review of the related literature on team building interventions and their impacts on employees' performance. It, in part, sets the theoretical or conceptual base for the present study, and particularly discusses OD as a strategy for change, the appropriateness of team building as an OD intervention, the team development process, the types of workplace teams, and the potential value of effective teams and teamwork.

This framework was deemed necessary for understanding the correlation between teamwork and performance in the team building processes. An empirical review conducted to determine the current findings in the areas judged to be critical to this dissertation is also presented.

OD theories underpinning team building and performance

Organization development (OD), an organizational improvement strategy is a relatively recent invention. According to French and Bell (1999), it has its beginning in about the late 1950s when behavioural scientists steeped in the lore and technology of group dynamics attempted to apply that knowledge to improving team functioning and intergroup relations in organizations. French and

Bell have noted that, OD is a complete strategy for change that encompasses theory, practice, methods and values. Today the field offers an integrated framework capable of solving most of the important problems confronting the human side of organizations.

Organization development consultants and practitioners have developed an array of interventions to help organizations and its members to address specific problems effectively and efficiently (Davidson and Voss, 2002; Cummings and Worly, 1997). Interventions constitute the action thrust of organization development and consist of sets of structured activities in which selected organizational units, target groups or individuals engage in a task or a sequence of tasks with the goals of organizational improvement and individual development (Cummings and Worly, 1997; Davidson and Voss, 2002; Ribiere and Sitar, 2003).

Several authors (e.g.; Church, Waclawski, & Burke, 2001, French and Bell, 1999; Kumawu and Kraus, 2007; Stewart, 1999) have maintained that the two major goals of OD programmes are basically to: improve the functioning of individuals, teams and the total organization; and to teach organization members how to continuously improve their own functioning. Although, it has long been established in organization development that empowering individuals greatly increased their performance and satisfaction, French and Bell (1999) have argued that putting these empowered individuals into teams creates extraordinary effects on performance and satisfaction. An adapted model of employee development showing the relationship in the overall goal of OD interventions in changing

behaviour, and aimed at employee development and overall organizational
improvement is illustrated as in figure 1.

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┌─────────────────────────┐        ┌─────────────────────────┐
│      Interventions      │        │        Learning         │
│  (Education, Training and│        │   (Of individuals and   │
│       Development)       │        │      organizations)     │
└─────────────────────────┘        └─────────────────────────┘
            │                                   │
            │        ┌──────────────────────────┤
            ▼        │                          ▼
┌─────────────────────────┐        ┌─────────────────────────┐
│        Facilitate       │        │        Knowledge        │
│         Direct          │        │          Skills         │
│         Manage          │        │        Attitudes        │
└─────────────────────────┘        └─────────────────────────┘
            │                                   │
            │                                   ▼
            │                       ┌─────────────────────────┐
            └──────────────────────▶│         Change          │
                                    │        Behaviour        │
                                    └─────────────────────────┘
                                                │
                                                ▼
                                    ┌─────────────────────────┐
                                    │  Employee Development   │
                                    │            &            │
                                    │ Organizational Improvement│
                                    └─────────────────────────┘
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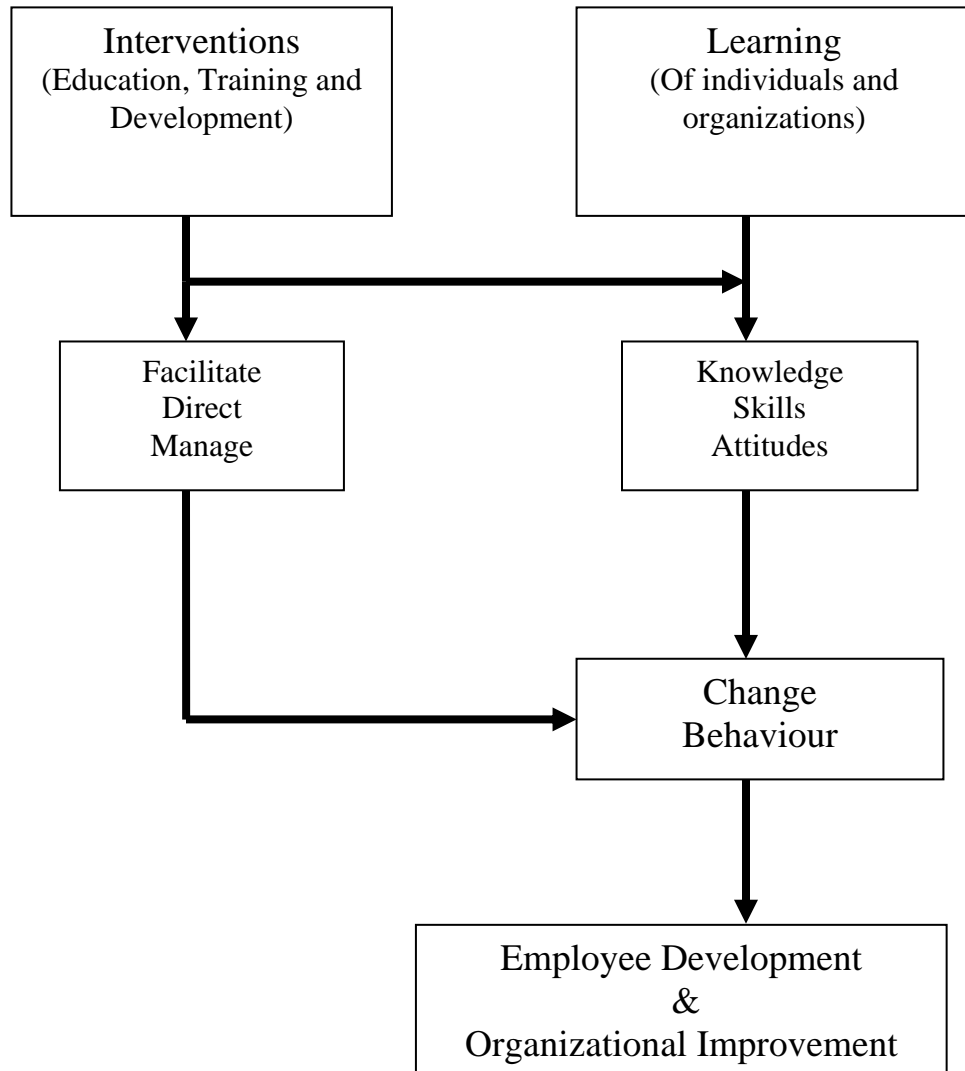
Figure 1: Towards a model of employee development
Source: Adapted from Stewart, 1999

Team building as an OD intervention

Dyer (1977) traces the roots of team building, as a concept for organizational and employee development, back to the 1920's and studies conducted in the fields of group dynamics and laboratory education (Hawthorne Studies). He cites the work of McGregor (1960) and Likert (1961) in identifying the characteristics of effective teams as providing the foundations for more contemporary development in this area.

Behavioural science knowledge and practices which incorporates concepts such as leadership, group dynamics, work design and approaches such as strategy, organization design and international relations are key to team building (Cummings and Worly,1997; Davidson and Voss, 2002). Cummings and Worly have argued that team building in OD, is not a business planning or technological innovation model but rather a flexible process of planning and implementing change through teams.

Dyer (1977) suggested that through an awareness of the characteristics of effective teams and an examination of group processes, behaviour within teams could be changed to enhance the performance of teams. He specifically mentions five applications for team building interventions aimed at enhancing the performance of teams and ultimately the organization:

1. Developing new teams.

2. Facilitating change in teams in response to a changing environment.

3. Developing trust, honesty and supportiveness within teams.

4. Reducing inter team conflict.

5. Revitalizing complacent teams.

He does warn however that, "Before any organizational unit begins a team development programme a systematic assessment as to the conditions that need improvement and the appropriateness of team building as the change method is essential" (Dyer, 1977, p.27).

In reviewing the extant literature on team building, it was felt necessary to try and seek definition of the term in order to accurately understand the concept, content and processes. As such two definitions are presented for consideration. Stoner et al. (2002) defined team building as a method of improving organizational effectiveness at the team level by diagnosing barriers to team performance and improving interteam relationships and task accomplishments. On the other hand, Dyer (1977) saw team building as an intervention conducted in a work unit as an action to deal with a condition (or conditions) seen as needing improvement.

The ambiguity of these conceptual definitions highlights the fact that team building represents a different concept for different people. However, there is agreement that team building is a process aimed at improving the performance of a group. Its activities are aimed at diagnosing barriers to effective team performance, improving task accomplishments, improving relationships between team members and improving processes operative in the team. Team building attempts to improve group performance by improving communication, reducing conflict, and generating greater cohesion and commitment among work group members.

Much of the literature indicates that the concept of team building is potentially, a powerful intervention for enhancing organizational performance through employee development if the circumstances of the specific team and organizational context are appropriate. The extent to which this potential has been converted into measurable improvement in organizational performance remains subject to much review, and the findings differ remarkably (as the empirical discussions below have shown).

Team development process

Stoner et al. (2002) define a team as two or more people who interact with and influence each other toward a common purpose. Again, Kumawu and Kraus (2007) indicated that, a team is a group of people who have joint accountability for a task – that is, who work interdependently, not individually.

Central to the definitions of teams by Stoner et al. (2002) and Kumawu & Kraus (2007) are emphasis on the operative words; interact, influence, common purpose and joint accountability for the task. They believe these to be the key leverages points for successful outcomes from teams. These definitions suggest that teams must be of a manageable size, its members committed to reach common goals, and members jointly accountable for their actions and outcomes of these actions.

The development of teams and the empowerment of employees, both elements of quality programmes, often result in a more collaborative approach to managing and ensuring organizational effectiveness and efficiency. The

implementation of teams is, fundamentally, an organizational change and development process. It is relatively easy for a leader to set up teams. But creating and sustaining an environment of teamwork is vastly more important and enormously more difficult. Scholtes (1998) has noted that a contrary environment will ruin teams.

Tuckman and Jensen (1977) described five distinct stages of development that can be clearly defined by observation of the behaviour of individuals within that group. Their work in this area is widely used as justification for the use of team building, and the growth of teams in terms of their effectiveness as a development process.

The five stages are forming, storming, and norming, performing and adjourning. In the formation stage, members get to know each other and tentatively explore the boundaries of acceptable group behaviour. This stage is noted by some caution, confusion and tentativeness on the part of team members. In this stage, members assess the ground rules and gather information about group goals (Tuckman and Jensen, 1977).

During storming, team members begin to differentiate into subgroups based on characteristics of age, sex, education, and tribe. They argued about the actions the team should take, rely on their personal and professional experience, resist collaboration and become irritable and/or stubborn. Conflict and confrontation characterize this stage of development (Scott, 2007).

After the conflict and confrontation, members begin to reconcile loyalties and responsibilities in the norming stage. They develop rules for determining who

does what and how work will be performed. The new team norms allow the team to manage the conflicts between them and achieve some level of cohesion (Coutts, Gruman and Schneider, 2005).

At the performing stage, team members begin to collaborate with one another and achieve a level of cooperation that allows them to perform at a higher level. Here, team members discover each other's strengths and weaknesses, accept that their roles and work in synergy toward meeting their objectives. Although conflict would still exist, the team develops mechanisms for managing conflict successfully.

Adjourning describes the stage where team members disband because the team has completed its task, or are given different assignments. This can be a happy stage, with members congratulating one another on a job well done. Adjournment also means the disruption of working arrangements that may have become comfortable and efficient, and possibly the end of friendships (Maples, 1988).

The discussions on the development of teams give a helpful direction in diagnosing team dynamics. These texts lend to the fact that successful team development has far reaching ramifications for organization; from improving the way team members interact to their ability to solve problems.

Types of workplace teams

Of particular importance is the concept of different types of workplace teams. The kinds of teams set up among an organization's employees depend on

22

the employee team's assigned goals or objectives. Teams can do a variety of things from making products, providing services, negotiating deals, coordinating projects, and offering advice to making decisions (London, 2001). Teams combine the efforts of individual contributors and provide synergistic outcomes. This unique process, although not fully understood (Kozlowski and Klein, 2000), has led organizations to rely more and more on teams as prime movers for innovation and change.

Newell (1998), cited in Kirkwood (Ed.) (2010) identifies six major types of teams, and describes some of their characteristics: informal, traditional, problem solving, leadership, self-directed, and virtual teams. Informal teams are generally formed for social purposes. They can help to facilitate employee pursuits of common concerns, such as improving work conditions. More frequently however, these teams form out of a set of common concerns and interests, which may or may not be the same as those of the organization. Leaders of these teams generally emerge from the membership and are not appointed by anyone in the organization.

Traditional/Work teams are the type of teams most people think about when discussing teams. They are continuing work units responsible for producing goods, providing services or performing a function that the organization has assigned. Traditional teams are the organizational groups commonly thought of as departments or functional areas.

Problem-solving teams on the other hand tend to be temporary, and are formed when a problem arises that cannot be solved within the standard

organizational structure. These teams are generally cross-functional; that is, the membership comes from different areas of the organization, and is charged with finding a solution to the problem (Lipnack and stamps, 1997).

Leadership teams are generally composed of management brought together to span the boundaries between different functions in the organization. At top management levels, leadership teams are used in developing goals and a strategic direction for the firm as a whole (Quick, 1992). Examples of leadership teams are steering committees and advisory councils.

Self-directed teams also consist of an ongoing group of workers who share a common mission and collectively manage their own affairs within predetermined boundaries. These teams are provided with a goal by the organization, and then determine how to achieve that goal. They commonly decide on their own leadership functions, work assignments, and may be given responsibility for evaluating team members (McFadzean, 2002).

Finally, virtual teams consist of individuals who are separated by distances and connect with each other online through internet. Key factors in the success of a virtual team are effective formation of the team, trust and collaboration between members, and excellent communication.

From the above discussions, it is apparent that the kind of team an organization sets for its employees will depend on the intended team's assigned role. This is so because the design of workteam structures has far reaching economic and performance ramifications for organizations.

The potential value of teams and teamwork

In this modern dynamic business world, teamwork is becoming as much as a philosophy of working together collectively toward a shared vision or goal, as a method for applying the efforts of a few people to organizational problems and goals. According to McFadzean (2002), teamwork provides an important tool for enabling people to be more productive. Teams promote significantly greater work than the collective efforts of individual members.

French and Bell (1999) argued that, a fundamental belief in organization development is that work teams are the building blocks of organizations. Teams and work groups are considered to be the fundamental units of organizations as well as key leverage points for improving the functioning of the organization.

French and Bell (1999), Katzenbach and Smith (1993) and Kumawu and Kraus (2007) have noted that OD theory, research, and practice attest to the central role that teams play in organizational success. Effective teams produce results far beyond the performance of unrelated individuals.

But while the use of teams appears to offer many benefits, teams may not be the most suitable approach for all organizations. It is common knowledge in organization development that, the effects are contingent upon many factors, including the organization's culture and climate, effectiveness of team leadership, employee commitment, the system of compensation and rewards, and the level of employee autonomy (Kozlowski and Klein, 2000).

Cohen and Bailey (1997) have noted that team effectiveness is a function of environmental factors, design factors, group processes and psychological traits.

A framework illustrating how these factors influence group effectiveness is represented by a heuristic model of group effectiveness as in figure 2.
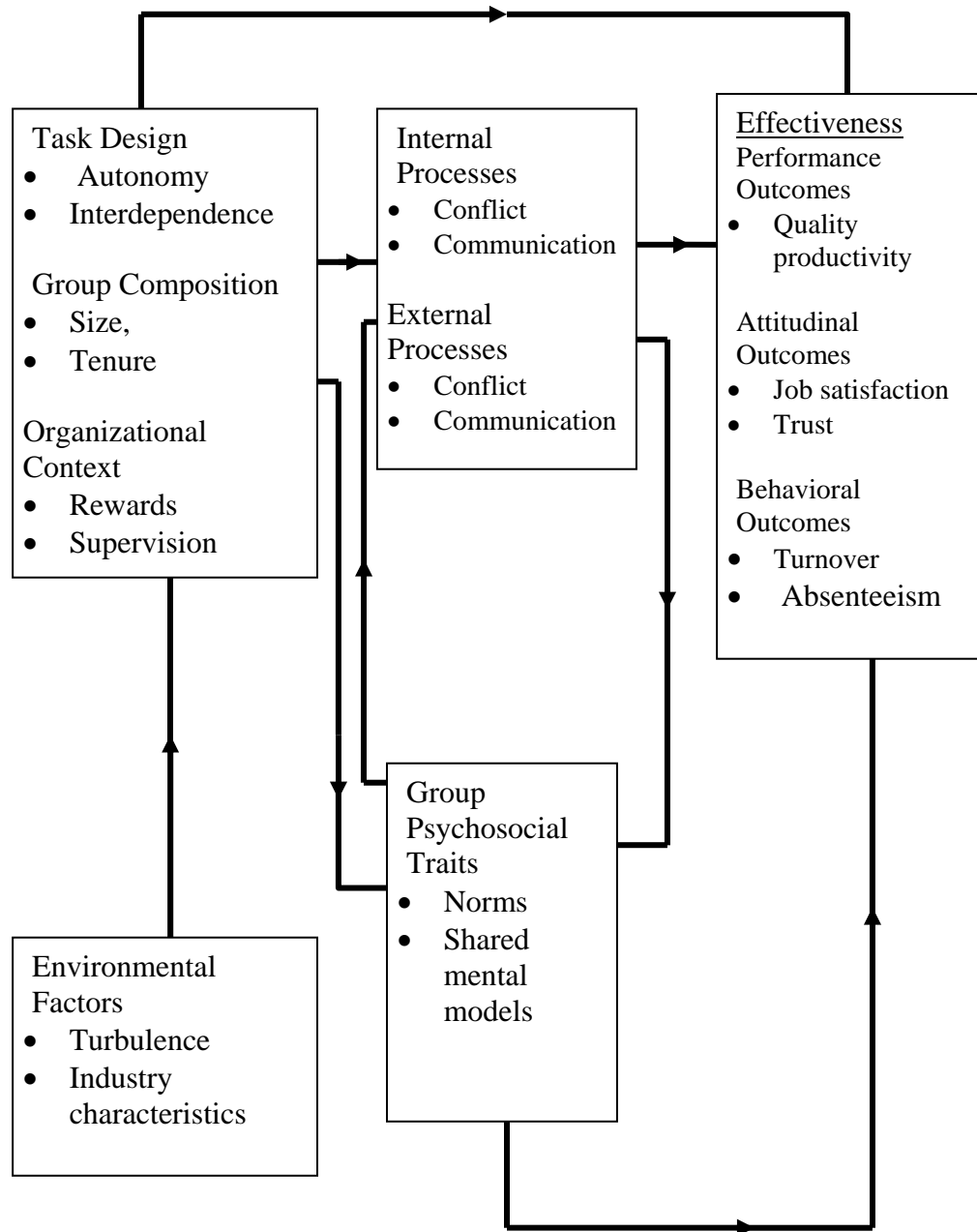
Figure 2: A heuristic model of group effectiveness
Source: Adapted from Cohen & Bailey, 1977

Note: Variables listed under each category are meant as examples; they do not constitute an exhaustive listing.

The heuristic framework helps to make sense of a complex set of relationships, and draws attention to the design factors that are points of leverage for influencing team effectiveness and performance (Cohen and Bailey, 1997). It suggests that critical group processes occur both inside and outside the group. In contrast, most previous frameworks focused exclusively on internal group process.

This framework moves away from the input-process-output approach (McGrath, 1984) by depicting design factors, which have indirect impact on outcomes via group processes and psychosocial traits, as having a direct impact on outcomes. It suggests that the group psychosocial traits have real group-level phenomena. The model further draws attention to the group as a social entity that has shared psychosocial traits that influence behaviours (Cohen and Bailey, 1997). These include constructs that historically have been studied, such as group norms and cohesiveness and new constructs, such as team models and group effects.

It would seem that a broad approach to effectiveness and performance includes multiplicity of outcomes that matter in organizational settings. These outcomes occur at several levels: at the individual level, group, business unit and organizational levels. Argote and McGrath (1993) have noted that outcomes can be related to one another in complex and sometimes confusing ways. Effectiveness at one level of analysis can interfere with effectiveness at another level.

The complexity of managing organizations today requires managers to view performance in several areas simultaneously (McFadzean, 2002). Team effectiveness has an impact on the organization's wider objectives, and it is thus imperative that teams are helped to manage their culture, processes, systems and relationships if they are to be effective.

The literature demonstrates that effective teams can be empowered to establish team's goals, make decisions about how to achieve these goals, undertake the tasks required, and to be mutually accountable for their results. These have the potential of enhancing organizational effectiveness and efficiency.

Empirical review of the impact of team building on performance

Team building has generally been touted for its ability to have positive impacts on employees' performance. This assertion has been the subject of empirical investigations by researchers to find the evidence, with views on what team building can achieve being subject to tremendous diversity. Thus this section reviews some of the empirical studies in the face of these mixed findings.

Overall, whilst opinion is split, the majority of researchers and writers considered in this literature review conclude that there is a positive and demonstrable benefit from participation in team building and development interventions. Recent empirical studies cited below, have used outcomes measures such as environmental factors, design factors, group processes and psychological traits to measure team effectiveness and performance. Survey questions have

focused on perceptions of overall team performance, with responses garnered nearly as often from team members themselves as from managers.

Effects of task design factors on performance

Work group autonomy and participation: Work participation is theorized to enhance performance, but Locke and Schweiger (1979) in a survey research cited by Cohen and Bailey (1997) challenged this contention, showing that participation improved satisfaction but not performance. However, Wagner (1994) in a meta-analysis showed that participation has positive, albeit small, relationship with performance.

Similarly, in a study of eighty (80) financial services clerical groups in the United States of America, Campion, Medsker and Higgs (1993) found autonomy to be positively related to productivity. Positive results were not only limited to service settings; in a longitudinal study of autonomous and traditionally managed groups, Pearson (1992) found autonomy to be positively related to productivity, noting that the autonomous groups made more efficient use of their manpower, eliminated unnecessary work, and acquired more relevant work knowledge.

Although Campion et al. (1993), Locke & Schweiger (1979), Pearson (1992) and Wagner (1994) had done considerable work in the study of teams at work, and their coloration with performance or otherwise, much of their studies however, fail to help an understanding of the organizations and industry in which these teams are embedded: their missions, structures, competitive challenges,

nature, and strategies. This would have helped to provide the context for interpreting these findings.

Research by Marks, Mirvis, Hackett & Gardy (1980) found no improvement of quality of work-life attitudes among quality circle members in a longitudinal study. In a similar study, Cotton (1993) cited in Cohen & Bailey (1997), Macy & Izumi (1993) and Yammarino and Dubinsky (1990) however, found that substantive participation in the form of self-directed teams and quality circles have clear benefits. Worker autonomy enhances worker attitudes, behaviours and performance.

According to French and Bell (1999, p.99), "teams at Motorola produced its best-selling cellular phones, Team Taurus developed Ford's best-selling automobile, Team Saturn produced the Saturn automobile, teams at 3M generate the hundreds of innovations that keep 3M ahead of its competitors and cross-functional (design-build teams) developed the Boeing 777". Beyond autonomy and participation, Batt & Appelbaum (1995), Hackman & Oldham (1975) and Wageman (1995) found job characteristics of interdependence, feedback, identity, size, group composition, and skill variety to significantly improve workers' job satisfaction and organizational commitment (Cohen & Bailey, 1997).

Effects of organizational context factors on performance

Research findings on how organizational context factors impact on team performance and effectiveness have been somewhat mixed. Cohen, Ledford and Spreitzer (1996) found that management recognition was positively associated

with ratings on performance, trust in management, organizational commitment and satisfaction both self-managed teams and traditionally managed groups in a United States telecommunication firm. They further noted that, joined with other contextual variables such as, feedback, training, information access and resources, it proved a positive predictor of managers' ratings of performance.

Examining encouraging supervisory behaviours that encouraged self-criticism, self rehearsal and self management, Cohen et al. (1996) found that encouraging supervisory behaviour was a negative predictor of performance for self-directed work teams. Several possible explanations were posed: supervisors may tend to exhibit encouraging behaviour with groups management knows are performing poorly, but not those that are performing well; supervisors may actively obstruct high performance when they interfere with self-managing work teams; or top management may perceive groups that receive or need such assistance to be struggling.

The works of Cohen et al. (1996) do not also compare performance at multiple levels. An understanding of group behaviour at multiple levels would have assisted in generating theory to explain the conflicts that are bound to occur, and enhance our understanding of group dynamics

Effects of internal process factors on performance

Jehn (1995) conducted a large scale study of group level conflict survey of seventy-nine (79) work groups and twenty-six (26) management teams of a large transportation firm in the Unites States. Two types of conflicts were studied: relational conflicts and task conflict. The study found out that, in groups

performing routine tasks, task conflict proved to be detrimental to group processes.

However, in groups performing nonroutine tasks, conflict was not detrimental. In fact, in some cases it was beneficial. Here, task conflict appeared to have promoted critical evaluation of problems and options, while simultaneously reducing thoughtless agreement.

The reviewed literature on Jehn's (1995) work does not also compare performance at multiple levels; neither does it help an understanding of the organizations and industry in which these teams are embedded: their missions, structures, competitive challenges, nature, and strategies. An understanding of these and group behaviour at multiple levels would have assisted in enhancing an understanding of group dynamics.

Chapter summary

The chapter set the theoretical and empirical discussions for the present study. The core concepts of OD interventions, team building and teams were explained, that is, their meaning and related terminologies. The potential benefits of teams and teamwork to organizations were also outlined. Previous research outlining the correlation between teamwork and performance was also reviewed.

Much of the reviewed research literature (e.g.; Campion et al., 1993; Cohen et al., 1996; Cotton, 1993; Dyer, 1977; Locke and Schweiger, 1979; Macy and Izumi, 1993 and Yammarino and Dubinsky, 1990) indicates that the concept of team building is potentially, a powerful intervention for enhancing

organizational performance through employee development if the circumstances of the specific team and organizational context are appropriate.

The underpinning theories of team building as a valid and beneficial intervention are generally agreed, however, subject to a certain caveat, namely that in order to be effective other organizational conditions must be present. The present study will extend these arguments to the Anglican Education unit, Tamale to determine if they can be ascertained. It would be interesting to understand how team building interventions on performance is varied as a function of other organizational conditions or outcomes measures.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The previous chapter set the theoretical base for the present study. It provided an overview of the nature, processes and benefits of team building interventions. It was argued that to measure the impact of team building interventions on performance presupposed an understanding of what, teams, team building and its processes were and their relevance to organizations.

The purpose of the present chapter is to provide relevant information on the study area and describe the methodology or procedure that was used to collect data for the study. This chapter presents the various topics: introduction, research design, background to the study area, population and sample, data gathering instruments, data collection procedure, operationalization and measurement, and methods of data analysis.

Information was obtained from the secretariat of the Anglican Education Unit, Tishigu JHS (A), Tishigu JHS (B), Kalpohin JHS, Dungu JHS, Zagyuri JHS, Bolgatanga JHS, management of the Anglican Diocese of Tamale, board of the Unit, and the Parent Teacher Associations of the six schools participating in the study.

Study organization

The Anglican Education Unit, Tamale is an implementing agency of the Anglican Diocese of Tamale tasked with coordinating the diocese educational services delivery efforts. It provides the role of coordinating these educational services and their management in the three northern regions of Ghana. The Anglican Education Unit's adopts a holistic approach to the development of education within the framework of its mandate. The unit's service delivery in northern Ghana has continued to yield positive results, notwithstanding the numerous human and material resource challenges associated with the provision of education in the country.

The Anglican Education Unit has a Diocesan Education Board drawn from across all the levels of the structure of the Diocese, tasked with giving policy direction and overseeing the operations of the Unit. It also has an internal management team drawn from the hierarchy of its functional units, which ensues the effective and efficient running of its day to day activities, including the keeping of its records, monitoring, reporting, supervising, and evaluating the effective utilization its human and financial resources.

It was of interest to use the Anglican education Unit for the case study due to its belief in the potential of OD as a capacity building strategy for organizational improvement and individual development, and its continued interest in employing OD interventions for its own growth and development. The Unit has also been keen in leveraging the benefits accruing thereof of OD interventions, and the fact that it has constituted enough teams since the last team

building intervention in September 2008 to enable a viable assessment of the impact of team building interventions on its employees' performance. The structure of the Anglican Education Unit is shown as in Figure 3.

The structure shows the chain of command and reporting relations within Anglican Education Unit. The diocesan synod (chaired by the Bishop) occupies the high point in the command structure and is the governing body of the Diocese at large, including the Unit. Next in the command structure is the Diocesan education board. The board has responsible for policy and strategic direction in the Anglican Education Unit. At the bottom of the structure are the school heads tasked with the day-to-day running of the various schools (Anglican Education Unit, 2011).

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                    ┌─────────────────────┐
                    │   Diocesan Synod     │
          ┌· · · · ·│     (Bishop)         │
          ·         └─────────────────────┘
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          ·         │  Diocesan Education  │
          ·         │        Board         │
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          ·                   │
┌─────────────────┐ ┌─────────────────────┐          ┌──────────────┐
│  Metropolitan   │·│   Regional Manager   │──────────│              │
│   Director of   │·│                      │          │              │
│   Education     │ └─────────────────────┘          │              │
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┌─────────────────┐ ┌─────────────────────┐ ┌────────────────┐
│   District      │·│  Local Managers of   │ │  Secretariat   │
│   Director of   │·│     Unit Schools     │ │     (AEU)      │
│   Education     │ └─────────────────────┘ └────────────────┘
└─────────────────┘           │
        ·                     │
        ·         ┌─────────────────────┐
        ·         │  Parish Education    │
        ·         │    Committees        │
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        ·         ┌─────────────────────┐
        · · · · · │    School Heads      │
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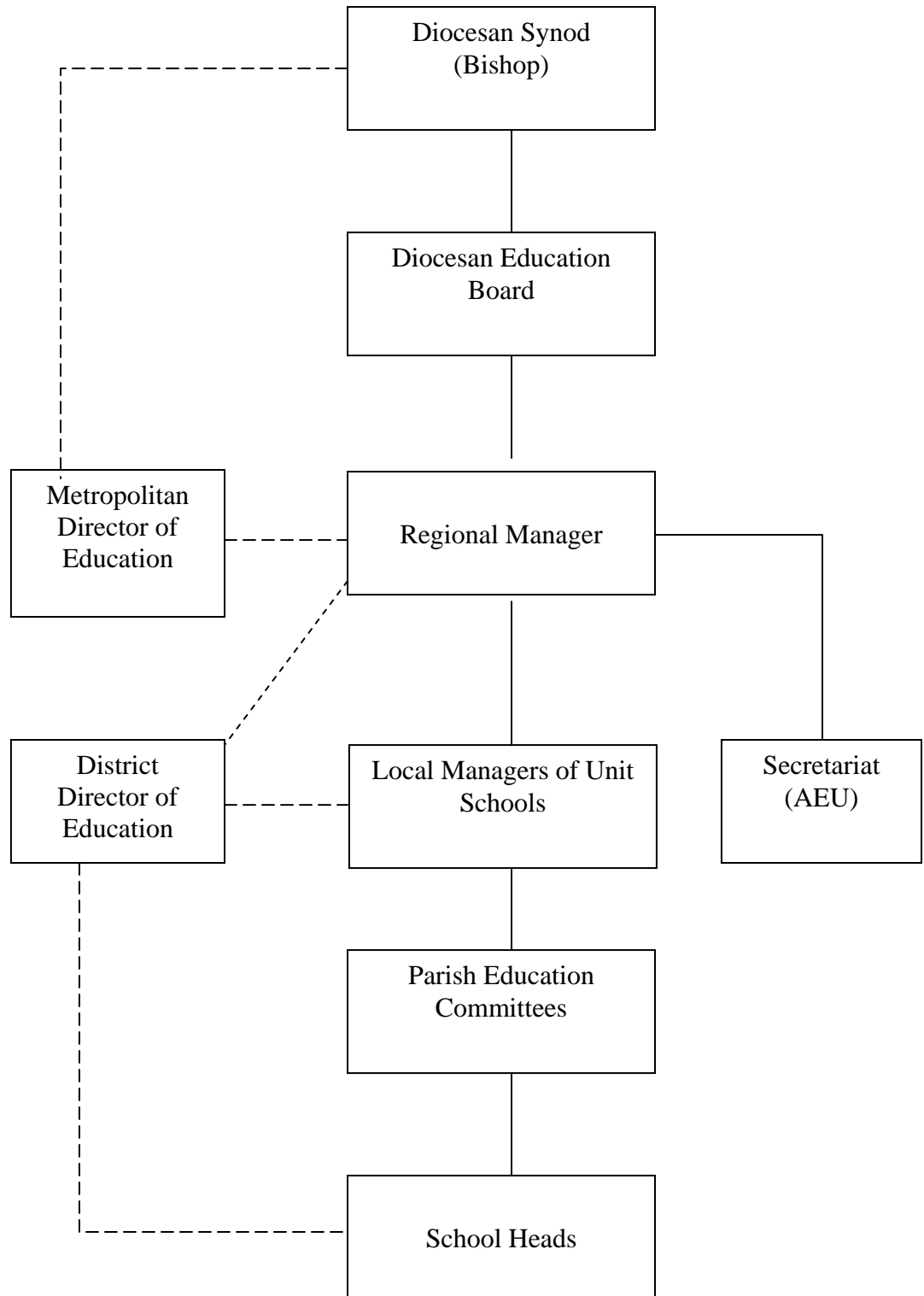
Figure 3: Structure of the Anglican Education Unit
Source: Anglican Education Unit, 2011
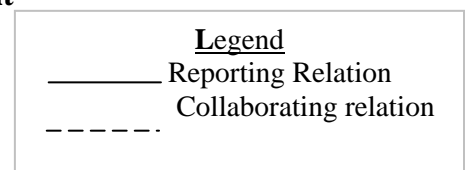
Research design

This study adopted approaches and mechanisms that adequately helped to assess the impact of team building interventions on employees' performance in the service delivery efforts of the Anglican Education Unit, Tamale. The study is a non-experimental inquiry, which builds a holistic, and largely narrative, description to inform an understanding of the impact phenomenon of teams and teamwork.

The research approach was qualitative, because the investigation was concerned with the rich descriptions of the subjective experiences and perceptions of participants. The approach was very useful and applicable in the study as it helped to describe, analyze and explain conditions of work teams of the Anglican Education Unit, Tamale and to fully explore the relationship between the team building or for that matter, teamwork and its impact on employees' performance. Merriam (2000) argues that qualitative research simply seeks to discover a phenomenon, a process, or the perspectives and worldviews of the people involved.

Population and Sampling

The study population subject to the investigation consisted of the entire population of existing teams that had benefited from team building interventions implemented by the Anglican Education Unit. Because the teams were natural workteams of the Anglican Education Unit, no formation of new teams or regrouping was undertaken. Similarly, no sampling was required. Therefore the

sampling frame for the study, which was the same as the accessible population, consisted of the natural work team of the Unit's secretariat, and the six work teams constituted after the team building intervention. Ninety-eight (98) school teachers and 11 secretariat staff of the Unit, drawn from the seven existing teams subject to the study, were covered in the population for this study.

In designing the study, it was deemed necessary to consider interest groups such as the management of the Anglican Diocese of Tamale, board members of the Unit, and Parent Teacher Associations responsible for policy and strategic planning as critical respondents. Their opinions were considered valuable because the particular interests of this study fall within their area of responsibility. The study selected 20 interest respondents randomly using the unique type of non-random sampling because of the researcher's interest of the atypical occurrences of the phenomenon of interest. The composition of the seven teams that benefited from the team building interventions and, and the three interest groups subject to the study are presented in Tables 4 and 5 respectively.

Table 4: Composition workteams of the Anglican Education Unit

Workteam Unit	Female	Male	Total
Unit secretariat	3	7	10
Tishigu JHS, A	4	14	18
Tishigu JHS, B	6	12	18
Kalpohin JHS	1	13	14
Dungu JHS	3	10	13
Zagyuri JHS	5	8	13
Bolgatanga JHS	8	15	23
Total	30	79	109
Percentage	27.52	72.48	100

Source: Fieldwork, 2011

The composition of the natural work teams of the Anglican Education Unit who were subject to the study are presented in Table 4. An analysis of the groups showed that the Bolgatanga JHS workteam had the highest number of team members, totally 23. In addition, it had the highest number of females (8) in its workteam. The Dungu JHS and Zagyuri JHS had the lowest number of team members. They both had 13 members each. Kalpohin JHS had only a single female in its group. All the seven teams subject to the investigation completed questionnaire, and took part in focus group discussion and follow-up interviews to assist in the study.

Table 5: Interest groups

Group	Female	Male	Total
Anglican Diocese of Tamale	-	3	3
Diocesan Education Board	1	4	5
Parent Teacher Association	7	5	12
Total	8	12	20
Percentage	40	60	100

Source: Fieldwork, 2011

The makeup of the interest groups whose opinions were considered valuable, because the particular interests of this study fall within their area of responsibility is presented in Table 5. These three groups took part in focus group discussion and follow-up interviews to assist in the study. The Parent Teacher Association group had highest number of members. These were made up of 8 females and 12 males, bringing it to a total of 20. The least group of 3, were drawn from the Anglican Diocese of Tamale. There was no female represented in the group.

Data needs

Basically, the study was to determine the impact of team building interventions on employees' performance. In the light of this both primary and secondary data was required using a qualitative approach. Primary data was collected from staff of the Anglican Education Unit, and these included teachers, management of the Anglican Diocese of Tamale, board of the Unit and Parent

Teacher Associations (PTAs). Questionnaire, interviews and focus group discussions were used in this respect. Secondary data was also obtained from the Anglican Education Unit secretariat through document review.

Instruments design

This study used questionnaires, focus group discussions, interviews and document reviews. The tools were designed so as to obtain information that addressed the key issues raised in the research objectives. It was also felt that by using a variety of data collection techniques, in a clear and uncluttered manner would provide data which could be easily interpreted and tabulated.

The questionnaire enabled the study to collect information from work teams of the Anglican Education Unit which addressed the issue on the extent to which team building interventions have helped to promote teamwork. The wording and presentation of the questionnaire was subject to careful consideration in order to elicit the information that met the research objectives.

Section A covers demographic data on respondents. It includes sex, age, educational qualifications, department/school and job title/position. Section B concerns evaluative tools or indicators for measuring team effectiveness/performance. These are divided into fourteen themes or categories covering goal setting, participation, listening, feedback, communication in work unit, decision making, leadership, handling conflicts, problem solving, work unit structure, role definition, utilizing resources of team members, and creativity. Each theme or category contains an equal number of statements. In all, there were

a total of twenty-eight (28) statements. The responses were then scored on a scale of 1-7, with 1 being the lowest score and 7 the highest.

Similarly, the follow-up interviews and focus group discussions were used to further explore and generate additional information as the teams discussed key issues that were not captured by the questionnaire. Gaps, deficiencies or areas requiring more in depth information on the research were also pursued at this instance. This helped to address how team building interventions enhance organizational effectives, the extent to which team building interventions have helped to address obstacles to employees' performance and to identify the constraints in operationalizing team building interventions. The advantage of this approach is that respondents may feel to express their views freely and give honest answers. The discussions lasted between thirty and sixty minutes.

The focus group discussion was particularly useful, as it resulted in a clear identification of:

1. The needs of the teams.

2. What factors influence teams' motivation?

3. What factors influence individuals' motivation?

4. The effects of team building interventions on teams' performance and productivity.

5. The deciding factors influencing teams' performance and productivity.

6. What are the potentials and constraints in operationalizing these workplace teams?

The document reviews served as a good source of background information of the Anglican Diocese of Tamale and the Anglican Education Unit, for the study. It also helped to provide a behind-the-scene look at the organization not directly observable and issues not noted by the data collection techniques. The review helped with an understanding of teams' performance in the Anglican Education Unit. These documents were obtained from the Unit's secretariat, schools and the Diocesan office. Documents studied included those relating to the Unit's structure, its strategic and annual operational plans, development planning, schools operational plans, and staff performances/appraisals.

Pre-test

The survey instruments were pre-tested with a representative number of respondents primarily to assess the quality of responses needed so as to ensure validity and reliability of the instruments. The instruments were then revised based on the feedback received.

Ethics

As an ethical precaution, it was ensured that no processes of the study subjected any of the respondents to any form of embarrassment or material disadvantage. This involved adequate sensitization on the research objectives, good negotiations and consent of access people and institutions sought in the collection of data. No leading or suggestive questions were posed that could influence the nature of the responses given.

Data collection procedure

Primary data was collected by distributing a questionnaire to members of the seven teams subject to the study. The importance of the survey to the Anglican Education Unit was briefly explained to respondents before the distribution. They were encouraged to be honest and thoughtful in selecting their responses. Volunteers with some knowledge of OD interventions were given an insight into the content, purpose and general orientation of the investigation, to help the researcher. They served as research assistants to distribute the questionnaire, give explanations and interpretations where necessary and help in retrieving the completed questionnaire.

Teams and respondents were given some time to study, complete and return the questionnaire. In the case of illiterate interviewees, the researcher and or the research assistants adopted a face-to-face approach. The questionnaire were read and explained by the researcher or his assistants in the dialect of the respondent and whose reply was then recorded.

In the course of the survey, the researcher and research assistants took note of comments, reactions, physical evidence and other details, which portrayed people's perceptions of the team building interventions and the aims of the research. These inputs made valuable contributions to the assessment of the processes, procedures, problems and participation of teams in the workplace.

In the focus group discussions, the researcher recorded in a notebook the important information that was discussed that was considered relevant to the study. Follow-up interviews were also conducted to seek further clarifications on

issues that were so clear or ambiguous. Similarly, important information was recorded in a notebook and later analysed. The data collection approaches generated the required data to aid in the realization of the study's objectives.

Qualitative research has often relied on data collection forms that have helped to generate in-depth data. Patton (1990) argues that qualitative methods all rely on just three underlying forms for data collection: open-ended interviews, direct observation, and review of document. However, Tagoe (2009) noted that data collection methods in qualitative research include interviews (semi-structured), observations, focus group discussions, key informant interviews and documentary analysis.

Operationalization and measurement

It has been argued that measuring the impact of team building interventions on employees' performance in organizations requires an appreciation of the potential benefits of team building interventions. The instrument created to measure the impact of team building interventions on employee effectiveness was designed to measure qualitative outcomes associated with the team building process rather than output-oriented quantitative indicators. Though the responses were qualitative in nature, they were assigned numerical values for easy analysis. The standard constructs or variables for measuring impact were derived from a synthesis or distillation of statements of the benefits of team building interventions as espoused in the OD literature.

These statements were measured with the use of fourteen variables indicated above. Respondents were asked to answer the questions by indicating the extent to which they saw their work unit or team functioning before the team building intervention and after. The respondent's total score was calculated by summing these scores from all the statements.

Field challenges/limitations

The major constraints to the study were time and inadequate financial resources to facilitate travel for the data collection and processing. These made stressful demands on the researcher in the regular movements between the Northern and Upper East regions to administer, retrieve questionnaire and to hold focus group discussions and interviews. There was also a considerable time requirements and huge workload involved in manually collating and analyzing the data.

Although respondents were very co-operative in the exercise, there were evidently signs of unease in some of them, as they had to spend time filling out questionnaire or tolerated hours of interview/focus group discussions, and patiently bearing with the researchers. Some respondents showed signs of apprehensiveness to implications of the study. There were understandably some fears and uncertainties, and were therefore reluctant to participate in the study. However, every effort was made to assure everybody that the exercise was a valuable intervention. They were assured that the findings of the research would help the Anglican Education Unit in establishing the organization's capacity and

the needs of its teams; and enable it incorporate the results of the research into its future work programmes for organizational improvement and sustainability.

Data management and analysis

Bogdan and Bilken (1992, p.145) define qualitative data analysis as " working with data, organising it, breaking it into marginable units, synthesising it, searching for patterns, discovery what is important and what is to be learned, and deciding what you want to tell others". The data analysis of the study covers the following elements: Demographic data on respondents; and evaluative tools for measuring the impact of team building interventions on employees' effectiveness/performance in the Anglican Education Unit, Tamale. Each specific statement in the team effectiveness diagnostic instrument was scored and the average score for all the teams was computed. Manual analyses of the data were carried out using simple statistical methods. The frequency, absolute, and percentage score were then determined for each average score per specific statement.

The first process in the data analysis involved editing to eliminate field errors. This helped correct any conceptual and other differences in the administration of the research instruments. A second editing was done to evaluate the completed questionnaire to identify any errors in responses, presentation, and overall clarity. This helped to scrutinize the exercise to ensure that the data collected was accurate and that it adequately satisfied the demands of the questions. Following this, the data was then categorized according to the team

groupings for easy summary and analysis and subsequently relating these to the initial baseline findings, where applicable.

Although the data was manually analysed, some minimal use was made of Statistical Product and Service Solutions (SPSS) and Microsoft Excel in running the information gathered to aid in the data analysis of the questionnaire. Microsoft Excel was particularly helpful in helping to convert the derived frequencies displayed into charts, tables, percentages and regression analysis for easy interpretation.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Chapter four presents the findings of the study, as well as discussions on it. The chapter is accordingly structured into three major sections: The demographic characteristics of sample respondents are presented in section one, the research findings in section two, and finally the discussions or interpretation of the findings in section three.

Demographic characteristics of sample respondents

This section is concerned with findings on the demographic characteristics of respondents. It covers matters such as age distribution, sex differentials, job titles/positions or roles at the workplace/unit, as well as educational level of respondents. The table 6 shows age distribution of respondents.

Table 6: Age distribution of respondents

Age group	Frequency	Percent
Below 21yrs	-	-
21-30	11	11.22
31-40	34	34.70
41-50	38	38.78
51-60	15	15.30
Above 61	-	-
Total	98	100

Source: Field Research, 2011

From Table 6, the analysis showed that more respondents (38.78%) fall within the age group 41- 50 years as compared with other age groups. These are mostly classroom school teachers in the Anglican Education Unit. This age group is part of the active labour force in the Unit. This category of staff, given their ages can be said to constitute the experienced pool of staff. A combination of their maturity and experiences, these Unit's staff are key to, promoting efficiency and effectiveness for enhanced performance.

The data further showed that out of a total of 98 respondents, 71 were men and 27 were women. Generally, in the Anglican Education Unit, most classroom teachers in basic schools tend to be men, especially for the JHS. This accounts for the high sex differential levels. Again this could be attributed to the fact that in the northern sector of Ghana female education is rather on the low side as more males tend to be educated than their female counterparts. These and similar countrywide disparities between female-male teacher ratios, has prompted calls and encouragement by women advocacy groups, NGOs and government for women to

continuously   seek more and higher educational qualifications that will enable

them be part of decision making at all levels of the country's educational structure

(Action Aid Ghana, 2001).

Table 7: Educational levels of respondents

Level of Education	Frequency	Percent
SSS/GCE/Tech/Vocational	18	18.37
Post Secondary/College	68	69.39
Degree	8	8.16
Postgraduate	2	2.04
Others	2	2.04
Total	98	100

Source: Field Research, 2011

The educational level of respondents is shown in Table 7. Ten have

masters, postgraduate diplomas and degree certificates. This constitutes 10.20

percent. Majority (69.39%) of respondents had college/post secondary certificates

in various disciplines 18.37% of the total respondents have second cycle

education comprising secondary and technical/vocational education while 2.04%

had no educational qualifications. Majority of respondents have college/post

secondary certificate because as an educational unit, the requirement for one to

teach is usually a professional teacher's certificate.

Respondents included 88 teachers and 10 staff from the Unit's secretariat

responsible for supervision, monitoring and coordination of activities of the

Anglican Education Unit. They were deliberately reached because they all

belonged to the teams subject to the study. Out of the 98 respondents 5.10% were in managerial positions, 12.25% were in supervisory roles, 78.57% were classroom teachers specific, whiles 4.08% were supporting staff of the Unit.

Assessing the extent to which team building interventions have helped to promote teamwork

This section is devoted to a discussion or an interpretation of the results of the survey. The questionnaire focused on issues relating to teams' effectiveness. As indicated in the research methodology, the items used in the instruments were based on a team effectiveness diagnostic model adapted from the OCIC-UCC Partnership Training Manual, 2008. Information gathered through the interviews, and focused group discussions were also analyzed in order to aid in determining the results.

The items concerned evaluative tools or indicators for measuring team effectiveness, and by extension group performance. These are divided into fourteen themes or categories covering goal setting, participation, listening, feedback, communication in work unit, decision making, leadership, handling conflicts, problem solving, work unit structure, role definition, utilizing resources of team members, and creativity of teams.

Though the responses were qualitative in nature, they were assigned numerical values, on a scale of one-to-seven, to aid easy data analysis and presentation of the results. The value of seven (7) being the most highest, and a value of one (1) assigned the least. Prior to the team building interventions, the Unit's management had perked an acceptable element score of 4, on this construct

scale of one-to-seven. The results for the fourteen categories are presented in

Tables 8-14.

Table 8: Average index points for team effectiveness elements
Anglican Education Unit Secretariat, Tamale

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	3.5	5.5	2.0
Participation	3.0	5.3	2.3
Listening	1.0	5.0	4.0
Feedback	2.0	5.7	3.7
Communication in work unit	1.8	5.0	3.2
Decision Making	1.0	5.5	4.5
Leadership	1.7	6.2	4.5
Handling team conflicts	1.3	5.9	4.6
Problem solving	2.2	5.5	3.3
Work unit structure	1.2	5.0	3.8
Work unit operations	1.7	5.2	3.5
Role definition	1.3	5.5	4.2
Utilising resources of team members	2.3	6.0	3.7
Creativity	2.5	5.7	3.2

Source: Fieldwork, 2011

The results from an analysis of the evaluative tools or indicators for

measuring team effectiveness for the workteam of the Anglican Education Unit

Secretariat are presented on Table 8. The results indicated that, the team performed very well in handling team conflicts obtaining an average score increase from a score of 1.3 to 5.9 for before and after team building respectively.

This showed an increase of 4.6 points. They however performed poorly in their goal setting with average scores of 3.5 before the team building interventions and 5.5 for after, showing a modest increase of 2.0 points. The results are indicative that considerable efforts were employed to effectively handle conflicts within the unit so as promote group cohesion and to ensure enhanced productivity. They must have been cognisant on the implications of workgroup conflict and their negative implications for organizational growth and development.

The results on how the Tishigu JHS (A) workteam in Tamale saw their work unit before and after the team building interventions are presented on Table 9. The values show that the team performed best in feedback with average scores of 2.0 and 5.7 points for before, and after team building respectively. This gives a 3.7- point increment after the implementation of team building interventions. The team however did not perform very well in its unit work operations and problem solving efforts, resulting in average index point's differences of 1.7 and 1.8 respectively.

**Table 9: Average index points for team effectiveness elements
Tishigu JHS (A), Tamale**

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	3.5	5.7	2.2
Participation	2.5	6.0	3.5
Listening	1.7	5.2	3.5
Feedback	2.0	5.7	3.7
Communication in work unit	2.8	5.0	2.2
Decision Making	2.0	5.5	3.5
Leadership	2.7	6.0	3.3
Handling team conflicts	3.0	5.5	2.5
Problem solving	3.2	5.0	1.8
Work unit structure	4.0	6.8	2.8
Work unit operations	3.5	5.2	1.7
Role definition	4.0	6.5	2.5
Utilising resources of team members	4.0	6.0	2.0
Creativity	2.5	5.7	3.2

Source: Fieldwork, 2011

The implication of this is that, this team is able to leverage these strengths in giving feedback improve strategic communication at all levels of the organization. This invariably has the potential to enhance team moral, increase teacher-pupil rapport, and stimulate teaching and learning. The resultant outcome of these chain processes will lead to better pupils' learning outcomes including

outstanding performances of their students in the Basic Education Certificate

Examinations (BECE).

**Table 10: Average index points for team effectiveness elements
         Tishigu JHS (B), Tamale**

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	4.0	5.5	1.5
Participation	3.5	5.8	2.3
Listening	3.7	5.2	1.5
Feedback	3.0	6.2	3.2
Communication in work unit	3.3	5.4	2.1
Decision Making	3.0	5.5	2.5
Leadership	4.7	6.0	1.3
Handling team conflicts	2.5	5.2	2.7
Problem solving	2.7	5.0	2.3
Work unit structure	4.5	6.7	2.2
Work unit operations	3.5	6.3	2.8
Role definition	4.0	6.0	2.0
Utilising resources of team members	3.7	6.0	2.3
Creativity	3.0	5.9	2.9

Source: Fieldwork, 2011

The team effectiveness results presented in Table 10 for the Tishigu JHS (B) workteam show the group had a high incremental score of 3.0 in feedback. The data records a score of 3.0 points before team building intervention and a score of 6.2 points after the implementations. The results however show in team performance, the team had the lowest average change of only 1.3 point. There were also marginal increases of 1.5 points for goal setting and listening. This may in part be accounted for by the fact the team was already doing well before the team building interventions in their school. They were either within or above the acceptable management average score of 4.0 in goal setting, leadership, work unit structure and role definition.

The results on the performance effectiveness of the Kalpohin JHS team are presented in Table 11. The results indicate that the team had the highest increment or difference in score of 4.4 in the problem solving element. This derives from an increase from a 2.0-point placement before team building interventions to 6.4 points after implementations of the interventions. The team however had the lowest average increment of 2.1 points in elements of role definition and work unit structure.

The implication here is that the team recognized problem solving as a very important means by which challenges and difficulties within the team could be overcome. The team could also have been conscious of the negative implications unresolved problems can have on their work performance and organizational effectiveness. Thus their commitment to have their problems solved, as the will have far reaching benefits accruing to them as a team.

**Table 11: Average index points for team effectiveness elements
Kalpohin JHS, Tamale**

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	3.0	5.7	2.7
Participation	3.1	6.3	3.2
Listening	2.9	5.5	2.6
Feedback	2.7	6.0	3.3
Communication in work unit	3.0	5.4	2.4
Decision Making	2.5	5.1	2.6
Leadership	2.8	5.9	3.1
Handling team conflicts	3.5	6.2	2.7
Problem solving	2.0	6.4	4.4
Work unit structure	3.9	6.0	2.1
Work unit operations	3.5	6.3	2.8
Role definition	3.6	5.7	2.1
Utilising resources of team members	3.5	5.9	2.4
Creativity	2.7	5.0	2.3

Source: Fieldwork, 2011

The results from an analysis of the evaluative elements of Dungu JHS workteam are shown on Table 12. The results indicated that Dungu JHS workteam was already high (4.0 average points) in each their leadership and work unit structure efforts. The post team building data reveals that they scored the highest increment or difference of 3.4 points in creativity.

59

**Table 12: Average index points for team effectiveness elements
          Dungu JHS, Tamale**

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	2.9	5.0	2.1
Participation	3.0	5.4	2.4
Listening	2.7	5.0	2.3
Feedback	2.7	4.8	2.1
Communication in work unit	3.0	5.5	2.5
Decision Making	2.8	5.0	2.2
Leadership	4.0	5.1	1.1
Handling team conflicts	2.5	5.1	2.6
Problem solving	3.3	6.0	2.7
Work unit structure	4.0	6.5	1.5
Work unit operations	3.6	6.0	2.4
Role definition	3.5	5.7	2.2
Utilising resources of team members	3.5	6.5	3.0
Creativity	2.0	5.4	3.4

Source: Fieldwork, 2011

It was also observed that, modest increases of 3.0 points were also achieved in the utilization of team-member resources. The results however reveal that the lowest marginal increase was recorded in leadership. This could be due to the fact that they were already strong (4.0 points) in leadership.

**Table 13: Average index points for team effectiveness elements
Zagyuri JHS, Tamale**

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	3.1	5.5	2.4
Participation	3.0	6.0	3.0
Listening	3.5	5.6	2.1
Feedback	3.7	6.0	2.3
Communication in work unit	2.5	5.4	2.9
Decision Making	2.0	5.1	3.1
Leadership	2.7	5.0	2.3
Handling team conflicts	3.0	5.9	2.9
Problem solving	2.0	5.1	3.1
Work unit structure	4.0	5.5	1.5
Work unit operations	3.7	5.0	1.3
Role definition	3.5	5.7	2.2
Utilising resources of team members	3.3	6.0	2.7
Creativity	2.0	4.5	2.5

Source: Fieldwork, 2011

Presented in Table 13 are the results of analysis of the fourteen evaluative elements used for measuring team effectiveness of the workteam of the Dungu JHS. The team's decision making and problem solving efforts made the highest gains of 3.1 point each. The lowest change where recorded in unit work operations with a 1.3 point score, and followed closely by work unit structure at

1.5 points. The results also show that the team within the acceptable management average score of 4.0 in only work unit structure. However, they had achieved that average in all team effectiveness evaluative elements after the team building interventions.

Table 14: Average index points for team effectiveness elements Bolgatanga JHS

How I see my work Unit/Team

Elements	Before team building	Now	Difference (index points)
Goal setting	3.1	5.6	2.5
Participation	3.0	6.0	3.0
Listening	2.7	5.5	2.8
Feedback	2.5	5.0	2.5
Communication in work unit	3.0	5.3	2.3
Decision Making	2.6	5.1	2.5
Leadership	3.7	5.0	1.3
Handling team conflicts	3.1	6.0	2.9
Problem solving	2.8	5.0	2.2
Work unit structure	3.8	5.6	1.8
Work unit operations	3.5	6.0	2.5
Role definition	4.2	5.5	1.3
Utilising resources of team members	3.8	5.0	1.2
Creativity	2.7	5.2	2.5

Source: Fieldwork, 2011

The results on how the Bolgatanga JHS team saw their work team before and after the team building interventions are presented on Table 14. The team recorded a highest score of 3.0 points in participation and a lowest score of 1.2 points in utilising resources of team members respectively. The implication here is that the team recognized participatory processes as key to team effectiveness, and therefore keen at leveraging these gains to increase team performance and organizational effectiveness.

Generally, the results from all seven teams revealed that there was relatively good team effectiveness in the organization. For instance, although the average score for all seven teams before the team building intervention in each of the elements considered under the study were well below 4.0, there were significant increases after the intervention. Each of the teams had scored over of 4.0 points, that is, in excess of the acceptable element score of 4, on a scale of one-to-seven before the team building intervention.

These outstanding improvements in the team effectiveness evaluative elements suggest that, to a very large extent, team building have helped to promote teamwork. These achievements attest to the central role that empowered teams play in organizational success, and as French and Bell (1999), Katzenbach and Smith (1993) and Kumawu and Kraus (2007) have noted, effective teams produce results far beyond the performance of unrelated individuals. These results, point to the fact that team building interventions have significant effect, albeit small, to increase team performance. The team building interventions are therefore worthwhile experiences.

A comparative average score for all the elements for each of the teams considered under the study are presented in Table 15.

Table 15: Averages score increases for Teams

Dept/School	Before team building intervention	Now	Index point increase	Percent
Unit secretariat	1.9	5.5	3.6	189.5
Tishigu JHS, A	3.0	5.7	2.7	90.0
Tishigu JHS, B	3.5	5.8	2.3	65.7
Kalpohin JHS	3.1	5.8	2.8	90.3
Dungu JHS	3.1	5.5	2.3	74.2
Zagyuri JHS	3.0	5.5	2.5	83.3
Bolgatanga JHS	3.2	5.4	2.2	68.6

Source: Fieldwork, 2011

The results showed that the average increases varied from a minimum of 2.2 index points for the Bolgatanga JHS to as much as 3.6 index points for the secretariat of the Anglican Education Unit, Tamale. The Tishegu JHS (B) scored the highest average point of 3.5 for all the elements combined before the intervention. After the intervention, Kalpohin JHS and Tishigu JHS garnered the highest average scored on all the elements with 5.8 each.

The high index point gains on the averages for all the elements were the encouraging prospects for the organization. For instance, the workteam of the Anglican Education Unit secretariat recorded the highest average index point gain of 189.5%. This can partly be attributed to the fact that 50% of its current team were all members of the Change Agent Team, which participated in the team

building workshop of September 2008. This is a clear benefit accruing from of team building interventions.

Examining how these interventions enhance organizational effectiveness

The interviews and the focus group discussions conducted were to address the needs of teams and their adequacy in the performance of their work, factors that have influenced individual and team performance, and to examine how team building interventions enhance organizational effectiveness. In the interviews and focus group discussions, respondents indicated that operational needs were not adequately being met, thus hampering teams' performance. They cited inadequate infrastructure and furniture for both staff and students.

In the discussions, respondents also mentioned challenges such as inadequate teaching and learning materials, large classroom populations which made assessments and making of exercise rather tedious, the challenges of the shift system, indiscipline of some students, lack of motivation and training, poor monitoring and coordination by management of the Unit. Personality differences, absenteeism, envy, jealousy, lack of devotion and infighting were said to be relational factors that have hindered team performance. They stressed the need for improved interpersonal and team relations in order to eliminate or minimize these.

Respondents listed factors that have influenced individual and team performance as being the sense of belongingness, the desire to contribute to the development of education, commitment to common purpose and goals, and

diversity of skills among others. They revealed that given the opportunity they want to see the following implemented; reduction in classroom populations to optimum levels for effective teaching and learning, provision of adequate infrastructure and furniture, provision of adequate teaching and learning materials, and a more open and transparent management practices in the schools and Unit secretariat.

Respondents in both focus group discussions acknowledged that although organizational effectiveness can be influenced by many factors and methods, that team building interventions improved organizational effectiveness. They further argued that organizations that are prepared to do so will reap rich rewards of improved productivity and performance, faster and better decisions and enhanced employee motivation. Team building interventions had help create opportunities for employee feedback and participation. They thought that implementations of the interventions had enabled teams and employees have a view on decision making, that employees who are invited to participate and contribute ideas are much more likely to accept decisions and changes if they feel they have had an opportunity for their opinions to be considered.

The development of teams and employees through education in new skills and knowledge transfer in teams was also cited as critical for organizational effectiveness. This investment they maintained leads to improved team and employee motivation. This engagement they argued is a major factor in retaining key talent. The discussion also revealed that team building interventions had helped to create a culture of fairness, honesty and transparency across the

66

organization which they considered a key motivation to increase team effort and productivity. An organization's effectiveness will rely heavily on such factors, they maintained.

The teams also thought the team building interventions had created enough awareness that enabled management of the Unit to give teams and employees sufficient authority to undertake their responsibilities. However, they acknowledged that there needs to be boundaries, of course, and people have to be capable of making decisions based on the skilled knowledge and experience required. Significant was the accession that, team building had helped teams to be clear about the organization's goals, and that this helped teams and employees understanding their roles in achieving them.

Assessing the extent to which the interventions have helped to address obstacles to employees' performance

Respondents were of the view that the extent to team building has helped to address obstacles to employees' performance was largely accounted for by the fact these interventions had fostered teamwork and collaboration in areas such as shared purpose and common goals, division of labour, unified exertion, quality of decision making, specialization of skills, high level organizational interest, a sense of belongingness and commitment, stability and education in the transfer of new knowledge and skills. The teams also argued that it had resulted in improved quality of work life for employees, reduced absenteeism and turnover, increased innovation, and improved organizational adaptability and flexibility. However, respondents also acknowledged that the effects of team building

interventions on teams' performance varied as a function of other outcomes measures, such as organization's environment and culture, work design factors, group processes, availability of adequate resources, competencies, work constraints and motivation.

The teams believed that a continuous building, leading and care of the Unit's workteams to maximize performance and making teamwork one of the criteria on a more regular performance reviews can help in overcoming the potential for these challenges to impact negatively on organizational growth and individual development. They argued that the organization should spend more time building team relationships, playing to people's strengths, rewarding the teams and everyone who contributes to the achievement of your organization's goals and high performance as these were key leverage points for enhanced efficiency and effectiveness. In addition, they pointed out that prompt resolutions of performance issues and getting broad participation in organizational goal setting, which can help employees understand how their work contributes to the organization's success, have the capacity to address or overcome obstacles to employees' performance.

Identifying the constraints in operationalizing team building interventions

The focus group discussions and follow-up interviews with the teams and interest groups revealed that theoretical, methodological and operational constraints exist that limit teams the degrees to which their potentials are actually actualized. The focus of organization development interventions is to improve

an understanding of how to promote desired institutional change, and the circumstances under which particular management interventions or approaches contribute to improvements in organizational effectiveness.

However, because so many of the tools used in organizational and management development are grounded in western social theories, the theoretical mechanisms for explaining how an intervention works are fairly widely accepted in the developed world, including Ghana. What is less well understood, however, is the extent to which the assumptions on which these management approaches are based can be generalized to the varied settings in which the Anglican Education Unit works.

Hyden (1983) confirms these suspicions. Hyden questions the universal validity of management concepts and models, citing how organizational decision-making in East African settings departs from western models, especially with respect to nonformal learning processes. Similarly, assumptions about organizational roles may not be universally valid. One example is the definition of a manager as someone who is held accountable for the outputs of others and for coordinating and motivating a team capable of producing those outputs. However, in settings where unquestioning obedience to authority is a deeply embedded cultural trait, accountability often takes on a somewhat different meaning. Rather than being perceived in terms of responsibility for the output of others, and hence, for getting the job done.

Accountability may be interpreted as a manager's duty to preserve the power and influence of the most senior person in the organization (Blunt, 1990).

Operational issues or political constraints to operationalizing team building interventions, often traced to differences between the traditional roles and objectives of teams and other interest groups involved in the team building processes in an organization. For example, although managers and school heads tend to have high stakes in the success of the team building interventions, yet there is the potential for this to be threatened by the independence self-managed work teams**.**

Respondents argued in the discussions that insufficient understanding of the development context, in particular, the constraints embedded in bureaucratic systems, organizational culture and the structure of human interactions can be stumbling blocks to operationalizing team building interventions. According to Senge (1999), organizational leaders tasked with managing change are engaged in a great venture of exploration, risk, discovery, and change, without any comprehensive maps for guidance.

Teams also cited failure to motivate or convince employees at all levels, including groups that have not benefited from team building interventions; the need for change will lead to the unravelling of the change process, and certainly would not enable the sustainability of even early results of the interventions. They further argued that a focused effort to nurture the change environment and reward incremental successes is critical to sustaining the team building results.

Chapter Summary

The results showed that team building interventions implemented in the Anglican Education Unit, notwithstanding challenges, has helped to promote teamwork. There were significant improvements, albeit small, in all fourteen categories of the team effectiveness assessment.

It was acknowledged by team members that new skills and knowledge; improved interpersonal relations; trust built; and task/role management capabilities acquired during and after the team building interventions had helped to address obstacles to employees' performance. These they argued had also invariably enhanced teams' and organizational effectiveness.

Teams maintained that numerous challenges still faced the Unit and its educational institutions in their service delivery efforts, some of which included inadequate infrastructure and facilities, lack of financial resources and other logistics, inadequate manpower, lack of transport for schools' monitoring, and yearly objectives being constrained by weak monitoring, supervision, and inadequate planning. These, they acknowledged, were constraints in the operationalization of team building interventions, as it was undermining team performance and organizational effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In the previous chapter, the results from this study were presented and discussed. The present chapter provides a summary of the research results. Conclusions are also drawn in this chapter based on the research findings. Finally, recommendations for policy and suggestions for further research are also presented in the chapter.

Summary

The main purpose of the study was to determine the extent to which the dynamics of team building interventions implemented in the Anglican Education has impacted on its employees' performance. In the light of this, in reviewing related literature in chapter two, the study explored the impact of team building and for that matter, teamwork on employees' performance. The study used a non-experimental inquiry, which builds a holistic, and largely narrative, description to inform an understanding of the impact phenomenon of teams and teamwork. The research approach was qualitative, because the investigation was concerned with the rich descriptions of the subjective experiences and perceptions of participants.

72

Because the entire population of existing teams that had benefited from team building interventions was studied, the sampling frame for the study, which was the same as the accessible population, consisted of the natural work team of the Unit's secretariat, and the six work teams constituted after the team building interventions in 2008. Its design aimed at assessing the extent to which team building interventions have helped to promote teamwork, examining how these interventions enhance organizational effectiveness and an assessment of the extent to which the interventions have helped to address obstacles to employees' performance. It also identified the constraints in operationalizing team building interventions and how these can inform future policy directions.

The team effectiveness questionnaires were measured with the use of fourteen variables indicated above. Respondents were asked to answer the questions by indicating the extent to which they saw their work unit or team functioning before and after the team building interventions respectively. Although the responses were qualitative in nature, they were assigned numerical values for easy analysis. The data was manually analysed, with some minimal use of Statistical Product and Service Solutions (SPSS) and Microsoft Excel in running the information gathered to aid in the data analysis.

Conclusions

From the results and findings the conclusions from the study are that:
The Anglican Education Unit believed in the potential of team building as a capacity building strategy for organizational improvement and individual

development, and therefore its continued interest in employing OD interventions for its own growth and development. The Unit has also been keen in leveraging the benefits accruing thereof of OD interventions, by actively implementing some OD interventions to that effect. These have included an organizational capacity and impact assessment, a team building and strategic plan interventions implemented between 2008 and 2009.

Team building interventions have largely helped to promote teamwork in areas such as goal setting, participation in group processes, listening skills, giving and receiving feedback, communication in work unit, decision making and leadership processes. It has also resulted in improved handling of team conflicts, problem solving, work unit structuring, work unit operations, role definition, the utilization of team members' resources and creativity.

Team building interventions had helped to create a culture of fairness, honesty and transparency across the organization which they considered a key motivation to increase team effectiveness and productivity. They have also helped to address obstacles to employees' performance to some extent, thereby fostering teamwork and collaboration in areas such as shared purpose and common goals, division of labour, unified exertion, quality of decision making, specialization of skills, high level organizational interest, a sense of belongingness and commitment, stability and education in the transfer of new knowledge and skills.

Theoretical, methodological and operational constraints exist that limited the operationalizing team building interventions. Teams were sceptic of how tools used in organizational and management development and grounded in western

social theories, and the extent to which these assumptions on these management approaches can be generalized and appropriate to the varied settings in the Anglican Education Unit.

The team building interventions had also created enough awareness that enabled management of the Unit to give teams and employees sufficient authority to undertake their responsibilities, although they acknowledged that there needs to be boundaries, of course, and people have to be capable of making decisions based on the skilled knowledge and experience required. Significant was the accession that team building had helped teams to be clear about the organization's goals, and that this helped teams and employees understand their roles in achieving them.

Recommendations

The evidence reported in this study indicates team building interventions have a significant impact on employees' performance such as enhanced teamwork. It is therefore recommended that the Anglican Education Unit consolidate the gains from its team building interventions for its growth and development.

But while the Unit consolidates the gains of its team building interventions, it is important for it to recognise the place of concerns and challenges raised by teams as these can have far reaching implications on employee performance. These have a tendency to affect performance and productivity levels negatively if not properly managed. For example, respondents argued in the discussions that insufficient understanding of the development

context, in particular, the constraints embedded in organization's bureaucratic systems, its culture and the structure of human interactions can be stumbling blocks to operationalizing team building interventions. The Unit should also take the necessary steps to address the organizational capacity and needs of its work teams as expressed by the teams, and incorporate same into its future work programmes for organizational improvement and sustainability.

Suggestions for further research

Although a majority of teams and the interest groups, subject to the study, based on the impact of team building interventions on their subjective measures of performance, they regarded the team building interventions as positive. But this might not translate into changed workplace behaviour or performance increases. For instance, it was not clear whether the perceived success was based on participants' evaluation of success in terms of interpersonal or task-related criteria, or whether it could be based on perceptions.

Therefore, future research into objective measures of performance, in which a base line study is matched against a post team building intervention into the relationship between the use and success of team building interventions, is recommended. An in-depth investigation of quantitative impacts and a critical appraisal of other indicators that form a good basis for determining the impact of team building interventions on employees' performance in organizations are also suggested to advance knowledge in the correlation between teamwork and performance.

Team and organizational performance are multi-dimensional and therefore in measuring the impact of team building interventions on employees' performance, it would be necessary to explore a multivariate approach. For instance, notwithstanding that some considerable work has been done in the study of teams at work, and their correlation with performance or otherwise, much of the studies fail to help in an understanding of the organizations and industry in which these teams are embedded. A further investigation in this regard would help provide the context for interpreting these findings.

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APPENDICES

APPENDIX 1

WORK GROUP/TEAM EFFECTIVENESS DIAGNOSIS

Dear Respondent,

This survey is part of a research project towards a Master of Arts degree in Organization Development at the University of Cape Coast. The study is aimed to contribute to the scientific knowledge in the Organization Development field and the findings will be beneficial to your Human Resource department and the study of management.

The findings of the research will help the Anglican Education Unit, Tamale in establishing the organizational capacity and needs of its work teams; and enable it incorporate the results of this research into its future work programmes for organizational improvement and sustainability.

The anonymity/confidentiality of respondents is guaranteed.

I would greatly appreciate it if you could complete the attached questionnaires as clearly and honestly as possible. Thanks for your cooperation in this exercise.

(A) Socio-demographic

1. Sex: Male ( )   Female ( )   2. Age ……………………...........

3. Educational Background: SSS/GCE ( )   PostSec/College ( )   Degree ( )

                                   Post graduate ( )   Others…………………….....

4. Department/Unit/School…………………………………………

5. Job title/Position…………………………………

(B) Survey Questionnaire

HOW I SEE MY WORK UNIT OR TEAM
In this section, you are to consider how you view your particular work unit or team within the organization. In making these ratings, you will be considering some of the same or similar item you have rated before, as well as some new items. This time, you will be focusing on the organization's work unit in which you do all or most of your work.

In rating each item, first circle the number on the scale that most closely approximates the way you saw your work unit or team functioning BEFORE TEAM BUILDING INTERVENTION. Then rate the item again this time circling the number that best describes how you NOW see your work unit or team functioning.

Remember this time you are to rate the items of your view of your work unit or team.

How I Saw/See My Work Unit/Team

1. Goal setting		
BEFORE TEAM BUILDING INTERVENTION	1　　2　　3　　4	5　　6　　7
NOW	1　　2　　3　　4	5　　6　　7
	Team or work unit goals are set for us from above	Goals are by team, emerging through team interaction and agreement
2. Participation		
BEFORE TEAM BUILDING INTERVENTION	1　　2　　3　　4	5　　6　　7
NOW	1　　2　　3　　4	5　　6　　7
	One or two people dominate, others silent or respond minimally	All team members actively participate as the need arises

3. Listening		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4	5 6 7
	Team members are cut off or interrupted, little or no attending	Team members hear each other out before moving on to others, very attentive

4. Feedback		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4	5 6 7
	Little or no sharing about how well members are working together or how they affect team or work unit effectiveness	Members ask for and give feedback freely, share how they stand with each other and how well they are contributing to team or work unit effectiveness

5.Communication in work unit		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4	5 6 7
	Lines of communication are unclear, information tardy or lost	Lines of communication are clear, people feel fully informed and up-to-date

6. Decision Making			
BEFORE TEAM BUILDING INTERVENTION	1　　2　　3　　4	5　　6　　7	
NOW	1　　2　　3　　4	5　　6　　7	
	Influential few push through decisions made by unit manager or supervisor	All members are encouraged to participate in decisions, full agreement of team sought	
7. Leadership			
BEFORE TEAM BUILDING INTERVENTION	1　　2　　3　　4	5　　6　　7	
NOW	1　　2　　3　　4	5　　6　　7	
	Much depending on one or two members to get things done, others "wait & see" without much involvement	Leadership distributed and shared among members, individuals contribute when their resources are needed	
8. Handling team conflicts			
BEFORE TEAM BUILDING INTERVENTION	1　　2　　3　　4	5　　6　　7	
NOW	1　　2　　3　　4	5　　6　　7	
	No tolerance for expression of negative feelings or confrontation, conflicts "swept under the rug"	Negative feelings and tensions shared and confronted within team, conflict seen as potential source of creative team effort	

9. Problem solving		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4	5 6 7
	Little or no attempt to look at team issues or problems, no real diagnosis of forces affecting work unit functioning	Team diagnoses problems or team issues and critiques its own effectiveness and all the forces affecting team functioning
10. Work unit structure		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4	5 6 7
	Work unit operates mechanically, bogged down by procedures agendas, hierarchy and inflexible rules	Procedures, agendas, lines of authority and norms are fluid allowing for maximum flexibility within the team
11. Work unit operations		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4	5 6 7
	No clear-cut system for doing things, especially priorities, or setting policies	The system here is clear-cut, policies and procedures are known to everyone

12. Role definition		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4 Work roles and function of work unit members are confused and needlessly overlap	5 6 7 Work roles and function of work unit members are clear, overlapping and duplication are minimal
13.Utilizing resources of team members		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4 Talents, skills and experiences of team members not identified, sought out, or given recognition	5 6 7 Talents, skills and experiences of team members are fully identified, recognized and utilized whenever appropriate
14. Creativity		
BEFORE TEAM BUILDING INTERVENTION	1 2 3 4	5 6 7
NOW	1 2 3 4 Little risk-taking or experimenting with new ideas or ways of doing things	5 6 7 Trying new ways and ideas is encouraged, risk-taking is supported

Source: Adapted from OCIC-UCC Partnership Training Manual, 2008

APPENDIX II

INTERVIEWS AND DISCUSSIONS GUIDE

Dear Respondent,

This survey is part of a research project towards a Master of Arts degree in Organization Development at the University of Cape Coast. The study is aimed to contribute to the scientific knowledge in the Organization Development field and the findings will be beneficial to your Human Resource department and the study of management.

The findings of the research will help the Anglican Education Unit, Tamale in establishing the organizational capacity and needs of its work teams; and enable it incorporate the results of this research into its future work programmes for organizational improvement and sustainability.

The anonymity/confidentiality of respondents is guaranteed.

I would greatly appreciate it if you could complete the attached questionnaires as clearly and honestly as possible. Thanks for your cooperation in this exercise.
_____

(A) Socio-demographic

1. Department/Unit/School…………………………………….................

2. Number of team members …………………........

3. Composition of team by gender: Male...............   Female...............

(B) Interviews and discussions guide

1. What have been the needs of your team in the exercise of your work/duties?

2. Have these needs been adequately catered for by your team/ organization?

3. What factors, in your opinion, have influenced your team's performance?

4. What factors, in your opinion, have influenced individuals' performance?

5. What have been the effects of team building interventions on your team's performance and productivity?

6. What deciding factors, in your opinion, have hindered your team's performance?

7. What have been the constraining factors in operationalizing the team building interventions?

8. In what ways has the team building interventions help to promote teamwork?

9. How have these interventions enhanced organizational effectiveness?

10. In what ways have these team building interventions helped to address obstacles to your team's performance?