

**STRATEGIES USED TO ENHANCE TEAMWORK AMONG EMPLOYEES
IN THE SCHOOL OF BUSINESS UNIVERSITY OF NAIROBI**

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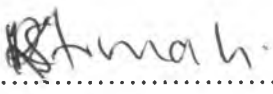
**MANAGEMENT RESEARCH PROJECT SUBMITTED
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER BUSINESS ADMINISTRATION**

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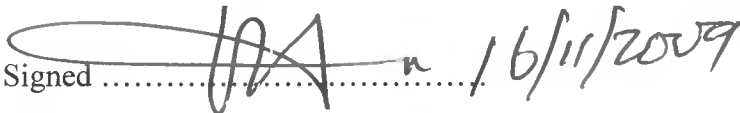
DECLARATION

I **KHAMALA ROBERT SITUMA**, declare that to the best of my knowledge, this work is original and has not been submitted in any University for an award.

Signed 

KHAMALA ROBERT SITUMA
(STUDENT)

Date.....16/11/2009.....

Signed 

Duncan Ochoro
(SUPERVISOR)

DEDICATION

This work is dedicated to my father, Mr. Francis Mukhebi Situma and my mother, Virginia K. Situma for their commitment towards my studies and the late grandfather Abraham Mukhebi Kandawala and kukhu Prsicah Kayoka Namwenya for the wisdom they give me while still alive

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I thank God for the courage and spiritual support He has bestowed on to me, strength, patience and ability while perusing my studies and the completion of this study has been possible due to the invaluable assistance of a number of people to whom I am most grateful.

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ABSTRACT

This report gives a full analysis on strategies that are used to enhance teamwork in the school of business at the University of Nairobi. The objectives of the study are to determine the strategies used and to determine challenges encountered in enhancing teamwork. Furthermore various scholars like Adair (1986) have looked at the definition of a team which is just a group with a common aim. In this group, contributions of individuals are seen as complementary. Collaboration, working together, is the keynote of a team activity. Adair suggests that the test of a good team is whether its members can work as a team while they are a part contributing to a sequence of activities rather than to a common task, which requires their presence in one place and at one time. He also emphasizes the importance of careful selection of a team member. Avery et, al. (2002) looks at the strategies that are used by various organizations in enhancing teamwork at their work place. The benefits and challenges of teamwork are also discussed.

On analysis of data, the findings indicated that teamwork is used in education institutions with use of team building, commitment and promotion of vision and mission of the team. Therefore University policies should be supportive towards teamwork due the benefits that arise and increased production that can be derived.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

In the modern days, there is no tradition like planning, research, product development design, production, marketing and selling that are not being done more and more by teams. We live in a time where team centered organization is becoming less the exception and more of the norm. Some of the dominant and successful companies in the world already function largely as team centered organizations. There are many more companies that may not be fully team centered, but make extensive use of team work in their operations. Teamwork and teams have become the overall strategies and common factors in all sustained initiatives. They have become central to total quality management, continuous process improvement, total customer service, reengineering and all other new organization management strategies (Allen, 1989).

Survival is about performance, and teams are one of the best ways to achieve and improve performance. They represent one of the best ways to support the broad based changes necessary for the high performing organizations. Superior teamwork and superior work teams have been demonstrated to be the only consistent strategies for providing superior services and products (Durin, 1997). According to an authoritative publication, *The Guide to Managing Quality* (1998), examples of companies which have used teamwork extensively in various industries include Shell and Mobil. These giants loudly proclaim team work in their corporate strategies. Mobil has a stated goal of consistently achieving 12 per cent annual growth. Ameritech in the telecom industry uses self directed work teams, which are “empowered teams that share day to day responsibility for managing risk and improving themselves.”

The team performs risk analysis and executes value added engagements and communicates with and assists clients to achieve corporate goals and objectives” (Glacel 1997). The dismantling of occupational demarcations has coincided with the spread of teamwork, as workers are cross trained to perform multiple tasks rather than focusing on individual work assignments. Teamwork has also called into question the traditional demarcation lines between labour and management, as workers often have greater opportunity to influence the content to their jobs and make decisions previously left to managerial prerogative (Bennis, 1997). Team work is characterized by a high degree of group autonomy in terms of selecting team members and leaders, and in assigning work within the team. It’s also characterized by an absence of hierarchy and a high degree of multi-skilling, aimed at making each member capable of carrying out several functions (Ozaki 1996).

The concept of teamwork differs from country to country, and often from one enterprise to another within the same country. In the Japanese Motor Industry for example, virtually all production workers (about two- thirds of the workforce) are reportedly working in teams. However, a 1993 survey showed that 40 percent of enterprises were placing a growing emphasis’ on individual work assignments while only 25 per cent were moving towards the further strengthening of their group based organization (Ozaki1996).

In the German mechanical engineering industry, 29 per cent of the companies reported the incidence of group work in 1991. But, the increase in teamwork has been almost dramatic in the German Motor Industry, as the percentage of production workers operating in groups rose from 9 % in 1993 to 22 % one year later. This sharp increase is largely due to a decision by Audi in 1994 to introduce teamwork (Ozaki1996). According to an Australian researcher, three principal factors influence the degree to which new forms of work organizations are adopted. First is the nature of

the firm or industry, particularly its degree of exposure to international competition followed by the quality of labour management relations, especially the willingness of employers to involve employees and unions in decisions regarding changes in work organization. In the third place is the application of technology and the degree of technological change influencing the need for developing new forms of work organization to be developed (Okatch, 2001). In response to the demands of global competition and the increasing use of knowledge to create products and services, organizations have been moving towards a form of work that organizes employees into teams rather a rigid management hierarchy. As a result, teams and teamwork have received an increasing amount of attention and popularity over the last two decades. Various writers have studied teams and found out that strategies need to come into play to enhance teamwork. Asyali (2005) noted that leadership, cooperative learning, and human resource strategy are the most used to foster team working. Stoner et.al. (2001) also found out that empowerment of employees, motivation of staff, use of humour and communication to the team or within the team are the most practiced strategies that enable the team to function optimally. Avery (2002) observed that innovation, recognition, reward and team spirit have a role to encourage members to work effectively in teams.

1.2 The University Of Nairobi

The University of Nairobi owes its origin to several developments in higher education circles within the country and the region. The inception of the University of Nairobi is traced back to 1956, when the Royal Technical College (RTC) admitted its first batch of A- level graduates for technical courses in the April, the same year. Soon after the arrival of students at the college, the pattern of education in East Africa came under scrutiny through the recommendations of a working party formed in 1958, chaired the then vice-chancellor of The University of London, Sir John

Lockwood, leading to the transformation of The Royal College of East Africa. On 25th June 1961, the college became the second University of East Africa after Makerere University in Kampala, Uganda, under the name Royal College of Nairobi on 20th May 1964. On the attainment of University college status, the institution prepared students for bachelor's degree awarded by the University of London, while it also continued to offer college diploma programs. It is now currently a fully fledged University with 8 Campuses, six within Nairobi, one in Mombasa and another one in Kisumu.

The University of Nairobi is ranked first in Kenya and among the best Universities in the world (Sunday Standard September 6, 2009). This signifies that it's a performing educational institution with a large number of employees who work as a unit, who coordinate and practice teamwork.

The School of Business is housed at Lower Kabete Campus in a quiet, attractive suburb located 12 kilometres from the Main Campus. It has developed teaching and research facilities to accommodate a student population of over 6,000. Its focus extends far beyond the School's original mandate. At its inception during the 1956/57 academic year in the Royal Technical College of East Africa, the School of Business trained students for professional examinations in Accountancy and Secretarial practice. Students throughout Kenya and the region received training from the faculty. This practice continued until the Faculty of Commerce was established in its present form in 1984, producing the first graduates with Bachelor of Commerce degree in 1987.

Coli (1997) highlighted that teamwork strategies must come into play for the success of such highly regarded institutions that have very many sections within departments, for example, in the Business Administration department; we have the sections of human resource management, strategic management, marketing management and international relations. It's evident that

teamwork strategies are appreciated in that when it comes to recruitment of staff, internal advertisements are first placed on notice boards within the departments and this gives current employees first priority to fill the vacant positions and take up promotions within the institution. Teams are also encouraged to come up with ideas and proposals, thus creating new approaches to work related issues. This enable teams to think beyond the boundaries of what is known and be able to work with few or no precedents to handle related uncertainty. The behaviours associated with innovation include taking realistic risks, stimulating and supporting creative effort, focusing on goals and not procedures, encouraging people to look their filters and not being constraint by past experiences (Young, 2008) .This is evident at the School of Business due to the role it plays in boosting the performance of the institution thus resulting in to team spirit and the involvement in key decisions that shape the institutions success.

School of Business has a global strategy that encourages commitment to positioning the organization for long term growth and survival. Incorporating major initiative into local business strategies ensures alignment to corporate global strategies by having various branches in different locations of the country as a result of teamwork that brings success and shared competences by individual members. Dubrin (1997) noted that for an organization to grow and serve its customers effectively, it needs the staff who work together in collaboration in order to come up with long term ends of the organization. The structure of the School Business readily adapts to ethical behaviour, where members of a team acts with integrity, trust and honesty while dealing with each other thus resulting into fairness and consistency. This encourages every member to be committed and be involved in team tasks with equitability because the team recognizes every ones contributions and opinions.

1.3 Statement of the problem

Team centered organization is becoming less an exception and more of a norm. Some of the most dominant and successful companies in the world already function largely as team centered organizations (Harrison, 1994). Team work among employees is particularly key to the success of firms in the service industry. The performance of these firms depends on among others, the extent to which staff work as partners and the strategies used to effect work relationships, Glacel (1997).

The success of teams has been highlighted extensively with several problems and difficulties having been experienced in their implementation. Therefore, teams demand a great deal although everyone is not ready for them. Jerald and Robert (2007) cited obstacles to team success like unwillingness to cooperate with each other, failing to receive support from management and some managers being unwilling to relinquish control. Levina (2006) discussed the importance of teamwork in banking sector which included high morale boosting, quality work output and employee relationships among employees. Njogu (2004) in her study found out that commercial banks in Kenya facilitate teamwork by adopting strategies by; welcoming inputs from staff, promoting the vision and mission of the group, building commitment and confidence, creating opportunities and setting team targets in that order. Dinara (2008), in his study analyzed the expression features of team work and level of effectiveness' in the organization.

Strategies used by firms to operate teamwork settings have emerged as key factors influencing quality of service and output in general. It's important to analyze the use of teamwork strategies in firms not only to know what they are but also to establish the relationships between specific strategies and the performance of the organization. Therefore, the research at hand is intended to study the various strategies used by the University Of Nairobi School Of Business to enhance

teamwork among employees. This is a deviation from the study of commercial banks based on the nature of operations so as to establish strategies used in the education sector

1.4 Objectives of the Study

1. To determine the strategies used by the School of Business, University of Nairobi to enhance team work among the staff members.
2. To determine the challenges employees encounter in the School of Business in enhancing teamwork.

1.5 Significance of the Study

- i. The study will help management to know the extent to which team work contributes to the performance of employees.
- ii. The study will enlighten employees on the benefits and strategies used to enhance teamwork.
- iii. The study will help find out the strategies used to create and motivate teams to perform well.
- iv. The study will add to the body of knowledge on strategies used to enhance teamwork and thus the need for more research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

2.1.1 Overview

This chapter analyses various scholarly material concerning approaches to teams, team skills, team formation and monitoring of teamwork. It outlines the strategies that most organizations use in enhancing teamwork. The strategies include; empowerment and managing conflict, use of humour with appropriate frequency and promotion of a vision and a mission. Others are; building of commitment and involvement, creation of opportunities and other organizational perspective, motivation and communication and application of human resource together with learning strategy. Teamwork benefits and challenges to the organizations are also incorporated, since it is through them that managers can analyze their strengths, weaknesses and how to overcome them.

A team is made up of a group of people working together to achieve a common goal. An effective team has certain characteristics that allow the team members to function more efficiently and effectively. An effective team develops ways to share leadership roles and accountability for their work products thus shifting emphasis from the individual to several individuals within a team. A team also develops a specific team purpose and concentrates work product together (Katzembach and Smith 1993). Level (1972), defines a team as a group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.

A team, according to Adair (1986) is more than just a group with a common aim. It is a group in which the contributions of individuals are seen as complementary. Collaboration, working together, is the keynote of a team activity. Adair suggests that the test of a good team is whether its members can work as a team while they are apart, contributing to a sequence of activities rather than to a common task, which requires their presence in one place and at one time. He emphasizes

the importance of careful selection of a team member. The key factors here for individuals are not only technical or professional competence, but also the ability to work as a team member and the possession of desirable personal attributes such as willingness to listen, flexibility of outlook and the capacity to give and accept trust.

According to Mullins (2005), teams occur with a number of people who have a common goal and recognize that their personal success is dependent on the success of others. They are all interdependent. In practice, this means that in most teams', people will contribute individual skills, many of which will be different. It also means that the full tensions and counter- balance of human behavior will need to be demonstrated in the team. However (Mullins) also points out that as we all interact with people a greater or lesser extent in our every day lives, there is tendency to assume that peoples management skills are merely an extension of our natural abilities. In fact, peoples management skills are the more difficult and rare type of skills but to a large extent, they can be learned. Building successful teams also require effective leadership with emphasis on trust, clear communications, full participation and self-management. The influence and usefulness of team leaders come not from the delivery of traditional supervisory and control methods but from the team members high standards of performance.

Daniel (1994) argued that regardless of the existence or absence of specialized teams within a company, the success of a company depends to some degree on teamwork that may or may not be beneficial for a company if its employees function as a team. A team is defined as two or more people who interact and influence each other towards a common purpose. Traditionally, two, types of teams have existed in organizations, Formal and informal. Teams have both formal and informal characteristics, are created deliberately by managers and charged with carrying out specific tasks to help the organization achieve its goals. The most prevalent type of formal group is the command team, which includes a manager and all employees who report to that manager. In some

organizations that want to de-emphasize hierarchy, the titles may change. Another type of formal team is the committee which generally lasts along time and deals with recurrent problems and decisions. For instance, the university has a committee for student affairs that deals with recurring issues that involves student's lives, while members of this committee may come and go, the committee remains in place over time.

2.2 Team Skills

In order to determine which skills are essential to define teamwork we need to look closely at those individuals whom we regard as good team players. We need to consider what it is that they do that leads us to distinguish them as exemplars (Gilbert 1978). Several identifiers are apparent (Allen 1989, Daniels 1994, Greenberg and Baron, 1995, Hall 1996). Team players cooperate; they work together with each other towards a common goal, they also work for the benefit of the team at times sacrificing individual accomplishment and acclaim, further more they communicate with other team members. Teams also share both glory for successes and the blame for failures and lastly they assist other team members. On a day – to – day basis these team work skills can be displayed in numerous ways (Allen 1989, Daniels, 1994). For example simply attending a meeting is a good first step cooperating with team members and can indicate ones willingness to work for the benefit of the team while sacrificing time that could have been devoted to furthering personal agendas. Individuals who express their interest in present ideas build upon other ideas, offer potential solutions instead of complaining, they discuss the benefits and drawbacks to their own and other ideas, ask questions, give feedback and compromise. While at those meetings, they display several team work skills identified above through such actions by simply doing what was asked, looking for solutions, concentrating efforts on high priority activities, volunteering, initiating work related conversation, helping others complete their work, complementing others on

their efforts and accomplishments, expressing appreciation to others for their contributions and presenting team ideas and accomplishing to management (Hall 1999).

2.3 The Formation of Teams

Research suggests that there are four key stages to building a highly effective team and which were later joined by a fifth stage model (Tuckman 1965, Williams 2002, Jerald and Robert, 2007). Just as infants develop in certain ways during their first months of life, teams also show relative signs of maturation and development. One popular theory, the five stage model, identifies five distinct stages through which teams develop. The first stage of team development is known as forming. During this stage of team development, the members get acquainted with each other. They establish the ground rules by trying to find out what behaviors are acceptable with respect to both the job (how productive they are expected to be) and interpersonal relations. (Who is really in charge)? During the forming stage, people tend to be a bit confused and uncertain about how to act in the team and how beneficial it will be to become a member of the team. Once the individuals come to think of themselves as members of a group, the forming stage is complete. The second stage of team development is referred to as storming. This stage is characterized by a high degree of conflict within the team. Members often resist the control of the teams' leaders and show hostility towards each other. If these conflicts are not resolved and team members withdraw, the team may disband. However, as conflicts are resolved within the team and leadership is accepted, the storming stage is complete.

In the third stage, team development is norming where by it becomes cohesive, and identification as a member of a team becomes greater. Close relationships develop, shared feelings become common, and a keen interest in finding mutually agreeable solutions develops. Performing stage is

the culmination period, when the group has settled on a system, which allows free and frank exchange of views and a high degree of support by the group for each other and its decisions. The team works effectively with high levels of energy. Individuals are flexible and value each others differences. In terms of performance, the group starts at a level slightly below the sum of the individuals levels and then drops abruptly until it climbs during norming to a new level of performing, which is hopefully well above the start. It is this elevated level of performance which is the main justification for using the group process rather than a simple group of staff.

The adjourning stage underlines the fact that a group's life will eventually come to an end, as people move on elsewhere in the organization or as the original purpose is attained and the job is completed. Tuckman's et.al analysis can be compared with that of Woodcock (1979) who also adopted a four stage sequence of development. The underdeveloped team is one where there is uncertainty about objectives. Feelings are avoided and the leader makes most of the decisions. The experimenting team is one where issues are faced more openly, individuals listen to each other and the emphasis is on the internal needs of the group. In the consolidating team, there is personal interaction and collaboration, tasks and objectives are clearer, tentative procedures are set in motion. In the Mature team, aims are clear, working methods are agreed, individuals work easily together. Openness, flexibility and the leadership functions tend to be shared and the group recognizes its responsibilities to the rest of the organization.

2.4 Monitoring Team Work

Although individual employees certainly can do much to motivate themselves and others, it is to the advantage of the manager to adjust and implement motivation strategies to enhance employee performance including teamwork (Allen Hall 1996). An analysis of motivation reveals that people are motivated to and in fact do carry out those activities that "pay off" for them (Connellan 1978,

Daniels 1989, Hall 1996). Everything that a person does 'pays off' by allowing the individual to achieve something desirable. In many companies, individuals gain promotion, recognition, pay rise and other benefits through being better than those other employees, through successfully competing against fellow workers. In these situations, employees learn that it pays off for them to compete instead of cooperating (Hall 1996). The reality is that by working independently, the employee is able to gain recognition for his or her accomplishment and beat out other employees for promotions and perks, while working together with others means that individuals must share the glory, advance more slowly and do not get perks. Then, the employee will be motivated to compete and not to cooperate. If indeed that is the reality, it will not help to tell an employee to become a team player nor is team work important to the company. On a smaller scale, team work activities can be encouraged and motivated on a daily basis through social interaction (Allen 1998).

Avery (2002) noted that a smile and a thank you from a co-worker for the help given will encourage reciprocation of helping. Listening to ones ideas, re-emphasizing those ideas to indicate you heard and understood what was said, encourages one to come up with and offer more ideas. Even though these small social acknowledgements seem rather trivial, they can have a big impact. The way to enhance teamwork within an organization is to use both the small frequent, immediate social acknowledgements and the larger benefits such as recognition in combination to motivate individuals and promotions. To function effectively, these pay offs must be clearly tied to team work efforts and care must be taken to avoid providing large payoffs for any undesirable or less desirable competitive actions (Allen 1989).

2.5 Strategies used by firms to promote team work

A team united by a common direction and given appropriate support can provide great results.

Frequently, organizations throw some employees into a few hours of team training and then turn them free to do “team stuff”. This leads to ineffective teams. Different authors have come up with different strategies to get maximum value from teams.

Empowerment and managing conflict

Empowerment is a concept widely used in management. Many managers and professionals in various organizations claim to practice it. Nowadays, empowerment has occupied a central point in many organizations of the 21st Century. Employee empowerment is said to have benefited many organizations if managed and well nurtured - especially in enhancing employee commitment and reducing employee turnover. In this era of globalization, there is need for employees' empowerment in order to enable organizations respond quickly to any changes in the macro-environment.

Internal conflict can also determine effectiveness of teamwork where conflicts arise not only among the groups but also inside those groups. Many people think that conflicts must be managed and solved; however Stoner et.al (2001) states that conflicts are characteristic to the conception of groups' life and if the group cannot make conflicts on its own account, it can not develop.

Kasiulis and Barydiene (2001) also indicated psychological climate as a factor that influences teamwork. Climate shows relationship among employees, their orientations in values, interests and morale norms. Team concentration can be described as a force that determines effective teamwork.

Researchers have proofed that concentrated teamwork move evenly and their work results are more stable and even. Researchers have noted that more investments into cooperation and consolidation of relationships increase employee morale and productivity which is a move highly supported and accepted by employees. In addition, if the high level of confidence prevails in the team, it is believed that employees will be independent, will not be afraid to experiment and risk (Dessler

(2001). Satisfaction with the problem solving skills, not being able to complete an assignment unless every one contributes, and sharing according to pre-arranged plans are found to be improved after the simulator based bridge team training where cooperation and planning is important.

Humour with appropriate frequency

Humour and laughter are excellent vehicles for building team spirit when used with appropriate frequency. The group needs to laugh enough to raise morale, increase the fun associated with the tasks, and stimulate creativity. The effective leader therefore has a good sense of humour but avoids the immaturity of non-stop laboratory down. For building team spirit, the most effective humour is linked to the situation in the form of humorous comments. Bringing rehearsed jokes into the meeting is much less effective (Avery, 2002). For example, R&D team was attempting to fill a position for a micro-biologist. A team member said she had an excellent candidate, but his current salary was \$ 3500 higher than the maximum starting salary for the position. With deadpan expressions, the team leader said, “Call him back and ask him if he would like to take a pay cut to ease his tax burden” (Avery, 2002).

Promote Vision and Mission

Top executives set a vision for the firms yet teams can have their own visions that support the vision at the top. The leader of a research team might establish a vision of some day, becoming well known in the industry. Given that most corporate missions are lofty, team vision will usually fit a corporate vision relating to world class status. A mission is typically more specific and more related to implementation, than a vision. It is also tied more directly to the team’s present reality, such as providing investigations in to new technologies that are noted for their relevance for

eventual commercial applications. Whether you spur the group to establish a vision, mission or both, it will be an important step forward in developing team work (Dubrin, 1997).

Build Commitment and Involvement

This implies a sense of duty and obligation to the company which employs one. All employees must be committed to ensure that organization nurtures the process of employee empowerment. In addition, it also means that everyone in the enterprise, from the Managing Director downwards, must accept the responsibility to make sure that the process of employee empowerment is successful in the organization. The key to team work development tactic is for the leader to build the commitment and confidence of each team member as well as the team as whole. For the group to develop a strong team spirit, individuals must feel a sense of mutual accountability. Team members should be given frequent reminders of what they are doing right and encouraged for actions that contribute to team goals. Positive reinforcement for example, would entail sending an email message to the company executive acknowledging the team's recent performance.

This is considered as the foundation of corporate success in employee empowerment. There is much evidence to prove that involving individuals in the planning processes and utilizing their abilities results to higher chances of achieving organizational plans. Equally, where employees are involved in the identification, discussion and agreement of personal objectives (in relation to the corporate plan) there is a higher desire to ensure that the tasks for which one is responsible are carried out efficiently and effectively (Ralph,1996). Vision and goals of the organization must be clearly spelled out by the top management. Employees must clearly understand the vision and goals of the top management. Management should encourage open communication and teamwork (Quinn and Spreitzer, 1997). Management ought to communicate to their employees regularly so that they are informed of what is taking place in their organizations (Marc et al., 1999). Employees

are entitled to get right information to enable them to make informed decisions. Communication in particular, is arguably one of the basic employee empowerment tools. Without proper communication, contemporary organizations would cease to exist (Katz and Kahn, 1978).

Create opportunities for others and Organizational perspective

Team spirit and team performance will dampen if the leader hogs the best opportunities and credits. One of a leader's biggest challenges is to provide opportunities for the group and individuals to perform well. The challenge is more acute when the leader has a strong track record while other team members are in their early career stages. Employee empowerment is a tool used to enhance teamwork in organizations (Parker, 1994). An individual and members of the teams should be empowered. By so doing, the organization will be able to achieve its objectives and this will make the organization in question to be competing with others in terms of human resource utilization. (Ketchum and Trist 1992) empowering teams should be a central concept for managers who wish to improve their Organization's performance. Furthermore, Shipper and Manz (1992) argued that successful organizations always strive to become one large empowered team. Employee empowerment offers advantages to the organization and to its employees. Most employees to a certain degree appreciate the greater responsibility and decision making as one way of empowerment.

Encourage the use of in- group jargons

Conventional wisdom is that jargons should be minimized in business. Yet liberal use of jargons among team members enhances team-spirit because it sets the group apart from others in the organization. When dealing with outsiders, team members can then follow the effective communication principles of minimizing jargons. Teams performing specialized work are the most

likely to use jargons. For example, when a member of a quality improvement team returned from a vacation and asked how well he played golf during the holiday, he replied, “too much variation to achieve zero defects”(Bennis, 19978).

Engage in tasks performed by the team

Many managers may be able to perform tasks similar to those of staff members. However, in highly technical and professional areas, the technical knowledge and competence of the manager is an integral part the leadership skills required for effective management.

Therefore, the idealized version of the leader who spends all his or her time formulating vision, strategic plans and inspiring others through charisma does not fit team leadership. The effective leader engages in those executives that are strictly their responsibility, while arriving at a final decision after receiving group input. While groups demonstrate high productivity and team spirit, the leader is generally involved in facilitating the members’ activities and output (Armstrong, 1997, Dubrin.1997). The incorporation of a democratic corporate culture into its usual business processes, fostering the active participation of all members of the company as a fundamental task of every work and based on the agreement between all parts (Daft et al, 1987).

Group Recognition, Leadership and Reward Strategy

The organization’s need to reward people’s accomplishments enhances teamwork. When people receive rewards for what they have achieved collaboratively, they are stimulated to continue working as a team. Recognition promotes team spirit by enabling the group to take pride in its contribution and progress. Team recognition can be done through certificate displays for the activity performed, recent publications and professional societies.

Good leadership is crucial for sustaining continuous improvement of employee empowerment in

organization (Zairi, 1994; Taffinder, 1995). Good leadership needs to be demonstrated at all levels of the organization. A good leader in organization is in a position to tap into expressed thoughts of others, give verbal expression to their feelings, able to delegate and empower employees which make the vision created be brought into fruition.

Good leadership inspires the subordinates, creates a vision to be followed by the organization, and empowers employees through training and development. Hamish (2004) “leadership is not only having innovative ideas”, but it is also getting people to follow, not just in dragooned single file, but with pride, aflutter in their hearts and expectations Kirwan (1995).

Many organizations are transforming themselves, flattening hierarchies on rewarding teams rather than individual performance. Reward systems are an important part of the change that is necessary for such transformation to be effective. Thorough rethinking and restructuring of reward practices - aligned with new organizational goals and culture, will give companies the focused energy needed to succeed in challenging times. Those companies that use relevant compensation and reward as a strategic resource tools will be able to realize the tremendous potential of their employees working together. This requires the reorganization of incentive programmes to encourage new employee behaviors aimed at achieving team and organizational goals. This reward and recognition programs must also fit in with the culture and values that the organization wishes to develop (Zairi, 1994; Taffinder, 1995, Avery, 2002).

Motivation and Communication

According to Walther and Burgoon (1992), strong relational links are associated with enhanced creativity, motivation, increased morale and better decision process. There is no unanimous classification of management style. There are many of them and they are different. ASeilius (2003) stress that situational attitude towards management is necessary. It means that a choice of a

management style is determined by correspondence of several essential factors that transform potential power of people and reinforce concentration of the management. Communication among the head and subordinates plays a big role .While delegating instructions and tasks to the subordinates, it is important the instructions of the head will not treat the subordinates with hostility - on the contrary, would stimulate initiative and motivate to perform the tasks well. Employees' motivation system is the means that can arrange the relationships in both the organization and the team. The head should pay the greatest attention to motivation of the team members. However, according to A.Sakalas and V.Silingience (2000), if he wants to do this, he has to know the needs of the employees.

Encourage team spirit by allowing all ideas

Team spirit increases with a broad based contribution to the group effort. It's especially important for the high performing leader to avoid the situation of few people taking the show and allow all the members to be involved so that they feel being part of the team. Give them a chance to air out their views, suggestions and expressions and analyze the ideas later to come out with concrete decisions. For example, a team member might conduct a literature search that eventually leads to an important technical innovation. As the organization moves towards a form of work that organizes employees into teams; education institutions must adopt themselves for these new requirements. Cooperative learning is an effective tool to fulfill these needs (Avery 2002, Mullins.2005). Career satisfaction and Employee participation significantly enhances job Organizational commitment (Noorliza et al., 2006). Employee participation makes them feel that they are valued in organizations and will create a high degree of job satisfaction and commitment. Employees are motivated by both intrinsic and extrinsic rewards.

Human Resource and Cooperative learning strategy

Firms have developed human resource systems that enhance cooperation between teams within the company. All the work is organized around teams relying on each other, therefore enabling workers to be aware of the company's goals, strategies and working practices. In this way, the business process is made more accessible to all people who make part of it, therefore fostering information transparency and their participation. The use of active learning strategies such as cooperative learning is growing at a remarkable rate in all disciplines. The concept of team work when applied within a practical educational setting and provides a highly relevant and effective model for the higher education institutions for teaching and developing teamwork for future work forces. A real and effective application of cooperative learning method has many benefits both to employees and to the education outcomes of higher education institutions Asyal (2005). Robbins (2003) maintains that one of ways promoting harmony among team members is "try to make group member spend more time together".

Training in Team Skills

Jerald and Robert (2007) noted that to be effective, team members must have the right blend of skills needed for the team to contribute to the groups' mission. Rather than simply putting teams together and hoping they will work, many companies are taking proactive steps to ensure that team members will get along and perform as they should. Formal efforts directed toward making teams effective are referred to as team building. Team building is usually used when established teams show signs of trouble, such as when members lose sight of their objectives and when the turnover is high. *Workers having high degrees of freedom and anonymity require a depth of skills and knowledge that surpasses that of people performing narrower, traditional jobs.* For this reason, successful teams are those in which investments are made in developing the skills of team

members and leaders. In the words of one expert, "Good team members are trained, not born." For example in the development dimension international, a printing and distribution facility for a human resource company, located in Pittsburg, Pennsylvania. This small company has each of its 70 employees spend some 200 hours in training (in such areas as interaction skills, customer service skills, and various technical areas) during their first year and even more for new leaders. Then, after this initial period, all employees receive a variety of training on an ongoing basis. Two areas of emphasis are essential to the success of any team training effort i.e. training in being a team member and training to commitment.

2.6 Benefits of Team Work to an Organization

Teams are more productive than groups that have no clear performance objectives because their members are committed to deliver tangible performance results. Teams and performance are an unbeatable combination. They offer belongingness and thus provide a source of satisfaction. This is due to the bonds formed by the members while working on the different tasks assigned to them (Eales-white 1995). Teams provide innovative ideas which the organization can use to set goals and objectives, for example, a quality circle in most organizations play a big role on organizational development efforts by using all the skills present. There is a saying that many hands make light work. The essence of this statement is that more can be achieved collectively than individually. There are numerous benefits of teamwork. Organizations put efforts to support and encourage teams and its activities for the optimal team effectiveness. Then, there must be potential benefits that teamwork can achieve over individuals performance. (Huszczko 1996) suggested that some of the potential benefits of teams such as teams provide important sources of stimulation to the individual members of the team.

It provides a structure that encourages a sense of involvement in large organizations. This is because all the members have to share a task and their participation is vital for the fulfillment of the task (Jusco, 1996, Ease white, 1995). Teams provide a platform for constructive conflict resolution, as any conflicts arising can be solved easily by team members (Williams 2002). They provide chances for more individuals to develop utilize leadership skills and fulfill personal needs (Huszczol1996, Williams 2002). Teamwork improves productivity through a more flexible approach to utilizing the knowledge and skills of employees. This is because a team will usually be formed by employees in different departments and will therefore look for the best approach to carry out the task assigned to them. It brings about a structure that helps employees to depend on each other for organizational success through creativity, as all have different skills, knowledge and personal attributes by utilizing all of these different aspects in a team. More ideas can be generated leading to creative solutions and better results.

Satisfaction is another benefit of teamwork. Lack of job satisfaction is often one of the key things highlighted in surveys of employees. Individuals working together as a team to achieve a common goal are continually developing. As they interact, more energy and enthusiasm is created. When this energy is utilized, it produces results which positively impact on motivation and leads to even more success. Skills are also the result of teamwork. Even the best qualified individual cannot have all of the skills to do everything. Some people excel at coming up with the new ideas. Others love analyzing the details while there are those that focus on the big picture. There are those who can be counted on when it comes to implementing and following up a plan. The key point is that when a team works together, it has a huge range of skills available that it can utilize to deliver extraordinary results and speed. For example, imagine that you have a project that needs research, pulling together a proposition, financing it, implementing it and delivering specific benefits. If one

person was allocated this task, it could take months and may be years to make it happen.

By splitting up the project, work can move forward in parallel and the ultimate goal achieved faster. Employee teamwork places people at the centre of the circle rather than on the fringes. This in the long run would lean towards achieving organization objectives. Employees feel most valued when they are involved in the decision making process of the organization. They make quick decisions and suggestions that improve quality service delivery in their sphere of operations. This saves a lot of resources and time in organization (Sitterly, 1998). In addition employees provide exceptional customer service in several competitive markets and improve the profits of the organizations through repeated business (Bourke, 1998). Teamwork promotes good relationship between the employees and the customers and the end result will be promoting good image of the organization in the environment (Potochny, 1998). Other benefits of employee teamwork in organization include reduced workload of the top management; improved training of employees and boost their morale. Employee teamwork fosters competitive climate and facilitates change in organization. In practice, teamwork among employees has a high sense of self-efficiency, significant responsibility and authority over their jobs (Conger and Kanungo, 1988; Ford and Fottler; 1995, Quin and Sprietzer, 1997).

2.7 Challenges to Teamwork in Organizations

The existence of an informal organization may be a source of conflict among the members due to pressure from competing patterns of behavior in the same situations. Thus, if the behavior pattern expected of an individual in the formal organization is in conflict with the behavior pattern required the team members; they are bound to be torn between the two sets of behavioral patterns not knowing which one to give priority. The informal organization generates pressures to its members to conform, thus, simple tasks assigned to members may be altered by group pressures.

Members may be in conflict with their individual notions and social responsibility. Kolas (2002) defines rumor as a phenomenon of social communication that supplements the transmission of information through the formal communication network. The informal organization is often the source of rumors. The basic reason for circulation of rumors through the informal organization is the existence of ambiguity and uncertainty in the scheme of the formal organization and the need for relieving tension felt by the pledge placed in situations

Kaplan (1991) suggests that employee teamwork often fails due to entrenched patterns and attitudes of employees'. Most employees are hampered in accepting change because of philosophically entrenched patterns and self-limiting attitudes. People may believe they want greater freedom and responsibility but, after years of being restricted, may prove unwilling or unable to take advantage of it. However, there are several factors which might discourage employee's teamwork in organization, these include; poor credibility of management, mistrust in management, fearing of loosing jobs and employees unwilling to take responsibility for their actions. Spretzer (1996) noted that lack of information management might decentralize resources in objective reality and employees are not informed about the availability of resources, accessing them will not have little influence on the team outcome. Mohammed et. al. (1998) Critized teamwork, arguing that it increases the scope of employee's jobs. This requires employees to be trained to cope with wider range of tasks. Teamwork further impacts negatively on recruitment process because it ensures that employees recruited have attitudinal characteristics and skills for teamwork.

Teamwork also is criticized as an aspect of service delivery since it slows down customer's service delivery, thus reducing the overall productivity of the service. This would have negative effects to

the customers and the organization at large (Bowen and Lawler, 1992). Managers may abdicate responsibilities for decision making and in the case of accountability; employees might be punished for failures and mistakes unknown to them, making them to leave the team.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The study adopted survey design. The design was deemed appropriate for the study as it allowed an in-depth enquiry of strategies that enhance teamwork. The design was the most appropriate approach for collecting systematic descriptions of existing phenomena.

3.2 The Population

The targeted populations were employees on supervisory role in the School of Business, University of Nairobi.

3.3 Sample and Sample Procedures

A Sample of 82 employees from the School of Business of the University of Nairobi was selected, where stratified sampling was used because all departments in the school were included. Simple random sampling was done in each department at the university. The sampling method was appropriate because it was easy to access respondents and the method was cost effective.

3.3.1 Selection of Sample units of employees in the School of Business.

Category	Number of staff	Percentage%	Respondents
Management	8	8.3	6
Business Administration department	25	20.8	15
Management science department	21	20.8	15
Finance and Accounting Department	22	22.3	16
Administration	27	27.8	30
Total	103	100	82

Source: School of Business, University of Nairobi, (2009).

3.4 Data Collection

Primary data was collected using a semi structured questionnaire. The respondents were employees who hold supervisory role and had teams reporting to them. The questionnaire consisted of two parts - with part A having bio-data of the respondent while part B, had specific teamwork strategies used in the institution. The questionnaire was administered using the drop and pick later method.

3.5 Data Analysis

The analysis used in the study was descriptive statistics, where elaborations on the respondents' views were outlined clearly for accurate conclusions. Through descriptive statistical analysis, information was used to organize and summarize the findings. Mean, mode, and median were used to analyze and calculate the responses of the supervised employees. This assisted in presenting a summarized response for easy interpretation and conclusive decisions. In content analysis, theories of teamwork were compared and analyzed.

Factor analysis was employed to rank key factors that influence the use of teamwork strategies according to the responses. Ranking of factors was considered in order of importance, based on the linear combination of the factors - where the best combination made up the first factor, while the second linear combination explained the variance not explained by the first factor. Responses to the questionnaires were coded and presented by way of tables and graphs for interpretation purposes.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

The research is aimed at finding the strategies used to enhance teamwork. The population of study was 82 employees in the School of Business. However, only 72 respondents responded to the questionnaires. This yielded a response rate of 87.8% which is appropriate for generalization.

Table 1 Designation of Respondents

Designations	Frequency	Percentage
Management	5	6.9
Lecturers	30	41.6
Administrators	5	6.9
Others	32	44.6
Total	72	100

Source: Research study

From the table above most respondents were others (44.6) percent, lecturers (41.6) percent and least were management and administrators with 6.9 percent. Therefore the findings will be appropriate because most respondents are from other employees who deal with teams on a day to day basis.

4.1.1 Departmental Respondents

The respondents were asked to indicate the department they belonged to as shown below in the table. From table 2 the response, most respondents were from Business Administration department (33.3) percent, Management Science (29.1) percent, Finance & Accounting (27.7) percent and others (9.9) percent. It is evident that response came from all major departments that have a good number of employees who are work in groups.

Table 2 Department of Respondents

Department	Frequency	Percentage
Business Administration	24	33.3
Finance & Accounting	20	27.7
Management Science	21	29.1
Others (care taker section)	7	9.9
Totals	72	100

Source: Research study

From the response, many respondents have stayed at the University for a Period of one year and three years with (34.8) percent and (65) percent respectively. The information gained is valid since most of them have an experience on how teamwork strategies can be enhanced in achieving the university goal as indicated by the table below.

Table 3 Duration of respondents at the institutions

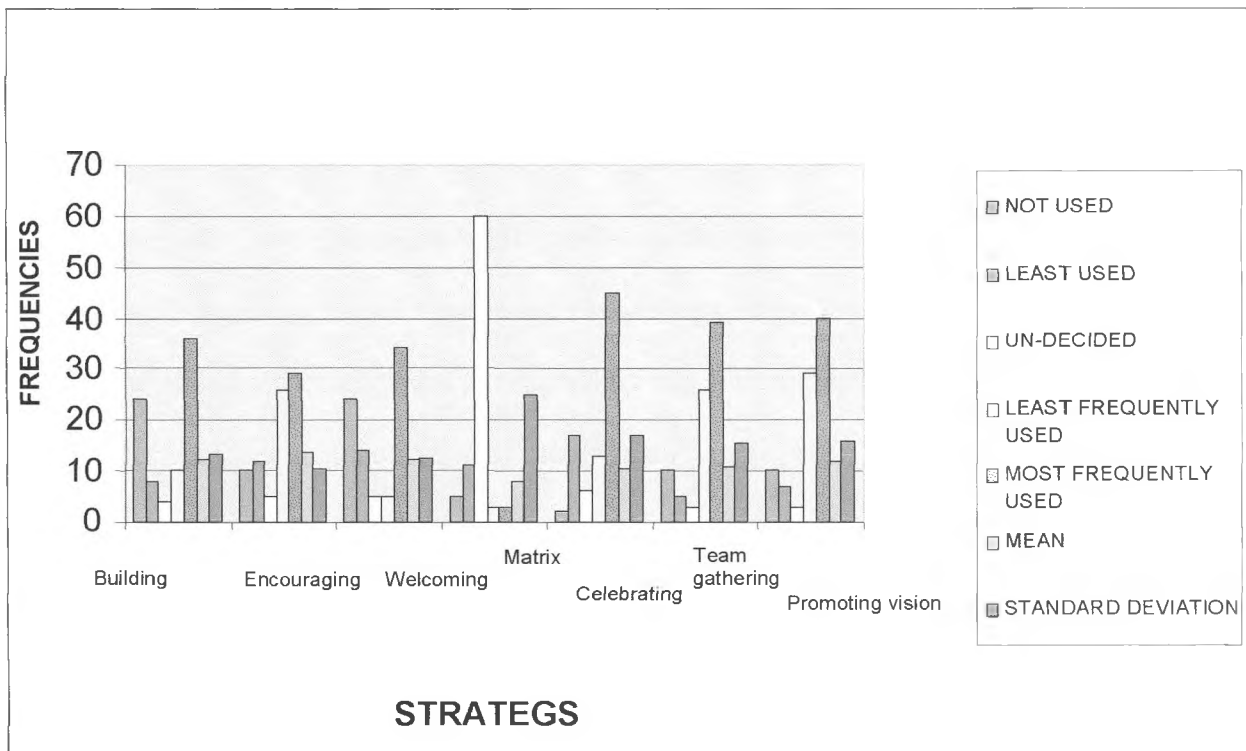
Year (s)	Frequency	Percentage
Less than one	none	none
One to three	25	34.8
Three and above	47	65.2
Total	72	100

Source: Research study

4.2 Strategies used to promote and maintain teamwork

From the analysis, strategies used to create teamwork were ranked from most frequently used to the least used as shown in the graph below.

Bar Graph Showing Strategies used to Promote and Maintain Teamwork



Source: Research study

From the analysis of the strategies used, the mean score indicate that encouraging (13.52) is the most preferred strategy followed by welcoming, 12.34, building 12.26 while the least used strategy is matrix (7.84) followed by celebrating (10.36), team gathering (10.87). Standard deviation indicates that encouraging (10.50) is the most agreed strategy due to insignificant variability by the Respondents while matrix (24.59) indicates a significant variability in the responses.

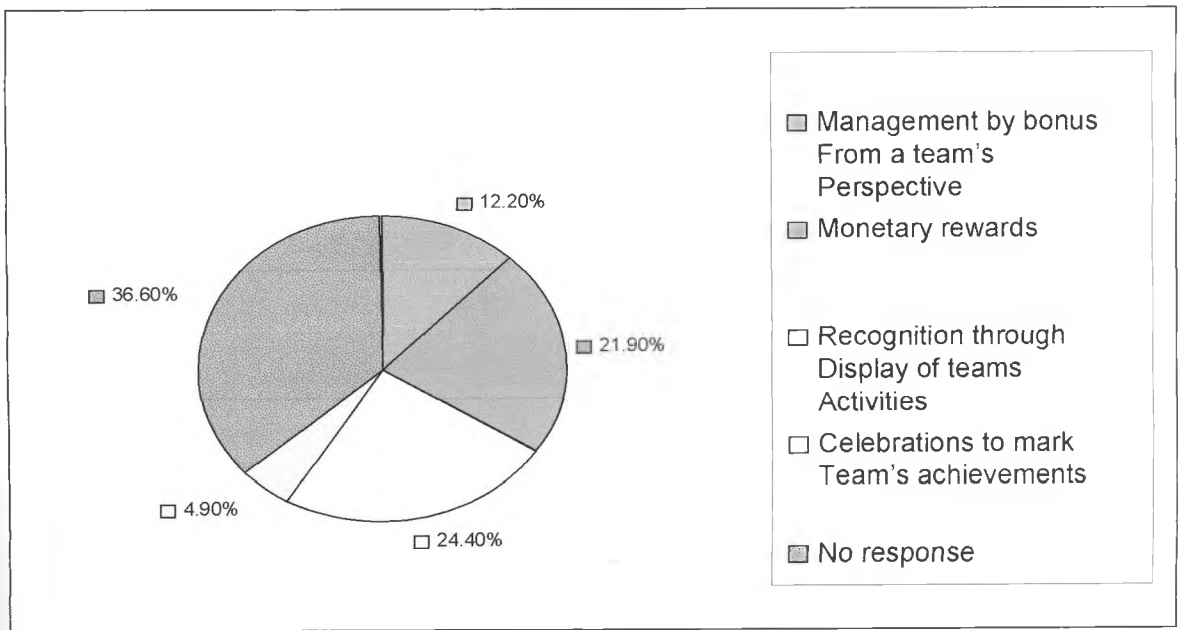
From the respondents, building, encouraging and welcoming are the most preferred strategies for enhancing teamwork while matrix was the least used strategy.

4.3. Reward Teamwork.

From the responses, recognition through display of team activities played a big part in rewarding teamwork. 24.4 % of the respondents said they used recognitions through display of team activities on notice boards or featuring them in the in-house newsletters and in some instances in the press. A

monetary reward of 21.9% was given out as most respondents said they received bonuses after a successful completion of project or an activity. Management by bonuses from a team's perspective was 12.2%, where the team members are allocated points. These points count at the end of the year when the annual staff bonuses are awarded. 4.9 % of the respondents said the celebrations to mark team achievements. The respondents highlighted that celebrations vary with the task at hand. For a minor accomplishment, it would mean a social evening and for a major accomplishment. It may result in a weekend out of town for the team on a trip fully funded by the university. However, 36.6. % did not respond to the question as shown in pie chart below.

Pie Chart Showing Types of Rewards



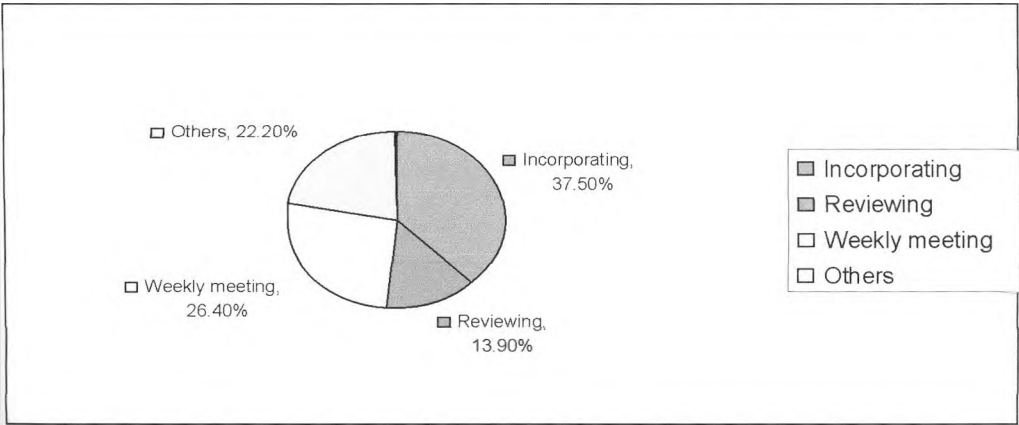
Source: Research study

4.4 Supervision of Teamwork.

As shown in Table 6 below, 41% of the respondents indicated that they were supervised through incorporating a member of the management into a team, to guide them and ensure that all the activities of the team are done in accordance with the University policies. 31.5% of the

respondent's supervised team through weekly meeting with the management. This is where teams presented all their proposals to management and report on the progresses of their activities. 13.9% of respondents noted that they usually supervise their team by reviewing team project charters. The charters are prepared on formation of the team with management representation. These charters are reviewed periodically to monitor the teams' progress. 10% was for others. Therefore majority of the respondents agreed with incorporation of a member of management into a team and supervision through weekly meetings as shown in the Pie chart below.

Pie chart showing Supervision of Teamwork.



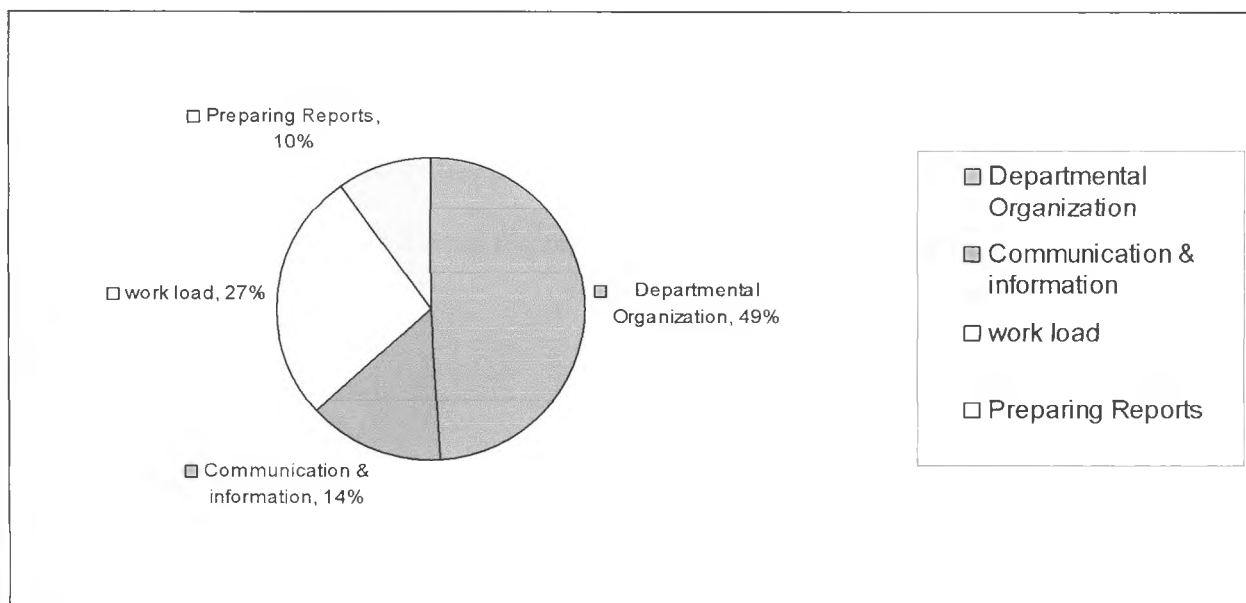
Source: Research study

4.5 Role of Technology

The table below indicates that respondents positioned the role of technology in enhancing teamwork as follows. 49% respondents indicated that technology was very useful to them since it was used to organize the departments' specific goals - where all relevant information was transmitted to all members. For example, the timetable could be sent to the students' management information accounts which were easily accessed thus saving time, resources and space on notice boards. 10% said technology made it easy to prepare reports as the software packages available were diverse and facilitated this. 14 % respondents said that it enabled exchange of information and

communication. This was done through email, shared folders in the server and in some cases intranets. This made it possible for each member of the team to follow team progress at all times especially if team members were not in the same geographical location. 27% said it was used to reduce workloads through sufficient teamwork, where different members of the teams are assigned tasks according to the resources under control. An example is where the members with access to the internet would be given the research component of the task.

Pie chart Representing the Role of Technology



Source: Research study

4.6 Resources used to develop team building skills

Respondents said that both in-house resources as well as external consultants were used to develop team building skills. In some cases only one set of resources is used while in some, both sets were used. 60% of the respondents use in-house resources to develop teamwork. This involved both the Deans office and the departments coming up with activities geared towards team building. 40% of the respondents used the services of external consultants to develop team building skills.

Most of these activities were done in various locations. 60% of the respondents were communication and counseling experts who were called in from time to time to conduct seminars and courses on team building. The effectiveness of team building training was measured in various ways. From the respondents, 27% used good working relations among team members. Prior reviews before and after the training were used to determine if any change had taken place. 36% used improved team performance. This is not restricted to the output of the team but also how the various members interact and work together. 22% used customer surveys on efficiency and effectiveness. The surveys are carried out continually and are therefore able to monitor the progress of the team.

The average percentage of the budget allocated for staff training activities to enhance teamwork is 18%. This is mainly because in-house resources are used more, with the external parties called upon on few occasions. 53.8% of the respondent's carried out a cost-benefit analysis to quantify the costs and benefits of the team building exercise. The main reason given for not doing it was inadequate empowerment to evaluate training.

However, 20% of the respondents were unable to use some strategies they would have loved to use. These included a reward system for individual efforts and team briefing. The reasons the above strategies were not used were lack of staff commitment and awareness to teamwork and its benefits. Budgetary constraints, where little or no resources are made available, teamwork strategies are mostly employed quarterly though a few were employed daily, weekly, semi-annually and annually. 80% reported that the role of non-management staff was in forming teams while the remaining 20% reported that their role was to motivate teams. The role of the management team was given as follows, 42% forming teams, 75% guiding teams, 75% appraising teams and 42% rewarding teams.

4.7 Difficulties in forming teams and maintaining teams

The difficulties encountered by the respondents when forming teams include a 19% resistance to teamwork. This is mainly with high achievers who prefer to be appraised as individuals rather than a team. 20% motivating teams, this is especially in situations where resources are not readily available and where management is not very supportive.

45% of the respondents attributed lack of cooperation by team members to situations where some people refuse to participate and expect the other members to do all the work. In some situations, it was members being critical of the decisions made by the team without giving alternative options.

10% appraising teamwork as it is difficulty at times to measure the contribution of all the teammembers.10% rewarding teamwork. This is because is difficulty to please members while others prefer recognition.

When it comes to maintaining teams, the respondents said 18% resistance to work in teams. This is especially with people whose inputs keep on being rejected and are therefore unhappy with teamwork. 28% lack of corporation by team members especially when some members are never available for team meetings or do not do the work assigned to them such that the other members of the team have to carry their weight. 30% motivating teams. This is especially common where no Benefits are seen for working in a team and members prefer to work on their own where their individual contributions are recognized.15% appraising teamwork. This is especially because it is difficulty to measure the contribution of each member of the team. Some members may work very hard but their efforts are sabotaged by those members who always have good ideas but are never allowed to express them.30% Rewarding teamwork. This is because different members of the team will prefer different rewards. Not every body will appreciate the rewards given. These difficulties are handled by the employees participating in forming teams, discussions amongst employees, setting up of team objectives together and incorporating management into the teams.

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary Conclusions

From the findings, it is evident that teamwork is used in the educational sector. It's important for the educational sector to embrace this phenomenon as it adds great value to the higher institutions of learning. From the findings, it was found that the universities that employ team work are among the best performers in the education sector.

The teamwork strategies commonly used in the school of business surveyed include; building commitment, promoting a vision and a mission, welcoming in put from all team members.

These strategies create a sense of belonging to the members, therefore total involvement and participation of all team members make each member feel being part and parcel of the team.

Team work strategies that the researcher found from respondents and were not commonly used in the university was the issue of reward system for individual since it was so expensive for the university to give individual appreciation compared to what is allocated in the budget.

The University ought to revisit and analyze the strategies they use by ensuring that they are attractive to both staff and management. This will reduce the resistance by staff as well as supporting the management. The staff members are also encouraged to fully participate in formulating their strategies so that team can be achieved.

The research revealed that the employee recognition and monetary rewards are widely used by the University in rewarding team work. While it may be good for the staff, logistics need to be availed so that there is no direct connection. It may be desirable if the rewards were linked to quality performance and commitment which would ultimately translate to better pay and promotions and recognition.

Weekly management meetings appear to be the most favored form of supervising team performance. This is acceptable so long as the team members are made to feel part and parcel of

the group and are freely able to contribute to the meeting. If the meetings are, however used to dictate the wishes of management, it would weaken the performance of the team.

Technology's role in enhancing the performance of the team mainly concentrated on the communication and Research services. There is need for the University to continually improve and invest in the latest technology to ensure that it is efficient. The staff of the University needs to be trained to ensure that they do quality work and are at par with the changes in the environment.

From the respondents, it was revealed that in-house training was used in the team building. It is important to include external resources since they bring important ideas, knowledge and perspectives to team work. This is done especially where there is resistance to team work.

The in-house resources need to be trained to ensure that they transfer the skills effectively.

The focus of team building exercise should among other things be on leadership skills, interpersonal communication skills and self –development. It should build trust and confidence between members of the team, establishing a common ground where they can work together effectively.

The findings also indicate that training activities geared towards team work are not taken seriously. This is seen with only 54% of the respondents carrying out cost benefit analyzing of the team building exercises. This needs to be addressed and measures taken to improve the situation to ensure that the University receives the real value of training.

From the study, it was discovered that factors that hindered the effective use of team work included resistance to work in teams. This could be as a result of two categories of the employees found to be non team players. These employees may have their goals on personal gains and also competition against their co-workers.

5.2 Recommendations

The University needs to identify the staff/employees and talk to them separately, so as to understand the need for working as a team they are incorporated to.

There is also the need to generally make the staff aware of the benefits of team work and to ensure that once teams are established, staff members are committed to maintaining them.

The University policies ought to be revised to ensure that it accommodates and supports team work.

The role of the top management is crucial for team work to survive since when they lead by example and all the staff members will follow them. Therefore it is important for top management to understand the value of the team work and support it fully.

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APPENDICES

QUESTIONNAIRE

PART 1: GENERAL INFORMATON

1. Name of the respondent.....

2. what position do you hold in the university

Lecturer ()

Doctorate ()

Professor ()

Others (SPECIFY).....

3. How long have you worked in this university (tick where appropriate)

A) Less than one year

B) one to three years

C) three years and above

4. Which department do you belong? (Tick where appropriate)

A) Business administration

B) Management science

C) Finance and accounting

Others (SPECIFY).....

PART 2: SPECIFIC STRATEGIES USED.

5. How do you create and maintain teamwork in your department?

6 Is work assigned to individuals or teams? Tick where appropriate

A) Individuals

B) Teams

C) Both

7 Which among the following strategies do you use to create team work?

(Tick where appropriate)

Teamwork strategies	Not used	Least used	undecided	Less frequently used	Most frequently used
Building commitment and confidence					
Encouraging the use of in group jargon					
Welcoming all input from all the members of the team					
Function/ matrix reporting structure					
Celebrate team members personal success					
Encourage informal team gathering					
Promoting a vision and a mission for the team					

8 How often are these strategies employed? (Tick appropriate)

Daily

Weekly

Fortnight

Monthly

Annually

Others if any specify.....

9 How do you reward teamwork as a manager or supervisor? (Tick appropriate)

- A. Management of bonus from a team perspective
- B. Monetary rewards
- C. Recognition through display of teams activities
- D. Celebrations to mark teams' achievements.

10 How do you supervise teamwork? (Tick appropriate)

- a) By incorporating a member of the management into the team
- b) By reviewing the teams project Charters and minutes after each meetings
- c) Through weekly meetings with management
- d) Others (specify).....

11 What role does technology play in enhancing teamwork?

12 (a) Do you use in- house resources to develop teamwork (Tick appropriate)

Yes

No

13 How do you measure employees' effectiveness? (Tick appropriate)

- 1) Improved performance of the team
- 2) Good relations among team players
- 3) Customer survey on efficiency and effectiveness

14 Do you use the services of external consultants to develop team building skills?

YES

NO

If YES explain

15 How do you measure their effectiveness?

16 Do you carry out a cost benefit analysis to quantify the cost and benefit of the team building exercise?

Yes

No

17 Are there any other strategies you would wish to use but cannot be used?

Yes

No

(a) If yes, what are they?

(b) What would hinder their use?

18 What percentage of the staff training budget is allocated to activities that enhance teamwork?

19 What is the role of non- management staff in maintaining teamwork? (Tick appropriate

A. Forming teams

B. Motivating teams

C. Others (specify)

20 what is the role of management in maintaining team work? (Tick appropriate)

A. Forming teams

B. Guiding teams

C. Appraising teams

D. Rewarding teams

E. Others(please specify)

21 what challenges do you face while forming teams?

22 What difficulties do you face in maintaining the teams?

23 How do you handle the difficulties that arise?

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Please provide any other information you consider relevant to this study.