

**THE ESTABLISHMENT OF EFFICIENT
OPERATIONAL WORK TEAMS IN A
MULTICULTURAL SECURITY SERVICES SECTOR**

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**BLOEMFONTEIN
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DECLARATION WITH REGARD TO INDEPENDENT <u>WORK</u>

I, Deseré Kockt, do hereby declare that this research project submitted by me, in the fulfilment of the degree **MAGISTER TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT** at the Technikon Free State, is my own independent work and has not been previously submitted by myself or any other person in the fulfilment of any qualification.

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SUMMARY / OPSOMMING

With the introduction of a new dispensation, the South African labour market changed irrevocably. Companies had to find ways to comply with new legislation, without losing their competitiveness. Against this background, the focus fell on work teams as a possible means of coping with new challenges. The security industry was selected, as work teams form the basis of their operational success, with Securicor Gray being selected as a company, because it is one of the main role players in the South African security industry. The possible influence of diversity was investigated, as work teams consist of culturally diverse team members. The role of the team leader was examined by means of the leadership model of Hersey & Blanchard. Attention was also focused on training and its possible impact on team members.

Met die totstandkoming van 'n nuwe bestel, het die Suid-Afrikaanse arbeidsmark onherroeplik verander. Maatskappye moes nuwe metodes vind om aan nuwe wetgewing te voldoen, sonder om hul mededingendheid te verloor. Teen hierdie agtergrond val die fokus op werkspanne, as 'n moontlike manier om nuwe uitdagings te hanteer. Die sekuriteitsindustrie is geselekteer, aangesien werkspanne die basis van hulle operasionele sukses vorm, en Securicor Gray is as maatskappy gekies, aangesien dit een van die hoof rolspelers in die Suid-Afrikaanse sekuriteitsindustrie is. Die moontlike invloed van diversiteit is ondersoek, omdat werkspanne uit kultureel diverse lede bestaan. Die rol van die spanleier is verduidelik aan die hand van die leierskapsmodel van Hersey & Blanchard. Aandag is ook aan opleiding en die moontlike impak daarvan op spanlede geskenk.

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CHAPTER 1: INTRODUCTION

The background to the study, statement of the problem, aim of the study and the research methodology are outlined in this chapter.

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1.1 BACKGROUND

After the April 1994 elections, a new dispensation was introduced in South Africa that changed the face of the political arena, as well as the workplace, forever. The new dispensation meant the introduction of new labour legislation that subsequently paved the way for major changes in organisations. The tendency seems to correspond with changes in other parts of the world. It is for this reason that the area of interest for this study lies in new ways for organisations to enhance productivity and still comply with legislation. This cannot be easy, as groups of people that were traditionally isolated from each other, are now working together in order to achieve organisational objectives.

The implementation of work teams is a fairly new concept, although there are examples of companies that have been doing this since the 1970's (Robbins, 1998: 284). Teamwork as a concept could have an impact on the way employees experience the work situation, in terms of interaction with peers. The establishment of work teams has certain inherent complexities, which are multiplied by the presence of cultural heterogeneity. In this sense homogeneity and heterogeneity will be examined in terms of visible factors such as culture, gender and language, and invisible factors such as perception. The visible factors will aid in providing a profile of the respondents under investigation, in order to put the empirical results into perspective. The discussion will commence by focusing on the development of human culture as a focus point in an attempt to explain the origins of human behaviour.

The work team concept will then be examined by referring to its relevance for modern business. Security services, as industry of interest, were chosen mainly because diverse work teams form part of their operational success. Factors influencing the security industry will be investigated, as it influences the work teams that operate within its parameters. The role of the team leader will be highlighted with regard to the maturity levels of team leaders and their team members. This will be achieved by focusing on the leadership model of Hersey & Blanchard. Within this framework, diversity training will be proposed as a management tool, which could aid employees in adapting to a diverse organisational climate. In this regard, a process of cultural learning needs to take place, where individuals from different cultural backgrounds constantly learn something new from each other. As this study is of a qualitative nature, results will be fully explained and, where applicable, visually presented.

1.2 STATEMENT OF THE PROBLEM

Some work teams perform better than others on operational level.

1.3 AIM OF THE STUDY

1.3.1 PRIMARY AIM

- Determining the criteria having an impact on the effectiveness and efficiency of operational work teams in the security industry.

1.3.2 SECONDARY AIMS

- To examine the impact of cultural diversity on team performance.
- To establish the influence of the team leader on team performance.
- To ascertain the effect of training on team performance.

1.4 FIELD OF RESEARCH

The field of research is the security industry, which mainly utilises operational work teams as buffers to entrance and loss control. This is a growing industry, mainly due to increasing criminal activities and the need for organisations to protect their profits and employees. A study of their operations seems justified.

1.5 METHODOLOGICAL OVERVIEW

1.5.1 LITERATURE STUDY

Applied research was undertaken, as a practical problem needed to be solved. As far as the collection of data is concerned, Leedy & Ormrod (2001: 94) point out that data could be regarded as manifestations of the truth rather than the truth itself.

Research thus seeks, through data, to discover the truth. Welman & Kruger (1999: 2) describe research as "a process in which scientific methods are used to expand knowledge in a particular field of study".

Against this background the unit of analysis can be an individual, dyads, groups, divisions, industries and even countries (Sekaran, 1992: 107). The unit of analysis in this study was groups - more specifically, teams. Data were mainly recorded by means of questionnaires – thus the primary method of data collection. Hannagan (1997: 5) regards primary data as essential in understanding certain phenomena. Secondary data were also used, and are described by Hannagan (1997: 5) as “second-hand” data that are widely available. Secondary data in terms of managerial information and subject-related literature were utilised.

1.5.2 EMPIRICAL RESEARCH

The empirical information was gathered by means of questionnaires to clients and team members.

1.5.2.1 QUESTIONNAIRES

Questionnaires are an effective means of gathering data without the direct involvement of the researcher (Salkind, 1997: 149). A client questionnaire was requested and administered by the management of Securicor Gray and served as a pre-test to the study. It aimed to ascertain the positive and negative feelings of clients towards the service rendered by Securicor Gray. [Refer to annexure B, p 146.]

Although the questionnaire was meticulously compiled and personally delivered by the various team leaders to Securicor Gray clients the response rate was low. A closer examination also showed that some of the questions were misinterpreted by the respondents. In the preparation of the team member questionnaire for this study these

problems had to be taken into account, resulting in the decision to do a pilot study beforehand in order to test the understandability of the questions to be asked. A decision was also taken by the researcher to distribute and collect the questionnaires personally to ensure an acceptable response rate. [Refer to annexure D, p 151.] With regard to the team member questionnaire, the researcher endeavoured to follow the guidelines as proposed by both Leedy & Ormrod (2001: 202) and Sekaran (1992: 206):

- Questions were sequenced so that relevant aspects were grouped together. As indicated by Sekaran (1992: 206), questions should be sequenced to lead from those of a general nature to those that are more specific, and from relatively easy to more difficult.
- The questions were purposefully not very difficult, as they had to be completed by operational-level employees. The questionnaire were compiled in both English and Afrikaans, as it was determined that team members were able to understand one or both of these languages.
- Clear instructions were provided regarding the answering of the questionnaire. The name and contact number of the researcher also appeared on the cover page of the questionnaire.
- The questionnaire was compiled so that the prominent constructs, as indicated by the literature section (p 1-86), were covered. This included questions regarding the task, the team, the team leader, and the respondent's present and

future training needs. The questionnaire was compiled to include a multitude of different questions, such as responses on a three-point scale, yes/no and open-ended questions. Open-ended questions gave respondents the opportunity to elaborate on their responses.

This is in contrast to closed-ended questions, which require respondents to make choices among set alternatives supplied by the researcher (Sekaran, 1992: 203). This method was also used in the client questionnaire, as requested by management.

- This study falls into the category of a personally administered questionnaire. Sekaran (1992: 200) describes this method, as confined to a local area, where the organisation is willing and able to assemble groups of employees to respond to the questionnaire. In this regard, the area managers for the Bloemfontein area were instructed to handle the questionnaires, with the process being carried out during the month of December 2001. This was feasible, as team members are not allowed to take leave during this period. The area managers were further instructed to exclude team members that participated in the pilot study.

The conclusions and recommendations of this study were done according to the parameters set by research methodology practices. In this regard Leedy & Ormrod (2001: 8) note that the methodology controls the study, directs the acquisition of data, arranges the data in logical relationships, sets up means of refining raw data, and contrives an approach so that the meanings that lie below the surface become

manifested. A conclusion, or series of conclusions, could then lead to an expansion of knowledge.

They also point out that the process is a unified effort, as well as an appreciation of its component parts. Research methodology thus controls and dictates the acquisition of data, and also correlates the data so that meaning could be extracted from it.

1.6 CHAPTER LAYOUT

1.6.1 CHAPTER 2: Culture and human behaviour

This chapter will provide an overview of culture, in an attempt to explain the origins of human behaviour.

1.6.2 CHAPTER 3: Work teams and productivity

Against the background of cultural differences, work teams will be proposed as a mechanism in which organisations could attain high performance outputs.

1.6.3 CHAPTER 4: Internal and external influences on team performance

Individual differences exist because of what individuals inherit from their parents, as well as the environment in which they grow up. This cultural environment strongly influences the perceptions individuals are likely to exert. This will influence the internal functioning of work teams. The external influences on team performance include the factors that influence the security industry, and will also be examined.

1.6.4 CHAPTER 5: Managing diverse work teams

This chapter focuses on the management of diversity, especially in work team context. Diversity training is proposed as a mechanism in which competencies could be acquired to deal with the challenges of diversity.

1.6.5 CHAPTER 6: Securicor Gray from an operational work team perspective

This chapter will provide an overview of Securicor Gray as a company.

1.6.6 CHAPTER 7: Analysis of questionnaires

The research findings of the study are stipulated in this chapter.

1.6.7 CHAPTER 8: Conclusions and recommendations

This chapter will highlight the conclusions reached, based on the analysis of the research findings, as well as appropriate recommendations.

1.6.8 Annexures

The annexure section includes a map of the geographical area of the study (annexure A, p 144), the client questionnaire (annexure B, p 146), as well as a letter of confidentiality (annexure C, p 149) and the team member questionnaire as attached in annexure D, p 151.

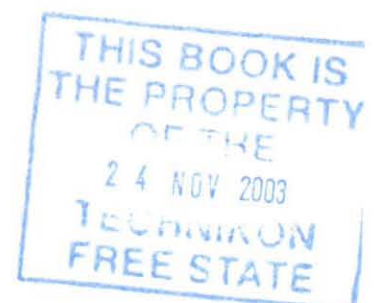
1.6.9 Bibliography

The Harvard method of reference was utilised throughout the text and in documenting the sources.

CHAPTER 2: CULTURE AND HUMAN BEHAVIOUR

This chapter focuses on the development of culture and how it is an essential element in human behaviour. This is achieved by means of an in-depth discussion regarding the origins, nature and dimensions of culture, as well as the process of cultural change and the factors that are likely to cause it.

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2.1 INTRODUCTION

God created all people different, not only in terms of colour, race and ethnicity, but also in terms of appearance and personality. Humans have tried, since the beginning of time, to explain these human differences. This chapter will, as a background to the study, provide some insight into human behaviour. When a child is born into a specific culture, he or she is taught the rules of that culture, which include appropriate ways to behave and adapt to the environment. These patterns will stay with a person throughout his or her life. Although cultures, especially with regard to traditional non-Western cultures, have undergone some major changes throughout the centuries, there seem to be basic traditional beliefs that remain the same through generations.

In this regard, the study of culture attempts to describe some underlying dynamics that make all cultures unique, which could lead to a better understanding of the behaviour of individual members. In the modern business world of today, it is imperative that individuals understand each other as members of the same organisation. This chapter will focus on the study of culture, and how it aids individuals in becoming productive members of not only an organisation, but also society. Culture is in essence the most important component of any individual's life, as it prescribes the rules of a given culture, without which individuals would not be able to function as members of society.

The transmission of culture to a child is so important that it will lead to unquestionable assumptions regarding acceptable and unacceptable behaviour. These assumptions are an inherent part of the culture, and are rarely discussed. Assumptions lead to values and beliefs, which in turn influence the behaviour of individuals. It is for this

reason that different cultures might have problems in understanding each other's actions.

Since there are so many different opinions regarding the true nature of culture, the researcher will not present a model of culture, but will rather focus on a discussion of the different ways in which culture is interpreted. In this regard the study of anthropology provides some guidelines. Anthropologists seem to agree that all cultures develop certain characteristics, which could change, mainly due to contact with other cultures. Possible change mechanisms will thus be explored. The development of human culture will be differentiated from the development of organisational culture, as a parallel exists between these two concepts.

2.2 CULTURE

The study of human culture is strongly related to the study of anthropology, as it attempts to explain the origins of humans. Ferraro (1994:4) distinguishes the four sub-fields of anthropology as follows: archaeology, the study of ancient and prehistoric societies; physical anthropology, the study of humans as biological entities; anthropological linguistics, the comparative study of languages; and cultural anthropology, the search for similarities and differences among contemporary peoples of the world. When one focuses on the contributions anthropology could make to the more effective conduct of national and international business, cultural anthropology stands out as opposed to the other three sub-fields.

Hicks & Gwynne (1994: 6) regard cultural anthropology as everything that people do, think, make and say. The first comprehensive definition of culture was formulated in 1871 by the British anthropologist, Sir Edward Burnett Taylor. Taylor defined culture as "that complex whole which includes knowledge, belief, art, law, morals, custom and other capabilities and habits acquired by man as a member of society" (Haviland, 1994: 304). Since then the term has been further explored and elaborated on by numerous authors. Ember & Ember (1985: 5) state the following: "To an anthropologist, the term culture generally refers to the customary ways of thinking and behaving characteristics of a particular population or society. The culture of a large group is therefore composed of its language, general knowledge, religious beliefs, food preferences, music, work habits, taboos, and so forth."

In a more recent definition, Podolefsky & Brown (1999: 119) explain that culture is the ultimate achievement of human beings, as it is their primary means of survival, which sets them apart from animals. A variety of definitions [see Jahdt (1998: 6), Bohannan (1995: 3), Spradley & McCurdy (1994: 4), Young (1996: 34), Desmond (1997: 35), Cox & Beale (1997: 147), Kreitner & Kinicki (1998: 33), Gerritsen (1998: 28) and Joynt & Warner (1996: 33)] show that even amongst anthropologists, who claim culture as their guiding conceptual principal, there is no agreement on a single definition of the term. In a globalised world that is progressively becoming part of our daily life, cultural barriers are breaking down and cross-cultural understanding needs to take place. In this context the definition of Ember & Ember (1985: 5) is relevant.

Culture is made up of a multitude of dynamic elements, which include its nature and dimensions and the mechanisms that facilitate cultural change. As outlined in the introduction the root of our cultural differences needs to be explored, as this will provide insight into our differences.

2.2.1 THE ROOT OF OUR CULTURAL DIFFERENCES

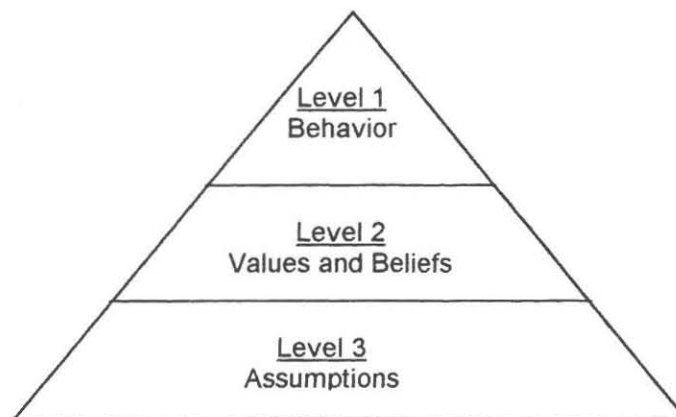
Every human society has its own shape, its own purpose, and its own meanings, which are expressed mainly in arts and living. The making of a society implies that common meanings are found amongst the members of a given society. In this regard Haviland (1994: 304) defines society as “a group of people occupying a specific locality, who are dependent on each other for survival and who share a common culture. The way in which these people depend upon each other can be seen in such things as their economic systems and their family relationships; moreover, members of a society are held together by a sense of group identity.”

From this perspective every individual undergoes a process of conditioning in growing up in a certain culture. Berger (1996: 4) is of the opinion that from infancy we are given “sealed orders” on how to behave, as well as the rules that reinforce these orders.

Culture could be divided into three levels, as shown in fig. 2.1 (Berger, 1996: 16; Lussier, 2000: 227), and implicit and explicit culture can be distinguished. Implicit culture is regarded as assumptions and it lies on the unconscious level, which means that aspects are deeply engrained and rarely discussed. Our basic assumptions define the meaning we assign to things around us, as well as solutions to basic problems.

Assumptions in their turn produce norms and values, which represent and provide the operating principles that guide decision-making and behaviour and result in explicit culture, namely behaviour. Behaviour is visible culture, and is reflected in music, architecture, food, language, dress, and so forth (Lussier, 2000: 228). [Refer to fig. 2.1.]

Fig. 2.1 Levels of culture



Source : Lussier (2000: 228)

These manifestations are often the reason why people experience cultural shock when moving from one culture to another, as everything seems strange and different from the norm. Culture shock is a condition that refers to “a group of physical and psychological symptoms that can develop when a person is abruptly placed in a foreign culture” (DuBrin, 2000: 33). It is thus safe to argue that cultural differences evolve, because given groups of people develop different values and beliefs based on their cultural assumptions.

In this regard the process of enculturation takes place, which includes the transmission of culture through parents and society to the young. But it also implies that deviations from acceptable behaviour could be punished. Hicks & Gwynne (1994: 49) describe enculturation as the process, whereby an individual absorbs the details of his or her particular culture. In this regard, language is essential in transmitting culture and sharing experiences with others. Culture could also be transmitted through imitation, which involves wordless, symbolic behaviour and experience, by trying things first-hand. These aspects will be dealt with in due course, but first the term organisational culture needs to be clarified.

2.2.2 HUMAN CULTURE VS ORGANISATIONAL CULTURE

Mullins (1996: 711) applies the levels of culture to organisational culture by stating that organisational culture could be described in terms of the underlying assumptions about the way work is performed, which includes acceptable and unacceptable behaviour and actions. It also includes the traditions, values, policies, beliefs and attitudes of the members of an organisation. This shows a linkage between human culture and organisational culture.

Hodge, Anthony & Gales (1996: 266) add to this by describing organisational culture in terms of a two-level construct, on an observable and an unobservable level. At the observable level, culture includes aspects such as architecture, dress, behaviour patterns, rules, stories, myths and ceremonies (level 1: Behaviour).

At the unobservable level organisational culture includes shared values, norms, beliefs and assumptions, which make organisational culture the configuration of these two levels (level 2: Values & Beliefs).

Organisational culture proves to have a close link with the development of human culture, as each must be developed by the people that utilise it. Organisational culture is an extension of human culture. As it develops in a smaller context, it also involves the sanctioning of acceptable behaviour.

2.2.3 THE NATURE OF CULTURE

In order to determine the true meaning of culture one has to refer to its distinguishable characteristics. According to Bodley (1994: 2) these characteristics involve a system of shared meaning, which is learned by individuals and comprised of symbols. These aspects are integrated, and not thought of as separate entities.

2.2.3.1 CULTURE IS SHARED

Culture entails a set of shared ideas, as well as values and standards that guide behaviour. This means that members of the same group could more or less predict the behaviour of other members.

Our everyday lives consist of the invisible sharing of ideas, which enables individuals to interact and work together. Haviland (1994: 304) illustrates this in the following way: A group of different cultures, stranded over a period of time on a deserted island, might appear to become a society of sorts. They would have a common interest - to survive -

and would develop techniques for living and working together. Each member would, however, retain his/her own identity and cultural background, to which they would revert as soon as they were rescued.

2.2.3.2 CULTURE IS LEARNED

Culture is not a genetic trait, as members learn the elements through interaction with others in the same culture. In this regard Jandt (1998: 8) focuses on cultural myths, as they represent society's values handed down from one generation to the next. According to him, it also helps to make the world in which we live understandable, to support the social order and to educate the young. Myths provide a guide for living, they change slowly and are widely taught and believed. Myths are normally expressed in novels and other forms of literature.

Bodley (1994: 2) adds to this by describing culture as a social phenomenon. Spradley & McCurdy (1994: 8) agree and regard every social system as a moral order where shared values bind together human societies. This gives people a sense of belonging and of being a member of society.

The learned nature of culture is illustrated in a case that Haviland (1994: 46) mentions of a filthy, naked boy that was found wandering in the wooded countryside near the village of Aveyron, France, in 1799. The boy, about 11 or 12, was placed under the guidance of a doctor, who taught him the ways of civilisation. But after five years, the doctor was still unable to transform the "Wild Boy of Aveyron", as he was called, into a normal person. The main reason for this was that the boy had lacked exposure to

culture during his impressionable years, which seemed to make it impossible for him to absorb it later.

The learned nature of culture makes it essential that culture should be learned at an early stage in life, otherwise it seems individuals are not able to absorb it. This places a major responsibility on parents and society to teach their young what is expected of them. In this sense, every culture provides its members with rules, which refer to socially agreed-upon behaviour, as well as norms, which refer to appropriate and inappropriate behaviour (Jandt, 1998: 18).

2.2.3.3 CULTURE IS BASED ON SYMBOLS

A symbol is only a symbol if the same meaning, is attributed to it by other members of the same culture (Parmentier, 1994: 4). Symbols are an integral part of culture and include aspects such as art, religion and money. Symbols are transmitted from one generation to the next, by means of mainly language (Jandt, 1998: 18).

2.2.3.4 CULTURE IS INTEGRATED

The different aspects of culture are integrated and not regarded as separate units. It is for this reason that anthropologists break culture down into small sections, for the purpose of comparison and analysis. The interaction between the interdependent parts is then examined, in order to comprehend the bigger picture (Hicks & Gwynne, 1994: 49).

2.2.4 THE DIMENSIONS OF CULTURE

As mentioned before, due to assumptions cultures develop different values and beliefs, which give rise to different behaviour (Lussier, 2000: 227). This implies that individuals react differently when attempting to solve the basic problems of humanity, like for example shelter, food and clothing (Gallois & Callan, 1997: 23). For this reason certain dimensions emerge, the most prominent being the universalist vs. the particularist society, individualism vs. collectivism, neutral vs. affective relationships, and time orientation.

2.2.4.1 UNIVERSALISM VERSUS PARTICULARISM

Each society develops its own standards and values when dealing with societal and personal conflict. Universalist societies like the United States, Australia and many Northern European countries, tend to feel that the rules that society presents must prevail over the interests of the individual (universalism). However societies like Russia, China, Korea, India and the Latin cultures solve problems in a particularist way, meaning that they tend to regard individual circumstances as being more important than society's rules (Berger, 1996: 18).

2.2.4.2 INDIVIDUALISM VERSUS COLLECTIVISM

In individualistic societies, individuals are expected to make their own decisions and to take care only of themselves and their close family members. These societies embrace personal freedom, as well as the individual development of its members, and include most Western societies. Eastern, Latin and African societies are collectivist societies, as they regard the needs of society as prominent (Berger, 1996: 20). According to

Gallois & Callan (1997: 23) the tension between individual freedom and the welfare of the group has always been a challenge.

2.2.4.3 NEUTRAL VERSUS AFFECTIVE RELATIONSHIPS

The expression of emotions is also sanctioned by society. Whether reason or emotion dominates will depend on whether societies are affective (show emotions) or neutral (do not show emotions). Examples of neutral societies include the Japanese and the British, and examples of affective societies include the Latinos and North Americans (Berger, 1996: 21).

2.2.4.4 RELATIONSHIP TO TIME

Time has different meanings in different societies. A past-oriented culture bases its future on past events, such as the Europeans who view everything in the context of tradition, heritage or history. In future-oriented cultures, such as the United States, past events are unimportant, and the present is the first step towards the future (Berger, 1996: 27).

To conclude, different cultures emphasise different behavioural aspects, which have to be taken into account when individuals merge in the workplace. Needless to say, problems could arise when universalist societies try to impose solutions on a particularist society and vice versa. The same will apply in the coming together of individualistic and collectivist societies and past- and present-orientated societies. These dimensions show the extent to which societies differ from each other and the necessity of people being sensitive to each other's differences.

2.2.5 CULTURAL CHANGE

Change is inevitable. Individuals may deliberately change their ways, but much change is accidental, as contact with other cultures may lead to the introduction of “foreign” ideas into existing cultures. According to Haviland (1994: 641) several mechanisms could facilitate cultural change. These include the process of innovation, diffusion, cultural loss and acculturation.

Innovation occurs when someone within a society discovers something new that is accepted by other members of the society or other societies. This could include any practice, tool or principle. Those that involve the chance discovery of a new principle are referred to as primary innovations, and those that result from the deliberate applications of known principles are secondary innovations (Haviland, 1994: 641).

Diffusion is the borrowing of something from another group. Haviland (1994: 641) mentions that borrowing is so common that it amounts to as much as 90% of any culture’s content. Borrowing is normally selective, and cultures tend to select aspects from other cultures compatible with their own. Cultural loss refers to the abandonment of an existing practice with or without replacement. Frequently the acceptance of new innovation leads to the loss of an older one, without replacement (Haviland, 1994: 641).

Acculturation occurs when groups of people with different cultures come into intensive first-hand contact, which results in changes in the original cultural patterns of one or both groups (Haviland, 1994: 641). Chemers, Oskamp & Cistanzo (1995: 23) elaborate on the term acculturation, pointing out three important elements, namely integration,

assimilation and separation. Integration means that a culture retains its own beliefs, but also interacts with other cultures. Assimilation is when a culture does not maintain its culture and the 'melting-pot' idea evolves, as in the case of the American culture. Separation implies that a culture does not care to interact with other cultures, and retains its autonomy. Other variables that could influence cultural change include the intensity of the cultural differences, the frequency and hostility of contact, as well as the status of the agents of contact. These aspects will influence cultures differently, which makes the development of every society different from the next. The emphasis should subsequently be placed on the process of cultural learning in an effort to counteract the misgivings of individuals (Haviland, 1994: 641).

2.3 SUMMARY

Culture provides us with the mechanisms to adapt to our environment and to fit into society. Culture and the science driving it (anthropology), are not new concepts, and should be applied to our modern world. The development of human culture has a close linkage with the development of organisational culture, as both are developed by the people that utilise them. It is especially through the communication media, that people are exposed to foreign ideas, which could cause cultural change. This could happen through innovation, diffusion, cultural loss and acculturation. The importance of cultural studies lies in the reality that different cultural groups are required to work together in attaining organisational goals. As the root of our cultural differences lies in the ways we were enculturated, we approach tasks differently. As cultural norms form the basis of our upbringing, they also act as foundation for the development of individual behaviour. This will be elaborated upon in chapter 4.

CHAPTER 3: WORK TEAMS AND PRODUCTIVITY

This chapter will initially focus on teams in general, and then on why work teams are increasingly becoming popular, especially to enhance productivity. This will be accomplished by focusing on the characteristics that are likely to make teams more effective. Cross-cultural issues in the modern workplace, as well as the management of conflict, will be examined against the background of productivity improvement.

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3.1 INTRODUCTION

As mentioned before, work teams represent a meaningful way for organisations to acquire high-performance outputs. This decision was made as early as the 1970's by companies such as Volvo, Toyota, and General Foods. Twenty-five years ago this became newsworthy, since nobody else was doing it. Today, however, it is just the opposite, with organisations that do not use work teams having become newsworthy (Robbins, 1998: 284).

This chapter will initially distinguish teams from groups. From the different types of organisational teams, work teams will be proposed as a mechanism through which optimum productivity could be attained. The characteristics of effective work teams, as explained by Eales-White (1996: 22), will be explored against the background of productivity improvement. Productivity will be explained in terms of its internal and external qualities, and a model of productivity management will also serve as a guideline to managers. Cross-cultural dynamics will be explained in terms of its possible impact on team performance. Lastly, attention will be given to conflict in work teams, and a conflict management model will be proposed to aid work teams in this regard.

3.1.1 TEAMS VERSUS GROUPS

Teams should be distinguished from groups to accentuate their distinct differences. "A group is two or more members with a clear leader who perform independent jobs with individual accountability, evaluation and rewards", while "a team is a small number of

members with shared leadership who perform interdependent jobs with both individual and group accountability, evaluation and rewards” (Lussier, 2000: 343). In this regard teams are usually smaller, close-knit units, as opposed to groups, which are normally large (Greenberg & Baron, 2000: 286). The focus of the study falls on teams, more specifically work teams, as opposed to other types of teams, which will be referred to later in the chapter.

3.2 WORK TEAMS

Work teams could be regarded as natural work units that address the day-to-day tasks of the organisation (Robbins, 1998: 286). It is on this level that problems and crises should be solved on a regular basis, to ensure the smooth functioning of the organisation. To ensure that team effort is greater than individual inputs, Robbins (1998: 286) argues that a positive synergy between these two concepts should be reached. According to Maginn (1994: 1) companies that employ work teams seem to accomplish more with less time being wasted. As a higher quality of work is executed, employees are more satisfied in their jobs, which in turn leads to higher customer satisfaction. Certain phenomena exist that explain why work teams perform well. In this sense, work teams bring together complementary skills and experiences that exceed those of any individual working alone.

This broader mix of skills enables work teams to respond faster to challenges, and problem solving and creativity are stimulated. In this regard the team structure is more flexible and dynamic than any group structure (Katzenbach & Smith, 1998: 18). The other side is also true, namely that work teams could cause chaos, especially if team

members are not fully prepared to find solutions and work together. There are also certain reasons why work teams do not perform well. Some people are not inherent team players, while some are loners and some wish to be recognised for their individual achievements (Robbins, 2000: 328).

This should be considered in selecting team members, as some people already possess the necessary interpersonal skills to be effective team players. If suitable people are selected the success is more likely to improve, whereas unsuitable members might cause mistrust and confusion (Robbins, 2000: 328). According to Recardo & Jolly (1997: 4) the main reason why teams fail is usually the lack of initial planning and analysis. If organisations rush to establish work teams they could easily miscalculate how long it takes for a work team to function optimally. This applies to diverse and homogeneous work teams. As the team structure changes over time, it is a continuous process.

A sound way of facing challenges is to clarify the team rules before setting performance standards. Closely related to this are the reward systems, which should be aimed at encouraging co-operative rather than competitive efforts. Promotion, pay raises, and other forms of recognition could be introduced to reward and motivate team members (Recardo & Jolly, 1997: 4).

According to Williams (2000: 506) social loafing and self-limiting behaviour often exists amongst team members, which could impede co-operative efforts. Social loafing could occur when team members withhold their effort and fail to do their part of the work.

Self-limiting behaviour occurs when team members limit their involvement in teamwork, by daydreaming withholding opinions, and so forth.

To conclude, the contribution of work teams could be valuable in the sense that a broader mix of skills is available to solve problems and make decisions. The next section of this chapter will initially focus on the importance of work teams, and then on the necessity of productivity. A synergy will be created between the two concepts, and in the last part of the chapter the focus will shift to the diversity issue. In this regard the added challenges of heterogeneous work teams will be examined.

3.2.1 PERMUTATIONS OF TEAMS

Work teams should be distinguished from task teams, which address a specific problem or opportunity, and from management teams, which have the authority to make operational or organisational decisions (Aranda, Aranda & Colson, 1998: 7). Robbins (2000: 332) distinguishes between problem-solving teams, which meet frequently to discuss organisational problems, and cross-functional teams, where people from different levels come together to accomplish certain tasks. Wageman (1997: 49) proposes self-managed work teams, which pushes decision making to the front lines with the aim of utilising the team's intellectual and creative capacities. This places an emphasis on the maturity of team members, as well as their team leaders.

Self-managed work teams take on a different dimension, and team leaders must behave according to new guidelines. A whole new leadership philosophy needs to be developed, which means some traditional views need to be discarded. A shift in focus

shared sense of direction and purpose, with enthusiastic, committed team members that are willing to support each other in order to develop and grow. Team members furthermore need to share humour, be decisive, possess focus and persistence, plan ahead, and learn from their mistakes (Eales-White, 1996: 26).

Team cohesiveness could thus be continuously improved by team members that know and enjoy what they are doing while displaying openness, honesty, mutual respect and trust. It is furthermore imperative that team members share information with each other, as this will enable them to be more flexible and creative in dealing with various situations (Eales-White, 1996: 26). Team cohesiveness refers to the “extent to which team members are attracted to a team and motivated to remain in it” (Williams, 2000: 520). It is important that team members receive constant feedback on their performance, as this will enable and motivate them to improve. Feedback places an emphasis on the team leader, which will be examined later. These aspects were fundamental in developing the team member questionnaire. Productivity with regard to work teams will be referred to in the next section.

3.2.3 TASK SKILLS AND TEAMS

Task skills refer to the individual’s knowledge of the task that is being performed – the technical aspect of the job. Gordon (1996: 228) describes this as the first step in making quality job-related decisions. Interpersonal or leadership skills also relate to quality job-related decisions and refer to the way team members are led. This includes communication and motivation on the part of the leader.

Robbins (1998: 517) identifies five core characteristics of tasks. Skill variety refers to the degree to which a job requires skill and talent. Task identity relates to the completion of tasks and/or pieces of work. Task significance shows the substantial impact the job could have on the lives and work of people. Autonomy is the degree to which a job provides freedom and independence to individuals, especially with regard to the scheduling of duties. Feedback relates to the direct and clear instructions that individuals obtain from their leaders. Nelson & Quick (2002: 233) distinguish various task functions related to the successful completion of a team's work. They include initiating activities, seeking information, giving information, elaborating concepts, coordinating activities, summarising ideas, testing ideas, evaluating effectiveness, and diagnosing problems. Initiating activities and seeking information could involve team members and team leaders in asking questions and gathering information about the task that needs to be performed. Giving information, elaborating concepts, coordinating and summarising and evaluating the effectiveness of ideas usually involves the inputs of the team leader. The inputs of team members could be required in testing ideas and identifying problems. These task functions are likely to make teams more successful, and failure to use them could lead to disaster. With this being noted, one has to relate work teams to productivity as an essential component of teamwork.

3.3 PRODUCTIVITY

Williams (2000: 604) regards productivity as the measure of performance that indicates how much input it takes to produce or create outputs. Productivity equals outputs over inputs. The less input it takes to create an output, the higher the productivity. Every organisation should be concerned with being effective. This is a global concern,

brought on by especially the challenging economic environment, as well as fierce global competition (Mullins, 1996: 10). Productivity improvement is a persistent concern, and new ways should constantly be found to bring it about.

3.3.1 COMPONENTS OF PRODUCTIVITY

One way of improving productivity is to focus on its various components. Adendorff & De Wit (1997: 287) explain the components of productivity in terms of external and internal qualities. External components are beyond human control, and internal qualities could be managed.

3.3.1.1 EXTERNAL QUALITIES

External qualities refer to factors beyond the control of management. These include the physical environment that comprises the natural environment, which is largely beyond man's control. Examples include earthquakes, drought, floods and climatic changes.

3.3.1.2 INTERNAL QUALITIES

Internal qualities can be divided into soft and hard qualities. Soft qualities refer to intangible factors that are difficult to change, such as policies. The hard qualities refer to tangible factors, which could easily be changed and could include the quality and reliability of equipment, as well as work methods that are applied (Adendorff & De Wit, 1997: 287).

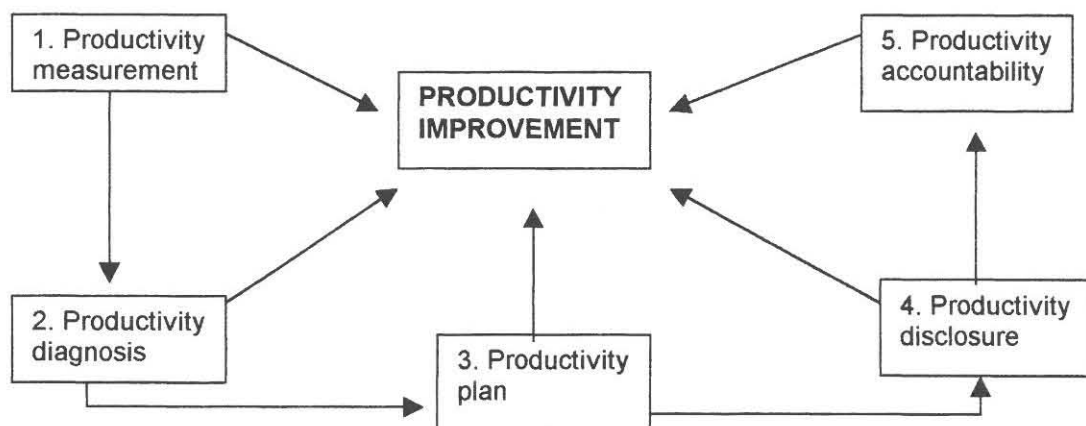
The organisational structure could play a role in productivity, if the focus is on the achievement of objectives. This places emphasis on the human resource policy of the

organization, as the aim should be on employees, who determine the degree of productivity in the organisation. Productivity is measured in order to receive feedback and therefore provide information on who to base decisions aimed at changing behaviour. This makes productivity an integral part of the functioning of any work team. Work teams and organisations should be able to distinguish which components could be changed and which not.

3.3.2 MANAGING PRODUCTIVITY

Opportunities for the immediate improvement of productivity usually arise from the internal rather than the external qualities of productivity. Organisations have no control over earthquakes, floods and so on, but they do have control over work methods and equipment. This means that the aspects over which they have control should be managed (Adendorff & De Wit, 1997: 289).

Fig. 3.2 A productivity management model



Source: Adendorff & De Wit (1997: 289)

Productivity management, as reflected in fig. 3.2, shows that the first step in the management process is to measure the existing levels of productivity, so as to ascertain real facts. The second step is aimed at identifying the possible reasons for a

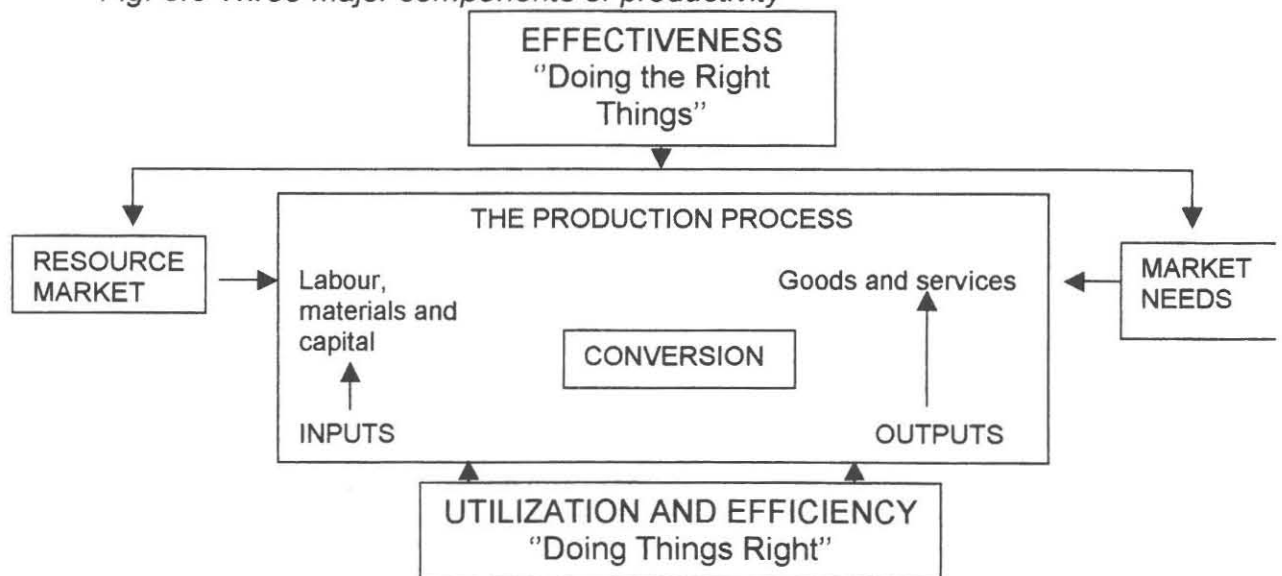
drop in productivity. The third step involves the drawing up of a productivity action plan, aimed at rectifying the situation. This could include quantitative productivity targets, as well as planned improvements to productivity, which should be supported by written objectives, strategies and tactics. This could lead to productivity disclosure, while the fifth step involves productivity accountability, during which management and employees assume joint accountability for outcomes (Adendorff & De Wit, 1997: 289). Morgan (1999: 11) is of the opinion that productivity will enhance the quality of products and services organisations offer. This will lead to greater profits and satisfied employees. The parties involved should all share in the benefits of any improvement in productivity, making it a continuous process of bettering performance and evaluating standards.

3.4 TEAMS AS EFFECTIVITY BOOSTERS

In this regard Grobler, Wörnich, Carrell, Elbert & Hatfield (2000: 122) distinguishes three major components of productivity, namely utilisation, efficiency and effectiveness.

The differences amongst these terms are illustrated in fig. 3.3.

Fig. 3.3 Three major components of productivity



Source: Grobler, et al. (2000: 123)

Productivity is not only measured in terms of output per man-hour. In fig. 3.3 it becomes clear that productivity consists of the utilisation of resources in the production process, which also includes the effective utilisation of labour (Robbins, 1998: 23). Efficiency represents the rate of conversion of raw materials, which makes it the rate of effective output to the input required to achieve it. Robbins (1998: 23) describes effectiveness as the “achievement of goals”, while Grobler *et al.* (2000: 123) describes it as “doing the right things.” Both effectiveness and efficiency are prominent in this discussion.

If work teams are doing the right things they are likely to achieve success; if not, they could lose business. One way of doing this in South Africa, where equity is enforced in the workplace, is to value diversity. The effects that this could have on the efficiency and effectiveness of work teams should also be considered (DuBrin, 2000: 28). Recardo & Jolly (1997: 4) mention another crucial aspect and argue that an autocratic management style could impede team performance. They propose a shift to the empowerment of team members, which could be time consuming, as well as extremely difficult, as individuals need to make a mind shift in order to adapt to a new situation.

Individual team members should also have clear direction as to what is expected of them (Luthy, 1998: 175). This could include not only personal planning, individual and team assignments, knowledge, skills and personal attributes, but also the development of team cohesiveness, as reflected by the model of Eales-White (1996: 26). Team synergy could enhance the efficiency of work teams, as team members are connected to each other and willing to work together as a unit. Team synergy means that the whole is greater than the sum of the parts, and if team members work together they can

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achieve more than by working independently (DuBrin, 2000: 18). In this regard Steinmann (2000: 16) identifies six principles of team synergy that should be considered. They are territorial harmony, dedication of individual strengths, rituals, trusting relationships, a sense of purpose, and team maintenance.

Territorial harmony is the ability of the work team to make the most of the environment in which it operates. This could be brought about through knowing and understanding the environmental factors. Dedication to individual strengths could be attained by focusing on the unique skills, knowledge, experience, networks and resources that different members bring to the work team. Rituals should include aspects that will strengthen the cohesion of the work team. This could include communication rituals, whereby individuals share thoughts and information. Trusting relationships start with an individual's own reliability and trustworthiness, and a true sense of purpose can only be achieved if team members spend quality time together. Constant team maintenance arises through the persistent efforts of team members in working together.

Watson & Johnson (1998: 162) address the issue of individual expectations and their influence on team performance. Team success is only possible through individual effort, and team discussions could stimulate the development of ideas, insights and strategies. The issue of teamwork versus individual achievement needs to be considered before work teams are implemented. When discussing problems, work teams provide a greater amount of crucial insight, and are also more likely to identify and reject incorrect solutions to problems, which again enhances team synergy. There are some cases where the individual outperforms the team, but the likelihood of the team performing better than the best individual increases when the problem has

multiple parts. Unfortunately work teams sometimes do not adequately utilise the resources of their individual team members.

If individual team members fail to recognise the uniqueness of their contribution, they could feel unidentifiable and experience a loss of self-awareness, which is not good for team synergy (Watson & Johnson, 1998: 162). This means that team synergy is only possible if team-oriented behaviour is emphasised and the individual's contribution is recognized. Work teams could thus sometimes operate within the context of both team and individual. This does not imply that teams and individuals are opposites, but that at times they might be competing and at times they might be complementary. In each situation the balance must be identified. Again, the importance of the initial analysis is accentuated, which means that all systems must be in place before team implementation commences (Watson & Johnson, 1998: 162).

To conclude, work teams could make a valuable contribution with regard to the productivity of the organisation. The empowerment of work teams to make certain decisions could add to their success, as bureaucratic organisational systems tend to inhibit teamwork. Work teams should consider the individual's inputs with regard to the goals of the team. Individual contributions could include the enhancement of effective decision-making and problem-solving skills, in work team context. As one of the aims of this study is to examine the impact of cultural influences on team performance (par. 1.3, p 4) the dynamics of diverse work teams will subsequently be examined.

3.5 CROSS-CULTURAL TEAMS

It has already been established that work teams could improve the productivity of an organisation. In this regard most work teams are likely to encounter certain difficulties, but cross-cultural teams present an added challenge to team members. Members of cross-cultural teams need to develop ways to recognise and respect each other's differences. This implies that ways are to be found whereby the strengths of individuals of different backgrounds could be utilised. Ways to facilitate cross-cultural team building need to be explored.

3.5.1 CULTURAL DYNAMICS

There are certain important aspects that cross-cultural work teams will have to consider. These aspects might be crucial to the effective functioning of homogeneous teams, but they are also important to the functioning of heterogeneous teams. Berger (1996: 182) highlights the following aspects:

- 3.5.1.1 LANGUAGE: Individuals of different cultures will possibly encounter difficulties in communicating in cases where different languages are spoken. In South Africa, where 11 official languages are spoken, it could pose its fair share of problems.
- 3.5.1.2 CULTURAL NORMS REGARDING COMMUNICATION: Different cultures have different norms concerning how they communicate. As explained in chapter 2, some cultures tend to be formal and polite while others value a

more individual style. This is crucial for interpersonal relationships, as the more “polite” approach could be perceived as rude by members ascribing to an individualistic approach, and vice versa.

3.5.1.3 PERCEIVED STATUS BETWEEN CULTURES: The perceived status between cultures should also be considered, as status is normally based on power. This, as well as treating team members equally, could affect team performance.

4.5.1.4 LOYALTY TO CULTURAL GROUP: Individuals from the same cultural group are likely to discuss cross-cultural issues more easily than persons of different cultural groups. Some cultures might perceive openness about sensitive cultural issues as being disloyal to their own culture.

Against this background it is imperative that team members should get to know each other and also develop openness in learning from each other and speaking freely without being afraid of cultural tension. If this does not happen, the likelihood will increase that intercultural barriers could be erected, which could impede interpersonal relationships and ultimately team performance.

As diversity could cause confusion and increase complexity in work teams, they are likely to take longer to pass through the early stages of team formation. With the formation of any new team, team members tend to be uncertain. No matter how well a task is defined, how carefully team members are selected, and how sensitively the team is managed, there is no guarantee of success. Management could thus be alerted

to likely problem areas or generally successful practices (Champoux, 2000: 184; Griggs & Louw, 1995: 22).

In conclusion, work team diversity could create lower commitment and greater dissatisfaction amongst team members, which could influence turnover negatively (Griggs & Louw, 1995: 22). It is clear from the above discussion that diversity is no easy aspect to manage. The first and most fundamental problem amongst cross-cultural teams is communication difficulties, especially since not all the team members speak the same language, nor do they adhere to the same set of cultural rules. A compromise in this regard has to be found. The perceived status of a specific cultural group, and the loyalty of team members towards their cultural group, could further impact the cross-cultural setting.

It is thus advisable for team members to get to know each other and develop open relationships, and for tasks to be clearly defined (Robbins, 2000: 168). Cross-cultural teamwork could pave the way for conflict, and ways to curb this will be examined in the next section.

3.6 CONFLICT MANAGEMENT IN WORK TEAMS

Conflict has only recently become a major area of interest and a popular field of research for organisational behaviour students. There has been disagreement over the role of conflict in work teams and organisations, but that it should be managed is commonly recognised (Robbins, 2000: 168). Conflict is normally perceived by the parties involved, and if nobody is aware of the conflict, we generally agree that no

conflict exists. Additional terminologies on conflict include opposition, scarcity and blockage, and the assumption that there are two or more parties whose interests or goals appear to be incompatible.

For the purposes of this discussion, conflict can be regarded as a process whereby an effort is purposefully made by A to offset the efforts of B by blocking him or her in attaining his or her goals (Robbins, 2000: 168). In this regard three schools of thought can be distinguished. The traditional school argues that conflict is bad and should be avoided. The human-relations view argues that conflict is a natural and inevitable occurrence in any group.

The third and most recent view, the interactionist view, proposes that conflict should not only be regarded as a positive force, but that some conflict is absolutely necessary for a team to perform effectively (Robbins, 2000: 168). For the sake of this discussion, the interactionist view will apply. The interactionist view does not propose that all conflict is good; rather, that some forms of conflict support the goals of work teams and improve its performance. These are functional, constructive forms of conflict. There is also conflict that could impede team performance, which is referred to as a dysfunctional or destructive form of conflict. The challenge is to steer work teams towards constructive conflict. Both Amason & Thompson (1995: 21) and Caudron (1998: 128) argue that conflict is central to team effectiveness, and less effective teams will tend to avoid conflict or allow it to produce negative consequences that could hamper effectiveness. Pelled & Eisenhardt (1999: 1) regard conflict as inevitable, and according to Weaver & Farrell (1997: 88), the presence of conflict is an indication that team members care for the quality of their work. Amason & Thompson (1995: 21) distinguish between cognitive

(C-type) conflict and affective (A-type) conflict. As disagreements among team members are bound to occur, the focus should remain on substantive, issue-related differences of opinion. This type of conflict tends to improve team effectiveness and is called cognitive or C-type conflict. Conflict could also be detrimental to the functioning of work teams, as commitment could decline when disagreements over personalised, individually oriented matters prevail.

These types of disagreements are labelled affective or A-type conflict. A-type conflict could undermine work team effectiveness, as it could foster cynicism, distrust and avoidance. Work teams should thus manage C-type conflict and prevent themselves from becoming trapped in A-type conflict. Strategies should subsequently be developed to keep conflict on an optimum level. Possible strategies could involve focused activity, creativity, integration and open communication. Focused activity implies that work teams get to the core issues of the problem and stay close to it. This will enable them to define problems and develop solutions quicker, whereas less-effective work teams will allow issues to wander (Amason & Thompson, 1995: 24).

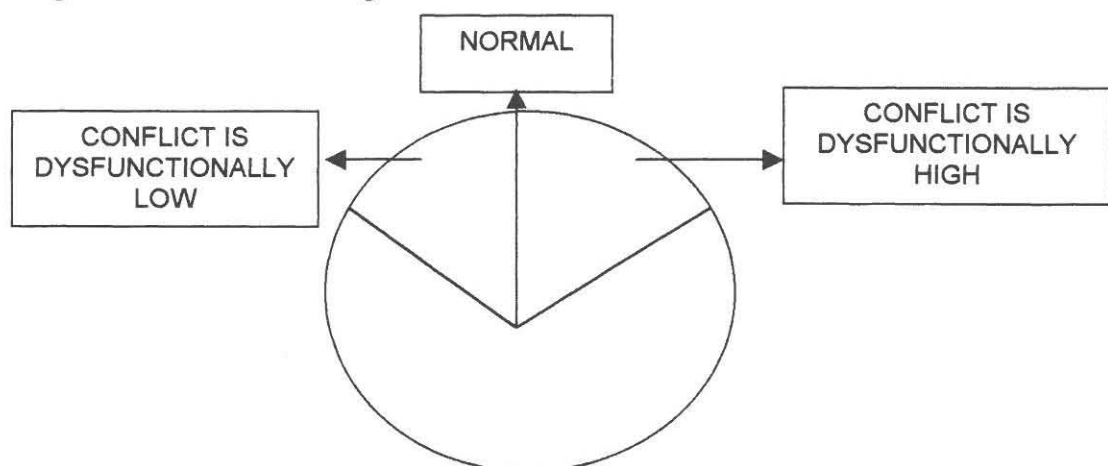
Creativity means that team members are encouraged to think beyond normal boundaries, whereby creativity is stimulated. Effective work teams tend to encourage open communication, allowing team members to speak freely and to challenge the viewpoints of other team members without fear of anger, resentment or retribution. Integration means that work teams make the fullest possible use of their team members. This is the only way in which the sincere involvement of team members can be ensured (Amason & Thompson, 1995: 24).

In conclusion, conflict is an inherent part of the functioning of any work team. Conflict should be constructive, and team members should deal with issue-related problems. If team members start attacking each other personally, the entire purpose of reaching quality decisions will be in vain. Work teams should thus aim to focus their activities on relevant matters, stimulate creativity, facilitate open communication, and utilise the talents of the different team members to the fullest. A conflict management model is subsequently proposed.

3.6.1 A MODEL OF CONFLICT MANAGEMENT

Champoux (2000: 208) suggests that conflict should be maintained at a functional level. This does not mean the complete elimination or reduction of conflict, but rather the maintenance of conflict at an optimal level to facilitate maximum efficiency in work teams. Conflict management is compared to a thermostat, emphasising a manager's ability to monitor conflict levels. If the conflict levels are close to normal the manager (thermostat) does nothing. If the conflict is dysfunctionally high, the manager tries to reduce the conflict. If the conflict is dysfunctionally low, the manager tries to increase the conflict (Champoux, 2000: 209). This is illustrated in fig. 3.4.

Fig. 3.4 A conflict management model



Source: Champoux (2000: 209)

Symptoms associated with high conflict levels could be low trust, deliberate distortion of information, high levels of tension during interactions, and antagonism between parties. Symptoms associated with low conflict levels could be suppression and withdrawal. Several factors affect the choice of the desired level of conflict, such as the organisation's culture, the team leader's tolerance for conflict, and the nature of the products/services to be produced. Creative and innovative products or services will acquire a higher level of conflict than more routine and predictable products and services (Champoux, 2000: 209).

3.7 SUMMARY

Everyone is created differently in terms of colour, race and ethnicity. The cultural group to which an individual belongs sanction acceptable and unacceptable behaviour, and also forms the basis of individual behaviour. Individuals have the tendency to cling to certain traditional rites and rituals, even in a modern society.

People bring these perceptions into the workplace, where they are required to work together in achieving organisational goals. In a modern globalised business world, where participative and/or democratic management philosophies prevail, the team structure seems to make sense. In this regard work teams have become a way for organisations to enhance their performance and competitiveness. Compared to homogeneous work teams, heterogeneous work teams have added difficulties to overcome. These include language, cultural norms regarding communication, perceived status between cultures, and loyalty to cultural group.

These issues should be addressed during the early stages of team formation, and team members should be sensitive towards each other's differences. Conflict levels should be maintained at an optimal level to ensure sustainable team performance. The next chapter will examine possible internal factors that could influence work teams, and will also provide a detailed explanation of the external factors that could influence the security industry. Managing diversity in work team context, as well as supporting employees in adapting to changing structures, will be discussed in chapter 5.

CHAPTER 4: INTERNAL AND EXTERNAL INFLUENCES ON TEAM PERFORMANCE

This chapter outlines possible factors that could affect the internal functioning of work teams, as well as the external factors that influence the security industry as a whole.

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4.1 INTRODUCTION

It has already been established that culture plays a major role in guiding human behaviour. Culture provides us with ways to adapt to our environment and solve problems, and establishes a framework for understanding individual behaviour. With this in mind, chapter 3 proposed the implementation of work teams with the aim of enhancing organisational effectiveness and efficiency. The aim of this chapter will be to focus on individual behaviour in team context, and also to examine external influences as applicable to the security industry. In order to explain the extent of individual behaviour in work teams, reference will be made to social psychology, as it aims to explain the social behaviour of individuals due to the presence of other people (actual, imagined or implied).

Individual aspects that are likely to influence teams are members' perceptions. With culture as guiding principle, perceptions are formed during a child's impressionable years. Perceptions are inherent to individual behaviour and could be regarded as an invisible influence on team performance. Visible aspects include aspects that can be seen, such as gender, cultural group and language. Both visible and invisible aspects will be incorporated into the team member questionnaire, which will be discussed later.

Since operational work teams in the security industry operate in a dynamic and changing environment, the external environment should also be considered. As the security industry plays a crucial role in combating criminal activities, a parallel will be drawn with the police force, which is also subject to more or less the same variables as

security personnel. Stress due to this, as well as possible remedies, will also be highlighted.

4.2 INTERNAL INFLUENCES ON TEAM PERFORMANCE

4.2.1 INDIVIDUAL DIFFERENCES

When examining the roots of individual differences the laws of heritage and the characteristics of one's parents play a vital role. Human beings have 46 chromosomes per cell, and since they occur in pairs we all have 23 pairs of chromosomes, which carry genes that determine our heritage. Each child inherits certain characteristics from both the father and the mother. Chromosomes and their genes determine our personalities, our limitations and our possibilities, and genes form the basis of our individual behaviour (Alberts & Motlatla, 1998: 19). This, together with the environment in which a child is raised, is essential in establishing personality. The environment includes society, which consists mainly of parents and teachers that guide a child through the enculturation process, in order to become productive members of society.

As individuals are constantly influenced by the people around them, this will affect the decisions they make and the behaviour they exert. In this regard, social psychology attempts to explain the impact of the presence of other people on individual behaviour. "Social psychology deals with the cognitive (intellectual) and affective (emotional) sides of a person, as well as the behaviour that results from and is influenced by thoughts and emotions" (Sternberg, 1998: 460). Social psychology is also oriented towards the way in which behaviour is affected by either the presence of, or the idea, of other people. It is furthermore process oriented, and deals not only with what people do, but also with how and why they do certain things (Sternberg, 1998: 460). Our individual

differences thus stem from our genes, as well as the process of enculturation. This forms the foundation on which perceptions are formed.

4.2.1.1 PERCEPTION

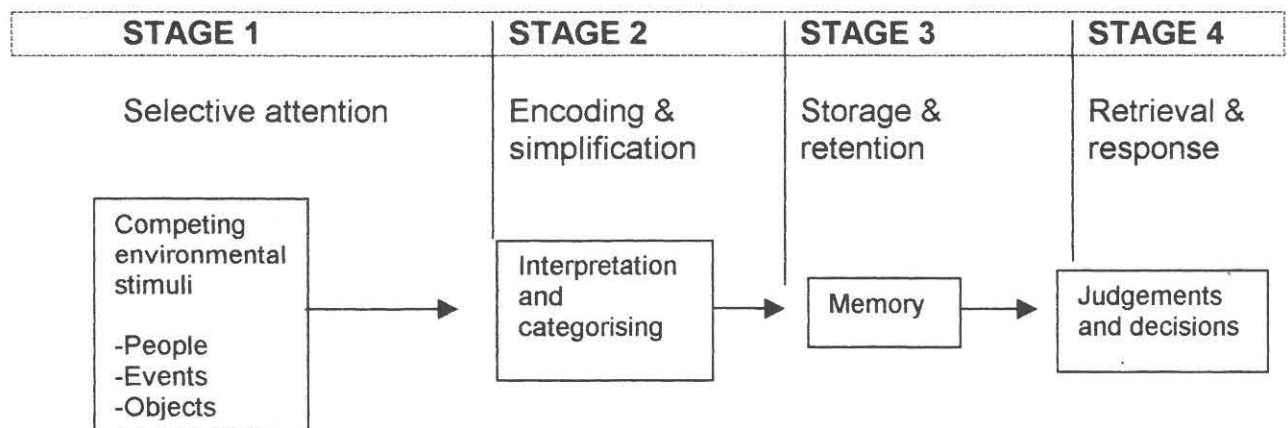
As individuals are constantly flooded with inputs from their various senses, they do not respond randomly to all sights, sounds and tastes, but instead develop patterns to make sense of all this information. This process is called perception and is defined by Greenberg & Baron (2000: 55) as “the process through which people select, organize and interpret information.” Individuals may look at the same thing and yet interpret it differently, which means that nobody sees reality, but rather interprets what he/she sees and calls it reality (Robbins, 2000: 23).

4.2.1.1.1 FACTORS INFLUENCING PERCEPTION

Various factors could combine to shape and sometimes distort perception, and they could reside in the perceiver, the object or the situation (Robbins, 2000: 23). An individual's perceptual ability could be influenced by his/her personal characteristics such as attitudes, personality, motives, interests, past experiences, and expectations. According to Jordaan & Jordaan (1998: 725) interpersonal attraction also has an influence on perception, as it influences how team members appeal to each other. In this sense not all team members are equally attracted to each other; in some instances the attraction is mutual and in some cases there is no attraction at all. Naturally the network may change in time as the team members get to know each other better.

The degree of interpersonal attraction in the team situation is greatly influenced by the relative importance of the relationship and task dimensions (Kreitner & Kinicki, 1998: 157). When the task dimensions are relatively important in the sense that the task requires top performance, there is less scope for interpersonal attraction to develop. Nonetheless it does not rule out the existence of patterns of attraction. In this regard Kreitner & Kinicki (1998: 157) present a practical way in which perception could be understood. It is labelled social perception and includes a four-stage information processing sequence. Fig. 4.1 illustrates the four stages as selective attention, encoding & simplification, storage & retention, and retrieval & response.

Fig. 4.1 Social perception



Source: Kreitner & Kinicki (1998: 157)

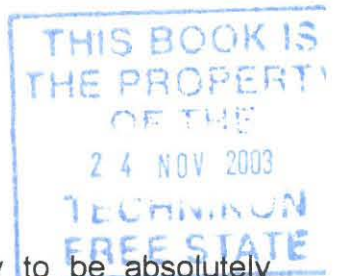
By analysing Fig. 4.1 the following becomes prominent: Attention is the process of becoming consciously aware of something or someone. Attention could be focused on information, either from the environment or from team members. This leads to the encoding and simplification phase, which means that raw data are interpreted and translated into useful information. To accomplish this, individuals assign pieces of information to cognitive categories, and categories are designated by names, for

example dog, animal, etc. Storage and retention is the next phase and involves the storage of information in long-term memory, which contains separate but related categories. Retrieval and response is where individuals retrieve information from their memory when they make judgements and decisions (Kreitner & Kinicki, 1998: 157).

Our ultimate judgements are either based on the process of drawing on, interpreting and integrating categorical information, restored in long-term memory, or on retrieving a summary judgement that was already made (Kreitner & Kinicki, 1998: 158). Facial expressions and non-verbal cues also have an influence on perception. Through facial expressions certain emotional states can be distinguished, for example friendliness or anger, while certain non-verbal cues such as the licking of lips, posture shifts, blinking and so forth could be regarded as deceptive or indicative of nervousness (Vecchio, 2000: 29). As we all interpret reality differently, the process of social perception leaves room for misconceptions, and perceptual biases are likely to occur.

4.2.1.1.2 PERCEPTUAL BIASES

Perceptual biases occur mainly because we all lack the ability to be absolutely objective. Misconceptions transpire due to selectivity, frame of reference, stereotyping and expectations. Selectivity means the screening of information with a desired outcome in mind. Frame of reference refers to seeing things from our own point of view, and stereotyping is when the behaviour of a group is generalised to one individual. Expectations refers to the tendency of individuals to hear what they are expected to hear (Robbins, 2000: 296). In this regard Kreitner & Kinicki (1998: 613) also propose the halo effect, as well as leniency, central tendency, recency, contrast effects and projection. The halo effect occurs when an individual forms an overall



impression of an object and then uses that impression to bias ratings of the object. Leniency is a personal characteristic that leads an individual to consistently evaluate other people or objects in an extremely positive fashion.

Central tendency is the tendency to avoid all extreme judgements and rate people or objects as average or neutral. Recency effects the tendency to remember recent information, so if recent information is negative, the person or object is evaluated negatively and vice versa (Kreitner & Kinicki, 1998: 613). Contrast effects are the tendency to evaluate people or objects by comparing them with characteristics of recently observed people or objects, while projection is the tendency to ascribe one's own feelings and attributes to others (Vecchio, 2000: 33). It is clear from the above that many factors could cause perceptual biases, which could lead to subjectivity, causing misunderstandings and conflict between individuals.

4.2.2 THE INFLUENCE OF INDIVIDUAL DIFFERENCES ON TEAM PERFORMANCE

As explained before, individual differences result from hereditary genes and the process of enculturation. This leads to inherent individual differences. In this regard, McDonald & Hutcheson (1998: 50) argue that individual differences could be good for work teams and state that successful companies normally have certain aspects in common. Besides being more profitable the attitudes of their employees correlate with regard to higher productivity, greater retention and increased commitment. Profitable companies tend to encourage employees to feel a shared commitment to quality. People feel that they have a vision about how things should be done and they feel that

they share this vision with their co-workers, thus placing the emphasis on the importance of recognising individual differences within organisational work teams.

4.3 EXTERNAL INFLUENCES ON TEAM PERFORMANCE

Apart from internal factors there are also external factors that exert a powerful influence on the functioning of work teams, especially in the security industry. The security industry is aiding the police force, the community and the army in combating increasing criminal activities. In the USA the number of security personnel is double, compared to that of the police force. In South Africa the same tendency seems to emerge. There is approximately 800 000 security personnel compared to 70 000 members of the South African Police Force (Du Preez, 1990: 8).

As organisations were forced to find ways in which a safe working environment could be ensured, security services became an option. This is reflected by Cornelissen (2001: 4) who states that the budget for the police force nearly equals the budget for private security firms in South Africa. This means that the security industry is a growing industry, which has taken its place as a science, and increasing demands are placed upon its shoulders. The macro-environmental elements, as applicable to the security industry, are economical, political and social, and fall outside the scope of this study. The micro-environmental elements affecting the industry are the focus of the discussion and involve issues the company can manage.

According to Du Preez (1990: 145) security guards are more likely to experience the same kind of stress as police force members, due not only to the dangerous nature of their work but also the possibility of bribery and victimisation by criminals. This places

an emphasis on the integrity of security force members in the prevention of crime. These aspects will directly influence team members and ultimately team performance. Frequently, it is expected from security personnel to act as crisis managers, psychologists or medical assistants, which could lead to intense stress (Du Preez, 1990: 136). It is imperative that stress be examined, especially with regard to the effects it could have on security personnel.

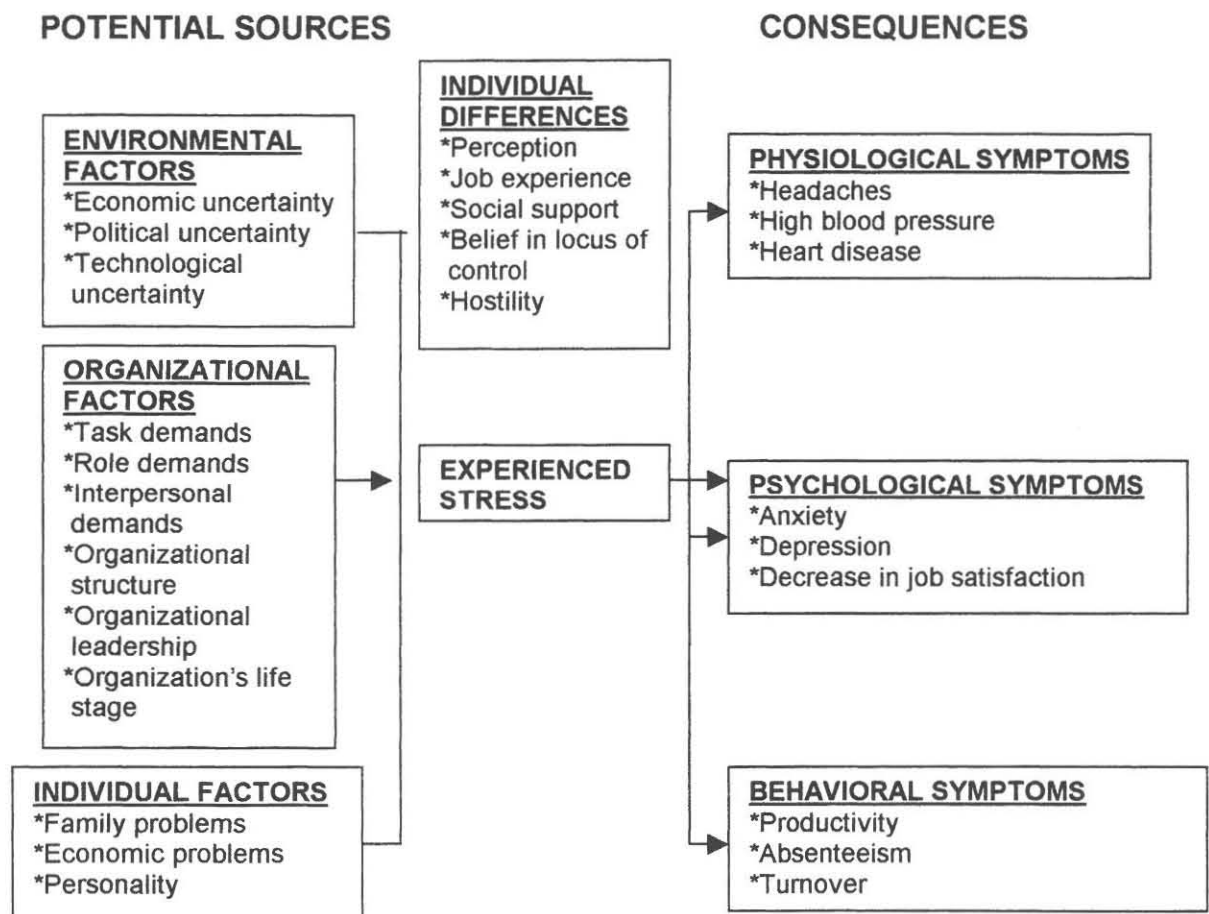
4.3.1 STRESS

The word stress derives from a Latin word meaning to tighten, and was first used in the seventeenth century to describe death or famine. Later the word was extended to include the terms power and pressure (Du Preez, 1990: 135). It is defined by Alberts & Motlatla (1998: 53) as a "negative emotional experience that can occur internally or externally and could evoke certain behaviour from individuals".

DuBrin (2000: 441) explains stress as a mental and physical condition, which results from a perceived threat that cannot be dealt with immediately. Functional and dysfunctional stress can be distinguished. Stress is functional if it aids the work team in attaining its goals, and dysfunctional if it impedes team performance (Vecchio, 2000: 35). As moderate levels of conflict are necessary for team performance, so too are moderate levels of stress. Davis (2001: Online] agrees, by adding that stress could motivate a person and stimulate action. He cautions that prolonged stress should be eliminated, as it could cause burnout, in turn leading to physical ailments and decreased levels of motivation. Situations in which people feel overwhelmed by tension, anxiety and pressure could be described as stressors (Lussier, 2000: 322).

Stressful situations in the security industry could include dealing with more dangerous transgressions such as theft, arson, cash-in-transit robberies and terrorism, as well as more routine activities such as information and entrance security. As security personnel are responsible for the protection of others, the impact of stress on the individual needs to be considered. In this regard Robbins (1998: 655) presents a model to explain the possible sources and consequences of stress [Refer to fig. 4.2.]

Fig. 4.2 A model of stress



Source: Robbins (1998: 655)

Fig. 4.2 shows the potential sources of stress to be environmental, organisational and individual. Environmental factors will influence the functioning of the entire business world, and falls outside the control of management. Management does, however, have

control over the organisational factors, and could adapt it to aid employees in performing their duties. Individual factors influence all employees, and relate to personal problems that individuals are likely to experience. Individual differences are also considered, as they could contribute as possible sources of stress. Individual differences include perception, job experience, social support, locus of control, and hostility.

The potential sources of stress lead to consequences labelled physiological, psychological and behavioral symptoms experienced by individuals subjected to stress (Robbins, 1998: 655). This is the visible consequence of stress and could take its toll if individuals are exposed to it for long periods of time. It is thus imperative that stress should be managed, and possible ways of doing so will be discussed.

4.3.2 MANAGING STRESS IN SECURITY WORK TEAMS

As discussed before, stress in the security industry could be caused by various situations and factors. In order to achieve functional stress, individuals should search for creative solutions to problems. If the problems are too complex dysfunctional stress is likely to occur, which could be detrimental to one's health and well-being. Various authors suggest ways in which stress levels could be curbed.

- Davis (2001: Online) is strongly of the opinion that a person's diet and drinking habits should be monitored, while Lussier (2000: 325) suggests that anti-stress techniques such as relaxation, exercise and time management should be implemented.

- According to Constant (2001: Online) one should not distinguish between personal and job-related problems. By helping individuals cope with their personal problems, they are better able to cope with job-related problems.

Davis (2001: Online) refers to the term 'legitimizing your feelings', which means that people must come to terms with what they can and cannot change. Lussier (2000: 327) suggests that a support network should be created for individuals to alleviate stress. Employees involved should be taught the symptoms and effects of job stress, as this will also be beneficial to family-related stress. Goldfarb (2001: Online) labels this as 'psychological fitness', because it enables team members to cope with unforeseen situations.

- Aid should be made available to individuals exposed to acute stressors such as shootings, hijackings and other traumatic events. These services should also be extended to alleviate stressful situations at work and at home (Constant, 2001: Online).

In conclusion, the stress in the security industry could be management in various ways. The organisation should not only provide professional help for individuals who have been subjected to serious life-threatening situations, but should also assist security personnel in their day-to-day duties. A healthy lifestyle and a positive attitude towards life seem to be the best solution to stress.

4.4 SUMMARY

It has already been established that culture, as the guiding principle for human behaviour, forms the basis for individual behaviour. As different cultures develop different assumptions about fundamental aspects, their beliefs and values will vary, as will ultimately the behaviour of individual members. The environment in which a child is raised forms the foundations for the development of individual behaviour. Cultural and individual differences will influence team performance.

The internal and external influences on team performance were examined in an attempt to establish the dynamic factors at work in security teams. Internal aspects included the perceptions of team members, which develop in the cultural environment in which individuals are raised. The possible external factors that might influence the functioning of work teams in the security industry were also examined.

Possible stressors in the security industry were examined. These correlate with the same type of stress experienced by police officers. Possible ways of curbing stress levels were investigated and the implementation of a balanced lifestyle was proposed. Companies could also aid individuals in dealing with stress by means of anti-stress programmes and professional help. The next chapter will focus on the management of diverse work teams.

CHAPTER 5: MANAGING DIVERSE WORK TEAMS

The management of diverse work teams is detailed in this chapter. Diversity in work team context is discussed in terms of the dimensions, advantages, consequences of not managing it, and possible challenges it poses to management. The impact of diversity on organisational effectiveness is explored by means of an interactional model. The role of the team leader and management is explained and training is proposed as a mechanism, whereby individuals could successfully adapt to a changing environment.

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5.1 INTRODUCTION

The previous chapters examined the value of work teams, as well as possible internal and external factors that could affect them. This chapter commences by focusing on the meaning and possible value of diversity, as well as the management thereof. Diversity training is proposed as a mechanism to aid employees in adapting to a diverse environment.

As the term diversity has a broad meaning, it will be explained from various angles. The invisible aspects of diversity as applicable to this investigation were explained in chapter 4. The visible aspects, namely culture, gender and language, will feature as a guideline for this chapter. The dynamics of diversity will be explained, as well as its possible impact on work teams. Some attention will be given to possible cultural complexities, and training will be proposed as a management tool aimed at facilitating better understanding amongst team members. The role of the team leader is explained by means of the leadership model of Hersey & Blanchard, which emphasises the style of the team leader, as well as the maturity levels of the team members and their team leaders.

5.2 DIVERSITY IN WORK TEAM CONTEXT

Chang (1996: 7) describes diversity as not just cultural differences, but also differences in sexual orientation, gender, parental status, age, language, geographic origin, and religion. Cox & Beale (1997: 13) define diversity as “a mix of people of different social relevant group identities, working or living together in a defined social system.” In a survey of 32 organisations, a comprehensive definition of diversity, was compiled and

included the following: “race, gender, age, physical appearance, nationality, cultural heritage, personal background, functional experience, position in the organization, mental and physical challenges, family responsibility, sexual orientation, educational background, style differences, economic status, thinking patterns...” (Hickman & Creighton-Zollar, 1998: 187).

This definition presents an array of different terms that describe diversity, which is also reflected by Walton (1994: 21) who states that diversity includes not only different ethnic and cultural groups, but everything that makes people different from each other. With regard to this discussion, the term diversity will refer to those components that are likely to affect individuals in work team context, and includes culture, language, gender, age and personal background. DuBrin (2000: 38) refers to cultural diversity as the mix of cultures and subcultures to which an organisation’s workforce belongs. These visible components of diversity are necessary in developing a profile of individuals, and will also apply to the empirical part of the study.

5.2.1 THE DIMENSIONS OF DIVERSITY

Kreitner & Kinicki (1998: 33) distinguish between primary and secondary dimensions of diversity. Primary dimensions are inborn differences that “exert an important impact on our early socialization and a powerful, sustained impact throughout every stage of life”. This includes gender, ethnic heritage, race, mental/physical abilities, sexual orientation and age (visible characteristics). The secondary dimensions have an element of control or choice, and involve individual differences that we acquire, discard, and/or modify throughout our lives (invisible characteristics).

5.2.2 THE ADVANTAGES OF MANAGING DIVERSITY

Due to a changing workforce, especially in South Africa, increased focus is placed on diversity, and organisations should aim to anticipate its possible impact. According to Chang (1996: 8) diversity should, theoretically speaking, enhance team decision making, as broader perspectives and a greater pool of potential solutions are available. But diversity could also lead to chaos, mistrust and lack of mutual respect among team members, and should for this reason be managed (Gomez-Mejia, Balkin & Cardy, 2001: 125). Employees should be focused on the advantages of diversity, as this could lead to greater cohesiveness and a sense of belonging. The following are possible advantages of diversity.

5.2.2.1 DIVERSITY COULD LEAD TO INCREASED MARKETS, PRODUCTIVITY

AND PROFITS: A diverse workforce could provide valuable information on new markets, as it could prompt organisations to rethink new products and services or to enter new and unusual markets (Lussier, 1997: 78; DuBrin, 2000: 38).

5.2.2.2 ETHICAL AND SOCIAL RESPONSIBILITY: Even though diversity is enforced by the South African Labour Law it is also the ethical and social responsibility of the organisation to advance people from different racial groups (Lussier, 1997: 78).

5.2.2.3 DIVERSITY INCREASES FLEXIBILITY AMONGST EMPLOYEES: Flexibility is needed in the continuous improvement of customer satisfaction.

Employees that work with a diversity of people tend to be more capable of making changes to accommodate others (Lussier, 1997: 78).

5.2.2.4 DIVERSITY INCREASES EMPLOYEE SATISFACTION: Employees could easily become frustrated when they fail to understand each other. Capitalising on diversity means learning how to accept differences and facilitate understanding, which could increase employee satisfaction and morale (Chang: 1996: 10).

5.2.2.5 COST SAVINGS AND THE ATTRACTION OF POTENTIAL EMPLOYEES: Diversity aids companies with cost savings by reducing turnover, decreasing absenteeism, attracting and retaining talented employees, and also avoiding expensive lawsuits brought on by discrimination (DuBrin, 2000: 38).

5.2.2.6 GROWTH AND IMPROVED CUSTOMER SERVICE: Diversity also stimulates organisations to grow by improving marketplace understanding. When organisations have a diverse labour force, they seem to understand the needs of diverse consumers better (DuBrin, 2000: 38).

In South Africa, organisational diversity should be viewed in context with legislation. The Employment Equity Act proposes that the workforce should be representative of society, which places the onus on employers to promote equal opportunities in the organisation and to eliminate discrimination. This can only be done if top management implements an effective strategy concerning the management of diversity. The

outcome should be an integrated, diverse workforce that is able and willing to face the challenges posed by diversity (Grogan, 1999: 207).

5.2.3 THE CONSEQUENCES OF NOT MANAGING DIVERSITY

As diversity is a real issue for companies today, its impact cannot be underestimated.

Cox & Beale (1997: 38) outline certain consequences if diversity is not managed.

5.2.3.1 DIVERSITY AND ORGANISATIONAL COST: While the evidence is mounting that well-managed diversity could potentially enhance revenues, the relationship between diversity and organisational cost should also be taken into account. The relationship is a double-edged sword. On the one hand, the advantages of diversity for problem solving and creativity could help organisations make better decisions, develop better technologies and improve processes, all of which should lead to higher quality and lower cost. On the other hand, when organisations have a low capacity to manage diversity, increasing diversity could lead to higher cost structures (Cox & Beale, 1997: 38).

5.2.3.2 EMPLOYEE ABSENTEEISM AND TURNOVER: If diversity is not managed, higher employee absenteeism and turnover could result, especially with regard to members of gender- or racially disadvantaged groups. The cost factors tend to increase as the composition of work teams change to accommodate greater diversity (Cox & Beale, 1997: 38).

- 5.2.3.3 INTER-TEAM BARRIERS TO CONTRIBUTION: As culturally homogeneous organisations become more diverse, a variety of inter-team dynamics could become obstacles to team members. The most obvious barriers are sexism, racism or other forms of identity-based prejudice and discrimination (Cox & Beale, 1997: 38).
- 5.2.3.4 DISCRIMINATION SUITS: Another important factor is that the implementation of diversity is enforced by legislation, and non-compliance with the Act could lead to penalties being enforced (Grogan, 1999: 213). This could cost organisations large amounts of money.
- 5.2.3.5 REDUCED EFFICIENCY OF COMMUNICATION: The failure to manage diversity could also lead to less effective communication, since members of different cultural groups often have significant differences in language and style, which need to be considered (Cox & Beale, 1997: 38).

As legislation forces South African organisations to implement diversity, it is advisable for organisations to align their strategies to accommodate it. Successful strategies cannot be developed without referring to the challenges diversity is likely to pose for management.

5.2.4 THE CHALLENGES OF DIVERSITY

To enable companies to successfully manage diversity, the following needs to be in place: valuing employee diversity, balancing individual needs with team objectives, dealing with resistance to change, ensuring team cohesiveness and open communication, and avoiding employee resentment while keeping the focus on performance.

- 5.2.4.1 VALUING EMPLOYEE DIVERSITY: As mentioned before, valuing diversity should be a strategic goal, involving the inputs of both employees and management (Gomez-Mejia, *et al.*, 2001: 129).
- 5.2.4.2 INDIVIDUAL VERSUS TEAM FAIRNESS: The issue regarding team versus self-orientation was discussed in a previous chapter. There should be a balance between the team and individual orientation, which means that the work team should function effectively, without letting members feel that their contribution is not of value (Gomez-Mejia, *et al.*, 2001: 129).
- 5.2.4.3 RESISTANCE TO CHANGE: Organisations usually have their own set of values and expectations regarding what it takes to succeed and gain the respect of others. It is for this reason that structures have to be changed to accommodate diverse persons in the working environment (Gomez-Mejia, *et al.*, 2001: 130).

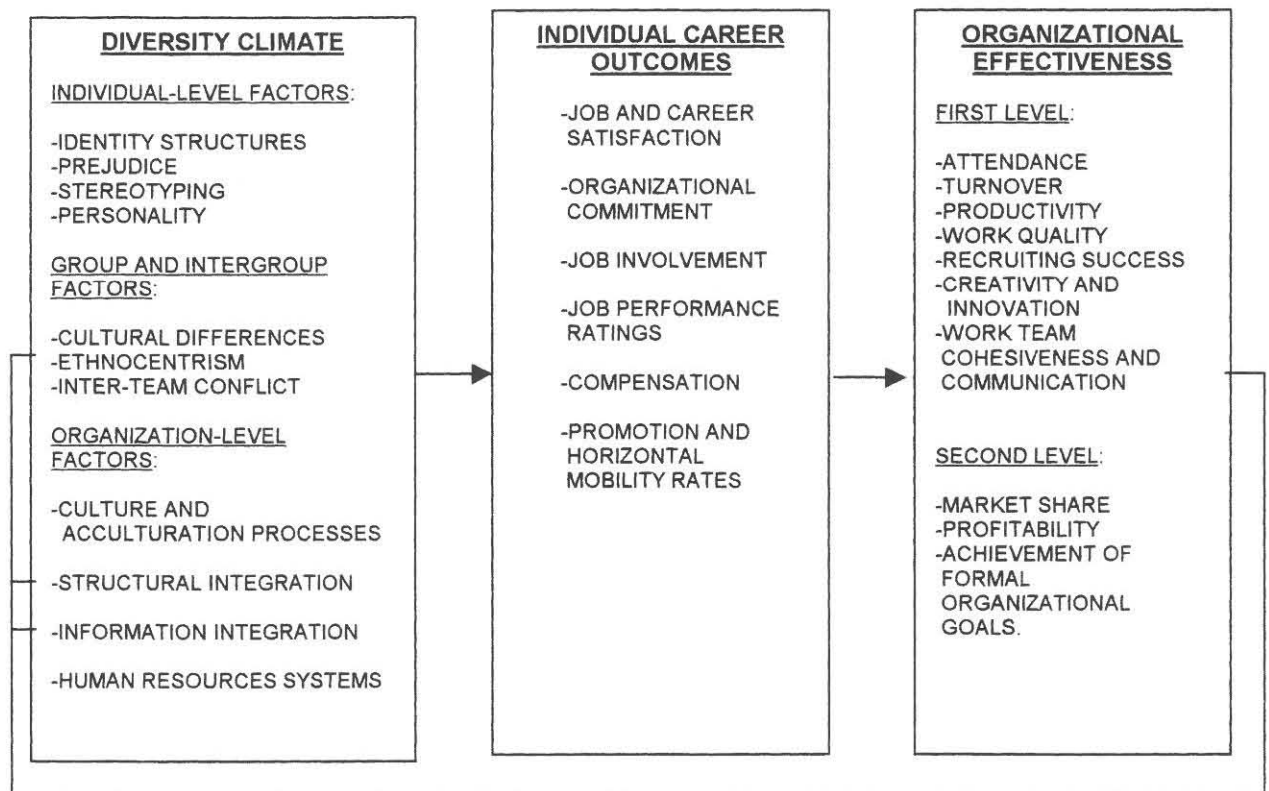
- 5.2.4.4 TEAM COHESIVENESS AND INTERPERSONAL CONFLICT: As explained before, team cohesiveness is an important prerequisite for the successful functioning of work teams (Robbins, 2000: 309). Gomez-Mejia, *et al.*, (2001: 130) refer to the term “stick together”, or get along, with regard to team cohesiveness. Theoretically speaking, homogeneous teams should be more cohesive than heterogeneous teams, as individuals with the same background understand each other better than individuals from different backgrounds.
- 5.2.4.5 COMMUNICATION PROBLEMS: Time is lost when members of a work team do not speak the same language, or when additional time is needed for interpretation. This prompts the establishment of communication networks to enable members to communicate effectively (Gomez-Mejia, *et al.*, 2001: 130).
- 5.2.4.6 RESENTMENT: Some previously disadvantaged groups may feel a certain amount of resentment towards the organisation’s policies. Hostile feelings could cause organizations to encounter performance problems (Gomez-Mejia, *et al.*, 2001: 131).
- 5.2.4.7 KEEPING THE FOCUS ON PERFORMANCE: The equity legislation, which enforces diversity, places the onus on organisations to keep their focus on performance while implementing diversity into the workplace. If this is feasible, remains to be seen. In the United States and Europe, as in South Africa, organisations have had to make changes in order to adapt to

diversity. It is, however, important that the focus should remain on performance, otherwise organisations could lose their competitiveness in the global environment (Gomez-Mejia, *et al.*, 2001: 131).

5.3 THE IMPACT OF DIVERSITY ON ORGANISATIONAL EFFECTIVENESS

An investigation into diversity will be incomplete if one fails to examine its impact on organisational effectiveness. In this regard Cox & Beale (1997: 31) propose a model outlining the impact of diversity on organisational effectiveness [Refer to fig. 5.1.]

Fig. 5.1 Interactional model of cultural diversity



Source: Cox & Beale (1997: 31)

According to Dombai (1999: 61) this model appears to succeed in making diversity and its effects on the organisation comprehensible by applying the concept to three levels:

organisational, individual and group. It outlines the effect of an organisation's diversity climate on individual career outcomes, and the effect of the latter on organisational effectiveness.

The diversity climate could influence individual career experiences and outcomes in two ways. First, the climate could have an effect on how people feel about their work and their employer. In many organisations, employee morale and satisfaction are related to identity groups, such as gender. Second, the actual achievement of individuals as measured by such things as job performance ratings may be related to group identities in some organisations (Cox & Beale, 1997: 32).

The individual outcomes, in turn, have an impact on a series of first-order organisational-effectiveness measures such as work quality, productivity, absenteeism and turnover. For profit-making organisations, these first-order measures ultimately translate into second-order results, such as market share and profitability. In addition to the indirect effects of the diversity climate, certain aspects of the diversity climate are thought to directly affect organisational performance, especially the amount of diversity in the formal and informal structures of the organisation. This will affect factors such as creativity, problem solving and inter-organisational communication (Cox & Beale, 1997: 32). To conclude, diversity is likely to influence organisational effectiveness, especially with regard to attendance, turnover, productivity, work quality, recruiting-success, creativity and innovation, team cohesiveness and communication, which represent the first-level constructs of the proposed model.

These aspects are measurable and could influence the broader functioning of the organisation (second-level constructs) in a broader sense with regard to market share, profitability and the achievement of organisational goals (Cox & Beale 1997: 32). This model shows that diversity could have a substantial impact on organisational effectiveness, placing an emphasis on managing the process.

5.4 TEAM MANAGEMENT

For the sake of thoroughness the principles of team management will be briefly discussed. This should enable management to comprehend the dynamic elements involved in the management of work teams.

5.4.1 MANAGEMENT PRINCIPLES

The difference between a manager and a team leader should be clarified. Dyer (1995: 47) explains it as follows: whereas a manager has the positional power to assign certain duties to subordinates, the team leader gives more responsibility to the work team, opens up lines of communication, and encourages collaboration and mutual helping among team members. Managerial principles will, however, apply to managers and team leaders alike, and include the processes of planning, organising, leading and control. The focus of this study falls on leaders, as opposed to managers. This will become apparent in the empirical section of the study.

5.4.1.1 PLANNING

Planning involves setting goals and figuring out ways to achieve them. This makes planning the central function of management. Through planning the leader looks to the future and develops the structures that the team will use to achieve its goals (DuBrin, 2000: 8).

5.4.1.2 ORGANISING

Through organising, the leader makes sure that the necessary human and physical resources are available to carry out the plan and achieve goals. Organising also involves assigning activities, dividing work into specific jobs and tasks, and specifying who has the authority to accomplish certain tasks. It is for this reason that activities should be grouped into departments or other logical sub-divisions (DuBrin, 2000: 8).

5.4.1.3 LEADING

Through leading, employees are influenced to achieve organisational objectives, which involve energising, directing, activating and persuading others. Leadership also involves other interpersonal processes such as motivating, communicating, coaching and showing team members how they can achieve their goals. The focus of leadership is to inspire people and bring about change, whereas the other three functions focus more on maintaining a stable system (DuBrin, 2000: 8).

5.4.1.4 CONTROLLING

The process of controlling ensures that performance conforms to plan, and entails the actual comparing of performance to a predetermined standard. If there is a significant difference between the actual and desired performance, the manager must take corrective action. The controlling process should ensure that the original plan is reviewed, which could cause the manager to return to the planning function temporarily to fine-tune the original plan (DuBrin, 2000: 8).

5.4.2 THE ROLE OF THE TEAM LEADER

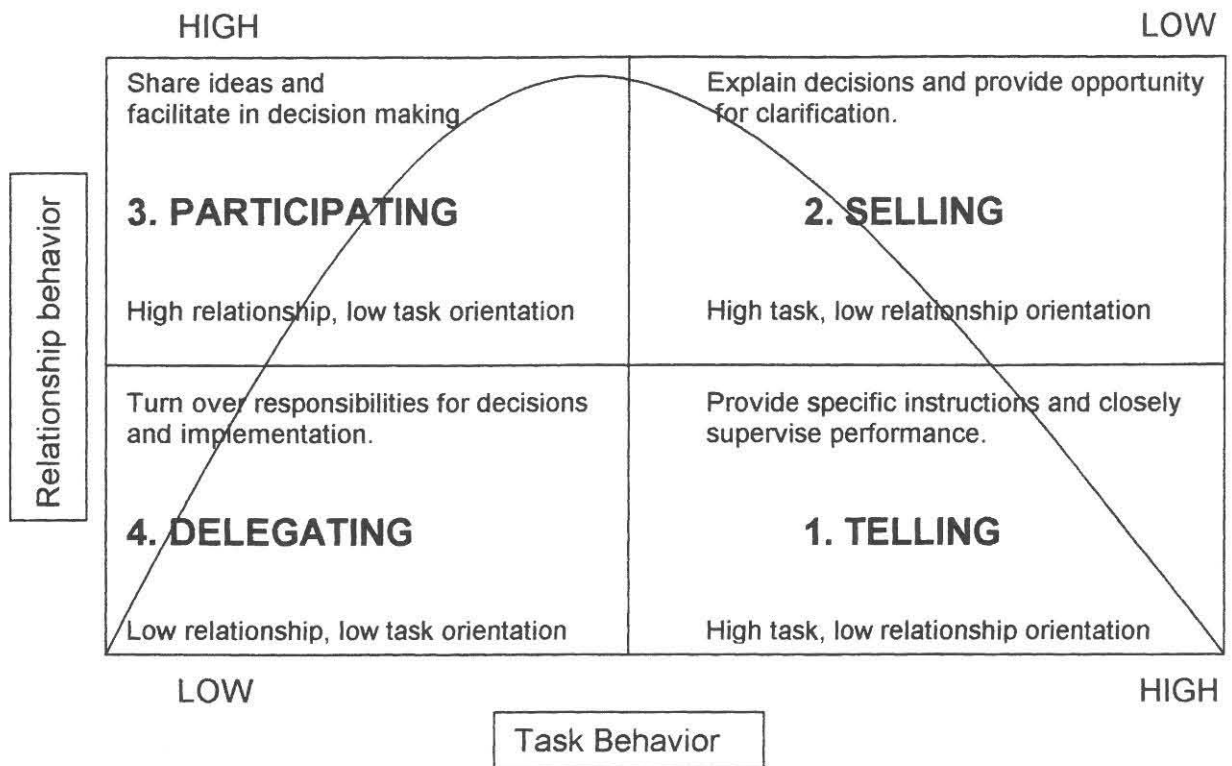
“Today’s employees are no longer willing to work in an authoritarian environment where their individual needs are not met. Employees seek meaning in their work and balance in their lives and given the amount of time people spend at work, they want opportunities to contribute and to know how their work contributes to the organization” (Herman & Gioia, 1998: 169).

This statement seems true, especially in the light of the increasingly important role that diversity plays in the organisation. It is for this reason that a team leader should provide team members with meaningful goals, as well as the means of accomplishing them. The managerial principles, as referred to by DuBrin (2000: 8), are guidelines and will not guarantee a successful leader.

In this sense there is no list of exact personal characteristics that will ensure good leadership. With the increased emphasis on participative management, subordinates must be mature enough to take responsibility for their work. Only through a responsible and mature workforce will employers be able to create work teams that can produce outputs far more successfully than any individual working alone. The focus thus falls on the team leader and the subordinates to produce outputs, placing an emphasis on their maturity levels (Gordon, 1996: 327).

The Lifecycle or Situational Theory of Hersey & Blanchard considers the maturity of team members in providing some direction. Mature team members would take a long time to develop and should be the goal of every work team. This would especially be helpful in the security industry, where work teams operate on the premises of clients. Hersey, Blanchard & Johnson (1996: 386) claim that effective leadership results from the fit between the leader's style and the readiness of the followers to respond. They identified two dimensions in leadership style: task behaviour and relationship behaviour. Task behaviour refers to the behaviour in which a leader specifies a work team's duties, activities and responsibilities by goal setting, organising, scheduling, directing and controlling. Relationship behaviour refers to the communication behaviour of the leader, such as listening, giving support, facilitating interactions, providing feedback, and supporting individuals and teams (Gordon, 1996: 327).

Fig. 5.2 Hersey & Blanchard's lifecycle model of leadership

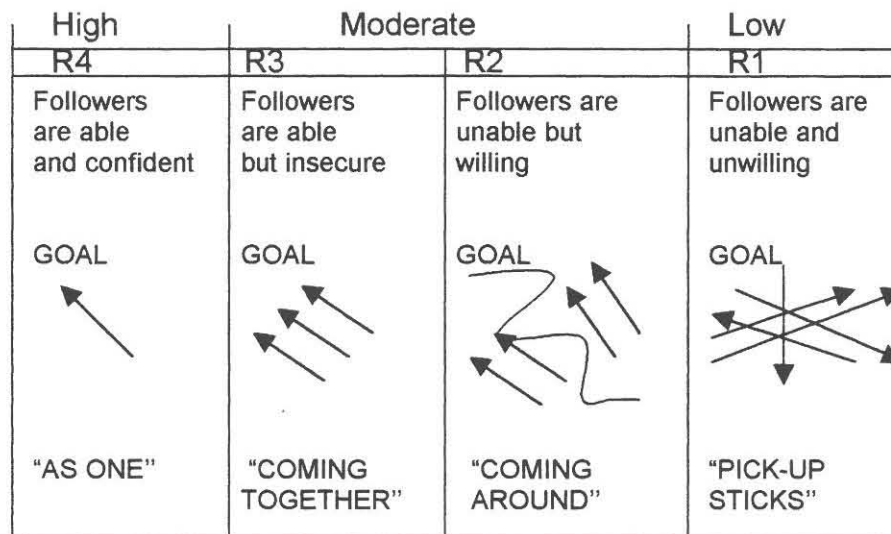


Source: Gordon (1996: 327)

The model of Hersey & Blanchard, as illustrated in fig. 5.2, proposes that as the leadership style moves from telling to selling, to participating to delegating, the more team members mature. In the telling phase, the leader guides, directs, provides specific guidelines and instructions, and closely supervises performance. Individuals have little input in their duties. In the selling phase the leader explains decisions, clarifies them, and persuades subordinates to follow them if necessary. In this phase, individuals have some say regarding their duties (Gordon, 1996: 327).

In the participating phase the leader shifts significant responsibility to the followers, encourages subordinates to participate in decision making, and facilitates collaboration and commitment. Participative management is only possible if the leader is willing to draw team members into decision making. A task-oriented leader might find it difficult to allow subordinates to participate in decision making, as such a leader wants to exert total control. In the delegating phase the leader only observes and monitors subordinates' behaviour, after giving them responsibility for decision making and implementation. This implies that the leader does not have control over team members, but acts as facilitator, which places the focus on the trustworthiness and drive of team members to achieve their goals – a high degree of maturity (Gordon, 1996: 327). This correlates with the implementation of self-managed work teams, as proposed in par 3.2.1, p 28, as self-managed work teams will require high levels of maturity. Hersey et al., (1996: 366) further apply this model to the team situation in the following way:

Fig. 5.3 Follower readiness



Source: Hersey et al. (1996: 327)

In fig. 5.3 the follower readiness could move from low to moderate to high. The curve in fig. 5.2 represents leadership style over time that correspondingly moves (right to left) from telling to selling to participating to delegating. Readiness level 1 (R1): The teams resemble “pick-up sticks” and are unsure of roles and goals (unable and unwilling - low readiness), meaning the telling phase will apply. Readiness level 2 (R2): The team is “coming around” but intra-group dissonance and competition are strong (unable but willing - moderate willingness). In this situation the selling style will apply. Readiness level 3 (R3): The team is “coming together”, group cohesion starts to emerge and individuals and factions adjust, but the team still performs moderately (unwilling but able). The participating style will apply here. Readiness level 4 (R4): The team acts “as one” and high levels of performance are noticeable. Team members are willing, able and confident to perform (high readiness), and the delegating style will apply (Hersey *et al.*, 1996: 367). In this regard team leaders will require strong diagnostic skills, as well as the ability to understand the unique needs of individual team members, which places an emphasis on the management skills of team leaders.

5.5 MANAGING DIVERSE WORK TEAMS

Apart from new legislation forcing employers to implement diversity in their organisations, the management of diversity could also create a competitive advantage (Kreitner & Kinicki, 1998: 41). Managing diversity could be described as “creating a climate in which the potential advantages of diversity for organizational or team performance are maximized, while the disadvantages are minimized (Cox & Beale, 1997: 2).

DuBrin (2000: 38) is of the opinion that companies with a favourable record in managing diversity are at a distinct advantage in recruiting and retaining talented people. This is especially important in the service industry, where client relationships are a crucial component. According to Williams (2000: 33) well-managed companies are more competitive because their workforces are more competent, motivated, committed and better trained, which leads to larger profits. This proves that sound management does matter, because it leads to satisfied employees, who in turn provide better service to customers, since employees tend to treat customers the same way they are treated by management.

Gomez-Mejia *et al.* (2001: 125) cite the example of Avon Beauty Products in the United States to illustrate how a well-managed company could use diversity to its advantage. About one third of their workforce consists of minority group members, and they effectively utilise the feedback from all groups to adapt to the changing needs of women. They also claim that this helped them in finding a successful niche for their products, emphasising that a diverse workforce could lead the successful infiltration of diverse markets.

Diversity programmes are more likely to fail if employees do not contribute their full talents, abilities and commitment. Organisations should thus create an environment or culture that allows all employees to reach their full potential. This is only possible if diversity is strategically managed (Kreitner & Kinicki, 1998: 37).

Gadenswatz & Rowe (1998: 51) note that managing a diverse workforce is no easy task. Even where solid diversity strategies have been implemented for years,

complaints about discrimination are not uncommon, recruitment remains a challenge, and harassment continues to make the news. The most effective way to manage diverse work teams is to train employees in the challenges they must face and the adjustments to make.

5.5.1 TRAINING

In a team situation members need training in order to acquire skills that involve making decisions and dealing with conflict. Training “provides opportunities for employees to develop the job-specific skills, experience and knowledge they need to do their jobs or improve their performance” (Williams, 2000: 575). In this sense this section of the chapter will focus on advanced training where individuals are trained to perform their duties, and diversity training where individuals acquire the skills to work with people from different cultures.

Realistic training goals will apply to both advanced and diversity training programmes (Henderson, 1995: 25). When setting up a training programme, employers could either contact outside specialists or assign it to in-house experts. In either case the trainer should be credible and also knowledgeable about the issues of concern. The ability and experience of a training instructor could be critical to the success of the training programme.

If instructors impose their own political agendas to support the special interest groups to which they belong, it could lead to a breakdown in communication. As in any teaching environment, instructors should tailor the programme to the skills level of the

participants. The following training techniques could be used: lectures, practical activities, films, discussions, and work groups (Gordon, 1996: 95). Lectures are possibly the best way to get the message through to participants. In this regard Henderson (1995: 25) emphasises that materials should be current and relevant and that various training styles should be utilised. As individual beliefs can only be changed through factual information, long-term educational programmes are advisable. Management should also be trained to overcome racial, gender and age stereotyping and should set examples in this regard. Training should thus be a systems approach, aimed at achieving long-term goals, and not just at solving singular problems (Boags, 1995: 237).

5.5.1.1 ADVANCED TRAINING

In Securicor Gray, advanced training refers to training received after completion of a level C course. Themes covered by the level C course are emergency procedures, protection of information, report writing, and occupational safety. Advanced training in teams could enable team members to acquire the skills and tools they need to perform as team members, and could also accentuate the important role of each team member (Syfert, 1998: 91). According to Grobler *et al.* (2002: 314) training is likely to improve performance, as a deficiency in skills can be identified and addressed. Technological changes need to be monitored, as technological changes mean job changes. In this regard the employees' skills must be updated constantly.

Training is an important way of addressing organisational problems, as it equips employees with information to solve problems and perform more effectively. Training

also prepares individuals for promotion, which means a higher level of skill is required. Training is crucial for the satisfaction of personal growth needs. If companies fail to recognise this, it could lead to the loss of promising employees.

The following advanced training programmes are suggested by Grobler *et al.*, (2002: 316):

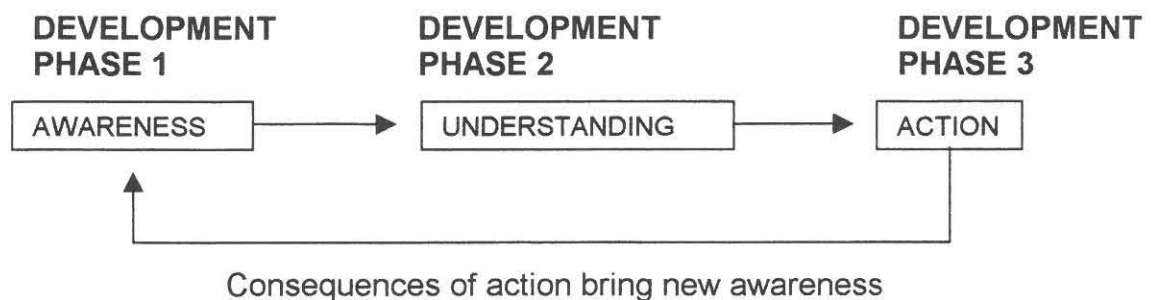
- **QUALITY IMPROVEMENT PROGRAMMES:** Due to the increasing quality standards of clients, quality improvement programmes are essential, as they could lead to increased competitiveness.
- **TECHNOLOGICAL CHANGE-RELATED PROGRAMMES:** As technological change continues to challenge organisations, employees need to keep up with the latest technological changes.
- **CUSTOMER SERVICE PROGRAMMES:** Increased emphasis is placed on service, which should prompt organisations to provide the relevant training to employees on a continuous basis.

5.5.1.2 DIVERSITY TRAINING

Diversity training could be regarded as a valuable tool in helping individuals to relate better towards team members of different cultural backgrounds. Training programmes could provide an opportunity for employees to develop the skills necessary to deal effectively with each other (DuBrin, 2000: 380). This could be helpful in aiding team members in understanding each other better, and also in analysing future training needs (Solomon, 1998: 12).

Diversity training does not involve acquiring a list of skills, but is rather a process of learning. According to Cox & Beale (1997: 4) the learning process includes the following: (1) awareness, (2) knowledge and understanding, and (3) behaviour and action steps. Awareness means recognising that diversity has certain effects on organisational behaviour and work outcomes. Once certain assumptions have been refuted, the path is open for the second step. The second phase involves understanding, where a person acquires a deeper cognitive grasp of how and why diversity competency is relevant to the good performance of work teams, individuals and organisations. Once individuals have awareness and understanding, they must take action to actually change behaviour. This process is illustrated in fig. 5.4.

Fig. 5.4 Learning process for acquiring diversity competency



Source: Cox & Beale (1997: 5)

The process in which diversity competency is acquired could be applied to individuals, work teams, organisations, and even countries. The two main levels that could be distinguished are the individual level and the organisational level. For individuals, diversity competency means learning to the point where they know how to change their personal behaviour as they perform daily tasks and responsibilities. For organisations, diversity competency requires the presence of two interdependent conditions: having a large proportion of individuals who are personally competent, and having the

infrastructure in place to support individuals who are seeking to display competency in managing diversity. The three-step approach should be viewed as applicable to both levels (Cox & Beale, 1997: 5).

An essential part of relating more effectively to diverse groups is to empathise with their point of view. To aid training participants in doing this, representatives of various groups are requested to explain their feelings related to workplace issues (DuBrin, 2000: 40). The process of cultural learning could facilitate better understanding between the different team members and between team members and the team leader. In this regard individuals could learn to focus not only on their differences but also their similarities (Knouse & Dansby, 1999: 486). Diversity could be more eagerly accepted if it produces tangible payoffs. Sometimes efforts to bring about attitudinal and behavioural change could result in strong resistance from employees, especially if changes are not clear.

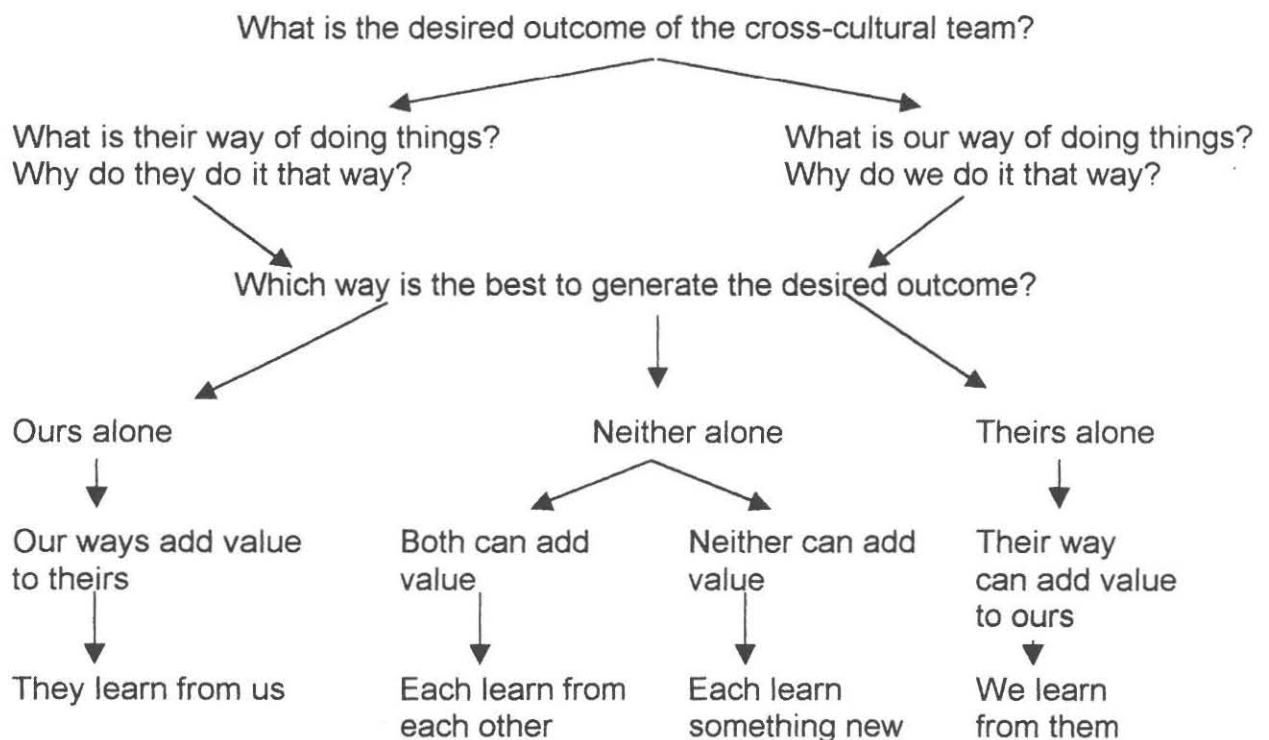
If employees are pressured and forced it could decrease their involvement in planning diversity activities, which could lead, in extreme cases, to recalcitrant behaviour such as sabotage, character assassinations and resignations (Henderson, 1995: 26). If requirements seem personal rather than organisational, individual employees might resist their implementation. To conclude, training could be regarded as a managerial tool to facilitate better understanding between employees. Various training techniques could be utilised, but it is of the utmost importance that instructors are credible and understandable and that employees are not pressured to change. In this regard management should set the example of tolerance and sensitivity. Hoecklin (1995: 81) proposes a comprehensible model for cultural learning, with the focus on individuals

from different cultures learning from each other, in order to enhance their team performance.

5.5.2 HOECKLIN'S MODEL OF CULTURAL LEARNING

According to Hoecklin (1995: 81) organisations should include cultural learning as one of the cornerstones of their human resources strategic planning policy. This involves a process of making implicit knowledge explicit and agreeing on the specific outcomes that are desired from the interaction. It also involves the understanding that each culture does things differently, and the different team members should agree to an approach that will lead to the reaching of the desired outcomes. The outcomes of the chosen approach should also be reviewed and modified to fit both the cultures and the desired outcomes. [Refer to fig. 5.5.]

Fig. 5.5 Hoecklin's model of cultural learning



Source: Hoecklin (1995: 81)

Fig. 5.5 shows how different cultures in work teams could influence each other. First the desired outcome of the cross-cultural work team should be determined. One of the most important aspects is that team members from different cultural groups should be open in learning from each other. If this does not happen, the process of cultural learning will not take place. The model shows that if team members are willing to learn from each other, value could be added to the whole process of teamwork (Hoecklin, 1995: 81).

In conclusion, diversity requires much more effort in today's marketplace, but large companies across the globe are recognising the importance of a diverse workforce. The recruitment of minority applicants is becoming the norm in England and the United States, making the management of diversity essential for effective organisational and ultimately team performance (Adams, 1998: 50).

5.6 SUMMARY

This chapter outlined the meaning of diversity. The invisible components of diversity, as applicable to work teams, were identified and explained in chapter 4. Culture, gender, age and language represent the visible components (primary dimensions) of diversity, and perception the invisible component (secondary dimensions). As part of this study is focused on cultural diversity, this aspect was elaborated upon. Gender and age are secondary, and necessary for completion of the diversity profile of team members. The advantages of managing diversity and the consequences of not managing diversity, as well as the challenges this presents to management, were explained. The impact of

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diversity on organisational effectiveness was explained by means of an interactional model of cultural diversity.

The role of management cannot be over-emphasised, especially in work team context. The lifecycle model of Hersey & Blanchard highlights the maturity of team members as well as team leaders. This relates to the establishment of self-managed work teams, which requires high levels of maturity from team members and team leaders. Self-managed work teams should be the ultimate goal of any work team, as this leads to the establishment of high-performance work teams, where team leaders extend authority and decision making, and team members take full responsibility for their performance. In this regard diversity training equips team members to adapt to a changing environment, and a process of cultural learning needs to take place, where individuals learn more about each other's differences. Hoecklin (1995: 81) proposed a model of cultural learning for work teams, where cross-cultural team members could learn from each other. This is likely to facilitate better understanding amongst team members, as well as develop sensitivity towards each other's differences. The following chapters will detail the empirical results of the study, as based on chapters 1-5, p 1-86.

CHAPTER 6: SECURICOR GRAY FROM AN OPERATIONAL WORK TEAM PERSPECTIVE

This chapter provides insight into the operations of Securicor Gray as a company. The statement of the problem and the field of study are highlighted once more, as is the research methodology that was applied.

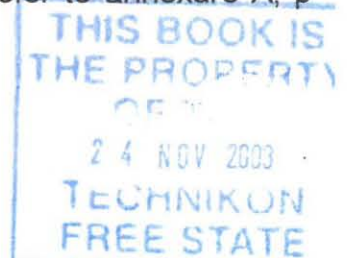
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6.1 INTRODUCTION

The focus of the empirical part of this study falls on the security industry, mainly because diverse work teams form part of their operational success. Securicor as mother company has various interests in the international environment. Securicor Gray, its South African initiative, is the focus of the investigation. This chapter will provide an operational profile of the company, as well as the geographical area of interest. In this regard the company's mission and vision and organisational structure, will be addressed and will thus provide insight into the lines of authority and the responsibilities of the subsequent team members. This will be aligned to the problem statement and research methodology utilised. The data collection methods that applied to this study will be elaborated on in terms of the client and team member questionnaire. The procedure for conducting the preceding pilot study will also be explained.

6.2 PROFILE OF SECURICOR GRAY

Securicor is a global company that supplies a broad spectrum of security services in the international arena. The company is also involved in other industries such as aviation, postal and courier services. Their latest venture involves security services in the South African context, as they have acquired the former Gray Security Services as addition to their company. The name has subsequently been changed to Securicor Gray. The South African initiative of the company is divided into geographical regions. These regions include the Western Cape, Eastern Cape, Gauteng, Mpumalanga and the Free State/Northern Cape region. The Free State/Northern Cape region is geographically the largest and forms the focus of the study. [Refer to annexure A, p.



144.] The Bloemfontein area serves as the core of the Free State/Northern Cape region, as it houses the administrative offices and management team. The Bloemfontein area was chosen, as the majority of the work teams for the region are situated there. The mission and vision of Securicor Gray includes the rendering of peace of mind to clients by curbing losses and providing entrance control. This involves the implementation of a long-term risk management programme to address present and future security needs. Retail and industrial sites were identified, and work teams were allocated according to the needs of clients. As work teams consist of culturally diverse team members, an opportunity is provided to investigate cultural issues in work teams. In this sense the investigation endeavoured to examine why some work teams perform better than others on operational level.

6.2.1 ORGANISATIONAL STRUCTURE

As mentioned above, retail and industrial sector work teams represent the operational backbone of the Bloemfontein area and are overseen by three area managers. Some teams have team supervisors, but they are not stationary and could change from one day to the next. In this sense the area managers are stable and always oversee the same sites and industries. The term “sites” refers to the places where work teams are operational. [Refer to table 6.1.]

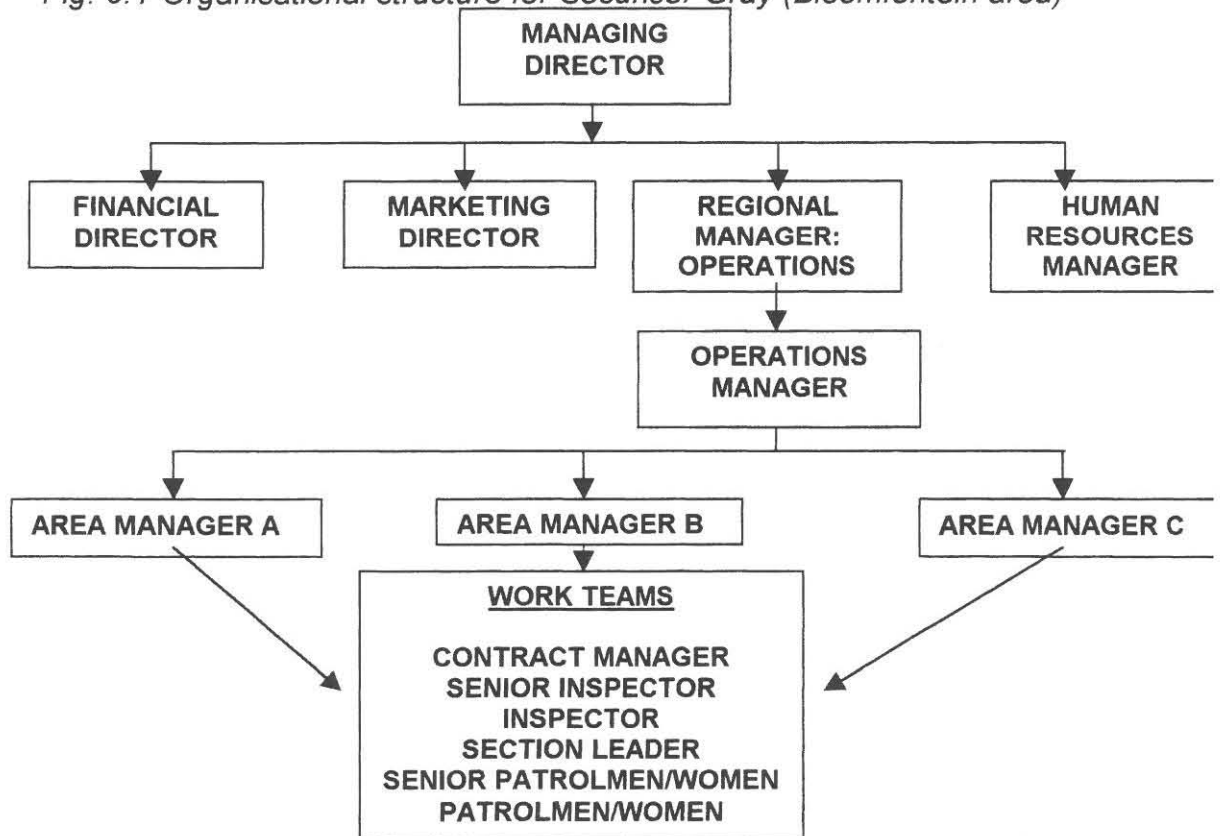
TABLE 6.1: SITES IN THE BLOEMFONTEIN AREA

TEAM A	TEAM B	TEAM C
10 SITES IN RETAIL SECTOR	6 SITES IN INDUSTRIAL SECTOR	6 SITES IN INDUSTRIAL SECTOR

The focus of this investigation falls on the area managers as team leaders, who for the purpose of this investigation will be referred to as team leaders A, B and C, overseeing

teams A, B and C. Team A has ten sites, and team B and C six. The organisational structure operates as follows: Patrolmen/women operate on the site of the client and represent the lowest hierarchical level. A team supervisor is usually present on site, overseeing duties. The team supervisor could be a senior patrolman/woman, a section leader, inspector or senior inspector, depending on the structure required by the client. A contract manager could also be appointed to manage major contracts. Activities of team leaders are overseen by an operations manager, who also needs to incorporate the needs and requests of the clients. The regional operations manager oversees the operations manager, and reports directly to the managing director of the region. Refer to fig. 6.1 for a graphical explanation of the organisational structure.

Fig. 6.1 Organisational structure for Securicor Gray (Bloemfontein area)



Source: Securicor Gray

6.2.2 ORGANISATIONAL POLICIES AND PROCEDURES

Strategic policies are drafted by top management, and include the inputs from the various managing directors. As work teams operate on the site of clients their operating procedures are outlined in the site instructions, which are generic for the retail and industrial sectors. Clients play a crucial role in this regard, as they discuss their needs during negotiations. Site instructions act as the job descriptions for individual team members, as formal job descriptions do not exist.

6.2.3 LEVEL C TRAINING

As mentioned before, team members are required to undergo a training programme of two weeks before commencing their duties. This is known as a level C course, and it mainly deals with emergency procedures, the protection of information, report writing and occupational safety. Patrolmen/women could also be nominated by team leaders to become site commanders, for which they need to complete a shift leader's course. The shift leaders course is the only advanced training currently offered by the company, with the aim of teaching individuals leadership skills.

6.3 STATEMENT OF THE PROBLEM

As some operational-level work teams perform better than others, possible reasons for this were examined. Work teams consist of culturally diverse team members and prompt an investigation into cultural matters. The role of the team leader and the impact of training will also be examined as possible reasons.

6.4 RESEARCH STRATEGY

The study was divided into a literature and empirical section. The literature part constitutes the first section and includes the use of mostly secondary sources to explain the relevant theoretical concepts and issues (chapters 1-5, p 1-86). The second section of the study represents the empirical section, which involves the gathering of data, on a primary level, from respondents. This was done by means of questionnaires to clients and team members. The research findings are documented in terms of overall area responses and responses in team context. The following data collection methods apply to the study.

6.4.1 DATA COLLECTION METHODS

The data collection methods included questionnaires to clients and team members.

6.4.1.1 THE CLIENT QUESTIONNAIRE

A preliminary questionnaire was requested by management and distributed to the clientele of Securicor Gray in the Bloemfontein area. It was compiled by management with the aim of understanding the client's attitudes and needs. The client questionnaire is not part of the formal study, as it was compiled and distributed by management. [Refer to annexure B, p 146.]

6.4.1.2 THE TEAM MEMBER QUESTIONNAIRE

The team member questionnaire was constructed in accordance with the literature part of the study, and divided into five sections. [Refer to annexure D, p 151.] The first section gathered personal information of respondents. Although the questionnaire was

anonymous, respondents had to indicate aspects such as gender, racial group, language and educational levels. This enabled the researcher to establish a diversity profile of the various work teams. Task-related responses were captured in the second section of the questionnaire, aimed at determining whether team members understood what was expected of them. This section was compiled in accordance with site instructions (both retail and industrial sectors). A copy of an occurrence book was also obtained in order to ascertain the types of tasks team members have to perform.

Section three consists of questions regarding teamwork and was aimed at capturing team members' feelings, as well as how team members communicate and how they perceive teamwork as a whole. This section of the questionnaire was based on the model of effective teamwork of Eales-White (par 3.2.2, p 29). Other aspects that were added to this section of the questionnaire were conflict (par 3.6, p 40), language (par 3.5.1, p 38 & par 5.2.2 p 63) and perceptions (par 4.2.1.1, p 49).

Questions regarding the team leader (section four) were aimed at determining how team members respond to the team leader, as well as the maturity levels of team members and team leaders. The last section on training was aimed at establishing the type of training received, as well as the future training needs of team members.

As mentioned in chapter 1, (p 5-8) the guidelines set by Leedy & Ormrod (2001: 202) and Sekaran (1992: 206) were followed in compiling the team member questionnaire. Questions had to be simple and understandable, as they had to be completed by operational-level employees. In this respect a variety of methods were used, which included three-point scales, and yes/no and open-ended questions. The team leaders

were involved in the distribution of the team member questionnaire and were instructed to mark the sites clearly. This was crucial for comparative analysis, as the responses of the different teams were compared with each other. The team member questionnaire was preceded by a structured pilot study, which will be referred to in the following section.

6.4.1.2.1 THE PILOT STUDY

Huysamen (1998: 28) describes a pilot study as a preliminary survey carried out on a small scale, to make sure that the design and methodology of the survey are likely to produce the information required. Table 6.2 reflects the racial and gender composition of the total population upon commencement of the study.

TABLE 6.2: RACIAL AND GENDER COMPOSITION OF THE TOTAL POPULATION FOR THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Coloured men	21	18	44	83	54
Coloured women	15	5	4	24	16
Black men	6	8	9	23	15
Black women	6	0	0	6	4
White men	5	7	3	15	10
White women	1	0	1	2	1
TOTAL	54	38	61	153	100

* No Asians were present in any of the teams.

As coloured men formed the majority group in the research population, four individuals were chosen for the pilot study. Of the other racial and gender groups one or two

individuals were sufficient. Of the 153 members of the population, ten individuals were chosen for the pilot study. [Refer to table 6.3.]

TABLE 6.3: RACIAL AND GENDER REPRESENTATION IN THE PILOT STUDY

BLACK MEN	1
BLACK WOMEN	1
WHITE MEN	1
WHITE WOMEN	1
COLOURED MEN	4
COLOURED WOMEN	2
TOTAL	10

A letter of confidentiality accompanied the questionnaire, emphasising that the results would be used for research purposes only. [Refer to annexure C, p 148.] The pilot study proved to be crucial, as it showed whether team members understood the questionnaire. More open-ended questions were added to the final questionnaire, as these reflect the true feelings of team members.

6.5 SUMMARY

This chapter outlined the operating principles of Securicor Gray in the Bloemfontein area. A profile of the company was outlined, which will assist the reader in comprehending its functioning. The problem statement and a methodological overview put the data collection methods into perspective. The results of the client questionnaire and a team member questionnaire will subsequently be analysed in the next chapter.

CHAPTER 7: ANALYSIS OF QUESTIONNAIRES

The focus of this chapter is on the analysis of the responses, as captured by the questionnaires.

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7.1 INTRODUCTION

As explained in the previous chapter, the data collection methods included questionnaires to clients and team members. The client questionnaire, as requested and administered by the management of Securicor Gray, will briefly be referred to, but the focus will be on the team member questionnaire. Subsequent results will be documented with regard to the five sections covered in the questionnaire, namely personal information, the task, the team, the team leader, and training. Where applicable, qualitative responses will be documented in work team context.

7.2 THE CLIENT QUESTIONNAIRE

The client questionnaire was requested and compiled by the management of Securicor Gray, with the aim of establishing clients' attitudes and needs. It was distributed and collected under the supervision of the management body. With a response rate of 13%, it became clear that if questionnaires were to be used the retrieval system in mind would have to be sound. The client questionnaire will subsequently be analysed in the next section. [Refer to annexure B, p 146.]

Question 1 (annexure B): Please list the reasons for utilising security services in order of priority: a) Threat of external crime and violence, b) Loss prevention, c) Ensuring safe environment for clients/customers, d) Ensuring safe environment for employees, e) Protection of information.

Clients had to list their reasons for utilising security services, as management endeavoured to determine whether services rendered satisfied the clients' needs. Responses were not accurate and no real conclusions could be drawn.

Question 2 (annexure B): Please prioritise your positive experiences with Securicor Gray: a) Well disciplined staff, b) Good appearance, c) Effective loss prevention, d) Effective management, e) Effective security teams.

Clients had to prioritise positive experiences with regard to Securicor Gray. Little substantial information could be extracted, as the responses were not prioritised.

Question 3 (annexure B): Please prioritise your negative experiences with Securicor Gray: a) Poorly disciplined staff, b) Poor appearance, c) Lack of loss prevention, d) Ineffective management, e) Ineffective security teams.

Clients had to list their negative experiences with regard to the company. Answers were not prioritised and no clear conclusions could be drawn.

Question 4 (annexure B): What are your reasons for outsourcing your security function? a) Minimising collusion between staff, b) Cost effectiveness, c) Outsourcing non-core business, d) Low levels of union activity, e) Flexibility of contract services.

This question aimed to determine why clients outsource their security function. Management endeavoured to determine whether they address real needs. Responses were not prioritised and clear no responses could be captured.

Question 5 (annexure B): Indicate your preference in terms of cultural mix of your security team: a) Balanced mix of different cultural groups, b) Preference of one cultural group, c) No specific preference.

Clients had to indicate the cultural mix of the security teams. Two clients (7%) indicated that they had no specific preference regarding the cultural mix of the work teams.

Question 6 (annexure B): Are you of the opinion that the culture of the team leadership has an effect on the overall performance of the team?

Clients had to indicate whether the cultural group of the team supervisor had an effect on the overall performance of the work team. Seven percent of the clients indicated that it had an effect.

As only 13% of the client questionnaires were retrieved they could not purposefully add to the information management required. The client questionnaire was not formally part of the study, but was documented for the sake of thoroughness. It also served as part of the pilot study, in which the pitfalls for the team member questionnaire could be identified beforehand.

7.3. THE TEAM MEMBER QUESTIONNAIRE

As mentioned before, five major aspects were covered in the team member questionnaire, namely personal information, the task, the team, the team leader, and training. The next section is dedicated to analysing the relevant responses. Where applicable every question will be discussed in terms of overall responses for the area

and team-based responses (in percentages). Where applicable, raw responses will be documented in team context. [Refer to annexure D, p 151.]

The total population consisted of 153 members minus 10 members included in the pilot study = 143. Of the 143 questionnaires distributed in the Bloemfontein area, 110 were retrieved (N=110). This represents a response rate of 77%. The racial and gender composition of the study appears in table 7.1.

TABLE 7.1: RACIAL AND GENDER COMPOSITION OF WORK TEAMS IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Coloured men	20	8	25	53	48
Coloured women	14	1	4	19	17
Black men	6	5	10	21	19
Black women	3	0	2	5	5
White men	4	2	2	8	7
White women	3	1	0	4	4
Total	50	17	43	110	100

7.3.1 PERSONAL INFORMATION

In question 1.1 (annexure D) respondents had to indicate their gender group.

This question aimed to determine the gender composition of the respondents. There were 82 men and 28 women that participated in the study, representing a gender ratio of 75% men and 25% women respectively. [Refer to graph 7.1.]

GRAPH 7.1: THE GENDER COMPOSITION OF WORK TEAMS IN THE BLOEMFONTEIN AREA

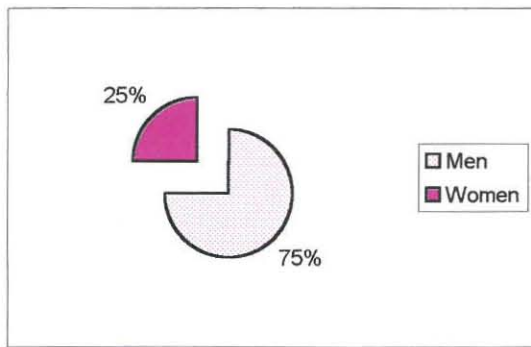


Table 7.2 reflects the gender composition of the work teams in the Bloemfontein area.

TABLE 7.2: GENDER COMPOSITION OF WORK TEAMS IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
MEN	30	15	37	82	75
WOMEN	20	2	6	28	25
TOTAL	50	17	43	110	100

In question 1.2 (annexure D) respondents had to indicate their racial group.

This question aimed to establish the racial composition of the population. Coloured people represented 65% of the respondents, Black people 24%, and White people 11%. [Refer to graph 7.2.]

GRAPH 7.2: THE RACIAL COMPOSITION OF WORK TEAMS IN THE BLOEMFONTEIN AREA

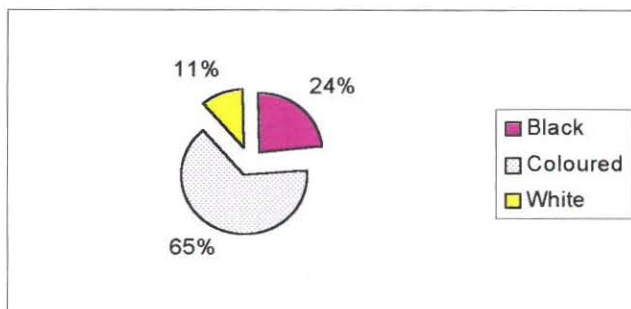


Table 7.3 reflects the racial composition of the work teams for the Bloemfontein area.

TABLE 7.3: RACIAL COMPOSITION OF WORK TEAMS IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
COLOURED	34	9	29	72	65
BLACK	9	5	12	26	24
WHITE	7	3	2	12	11
TOTAL	50	17	43	110	100

In question 1.3 (annexure D) respondents had to indicate their age.

The age composition of the respondents was reflected by this question. It varied from 18 – 54 years. Table 7.4 reflects the age composition of the work teams in the Bloemfontein area.

TABLE 7.4: AGE COMPOSITION OF WORK TEAMS IN THE BLOEMFONTEIN AREA

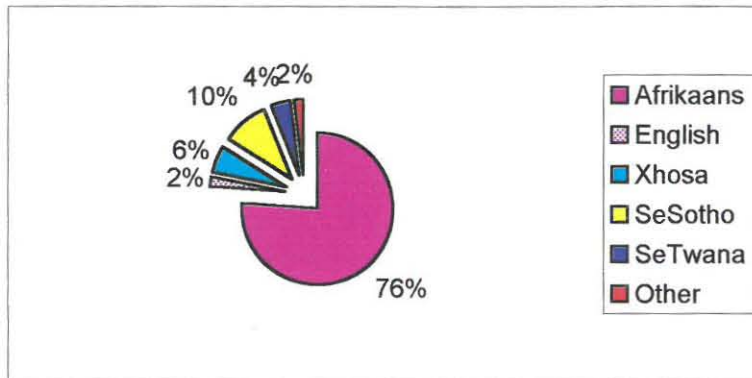
	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Younger than 20	1	2	1	4	4
Between 20 and 30	35	8	30	73	66
Between 30 and 40	3	4	5	12	11
Over 40	4	2	1	7	6
No response	7	1	6	14	13
TOTAL	50	17	43	110	100

In question 1.4 (annexure D) respondents had to indicate their home language.

This question endeavoured to capture the home language of respondents. (Home language refers to the language respondents speak at home.) In terms of the overall

respondents 76% speak Afrikaans, 2% English, 6% Xhosa, 4% SeTswana and 10% SeSotho, while 2% speak other languages. [Refer to graph 7.3 for percentages].

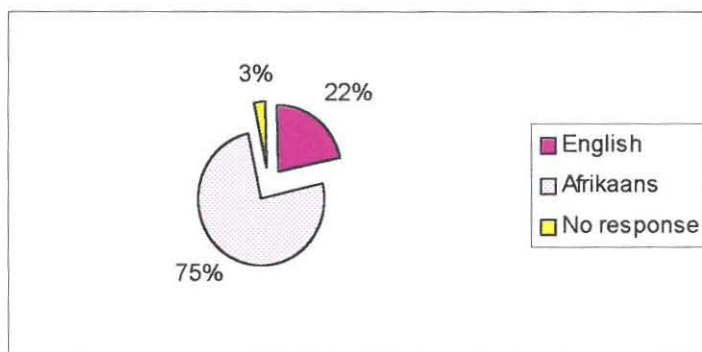
GRAPH 7.3 HOME LANGUAGES OF RESPONDENTS IN THE BLOEMFONTEIN AREA



In question 1.5 (annexure D) respondents had to indicate whether they prefer to speak Afrikaans or English at work.

This question aimed to establish the language preferences of respondents at work. In 75% of the cases respondents preferred Afrikaans, in 22% of the cases they preferred English, while 3% failed to answer the question. [Refer to graph 7.4.]

GRAPH 7.4: LANGUAGE PREFERENCES AT WORK IN THE BLOEMFONTEIN AREA



The language preferences at work for the work teams are indicated in table 7.5 below.

TABLE 7.5: LANGUAGE PREFERENCE AT WORK, OF WORK TEAMS IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Afrikaans	38	11	34	83	75
English	11	4	9	24	22
No response	1	2	0	3	3
TOTAL	50	17	43	110	100

In question 1.6 (annexure D) respondents had to indicate their citizenship.

All respondents were South African citizens.

In question 1.7 (annexure D) respondents had to indicate their educational level in one of three categories, namely grade 10 or lower, grade 12, or post-matriculation.

This question aimed to reflect the educational levels of the team members. The company's recruitment policy stipulates a minimum qualification of grade 10, although the exception does exist. In this regard 25% of the respondents have a grade 10 or lower qualification, 69% a grade 12, and 4% a post-matriculation qualification. Two percent of respondents failed to answer the question. [Refer to graph 7.5. for percentages.]

GRAPH 7.5: THE EDUCATIONAL LEVELS OF RESPONDENTS IN THE BLOEMFONTEIN AREA

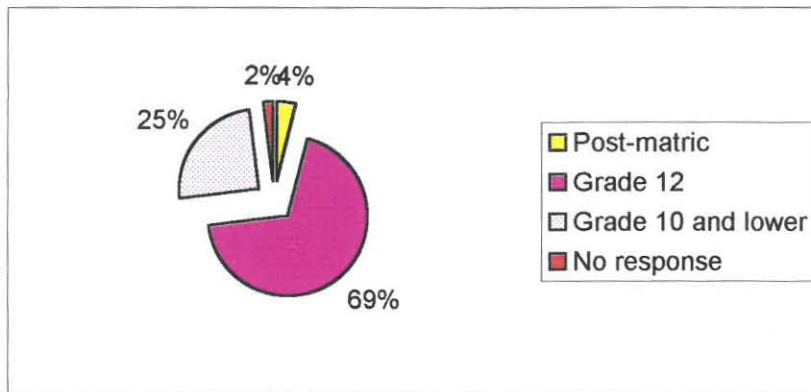


Table 7.6 indicates the educational levels of respondents in work team context.

TABLE 7.6: EDUCATIONAL LEVELS OF RESPONDENTS, IN WORK TEAM CONTEXT, IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Grade 10 and lower	13	6	9	28	25
Grade 12	34	9	33	76	69
Post-matriculation	2	2	0	4	4
No response	1	0	1	2	2
TOTAL	50	17	43	110	100

In question 1.8 (annexure D) team members had to indicate in which suburb they live.

This question aimed to determine the area where respondents reside, which are documented in terms of traditionally Black or White suburbs. Traditionally Black suburbs refer to areas occupied by mostly Black and Coloured people before 1994, and traditionally White suburbs refer to areas mostly occupied by White people before 1994. [Graph 7.6 reflects percentages.]

GRAPH 7.6: SUBURBS IN WHICH RESPONDENTS RESIDE IN THE BLOEMFONTEIN AREA

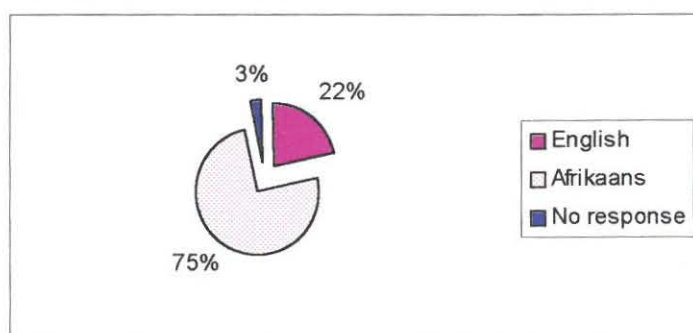


Table 7.7 reflects the suburbs in which respondents reside, in team context.

TABLE 7.7: SUBURBS IN WHICH RESPONDENTS RESIDE IN TEAM CONTEXT, IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Traditionally Black suburbs	31	14	38	83	75
Traditionally White suburbs	19	3	4	26	24
No response	0	0	1	1	1
TOTAL	50	17	43	110	100

In question 1.9 (annexure D) respondents had to indicate when they started working for Securicor Gray.

This question endeavoured to establish the service record of individuals. In this regard 35% of respondents commenced duty in 2001, 19% in 2000, and 35% commenced duty prior to 2000. Eleven percent (11%) of respondents failed to answer the question. Only three individuals had a service record in excess of six years. Table 7.7 indicates the service record of respondents in work teams.

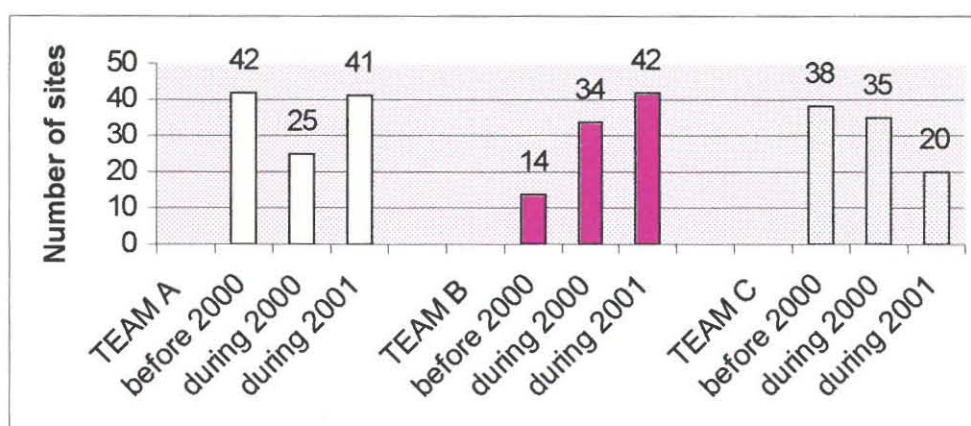
TABLE 7.8: THE SERVICE RECORD OF RESPONDENTS IN WORK TEAMS IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Commenced prior to 2000	16	3	19	38	35
Commenced during 2000	6	6	9	21	19
Commenced during 2001	21	7	10	38	35
No response	7	1	5	13	11
TOTAL	50	17	43	110	100

In question 1.10 (annexure D) respondents had to indicate the number of sites at which they operated.

This question aimed to determine the number of sites at which team members operate.

The graph below (graph 7.7) relates the service record to the number of sites at which team members operate, and gives an indication of the movement within the various work teams.

GRAPH 7.7: RELATION OF SERVICE RECORD TO NUMBER OF SITES WORKED AT IN THE BLOEMFONTEIN AREA

7.3.2. THE TASK

Responses regarding the task are documented in area-based and team-based responses.

Question 2.1 (annexure D): Have you received site instructions?

This question was aimed at determining whether team members received site instructions before commencing their duties. This did occur in 91% of overall cases. The yes-responses for team A=94%, B=71% and C=95%.

Question 2.2 (annexure D): Have you received site instructions at every site at which you have worked?

This question aimed to establish whether site instructions were issued at every site at which team members operate. The overall yes-response rate indicated 80%, and in work team context: team A=84%, B=65% and C=82%.

Question 2.3 (annexure D): Are they clear to you?

This question endeavoured to ascertain whether team members understood the site instructions, of which 93% of the overall responses indicated yes, with team A=96%, B=76% and C=95%.

Question 2.4 (annexure D): Who issued the site instructions to you?

Respondents had to identify the person issuing site instructions. In 55% of the overall cases the team supervisor was indicated, and in 25% of the cases the team leaders.

Twelve percent (12%) indicated the client or others and 8% of respondents failed to answer the question. [Refer to table 7.9 for the responses in work team context.]

TABLE 7.9: PERSONS ISSUING SITE INSTRUCTIONS IN THE BLOEMFONTEIN AREA

	TEAM A	TEAM B	TEAM C	TOTAL (N)	PERCENTAGE (%) OF TOTAL
Team leader	18	3	7	28	25
Team supervisor	27	7	27	60	55
Client/others	3	3	6	13	12
No response	2	4	3	9	8
TOTAL	50	17	43	110	100

Question 2.5 (annexure D): To what extent is the following true:

2.5.1 Every individual understands the tasks he/she has to perform.

This question aimed to establish whether individuals understood the tasks they had to perform. Ninety-seven percent (97%) of the overall respondents indicated that they understood the tasks, with team A=96%, B=100% and C=98%.

2.5.1.1 If your answer is no, explain why.

As reflected in question 2.5.1 respondents understand the tasks they have to perform, and no qualitative responses were captured in this part of the question.

Question 2.6 (annexure D): Are you notified in advance of changes in procedures?

This question endeavoured to determine whether respondents are notified of changes in procedures. Overall the positive responses were 55%, with team A=72%, B=35% and C=42%.

7.3.3 THE TEAM

The responses for this part of the questionnaire reflect on teamwork, based on the model of effective teamwork proposed by Eales-White (1996: 26). Results are documented in terms of area responses and comparative responses for teams A, B and C.

Question 3.1 (annexure D) consisted of numerous statements regarding teamwork.

Question 3.1.1: Team members know and understand what is important to the team.

This question aimed to determine whether team members have a clear, shared purpose and direction, by asking them to indicate whether they know and understand what is important to the team. The overall agree-scores were 73%, with team A=84%, B=76% and C=58%.

Question 3.1.2: Team members are, generally speaking, enthusiastic.

Respondents had to indicate how they perceive the general enthusiasm of the work team. The overall yes-responses were 65%, with team A=76%, B=71% and C=49%.

3.1.2.1 Explain.

TABLE 7.10: RAW RESPONSES IN WORK TEAM CONTEXT, ON WHETHER RESPONDENTS ARE ENTHUSIASTIC

TEAM LEADER A	TEAM LEADER B	TEAM LEADER C
-We understand each other. -Try to satisfy clients. -Work as a team. -Cannot achieve goals alone. -Members listen to each other.	-Members not always keen on tasks. -Don't always feel positive. -Team members don't always share information. -Area manager the best.	-Little communication with area manager. -Speak back to others. -Unfairness. -People are jealous of each other.

Question 3.1.3: Team members know how they fit into the team.

This question aimed to establish the existence of clear roles, by asking respondents to indicate whether they know where they fit into the team. The average agree-scores were 65%, with team A scoring 76%, B=65% and C=54%.

Question 3.1.4: Team members generally share humour.

This question aimed to determine whether team members share humour. In 40% of the cases respondents indicated they did, and in work team context, team A=40%, B=41% and C=40%.

Question 3.1.5: Team members solve conflict rather than ignore it.

Respondents had to indicate whether they solve conflict. The overall agree-scores were 51%, with team A=52%, B=76% and team C=40%.

Question 3.1.6: Everybody normally works towards the same goal.

Respondents had to disclose focus and persistence, by indicating whether they are working towards the same goal. The average agree-responses were 71% and in work team context, teams A & B scored 84% and 82% respectively, and team C scored 51%.

Question 3.1.7: Team members are normally positive towards their job.

This question was aimed at capturing a perception, by asking team members to indicate whether they are positive towards their job. The overall agree-responses were 67%, and in work team context, team A=86%, B=71% and C=44%.

Question 3.1.8: Team members generally listen to each other's ideas.

This question aimed to ascertain whether respondents share information, by requiring them to indicate whether they listen to each other's ideas. The overall agree-responses were 54%, with team A=56%, B=82% and C=40%.

Question 3.1.9: It seems as if team members enjoy working in a team.

This question measured a perception, by requesting respondents to indicate whether they enjoy working as a team. The overall yes-responses were 81%, and in team context, team A scored 90%, team B=100%, and team C=63%.

3.1.9.1 Explain.

TABLE 7.11: RAW RESPONSES IN WORK TEAM CONTEXT, ON WHETHER RESPONDENTS ENJOY WORKING AS A TEAM

TEAM A	TEAM B	TEAM C
-People sometimes negative. -We solve conflict. -Some sites nice, others not so nice. -Sometimes discouraged by superiors. -Sometimes we make unnecessary mistakes because we don't know better. -Share duties and responsibilities. -Leader listens to us. -Sometimes we have language problems.	-We listen to each other. -Like to chat.	-Want to work alone. -People talk badly about each other. -No such thing as teamwork. -Sometimes not willing to help each other. -A lot of differences. -Members don't know how to listen. -Sometimes positive, sometimes negative.

Question 3.1.10: Team members usually experience problems in understanding each other, because different languages are spoken.

This question endeavoured to capture the existence of language problems. The overall agree-responses were 41%, with team A scoring 50%, B=47% and C=28%.

Question 3.1.11: You do more than what is expected of you.

This question aimed to establish commitment and involvement, by asking team members to indicate whether they do more than what is expected of them. The average agree-responses were 79% with team A=82%, B=88% and C=72%.

Question 3.1.12: Team members tend to form alliances.

This question endeavoured to determine whether the different cultural and/or other groups form alliances. An average of 42% of respondents indicated this to be true, with team C scoring the lowest = 26%, A=52% and B=53%.

Question 3.2 (annexure D): Team members support each other in performing their duties.

This question aimed to ascertain the existence of mutual support. The yes-responses for team A=94%, team B=88% and team C=82%, with the overall response being 88%.

3.2.1 If no, explain.

TABLE 7.12: RAW RESPONSES IN WORK TEAM CONTEXT, ON WHETHER RESPONDENTS SUPPORT EACH OTHER

TEAM A	TEAM B	TEAM C
-Some people support each other. -Must do what client expects. -Not everyone does what they have to.	-No responses	-Members want to work individually. -Race problems. -Push each other down.

Question 3.3 (annexure D): Teams have sufficient equipment to do the job.

Respondents had to indicate whether they have sufficient equipment to perform their duties. Equipment includes radios, torches, batons, firearms and so forth. As respondents operate at different sites, available facilities and the need for equipment

will vary. An overall sufficiency rate of 75% was recorded, with team-related scores as follows: A=84%, B=47% and C=77%.

3.2.1 If no, explain.

TABLE 7.13: RAW RESPONSES IN WORK TEAM CONTEXT, ON THE SUFFICIENCY OF EQUIPMENT

TEAM A	TEAM B	TEAM C
-Too few radios. -No torches, speed dial, batons to protect ourselves. -Stationery insufficient.	-No torches -Wait too long for torch batteries. -Poor washing & eating facilities.	-No pens. -No firearms.

7.3.4. THE TEAM LEADER

The responses regarding the team leader are documented in terms of the comparative responses for work teams operating under team leaders A, B and C. This was essential in establishing the relationship between the team leader and the team members.

Question 4.1 (annexure D): You normally feel you can consult your team leader regarding work-related problems and complaints.

This question endeavoured to determine whether team members consult their team leader about work-related problems. The aim of this question was to determine how approachable the team leader is to team members. The always-responses for team A=84%, B=86% and team C=50%.

Question 4.2 (annexure D): You normally feel that you can consult your team leader about personal problems.

This question aimed to establish whether team members consult the team leader about personal problems. This question was also aimed at establishing approachability, as well as whether the team leader is people-oriented. The following always-responses apply: team A=68%, team B=53% and team C=27%.

Question 4.3 (annexure D): Do team members usually have the opportunity to share ideas with the team leader?

This question attempted to ascertain whether team members are given the opportunity to share ideas. The yes-responses were as follows: team A=82%, B=89% and C=59%. Most respondents indicated that ideas were either shared at a site meeting, or while the area manager was on site.

4.3.1 If yes, how?

TABLE 7.14: RAW RESPONSES IN WORK TEAM CONTEXT, ON HOW RESPONDENTS SHARE IDEAS WITH TEAM LEADERS

TEAM A	TEAM B	TEAM C
-Meetings. -Off days, lunch. -When shop closes.	-At meetings. -Before work starts.	-Meetings.

Question 4.4 (annexure D): To what extent is the following true about team leaders:

Question 4.4.1. The team leader constantly informs the team if they meet the client's expectations.

This question endeavoured to ascertain whether team leaders inform team members if they have met the client's expectations. In this regard the always-respondents for team A and B indicated 84% and 82% respectively, with team C=50%.

Question 4.2 (annexure D): You normally feel that you can consult your team leader about personal problems.

This question aimed to establish whether team members consult the team leader about personal problems. This question was also aimed at establishing approachability, as well as whether the team leader is people-oriented. The following always-responses apply: team A=68%, team B=53% and team C=27%.

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Question 4.4.1. The team leader constantly informs the team if they meet the client's expectations.

This question endeavoured to ascertain whether team leaders inform team members if they have met the client's expectations. In this regard the always-respondents for team A and B indicated 84% and 82% respectively, with team C=50%.

Question 4.4.2: Team leaders believe that every member can contribute to the team's success.

This question attempted to determine whether the team leader believed that every member could contribute to the team's success. The always-responses of team A were 96%, team B=94% and team C=64%.

Question 4.4.3: Some team members undermine the authority of the leader.

This question aimed to disclose whether the authority of the team leader was undermined. Team A's agree-responses =24%, B=24% and C=14%.

Question 4.4.4: The team leader encourages everyone to be open and honest.

This question attempted to capture the existence of openness and honesty. The agree-responses of team A and B were 84% and 88% respectively, with team C=41%.

Question 4.4.5: If a task has been executed unsuccessfully the team leader encourages us to better our performance.

This question was aimed at disclosing the presence of encouragement on the part of the team leader. Team A's agree-scores indicated 92%, with B=88% and C=50%.

7.3.5. TRAINING

The responses for this section of the questionnaire are documented in terms of area-based and-team-based responses.

In question 5.1 (annexure D): To what extent is the following true:

Question 5.1.1: Team members have the skills to accomplish goals.

This question aimed to ascertain whether team members have the skills to accomplish goals. An average of 74% agree-responses were recorded, and in work team context, team A=86%, B=82% and team C=56%.

Question 5.1.2: There is a good match between the capabilities and the responsibilities of the team members.

This question attempted to establish whether team members thought there was a match between their capabilities and responsibilities. An average of 73% of respondents indicated that there was a match, with team A scoring the highest at 78%, B=76% and C=65%.

Question 5.2 (annexure D): Did you receive advanced training after you completed your basic (level C) training?

This question endeavoured to ascertain whether respondents received additional training after the compulsory level C course. An average of 25% of respondents received advanced training, with team A=34%, B=12% and C=19%.

5.2.1 If yes, specify.

Small numbers of respondents received advanced training. In team A, some respondents had to attend a retail course as a prerequisite for operating in this industry, while some individuals attended the shift leader's course offered by the company.

TABLE 7.15: RAW RESPONSES IN WORK TEAM CONTEXT, ON WHETHER RESPONDENTS RECEIVED ADVANCED TRAINING

TEAM A	TEAM B	TEAM C
-At previous company. -Experience gained by working with public. -Shift leaders course.	-Shift leader's course	-At previous company.

Question 5.3 (annexure D): Have you received training on how to deal with people from other cultures?

This question aimed to disclose whether respondents have undergone diversity training. The number of respondents that received diversity training were even fewer than in the previous question. The overall yes-scores were 4%, and in work team context, team A=2%, B=0% and C=7%.

5.3.1 If yes, specify.

Individuals that claimed to have received diversity training did so at other companies for which they worked.

Question 5.4 (annexure D): Would you like to receive more training on how to deal with people from other cultures?

This question attempted to ascertain the need for diversity training. In this regard different opinions emerged. Sixty-six percent (66%) of the respondents indicated yes, with team A=68%, B=88% and C=56%.

5.4.1 *If yes, explain.*

TABLE 7.16: RAW RESPONSES IN WORK TEAM CONTEXT, ON WHETHER RESPONDENTS WISH TO RECEIVE DIVERSITY TRAINING

TEAM A	TEAM B	TEAM C
-Want to deal with other cultures. -Want to learn about other cultures. -To understand people better.	-Want to understand and deal with other cultures.	-It is good to understand different cultures. -Want to know how to communicate with other cultures. -To curb racism.

7.4 SUMMARY

This chapter analysed the responses to the questionnaires. The client questionnaire was not formally part of the study, but was documented for the sake of thoroughness. The different sections of the team member questionnaire were systematically analysed and responses were documented in terms of area-based and team-based responses. Where applicable the results were visually presented. The subsequent conclusions, based on the results, will be documented in the next chapter.

CHAPTER 8: CONCLUSIONS AND RECOMMENDATIONS

This chapter outlines the conclusions, based on the analysis of questionnaires, as outlined in chapter 7.

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8.1 INTRODUCTION

This chapter will focus on the conclusions reached, based on the findings of the questionnaires, as analysed in chapter 7. Results are relevant to the Bloemfontein area only.

8.2 CONCLUSIONS

8.2.1 THE CLIENT QUESTIONNAIRE

- It became clear from the response rate and lack of responses that the client questionnaire could not be of use to management. This proves that a controlled environment needs to be created when a questionnaire is circulated. A controlled environment requires that the distribution and retrieval of questionnaires is monitored, and that a structured pilot study precedes the questionnaire.

- The formulation of questions needs to be clear and simple.

8.2.2 THE TEAM MEMBER QUESTIONNAIRE

8.2.2.1 PROFILE OF RESPONDENTS

Gathering personal information enabled the researcher to develop an overall profile of the respondents under investigation. This is highlighted in table 8.1, together with separate profiles for teams A, B and C.

TABLE 8.1: OVERALL AND TEAM-BASED PROFILE OF RESPONDENTS IN THE BLOEMFONTEIN AREA

	OVERALL (All teams)	TEAM A	TEAM B	TEAM C
GENDER	75% male, 25% female	60% male, 40% female	88% male, 12% female	86% male, 14% female
RACE	65% Coloured, 24% Black 11% White	68% Coloureds, 18% Black 14% White	53% Coloureds, 29% Black 18% White	67% Coloureds, 28% Black, 5% White
AGE	Majority between 20 and 30	Majority between 20 and 30.	Majority between 20 and 30	Majority between 20 and 30
HOME LANGUAGE	Majority Afrikaans	Majority Afrikaans	Majority Afrikaans	Majority Afrikaans
LANGUAGE PREFERENCE AT WORK.	Majority Afrikaans	Majority Afrikaans	Majority Afrikaans	Majority Afrikaans
CITIZENSHIP	All South African	All South African	All South African	All South African
EDUCATIONAL LEVEL	Majority (69%) grade 12	Majority (68%) grade 12	Majority (53%) grade 12	Majority (77%) grade 12
SUBURB	Majority lives in traditionally Black suburbs	Majority lives in traditionally Black suburbs	Majority lives in traditionally Black suburbs	Majority lives in traditionally Black suburbs
COMMENCEMENT AT SECURICOR GRAY	35% commenced prior to 2000, 35% during 2001	Majority during 2001	Majority during 2001	Majority prior to 2000

* Question 1.10 will be referred to in section 8.2.2.2, as part of the task.

8.2.2.2 CRITERIA FOR THE EFFECTIVE EXECUTION OF THE TASKS

The criteria for the execution of the task relate to section 2 (annexure D) and section 5 (annexure D) of the questionnaire. Conclusions will be divided into A) communication with regard to sites, tasks and changes, and B) competencies and equipment team members require to perform tasks. The *average overall and team-based yes/agree responses* regarding the task (question 2, annexure D) are reflected in table 8.2.

TABLE 8.2: OVERALL AND TEAM-BASED YES/AGREE RESPONSES REGARDING THE TASK

	OVERALL (All Teams)	TEAM A	TEAM B	TEAM C
2.1. Have you received site instructions?	91%	94%	71%	95%
2.2. At every site?	80%	84%	65%	82%
2.3. Are they clear?	93%	96%	76%	95%
2.4. Who issued them?				
2.5. Team members understand tasks they have to perform.	97%	96%	100%	98%
2.6. Informed of changes?	55%	72%	35%	42%

→ "Who issued them?" refers to the person from whom the team members received site instructions. Refer to p 108.

* No. 2.4 will be explained in the section relating to the team leader, p 133.

A. COMMUNICATION WITH REGARD TO:

1. SITES

Ninety-one percent (91%) of respondents indicated that they have received site instructions (question 2.1). Overall eighty percent (80%) have received instructions at every site at which they have operated (question 2.2) and most of

the respondents – ninety-three percent (question 2.3) - understood what was expected of them. As mentioned above, question 1.10 relates to the sites and the way team members are moved within the teams. Movement within work teams was established by referring to the service records of respondents. The majority of the respondents are being moved to different sites within the industry in which they operate. In team A individuals that commenced service prior to 2000 were moved more frequently than individuals in teams B and C. In team B individuals that commenced in 2001, were moved more frequently. These patterns indicate the changes that need to be made to accommodate the needs of clients, as well as those of the individual team members.

2. TASK

Question 2.5 makes it clear that team members understand the tasks they are supposed to perform.

3. CHANGES

Changes in procedure are not always communicated. This is apparent in the responses of team leaders B and C (question 2.6). This involves the team leader as referred to in par 3.2.3, p 30.

B. COMPETENCIES TO PERFORM TASKS

Refer to table 8.3 below for a presentation of the *average overall and team-based yes/agree scores* for the section on training (question 5 & 3.3, annexure D).

TABLE 8.3: OVERALL AND TEAM-BASED YES/AGREE RESPONSES REGARDING TRAINING

	OVERALL (All teams)	TEAM A	TEAM B	TEAM C
5.1.1 Skills to accomplish goals.	74%	86%	82%	56%
5.1.2 Match between skills and responsibilities of team members.	73%	78%	76%	65%
5.2. Received advanced training?	25%	34%	12%	19%
5.3 Received diversity training?	4%	2%	0%	7%
5.4 Would like to receive diversity training?	66%	68%	88%	56%
3.3 Sufficient equipment	75%	84%	47%	77%

* No. 3.3 part of the conclusions in this section.

1. SKILLS AND KNOWLEDGE

The majority of respondents stated that they have the skills to accomplish goals (question 5.1.1) and that they believe there is a match between their skills and responsibilities (question 5.1.2).

2. TRAINING

Twenty-five percent (25%) of respondents have received advanced training, with team leader A scoring the most favourable. This could be due to the fact that some clients in the retail sector insist on a retail course for team members (question 5.2). Only four percent (4%) of respondents received diversity training, which they mostly received at companies at which they previously worked (question 5.3). Sixty-six percent (66%) of respondents identified a need for diversity training (question 5.4).

TABLE 8.4: OVERALL AND TEAM-BASED YES/AGREE RESPONSES REGARDING THE TEAM

	OVERALL (All Teams)	TEAM A	TEAM B	TEAM C
3.1.1 Knows and understands what is important to team.	73%	84%	76%	58%
3.1.2 Enthusiastic.	65%	76%	71%	49%
3.1.3 Fit in.	65%	76%	65%	54%
3.1.4 Share humour.	40%	40%	41%	40%
3.1.5 Solve conflict.	51%	52%	76%	40%
3.1.6 Same goal.	71%	84%	82%	51%
3.1.7 Positive.	67%	86%	71%	44%
3.1.8 Listen to each other.	54%	56%	82%	40%
3.1.9 Enjoy teamwork.	81%	90%	100%	63%
3.1.10 Language problems.	41%	50%	47%	28%
3.1.11 Do more than expected.	79%	82%	88%	72%
3.1.12 Form alliances.	42%	52%	53%	26%
3.2 Support each other.	88%	94%	88%	82%

* No. 3.3 was referred to on p 124.

1. POSITIVE ATTITUDE

Respondents of teams A and B are more enthusiastic than the team members of team C (question 3.1.2). Teams A and B are also more positive towards their job than team C (question 3.1.7).

2. INTERPERSONAL RELATIONS

Question 3.1.5 indicates that conflict is not always solved in the work teams, with team B scoring more favourably. Respondents in team C form alliances less frequently than respondents in teams A and B. This could be because the team leader has less tolerance for such behaviour (question 3.1.12). The mutual support amongst respondents overall, is a very high eighty-eight percent (88%) - question 3.2.

3. COMMUNICATION IN TEAM CONTEXT

Respondents in teams A and B listen to each other more frequently than those in team C (question 3.1.8). Question 3.1.10 reflects that language is a prominent problem for all teams. This corresponds with the literature in par 3.5.1, p 38.

4. POSITIVE TASK ORIENTATION

Question 3.1.6 reflects higher responses for teams A and B, on working towards the same goal, compared to team C. A substantial number of respondents (79%) indicated that they do more than what is expected of them (question 3.1.11).

5. TEAM COHESION

Most team members know and understand what is important to the team (question 3.1.1) and most respondents know where they fit into the team (question 3.1.3), except for team C, which shows uncertainty. Humour is shared less frequently in all teams. This could be because humour has a different meaning for different cultures (question 3.1.4). The respondents of teams A and B furthermore enjoy teamwork much more than the respondents of team C (question 3.1.9).

The applied criteria suggests that teams A and B are more effective than team C, as their scores are persistently more favourable. This is interesting, as the respondents of team C have been with the company longer compared to the respondents of the other two teams.

The next section will reflect the responses of the different cultural groups (table 8.5). Responses are documented in work team context. Keys for table 8.5: C=Coloured individuals, B=Black individuals and W=White individuals.

TABLE 8.5: RESPONSES OF THE DIFFERENT CULTURAL GROUPS REGARDING TEAMWORK – YES/AGREE RESPONSES

	TEAM A			TEAM B			TEAM C		
	C	B	W	C	B	W	C	B	W
Racial groups in teams	34	9	7	9	5	3	29	12	2
3.1.1 Team members know and understand what is important to the team.	28 82%	8 89%	5 71%	8 89%	4 80%	1 33%	8 28%	6 50%	2 100%
3.1.2 Team members are enthusiastic.	25 73%	8 89%	5 71%	7 77%	3 60%	2 67%	14 48	3 25	1 50
3.1.3 Team members know where they fit into the team.	27 79%	7 78%	5 71%	7 77%	3 60%	2 67%	8 28%	3 25%	2 100%
3.1.4 Team members share humour.	15 44%	2 22%	3 43%	2 22%	3 60%	2 67%	12 41%	2 17%	2 100%
3.1.5 Team members solve conflict.	19 56%	4 44%	3 43%	8 89%	3 60%	2 67%	16 55%	2 17%	1 50%
3.1.6 Everyone works towards the same goal.	23 68%	8 89%	6 86%	9 100%	3 60%	2 67%	15 52%	4 33%	1 50%
3.1.7 Team members are positive toward their job.	29 85%	9 100%	6 86%	6 67%	3 60%	2 67%	10 35%	5 42%	2 100%
3.1.8 Team members listen to each other's ideas.	18 53%	4 44%	7 100%	7 77%	5 100%	2 67%	10 35%	4 33%	2 100%
3.1.9 Team members enjoy working as a team.	31 91%	8 89%	6 86%	9 100%	4 80%	2 67%	18 62%	6 50%	2 100%
3.1.10 Team members experience language problems.	7 21%	1 11%	4 57%	2 22%	3 60%	2 67%	4 14%	6 50%	2 100%
3.1.11 Team members do more than what is expected of them.	25 74%	8 89%	6 86%	9 100%	4 80%	2 67%	20 69%	8 67%	2 100%
3.1.12 Team members form alliances.	9 26%	3 33%	3 43%	5 55%	3 60%	1 33%	9 31%	3 25%	2 100%
3.2 Team members support each other in performing	29	8	5	8	5	1	24	8	2

1. POSITIVE ATTITUDE

In question 3.1.2 the Black and Coloured individuals of teams A and B are more enthusiastic than those in C. This tendency repeats in question 3.1.7 where Coloured and Black individuals in team C are less positive toward their job than those in teams A and B.

2. INTERPERSONAL RELATIONS

The degree of solving conflict in work teams is above average (question 3.1.5) except for the Black individuals in team C. An indication exists that some team members form alliances (question 3.1.12), especially amongst White individuals. The last question (3.2) suggests a high degree of mutual support amongst team members.

3. COMMUNICATION IN TEAM CONTEXT

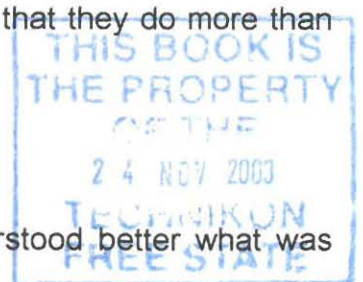
As far as question 3.1.8 is concerned, responses captured from Coloured and Black respondents in team C suggest the existence of communication problems, as individuals fail to listen to each other. The results captured in question 3.1.10 indicate the existence of language problems in all work teams, except for the White individuals in team C.

4. POSITIVE TASK ORIENTATION

In question 1.6 teams A and B reflect an alignment towards the same goal, as opposed to the respondents of team C. Overall, respondents indicated that they do more than what is expected of them (question 1.11).

5. TEAM COHESION

The diverse respondents of teams A and B knew and understood better what was important to the team (question 3.1.1) and they knew better where they fit into the team, as opposed to the responses of team C (question 3.1.3). In question 3.1.4 Coloured and Black respondents in all the teams indicated that they share humour less



frequently, compared to White respondents. The overall enjoyment of teamwork (question 3.1.9) is more prominent amongst all the racial groups of teams A and B, and less so in team C.

To conclude, it is thus prominent that the Coloured and Black respondents of team C persistently scored lower than those of teams A and B.

8.2.2.4 CRITERIA FOR THE ESTABLISHMENT OF MATURITY LEVELS OF TEAM LEADERS AND TEAM MEMBERS

This section of the questionnaire reflects on the leadership model of Hersey & Blanchard, which identified task behaviour and relationship behaviour (par 5.4.2, p 73). The task behaviour of team members is reflected in questions 2.3 & 2.5, p 122. The overall high scores show that respondents received site instructions and understood tasks. The task orientation of team leaders are indicated by 2.1, 2.2, 2.4 & 2.6. Questions 2.1 & 2.2 show that site instructions are issued and respondents are clear on the tasks they have to perform. The responses in question 2.4 indicates an inconsistency regarding who issues site instructions, and question 2.6 suggests that team members are not always informed of changes in procedures, especially teams B and C.

In order to capture the relationship behaviour of team members and team leaders the following applies to section four (annexure D): Questions 4.1, 4.2, 4.3 and 4.4.3 relate to the team members and questions 4.4.1, 4.4.2, 4.4.4 and 4.4.5 relate to the team leader. Refer to table 8.6 for the *average yes/agree responses* for question 4 (annexure D).

TABLE 8.6: TEAM-BASED RESPONSES REGARDING THE TEAM LEADER

	TEAM A	TEAM B	TEAM C
4.1 Consult team leader with work-related problems & complaints.	84%	86%	50%
4.2 Consult team leader with personal problems.	68%	53%	27%
4.3 Opportunity to share ideas with team leader.	82%	89%	59%
4.4.1 Feedback to members on client expectations.	84%	82%	50%
4.4.2 Believes everyone can contribute to team's success.	96%	94%	64%
4.4.3 Undermine leader's authority.	24%	24%	14%
4.4.4 Encourages openness and honesty.	84%	88%	41%
4.4.5 Provides encouragement when tasks are executed unsuccessfully.	92%	88%	50%

THE FOLLOWING CRITERIA ARE PROPOSED FOR ESTABLISHING THE MATURITY LEVELS OF TEAM MEMBERS:

1. APPROACHABILITY OF TEAM LEADER

The respondents of teams A and B indicated that they consult their team leader more frequently regarding work-related and personal problems (questions 4.1 and 4.2). This shows that teams A and B are more approachable than team C. The respondents of team leaders A and B also indicated that they share ideas more frequently with the team leader than the respondents of team C (question 4.3).

2. INPUTS IN DECISION MAKING AND CREATIVITY

By sharing ideas (question 4.3) team members could feel that they are involved in the process of decision making, and creative ideas could be stimulated.

3. ACCEPTING AUTHORITY

The authority of team leader C is undermined less than those of team leaders A and B, which could be because team leader C has less tolerance for such behaviour (question 4.4.3).

4. PROBLEM SOLVING

By establishing open relationships with the team leader, work-related problems are solved more easily (question 4.1).

5. EMPATHY

By establishing open relationships with the team leader, team members have a forum to solve personal problems (question 4.2).

THE FOLLOWING CRITERIA ARE PROPOSED FOR ESTABLISHING THE MATURITY LEVELS OF TEAM LEADERS:

1. PROVIDING INFORMATION

Providing information to team members enables them to understand what is expected of them. In this regard team leaders A and B inform their members more frequently than team leader C (question 4.4.1). Question 2.4 also relates to the provision of information. In this regard inconsistencies exist with regard to who issues site instructions, and could relate to communication problems in higher levels of the organisation.

2. PROVIDING FEEDBACK

Responses show that team leaders A and B provide more encouragement than team leader C (question 4.4.5).

3. ENCOURAGEMENT

In contrast to team C, the responses of teams A and B show that the team leaders believe everyone can contribute to the team's success (question 4.4.2).

4. OPENNESS AND HONESTY

Team leaders A and B encourage team members to be more open and honest, compared to C (question 4.4.4).

These results clearly show that an involved and approachable team leader is more effective on an operational level. When sections three (the team) and four (the team leader) are correlated, it becomes clear that team C, is less effective. Team leader C interacts less frequently with team members, as scores are persistently lower. When applying this information to the model of Hersey & Blanchard (par 5.4.2, p 74) the following applies: Follower readiness is moderate, and the 'telling' and sometimes the

'selling' style of leadership applies, which indicates low maturity levels for the team leaders. Follower readiness is moderate (R3), as team members know what to do, but are sometimes insecure. [Refer to par 5.4.2, p 76.] These results show the importance of sound leadership for operational-level work teams. As the team leaders are all White males, the next section will again be analysed (question 4, annexure D) to capture the responses of the different racial groups regarding their team leader. The criteria for establishing the maturity levels of team leaders and team members apply. The responses are documented in terms of comparative responses for team leaders A, B and C.

CRITERIA FOR ESTABLISHING THE MATURITY LEVELS OF CULTURALLY DIVERSE TEAM MEMBERS:

In question 4.1 (annexure D) team members had to indicate whether they could consult their team leaders regarding work-related problems. The agree-responses are reflected in table 8.7.

TABLE 8.7: AGREE-RESPONSES OF DIFFERENT RACIAL GROUPS, ON WHETHER THEY SHARE WORK-RELATED PROBLEMS WITH THE TEAM LEADER

	TEAM A	TEAM B	TEAM C	TOTAL (N)
Coloureds in teams	34	9	29	72
Coloureds agree	29 (85%)	9 (100%)	13 (45%)	
Blacks in teams	9	5	12	26
Blacks agree	8 (89%)	5 (100%)	7 (58%)	
Whites in teams	7	3	2	12
Whites agree	4 (57%)	3 (100%)	2 (100%)	
TOTAL	50	17	43	110

In question 4.2 (annexure D) team members had to indicate whether they consult the team leader regarding personal problems. The agree-responses are indicated in table 8.8 below.

TABLE 8.8: AGREE-RESPONSES OF DIFFERENT RACIAL GROUPS, ON WHETHER THEY SHARE PERSONAL PROBLEMS WITH THE TEAM LEADER

	TEAM A	TEAM B	TEAM C	TOTAL (N)
Coloureds in teams	34	9	29	72
Coloureds agree	18 (53%)	6 (67%)	6 (21%)	
Blacks in teams	9	5	12	26
Blacks agree	8 (89%)	3 (60%)	2 (17%)	
Whites in teams	7	3	3	12
Whites agree	4 (57%)	1 (33%)	0 (0%)	
Total	50	17	43	110

In question 4.3 (annexure D) team members had to indicate whether they have the opportunity to share ideas with the team leader. The yes-responses are indicated in table 8.9.

TABLE 8.9: AGREE-RESPONSES OF DIFFERENT RACIAL GROUPS, ON WHETHER THEY HAVE THE OPPORTUNITY TO SHARE IDEAS WITH THE TEAM LEADER

	TEAM A	TEAM B	TEAM C	TOTAL (N)
Coloureds in teams	34	9	29	72
Coloureds agree	26 (76%)	8 (89%)	20 (69%)	
Blacks in teams	9	5	12	26
Blacks agree	9 (100%)	5 (100%)	4 (33%)	
Whites in teams	7	3	2	12
Whites agree	5 (71%)	2 (67%)	2 (100%)	
Total	50	17	43	110

1. APPROACHABILITY OF TEAM LEADER

The respondents under team leaders A and B share work-related problems more frequently with their team leaders than those under team leader C. Team leader C interacts better with White respondents and less successfully with Coloured and Black respondents (question 4.1). In question 4.2 all racial groups in team A and B indicated that they share their personal problems more frequently with team leaders than those in team C. Again team leader C interacts less successfully with Coloured and Black individuals, than do his colleagues. This also applies to question 4.3 where it is evident that the Black respondents of team C feel their leader is less approachable.

2. INPUTS IN DECISION MAKING AND CREATIVITY

Team leaders A and B provide more opportunities to share ideas than team leader C. Team leader C interacts less successfully with Black individuals and more effectively with White individuals (question 4.3).

3. ACCEPTING AUTHORITY

Team leader C has less problems with his authority being undermined, compared to team leaders A and B. This could be because team leader C has less tolerance for such behaviour (question 4.4.3).

4. PROBLEM SOLVING

According to question 4.1 Coloured and Black respondents regard team leader C as less approachable compared to the responses of teams A and B.

5. EMPHATHY

According to question 4.2 team leaders A and B show more empathy towards members of different racial groups than does C.

The following table captures the responses of question 4.4, annexure D. Keys for table:
C=Coloured individuals, **B**=Black individuals and **W**=White individuals.

TABLE 8.10: AGREE-RESPONSES OF DIFFERENT RACIAL GROUPS REGARDING THEIR TEAM LEADER

C = Coloured people, B = Black people and W = White people

	TEAM A			TEAM B			TEAM C		
	C	B	W	C	B	W	C	B	W
Total respondents in teams	34	9	7	9	5	3	29	12	2
4.4.1 Team leader informs team members. percentage (%)	29 85%	8 89%	4% 57%	8 89%	5 100%	2 67%	15 52%	5 42%	2 100%
4.4.2 Team leader believes everyone can contribute to team. percentage (%)	28 82%	9 100%	7 100%	9 100%	5 100%	2 100%	22 76%	5 42%	2 100%
4.4.3 The team leader's authority is undermined. percentage (%)	4 12%	6 67%	2 29%	4 44%	1 20%	1 33%	4 14%	0 0%	0% 0%
4.4.4 The team leader encourages openness and honesty. percentage (%)	28 82%	8 89%	7 100%	9 100%	3 60%	2 100%	10 34%	6 50%	2 100%
4.4.5 The team leader provides encouragement, if failed. percentage (%)	32 94%	8 89%	6 86%	9 100%	5 100%	2 100%	12 41%	6 50%	2 100%

CRITERIA FOR ESTABLISHING THE MATURITY LEVELS OF CULTURALLY DIVERSE TEAM LEADERS:

1. PROVIDING INFORMATION

All racial groups in teams A and B, and the White individuals in team C indicated that team leaders supplied the necessary information. The Coloured and Black individuals in team C disagreed with this statement (question 4.4.1).

2. PROVIDING FEEDBACK

In question 4.4.5 the Black and Coloured individuals in team C felt that there was little encouragement from the team leader if a task fails. This is in contrast to teams A and B.

3. ENCOURAGEMENT

Respondents of all races in teams A and B, as well as White and Coloured individuals in team C, felt that the team leader provided encouragement. Black individuals in team C disagreed with this statement (4.4.2).

4. OPENNESS AND HONESTY

In question 4.4.4, the respondents of all races in teams A and B responded that the team leader encouraged openness and honesty. This included the White respondents of team C. The Coloured and Black respondents in team C indicated the opposite.

Although the team leaders were White males, the culturally diverse respondents of teams A and B indicated no major problems. Team leader C interacts better with White individuals and less successfully with Black and Coloured individuals.

8.3 SUMMARY

It was initially anticipated that the team member questionnaire would capture the existence of racial tension between the different racial groups working together. This is something one might expect to find, especially in South Africa, where the different racial groups have been largely isolated from each other since the 1960's. When aligning this to the aims of the study (par 1.3, p 4) the prominent factor that emerged, as having a profound impact on the effectiveness and efficiency of operational work teams, is the guiding role of the team leader, and not cultural issues.

The results of the study further highlighted the necessity of both advanced and diversity training as a mechanism to enable team members to develop and function as productive team members. Team-related training programmes could lead to team members being more independent, as they know what is expected of them. This is a positive step in establishing self-managed work teams, where team members assume responsibility for their own and each other's performance.

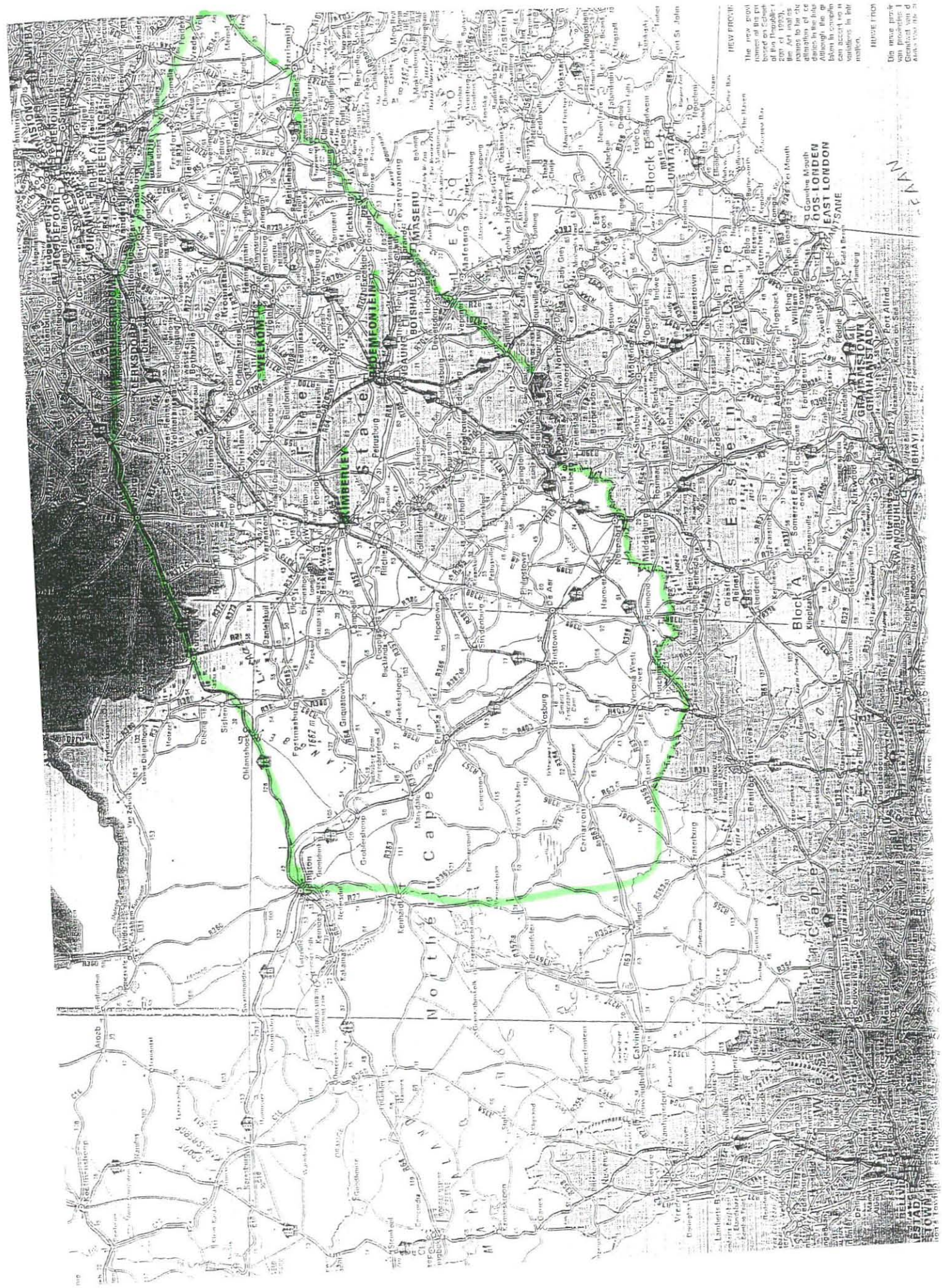
8.4 RECOMMENDATIONS

The following recommendations are made on the basis of the information gathered in the questionnaire:

- A clear decision should be made as to who issues the site instructions. It is essential that one person assumes responsibility, so as to ensure that team members receive site instructions before commencing their duties.

- Team leaders, especially team leader C, need to communicate procedural changes to team members.
- Advanced training should be offered to team members on a continuous basis, to allow them to better their skills and remain focused.
- Diversity training to team members is essential to equip individuals from different racial groups to interact more effectively with each other. The diversity training should include communication skills and also language-related skills.
- Interaction between team members and team leaders should be stimulated. This can be accomplished by means of social interaction.
- Leadership training for team leaders, with an emphasis on communication skills, is essential. Team leaders, especially team leader C, should be trained on how to communicate effectively with team members.
- Diversity training for team leaders is necessary, to aid them in dealing effectively with culturally diverse team members. Team leader C requires such training to ensure more effective interaction with Coloured and Black individuals.
- Areas for further research:
Macro-elements influencing the security industry.
Stress and security personnel.

ANNEXURE A



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The new provincial
map of the
Cape of Good Hope
is now available
from the
Government
Printer, Cape Town.
It is a
very useful
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ANNEXURE B

Client Questionnaire

Insert the appropriate number in the priority box provided (eg. 1: most important and 5: least important or not applicable)

1. Please list your reasons for utilising security services in order of priority:

a.	Threat of external crime and violence.	
b.	Loss prevention.	
c.	Ensuring safe environment for clients/customers.	
d.	Ensuring safe environment for employees.	
e.	Protection of information.	

2. Please prioritise your positive experiences with Securicor Gray:

a.	Well-disciplined staff.	
b.	Good appearance.	
c.	Effective loss.	
d.	Sufficient management.	
e.	Effective security items.	

3. Please prioritise your negative experience with Securicor Gray:

a.	Poorly disciplined staff.	
b.	Poor appearance.	
c.	Lack of loss prevention.	
d.	Ineffective management.	
e.	Ineffective security teams.	

4. What are your reasons, for outsourcing your security function:

a.	Minimising collusion between staff.	
b.	Cost effectiveness.	
c.	Outsourcing non-core business.	
d.	Low levels of union activity.	
e.	Flexibility of contract services.	

5. Indicate your preference in terms of the cultural mix of your security team.
(Mark only one).

a.	Balanced mix of different cultural groups.	
b.	Preference of one cultural group.	
c.	No specific preference.	

Should you wish to elaborate on your answer in 5 above, please do so in the space provided below:

6. Are you of the opinion that the culture of the team leadership has an effect on the overall performance of the team?

Yes	No
-----	----

Thank you for taking the time to complete this questionnaire.

ANNEXURE C

**SKOOL VIR ENTREPRENEURSKAP EN
BESIGHEIDSONTWIKKELING
SCHOOL FOR ENTREPRENEURSHIP AND
BUSINESS DEVELOPMENT**

Privaatsak X20539
Private Bag X20539
Bloemfontein
7300

**DEPARTEMENT FORMELE PROGRAMME
DEPARTMENT FORMAL PROGRAMMES**

13-11-2001

Parkweg 1
1 Park Road
BLOEMFONTEIN
7301

Tel
+27 (0)51 507 3217

Faks/Fax
+27 (0)51 507 3133

E-Pos/E-Mail
avdwalt@tofs.ac.za

Dear Respondent/Geagte Respondent

Thank you for your co-operation by completing this questionnaire. The information will not be revealed to any person. Findings are for research purposes only and could enable management to improve their understanding of the needs of individual members. It is requested that you write your name on the questionnaire, as you must be excluded from the main study that will take place in the following months. It is thus for administrative purposes only.

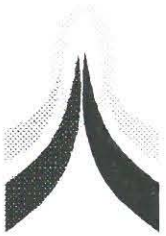
Dankie vir u samewerking met die voltooiing van hierdie vraelys. Die inligting sal op geen wyse aan enige persoon bekend gemaak word nie. Bevindinge sal slegs vir navorsingsdoeleindes aangewend word en behoort u bestuurspan in staat te stel om waardevolle inligting rakende individuele behoeftes te bekom. Daar word versoek dat u u naam op die vraelys sal aanbring aangesien u nie aan die hoofstudie kan deelneem wat in die volgende maande plaasvind nie. Dit is dus slegs vir administratiewe doeleindes.


Mev. D Kokt

Researcher/Navorser (5073227)

ANNEXURE D

DECEMBER 2001



Technikon

Vrystaat Free State Foreiستا

TEAM EFFECTIVENESS QUESTIONNAIRE SPAN-EFFEKTIVITEITSVRAELYS

- Thank you for your co-operation in the completion of this questionnaire. / *Dankie vir u samewerking deur die voltooiing van hierdie vraelys.*
- The completion of this questionnaire is anonymous and the information will be handled confidentially. / *Die voltooiing van hierdie vraelys is anoniem en die inligting sal streng vertroulik hanteer word.*
- The information will be used for research purposes only. / *Die inligting sal alleenlik vir navorsingsdoeleindes gebruik word.*

- Answer this questionnaire as honestly as possible. *Beantwoord die vraelys so eerlik as moontlik.*
- Indicate, your answer by means of a cross (X). *Dui u antwoord met behulp van 'n kruisie (X) aan.*
- Answer all the questions. *Beantwoord alle vrae.*

Contact person/Kontakpersoon: Me D Kock
(5073217)

1. PERSONAL INFORMATION / PERSOONLIKE INLIGTING

Indicate the following / Dui die volgende aan:

1.1. Gender / Geslag: Male / Manlik ☐
Female / Vroulik ☐

1.2. Race / Ras: White / Wit ☐
Black / Swart ☐
Coloured / Bruin ☐
Asian / Asiaat ☐

1.3. Age in years on 1 Nov 2001 / Ouderdom in jare op
1 Nov 2001:

1.4. Home language / Huistaal: English ☐
Afrikaans ☐
SeSotho ☐
Tswana ☐
Xhosa ☐
Other / Ander ☐

1.5. Language preference / Taalvoorkeur: English / Engels ☐
Afrikaans ☐

1.6. Citizenship / Burgerskap: South African / Suid-Afrika ☐
Other / Ander ☐

1.7. Educational level / *Vlak van opleiding:*

Grade 10 or lower / *Graad 10
of laer*

☐

Grade 12 / *Graad 12*

☐

Post-matric / *Na matriek*

☐

1.8. In which suburb do you live? / *In watter woongebied woon u?*

1.9. Since when have you been working for Securicor Gray? / *Van wanneer af
werk u vir Securicor Gray?*

1.10. At which sites/shops have you been working for Securicor Gray? /
By watter standplase/winkels het u vir Securicor Gray diens gedoen?

2. THE TASK / DIE TAAK

2.1. Have you received site instructions? *Het u standplaas aanwysings (site instructions) ontvang?*

YES JA	NO NEE
-----------	-----------

2.2. Have you received site instructions at every site you have worked? / *Het u "site instructions" ontvang by elke standplaas waar u gewerk het?*

YES JA	NO NEE
-----------	-----------

2.3. Are they clear to you? / *Verstaan u dit?*

YES JA	NO NEE
-----------	-----------

2.4. Who issued the site instructions to you? / *Wie het die standplaas aanwysings vir u gegee?*

AREA MANAGER AREABESTUURDER	CLIENT KLIËNT	TEAM LEADER SPANLEIER	OTHER ANDER
--------------------------------	------------------	--------------------------	----------------

2.5. To what extent is the following true: / *In watter mate is die volgende waar:*

2.5.1. Every individual understands the task he/she has to perform. / *Elke individu verstaan die taak wat hy/sy moet verrig.*

YES JA	NO NEE
-----------	-----------

2.5.1.1. If your answer is no, explain why? / Indien u antwoord nee is, verduidelik waarom?

2.6. Are you notified in advance of changes in procedures? / Word u vroegtydig in kennis gestel in verband met prosedure-wysigings?

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

3. THE TEAM / DIE SPAN

3.1. **AS A MEMBER OF ANY TEAM FALLING UNDER MR CROUS, VAN ECK OR LABUSCHAGNE TO WHAT EXTENT IS THE FOLLOWING TRUE. / AS LID VAN ENIGE VAN MNR CROUS, VAN ECK OF LABUSCHAGNE SE SPANNE, DUI AAN TOT WATTER MATE DIE VOLGENDE WAAR IS.**

3.1.1. Team members know and understand what is important to the team. / Spanlede ken en verstaan wat vir die span belangrik is.

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	----------------------------

3.1.2. Team members are, generally speaking, enthusiastic. / Spanlede is in die algemeen entoesiasties.

YES JA	NO NEE
-----------	-----------

3.1.2.1. Explain. / *Verduidelik.*

3.1.3. Team members generally know how they fit into the team. / *Spanlede weet gewoonlik waar hulle inpas in die span.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

3.1.4. Team members generally share humour. / *Spanlede deel gewoonlik humor.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

3.1.5. Team members as a rule solve conflict rather than ignore it. / *Spanlede los gewoonlik konflik op eerder as om dit te ignoreer.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

3.1.6. Everybody normally works towards the same goal. / *Almal werk gewoonlik na dieselfde doel.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

- 3.1.7. Team members are normally positive towards their job. / *Spanlede is gewoonlik positief teenoor hulle werk.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

- 3.1.8. Team members generally listen to each other's ideas. / *Spanlede luister gewoonlik na mekaar se idees.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

- 3.1.9. It seems as if team members enjoy working in a team. / *Dit lyk asof spanlede dit geniet om in 'n span saam te werk.*

YES JA	NO NEE
-----------	-----------

- 3.1.9.1. Explain. / *Verduidelik.*

- 3.1.10. Team members usually experience problems in understanding each other because different languages are spoken. / *Spanlede ondervind gewoonlik probleme om mekaar te verstaan omdat verskillende tale gepraat word.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

- 3.1.11. You will do more than what is expected of you. / *U sal meer doen as wat van u verwag word.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

- 3.1.12. Team members tend to form alliances. / *Spanlede neig om alliansies te vorm.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	-------------------------------

- 3.2. Team members support each other in performing their duties. / *Spanlede ondersteun mekaar in die uitvoering van hulle pligte.*

YES JA	NO NEE
-----------	-----------

- 3.2.1. If no, explain. / *Indien nee, verduidelik.*

- 3.3. Teams have sufficient equipment to do the job. / *Spanne het voldoende toerusting om die werk te verrig.*

YES JA	NO NEE
-----------	-----------

3.3.1. If no, explain / Indien nee, verduidelik.

4. THE TEAM LEADER / DIE SPANLEIER

4.1. You normally feel that you can consult your team leader (area manager) regarding work related problems and complaints. / U het gewoonlik vrymoedigheid om u spanleier (areabestuurder) te konsulteer probleme of klagtes binne werksverband.

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

4.2. You normally feel that you can consult your team leader about personal problems. / U het die vrymoedigheid om u spanleier te konsulteer persoonlike probleme.

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

4.3. Do team members usually have the opportunity to share ideas with team leader? / Het spanlede gewoonlik die geleentheid om idees met spanleier te deel?

YES JA	NO NEE
-----------	-----------

4.3.1. If yes, how? / Indien ja, hoe?

4.4. To what extent is the following true about team leaders? / Tot watter mate is die volgende waar rondom die spanleiers?

4.4.1. The team leader constantly informs the team if they meet client's expectations. / Die spanleier verskaf konstante terugvoering of daar aan kliënte se vereistes voldoen is.

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

4.4.2. Team leaders believe that every member can contribute to the team's success. / Spanleiers glo dat elke spanlid kan bydra tot die sukses van die span.

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

4.4.3. Some team members undermine the authority of the leader. / Sommige spanlede ondermyn die outoriteit van die spanleier.

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

- 4.4.4. The team leader encourages everyone to be open and honest. / *Die spanleier moedig spanlede aan om openlik en eerlik te wees.*

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

- 4.4.5. If a task has been executed unsuccessfully, the team leader encourages us to better our performance. / *Indien 'n taak onsuksesvol uitgevoer is, moedig die spanleier ons aan om ons prestasies te verbeter.*

ALWAYS/ALTYD	SOMETIMES/SOMS	NEVER/NOOIT
--------------	----------------	-------------

5. TRAINING / OPLEIDING

- 5.1. To what extent is the following true? / *Tot watter mate is die volgende waar?*

- 5.1.1. Team members have the skills to accomplish goals. / *Spanlede beskik oor die nodige vaardighede om doelwitte te bereik.*

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	----------------------------

- 5.1.2. There is a good match between the capabilities and responsibilities of the team members. / Daar bestaan 'n goeie verband tussen die vermoëns en verantwoordelikhede van spanlede.

AGREE/STEM SAAM	SOMETIMES/SOMS	DISAGREE/STEM NIE SAAM NIE
-----------------	----------------	----------------------------

- 5.2. Did you receive advanced training after you completed your basic (level C) training? / Het u gevorderde opleiding ontvang nadat u die basiese (vlak C) opleiding voltooi het?

YES JA	NO NEE
-----------	-----------

- 5.2.1. If yes, specify. / Indien ja, spesifiseer.

- 5.3. Have you received training on how to deal with people from other cultures? / Het u opleiding ontvang hoe om persone van ander kulture te hanteer?

YES JA	NO NEE
-----------	-----------

- 5.3.1. If yes, specify. / Indien ja, spesifiseer.

- 5.4. Would you like to receive more training on how to deal with people from other cultures? / *Sal u verdere opleiding wil ontvang hoe om persone van ander kulture te hanteer?*

YES	NO
JA	NEE

- 5.4.1. If yes, explain. / *Indien ja, verduidelik.*

**THANK YOU FOR YOUR CO-OPERATION /
DANKIE VIR U SAMEWERKING.**

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