TEAM MANAGEMENT AS A TOOL FOR ORGANIZATIONAL PERFORMANCE IN SELECTED HIGHER INSTITUTIONS IN ENUGU STATE, NIGERIA

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BEING DISSERTATION SUBMITTED TO THE DEPARTMENT OF MANAGEMENT, FACULTY OF BUSINESS ADMINISTRATION, UNIVERSITY OF NIGERIA, ENUGU CAMPUS, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE (M.Sc) IN MANAGEMENT

SUPERVISOR: DR. E. K. AGBAEZE

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DECLARATION

I, NEBEIFE, Dennis Onyemaechi, a postgraduate student in the Department of Management with Registration Number PG/M.Sc/09/54309, hereby declare that the work incorporated in this dissertation is original and has not been submitted in part or full for any other Diploma or Degree of this or any other university.

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APPROVAL

This is to certify that this Dissertation is undertaken by NEBEIFE Dennis Onyemaechi with Registration Number PG/M.Sc/09/54309 has been prepared in accordance with the policies and regulations governing the requirements for the award of Master of Science Degree (M.Sc) in Management of the University of Nigeria Nsukka.

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DR. E. K. AGBAEZE   **DATE**
Supervisor

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DR.C. O. UGBAM   **DATE**
Head of Department

DEDICATION

I dedicate this work first to the Almighty God who is the Author and Finisher of my faith and to my beloved wife Nebeife Chinyere Josephine who constantly encourage me to go ahead and complete this work.

ABSTRACT

The study is undertaken to unveil how team management could be used as effective tool for organizational performance in selected higher institutions in Enugu State, Nigeria. However, the specific objectives of the study were to ascertain the effect of (i) participative leadership of team management on goal attainment (ii) shared responsibility in team management on workers morale (iii) alignment of purpose on employee satisfaction (iv)communication in team management on control over organizational environment. The literature was reviewed along the line of conceptual framework, theoretical framework and empirical review. The study adopted descriptive survey design in which three (3) Institutions in Enugu State, Nigeria were studied. (vis-á-vis IMT, Enugu, Enugu State University of Science and Technology (ESUT) and Enugu State College of Education (Technical). The population of the study was 1605 and the sample size of 963 was obtained using Cochran sample size estimation formula 92005). The sampling selection was stratified sampling method; research instrument used for the study was self-developed structured questionnaire in five point Likert scale, and oral interview guide. Data collected were presented descriptively using tables, frequencies and percentages. The ability test was by Pearson Product Movement Correlation coefficient. The test of hypotheses were performed using simple regression. The major findings of the study were that: participative leadership positively affect organizational goal attainment (r = 36.64, p < 1.96,). Shared responsibility to a large extent significantly affect workers; morale (r = 90.97, p < 1.96). There is positive effect of communication on control over organizational environment (r = 86.64, p < 1.96). The work concludes that team Management has become a veritable tool for organizations that is seeking for improvement in their current developmental status and intend to achieve leadership height in its operating environment. Further, effective and efficient team management remains a tool for establishments seeking and striving to operate in a competitive world. The study recommend that: institutions of higher learning should embrace team development by applying practical skill/strategies to maximize team performance; team work approach should be adopted by higher institutions and other organizations as an integral concept within their organizations, particularly as interventionist strategy to management of situations. Team members should be exposed to several training and development strategies necessary for effective team performance; such areas includes knowledge based competencies like cue strategy associations team mate characteristics, accurate and shared task model and task sequencing and skill based competencies- Adaptability situational awareness. Communications are decision making. Organizations should adequately motivate teams with juicy incentive and rewards to enable them operate efficiently and optimally for the achievement of organizational goals.

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

CHAPTER FIVE: SUMMARY OF FINDINGS, DECISION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

The human resources is unique in yet another significant way. This study is considering how effective human resources management constitutes an essential ingredient for harmonizing and seeking to match the expectations needs and objectives of the employees, with those of the organization on a continuous basis. In view of this development, organizational life requires at least some degree of co-ordination through operation of groups and team work. Teams are increasingly becoming the primary means for organizing work in contemporary organization. Robins and Judge (2007:306) state that understanding of the nature, impact of groups and teams and their effects is vital if the manager is to influence the behavior of the people in the work situation. Therefore mangers must be aware of the impact of groups and teams and their effects on organizational performance.

Mahajam (2011:486) state that a team is a small number of people with complementary skills, who are committed to common purpose, a set of performance goal, and an approach for which they hold themselves accountable. Team building and team management is very necessary as many tasks can only be completed successfully by cooperating with others. Good communication with the team is vital to ensure common understanding; contribution of every person is valued and trusted. Besides, team members have responsibilities which include supporting, encouraging each other, demonstrating trust and respect. Teams are more successful in implementing complex plans, develop more creative solutions to difficult problems, they develop the saving approach to problem solving. This is why we have a popular saying that õtwo good heads are better than oneö. Nelson and Quick (2005:178) differentiates between groups and teams by stating that all work teams are groups, but not all groups are work team, Groups emphasize individual leadership, individual accountability, and individual work products. Work teams emphasize shared leadership, mutual accountability and collective work product.

Mahajam (2011:487) agrees that a group is essentially an assemblage of two or more persons who interact with one another, are psychologically aware of one another, and think of themselves as a group while a team is a group whose members influence one

another toward the accomplishment of individual work whereas members of a team are collectively responsible for team work. Organizations are restructuring themselves to compete more effectively and efficiently, they have turned to teams as a better way to use employeesø talent.

Ilgen (1999:199) says that team efforts are required in many organizations (example; government agencies, aviation operations, military organizations, schools, police departments, sports institutions and hospitals) to meet their missions and goals. Boone and Kurtz (2005:349) confirms that team work is vital in business and many other areas. Teams can perform difficult and complex tasks, motivate their members effectively, and in some cases outperform individuals (Foushee 1984:162) than in the culture that is highly individualistic. Orasanu and Fisher (1997:216) agree that teams can be more productive, make better decisions than individuals. Teams can be a powerful organizational tools when organized, designed and managed correctly.(Guzzo and Dickson 1996), Ugbam,(2011:336) is of the opinion that teams emerge when a number of people have common goal and recognize that their personal success is dependent on the success of others. According to Mclntyre and Salas (1995), team work is a critical component of team performance and requires an explanation of how a team behaves. They mention fours keys behavioral characteristics that compose teamwork as follows:

    (a) Performance monitoring

    (b) Feedback

    (c) Closed-loop communication

    (d) Back-up behaviors

Teams have emerged as the corner stone of many organizations in recent times, and organizations are restructuring themselves to compete more effectively and efficiently. Oluwole (2010:14) asserts that working together as a team for common purpose is the foundation of all successful management and also that a true team is a living, constantly changing force in which a number of people come together to work. Robbins and Judge (2007:338) are of the view that teams have the capability to quickly assemble, deploy, refocus and disband. By this nature of team, management has found that teams are flexible and responsive to changing than are traditional departments or other forms of permanent groupings. Team is an important

consideration in employee recruitment and training because it encourages employee to pool their talents and ideas to achieve more than they could achieve working as individual (Kreitner and Kinicki, 2004:447). The essence of a team is common commitment and work teams are created for various purposes and thus face different challenges. Manager¢s can deal more effectively with those challenges when they understand how teams differ. Sundstron, DeMeuse and Futrell (1990:125) list four general types of work teams as; advice, production, action and project teams. They maintain that each of these work teams identifies a basic purpose as thus; Advice Team- generally make recommendations, in contrast production and action teams carry out management decisions while project teams are involved in problem solving and application of specialized knowledge.

Oluwole (2010:7) states that teams detect flaws and find solutions to it. He further assert that teams are more successful in implementing complex plans, develop more creative solutions to difficult problems, they develop time saving approach to problem solving. It is of interest to note that a good team of husband and wife will raise good children to make a good family and also a good family will produce a good community. In the same direction, a good team will make a good organization and a good organizational team can be an invaluable asset to the organization and society in general. Nzewi (2006:14) states that a bad team can break the internal structure of the organization. Robbins and Judge (2010:351) state that successful organizations are good at building teams and exploiting team work. They maintain that people need to be able to work in team; they need to subordinate their own agenda to the well being of their group. The most important strategies or strategy for building and managing teams for optimum performances is to ensure that roles and responsibilities are clearly defined and well understood by everyone in the organization (www.http://www.pon.harvarad.edu/freemium/team building-strategies-and your organiztions/-Acessed 28 sept 2011).

Parker (1990:147) asserts that team building is an organizational development strategy that is often used in organization to make work groups more cohesive, committed, satisfied and more productive. In agreement to this Onodugo and Igwe (2010:95) maintain that team building is one of the key comparatives for a successful organization. To Moorhead and Griffin (1995:481) team building has to do with

organized members of organization working together in a spirit of cooperation and generally has one or more of the following goals:

- To set team goals, priorities, or both.
- To examine the way a group is working, [i.e. to examine process such as norms, decisions, decision making and communications].
- To examine relationships among the people doing their work.

In building successful teams Mckee (2005) suggests that one of the most significant thing required for success is team-building and maintenance of leaders that can challenge, motivate, and empower their teams. Robbins and Judge (2010:361) stress that whatever the debate about a comparison between individual and group or team performance or self managed groups, effective team working is of increasing importance in modern organizations. This demands that the manager must be aware of and pay attention to a number of interrelated factors which includes;

- Clarification of objectives and available resources
- Organizational processes and clarification of roles
- Empowerment, decision-making and channels of communication
- Social processes and informal organization
- Managements system and style of leadership
- Training and development

1.2   Statement of the problem

Managing human resources is complex and problematic. People as individual or as members of a work group do not automatically embrace, and take as their own, the objectives of their organization that employs them as workers. As psychologists have empirically shown, individuals often have their own aspirations, expectations and needs (objectives), which they often seek to satisfy by working for a chosen organization. People as individuals bring their own perceptions, feelings and attitude toward, the organization, systems and styles of managing their duties and responsibilities, and the conditions under which they are working. Invariable, these individual objectives, which are known to influence employeesø behavior at work, may conflict with the corporate objectives of the organization. The increasing popularity of teams is due to their ability to achieve goals that could not be achieved by the individuals working alone. To establish a productive environment and exploit

group dynamics, it is of essence to react to the issues such as what makes a good team, setting up an effective team, improving team efficiency in workplace, how to reward teams and paying for performance. It is worth noting that there are many organizations that have historically nurtured individual accomplishment therefore one substantial barrier to using work teams is individual resistance hence difficulties may arose when organizations want to introduce teams into a work population that is made up largely of individuals born and raised in individualistic society. This study is necessitated by the challenges of harmonious working relationship and ineffective team work that appears to be in higher institutions in Enugu State, Nigeria. Also, there is need to tackle the obvious challenge of creating team plays in the culture of highly individualistic people and also combating the challenges of teams being introduced into an established organization that has historically valued individual achievement. Universities and colleges are expected to produce people with high technical, civil and management abilities that will productively work in teams within their environments.

The positive pay offs from teams are dependent upon a number of variables- people, and organization-related variables. Of all the variables probably the most fundamental ingredient of team effectiveness is trust. Trust, a belief in the integrity, character or ability of others, is essential if people are to achieve anything together in the long run. When team members trust one another, there will be a more active exchange of information, more interpersonal influence and hence greater self control. Managers can build trust through communication, support, respect, fairness, predictability and competence. Working productively in team environment is required of high technical, civil and management persons. Universities and colleges are expected to produce such persons. However, it is becoming increasingly difficult to find motivated and intelligent new hires to meet the challenges of steering Nigeria's development. An innovation must be identified, tried out and used within Nigeria tertiary institutions to effect an urgent change. The appreciative inquiry and group strategy was identified, and tried out at Nnamdi Azikiwe University as an effort to finding solution to the problem. To perform well as a team members, individuals must be able to communicate openly and honestly, to confront differences and resolve conflicts and to sublimate personal goals for the good of the team. For many employees, this is a

difficult-sometimes impossible-task. The challenge of creating team players will be greatest when

1.   The culture is highly individualistic
2.   The teams are being introduced into an established organization that has historically valued individual achievement.

However, today's managers are constantly been faced with leadership challenges of team management skill that will help them achieve the desired results such as attracting and retraining talented professionals that will build a lasting legacy for the organization. The problems here in the performance of higher institution in Enugu State, Nigeria that also necessitated this study are traced back to the common management mistakes that negatively impact on team work. They are: weak strategies, creating hostile environment for teams, faddish use of teams, not learning from team experience, vague team assignments, poor team staffing, inadequate training and lack of trust. It is vital that when hiring team members, in addition to the technical skills required to fill the job, care should be taking to ensure that candidates can fulfill their team roles as well as technical requirements. Many job candidates don't have team skills. This is especially true for those socialized around individual contributions. In established organizations that decide to redesign jobs around teams, it should be expected that some employees will resist being team players and may be unattainable. Few trends have influenced employee jobs as much as the massive movement to introduce teams into the work place. The shift from working alone to working as teams requires employees to cooperate with others, share information, confront differences and sublimate personal interest for the greater good of all. Because individualistic organizations and societies attract and reward individual accomplishment, it is more difficult to create team players in this environment rather managers should try to be effective team players, provide training to develop team work skill and reward individuals for cooperative efforts.

In deciding on what style of team is appropriate for an objective, two types of team are considered: formal and informal teams. Formal teams are fundamental to organization-whether internal audit units or account office staff of an institution. Formal support teams provide internal expert administration back-up in their own field. Throughout all organizations, casual groupings of people come together to work

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18

on informal basis. Informal teams can be formed on an adhoc basis to deal with many needs. Such like temporary task forces dealing informally with specific short-term tasks and issues. The issue of balancing skills within a team is obvious hence acquiring the right mix of experience in a team can be more difficult than finding the basic skills, but is vital if the team is to be effective. Encourage each team member to make their own individual contribution, both on technical and a personal level. Another issue is setting goals for a team. What is your team for? The question may sound obvious, but time spent at the beginning of a project in defining team objectives is crucial to a successful outcome make sure that you have clearly established the issues that the team needs to resolve. To maximize performance, a team however must work together successfully, and responsibility must go beyond the individual. Award the team total responsibility for achieving its own goals. Create a sense of responsibility in each individual so that they are happy to fulfill their allotted task to the best of their ability. Team members not only solve problems, they also create them. It is vital to build up loyalty between team members so that all difficulties, whether personal, work related, or procedural, are tackled before they undermine the collective team spirit.

1.3   Objectives of the Study

The general objectives of the study is to unveil how team management could be used as effective tool for organizational performance selected high institutions in Enugu States, Nigeria. While the specific objectives are:

1.   To ascertain the effect of participative Leadership on goal attainment.
2.   To determine the effect of shared responsibility on workersø morale.
3.   To ascertain the effect of alignment of purpose on employee satisfaction.
4.   To determine the effect of communication on control over organizational environment.

1.4   Research Questions

1. To what extent does participative leadership in team management affect goal attainment?
2.   To what extent can shared responsibility affect workersø morale?
3.   To what extent does alignment of purpose in team management affect employee satisfaction?

4. To what extent does communication affect control over organizational environment?

1.5 Research Hypotheses

To realize the objectives of the study and provide answers to the research questions, the following hypotheses have been formulated to guide the study.

(i) Participative leadership in team management to a large extent positively affects organizational goal attainment.

(ii) Shared responsibility to a large extent significantly affects workersø morale.

(iii) Alignment of purpose to a large extent significantly affects employee performance.

(iv) To a large extent communication positively affects control over organizational

(v) environment.

1.7 Significance of the Study

The Study will be beneficial as follows:

1. **To The Institutions of higher learning:** It will enable the management of Institutions to adequately harmonize the activities of their various faculties or schools, departments, divisions and units for a better result.

2. **Social cultural groups and politicians:** It will enable them to harmonize their activities.

3. **Legal practitioners:** It will help them to come together to handle difficult cases and issues.

4. **Researchers:** Researchers could as well find the work very useful for further investigation.

1.7 The Scope of the Study

A study of this nature ought to be conducted in all Higher Institutions of Learning in south east. This implies that it is a broad area that needs extensive attention which only one study cannot offer.

However given the limitations experienced due to time, financial constraints and other factors, the scope of the study is restricted to fewer institutions in Enugu State namely, Institute of Management and Technology(IMT) Enugu, Enugu State

University of Science and Technology (ESUT) and Enugu State College of Education Technical(ESCET). The study covers 2010-2014.

1.8 Limitation of the Study

Prominent among the factors that impeded the effective conduct of the study include:

1. Finance constraints: the period was characterized by non payment of salary and high cost of living standard resulting from election and fuel scarsity.

2. **Attitude of respondents:** Some respondents feel indisposed to freely give out information regarding their organization as a result of poor opinion and misconception about research. Inspite of all these barriers, the researcher still employed some diplomacy to elicit the needed information.

1.9 Operational Definitions of Terms

For the purpose of clarification and understanding, the following operational definition of key terms is made for this study.

Cross Functionalism: They are team made up of technical specialists from different professional areas.

Group: This is defined as two or more individuals, interacting and independent, who have come together to achieve particular objective (Mullins 2010:334).

Management Team: They consist of managers or heads of departments from various functions, they coordinate work among teams.

Performance: Refers to an accomplishment, execution, carrying out, and working out of anything ordered or undertaken.

Problems-solving Team: This refers to a temporary combination of workers who gather to solve a specific problem and then disband.

Self- Management Team: This refers to groups of employees granted administrative oversight for their work.

Team: - Is aggregation of persons who are committed to a common purpose, or assemblage of people who play a game against another group.

Team Building: This has to do with experiential learning aimed at better internal functioning of groups.

Team Cohesiveness: -the extent to which team members feel attracted to the team and motivated to remain part of it (Boone and Kurtz 2005:336).

Team Norm: -Informal standard of conduct shared by team members that guide their behavior (Boone *et al.,* 2005:336).

Team work: This refers to the cooperative effort by a group of workers acting together for a common course.

Virtual Team: They consist of team members who are geographically dispersed but communicate electronically.

Virtuoso Team: It refers to a team of highly skilled and talented individuals brought together to produce significant change.

Work Team: They are relatively permanent group of employees with complementary skills who perform day-to-day work of organization.

1.10   Brief Profile of Selected Institutions Under Studied

(i) **Institute of Management and Technology (IMT) Enugu:** The Institute was established in 1st July 1973 by the Edict No 10 of 1973 as a result of the felt need for a Higher Institution of learning to upgrade the training need in Technological and Management Education in Nigeria. Structurally, the Institute is organized in Schools Departments which run full-time courses leading to the award of National Diploma and National Diploma.

(ii) Enugu State University (ESUT), however retained and adopted all the identities of the old Anambra State University of Technology including its main campus, the logo, colour, anthem, philosophy aims and objectives among others. The University was established as a non residential multi-campus intuition jointly by old Anambra State, made up of Enugu State, Anambra State and Ebonyi State. On establishment, the university which was conceived on a Presidential model after Harvard University made landmarks and stamped its name as the first State University of Technology and first State University in Nigeria with her main Campus at Enugu. Other campuses that are created later were located at Abakiliki, Awka and Nnewi. At inception, only three faculties namely, Engineering, Sciences and Technology were established at the two functional Campuses at Enugu and Awka.

(iii) **The Enugu State College of Education (Technical):** The College was established by the Enugu State House of Assembly Law no. 2 of 11th April 2006. The college has five schools namely; school of business education,

school of education foundation, school of technical education, school of vocational education and school of science education.

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CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the past work of scholars and authorities relevant to this study õTeam Management as Tool for Organizational Performance in Selected Higher Institutions in Enugu State, Nigeria. For the purpose of this study, the literature is reviewed along the following major headings; Conceptual Framework, Theoretical Framework, Empirical Review and Summary of Related Literature.

2.2 Conceptual Framework

2.2.1 Concept of Team

According to Salas and Cannon-Bowers (2000:313) a team is defined as a set of two or more individuals who must interact and adapt to achieve specified, shared and valued objectives. They further posit that teams also have meaningful task interdependencies óthe job cannot be done by single individual-and usually task-relevant knowledge is distributed among the team members.

To Mahajan (2011:486) a team is a small number of people with complementary skills who are committed to a common purpose, a set of performance goals, and approach for which they hold themselves accountable. Worth noting in this definition are the following important features:

(i) **Size**: Minimum of two persons and no limit to its maximum number. Robbins and Judge (2007 :314) contributing to issue of size said that it is difficult to put a précis figure on the ideal size of a work group as there may be conflicting studies and reports. They maintain that much will depend upon other variables, but it seems to be generally accepted that cohesiveness becomes more difficult to achieve when a group exceeds 10-12 members-Beyond this size the size the group tends to split into sub-groups.

(ii) **Complementary skills**: The right mix of skills necessary for getting teamøs work done (i.e. technical and functional skills, decision making and problem solving skills, and interpersonal skills). Robbins et al (2007:315) points out the more homogenous the group in terms of such features as shared backgrounds, interests, attitudes and values of its members, the easier it is usually to promote cohesiveness.

(iii) **Common purpose**: Team members are held together by their independence and need for collaboration to achieve common purpose. Heller and Hindle (1998:18) add that team members discuss their objectives, access ideas, make decisions and work towards targets together.

(iv) **Common approach**: A common approach is formulated and followed by team members. It usually covers norms about work performance.

(v) **Mutual accountability**: All team members are responsible for the work product or end-results. Katzenbach and Smith (2002:325), entirely agrees with the above definition and added that Teams depend on its members to provide leadership and direction. Teams are seen as sporting metaphors used frequently by managers and consultants (Nicky 1997:10). Jones, George and Hill (1998:435) observed that team is a group whose numbers work intensely with each other to achieve a specific common goal or objectives.

2.2.2 Groups and Teams Differentiated

Groups and teams are key subjects both in modern management literature and in management. The word Groups and Team are often used as substitutes. Johnson and Johnson (1991) opines that a group is two or more individuals in face to face interaction, each aware of his or her membership in the group, each aware of the others who belong to the group, and each aware of their positive interdependence as they strive to achieve mutual goals. Mahajan (2011:487) states that group and team are not interchangeable and they differ from each in certain respects. First, group is essentially an assemblage of two or more persons who interact with one another, are psychologically aware of one another, and think of themselves as a group, while a team is a group whose members influence one another toward the accomplishment of a common goal. Also members of a group are held accountable for individual work, whereas members of a team are collectively responsible for the group work. Thus, not all groups are teams but all teams are groups.

To Mullins (2010:334) a work group is a group that interacts primarily to share information and make decisions to help each member perform within his or her area of responsibility whereas a work team generates positive synergy through coordinated effort. Teams tend to be a mirror image of their leaders

2.2.3 Team Management

The concept of Team Management has received an avalanche of attention in recent times from researchers and management practitioners than in greater number of years. Boone and Kurtz (2005:266) define management as the process of achieving organizational objectives through people and other resources.

Accordinng to Rachman and Mescon (1982:123) Management is a process of coordinating resources to meet an objective. They agree that all the people who work toward meeting these objectives form an organization and they define organization as, a group of people who have a common objective. Armstrong (1993:29) state that Team Management is the process of improving the quality of teams working throughout the organization. Adair (1986:67) states that a team is a group in which the contributions of individuals are seen as complementary and not just a group with common aim. Ezigbo (2011:466) in her contribution says that a work team consists of small number of identifiable, interdependent employees who are held accountable for performing tasks that contribute to achieving organization's goals. Kreitner *et al.,* (2004;447) assert that a team is a small group with complementary skills who hold themselves mutually accountable for common purpose, goals and approach. They opine that teams are task groups that have matured to the performing stage. To give credence to this assertion Boone and Kurtz (2005:331) describe a team as a group of employees who are committed to a common purpose, approach and set of performance goals. They aver that all team members hold themselves mutually responsible and accountable for accomplishing their objectives, hence team is a comparative effort by a group of workers acting together for a common course. People are teaming up in new and different ways. For instance one may most likely experience the team work as a member of a class, project, and athletic team. To a large extent, modern telecommunication technologies have made it possible for people attend globe-spanning meetings without leaving their desk.

Heller and Hindile state that teamwork is the foundation of all successful management and that managing teams well is a major and stimulating challenge to any manager, from movie to experiences hand. They went further to say that a true team is a living, constantly changing, dynamic force in which a number of people

come together to work. Team members discuss their objectives assess ideas, make decisions and work towards their targets together.

2.2.4 Features of Team Management

Heller *et al.,* (1998:358) state that all successful team demonstrate the same fundament features; strong and effective leadership; the establishment of precise objectives, making informed decisions, communicating freely, mastering the requisite skills and techniques to fulfill the project in hand, providing clear targets for the team to work towards and above all finding the right balance of people prepared to work together for the common good of them.

An effective team according to Boone and Kurtz (2005:349) has a number of characteristics. They must be appropriate size, have an understanding and acceptance of the roles played by members. They are of the opinion that effective teams typically combine between 5 and 12 members, with about 6 or 7 members being the ideal size. Furthermore effective teams balance the first three roles. Diverse team tends to display broader ranges of view points and produce more innovative solutions to problems than do homogenous teams.

Oshoba (2010) list seven characteristics of an effective team as follows;

(i)   Team members share leadership roles

(ii)   Team develop their own scope of work,

(iii)   Team schedules work to be done and commits to taking time allotted to do work,

(iv)   Team develop tangible work products.

(v)   Team members are mutually accountable for work product,

(vi)   Performance is based on achieving team products.

(vii) Problems are discussed and resolved by team. Team building from the opinion expressed by Oshoba agrees that team members resolve problems through task involvement, social interaction and emotional expression.

2.2.5 Teamwork in organization and type

Teamwork as a concept is traceable to Eric and Ken (1990:39), who analyzed the psychological and emotional response to underground working by miners. In view or

their analysis, Allcock (1998:358), posits that a true team is a living constantly, changing , dynamic force in which a number of people come together to work.

Boone and Kurtz (2005:331) define teamwork as the cooperative effort by a group of workers acting together for a common cause. The introduction of teamwork in organizations is a matter of careful design as team is an organization in itself but at the same time it is also part of a large system (van Eijnatten 1993). Tasks must be allocated between and within teams. The form and style of leadership adopted will influence the relationship between the group and organization and are major determinants of group cohesiveness. Robbins and Judge (2007:317) assert that teams cohesiveness will be affected by such things as the manner in which the manager gives guideline and encouragement to the group, offers help and support, provide opportunities for participation, attempts to resolve conflicts and gives attention to both employee relation and take problems. Mahajan (2011:487) states that organizational teams take many different forms main among them are;

i)   Problem-solving teams-this is a team set up help resolve specific problem which an organization may be facing;

ii)   Self-managed teams-is a work team that plans, organizes, influences and controls its own work situation with only minimal intervention and direction from management.

iii)   Cross functional teams-is work team composed of people from different functional areas of the organization (marketing, finance, production, human resources) who are focused on specific task.

iv)   Virtual teams-they are work team that uses technology to link physically dispersed members in order to achieve a common goal.

The team approach to managing organizations is having diverse and substantial impact on organizations and individuals. Drucker (1998;45-53) asserts that tomorrows organizations will be flatter, information based, and organized around teams, meaning that virtually all employees will need to polish team skills. The trend towards teams has receptive audience today. Both women and younger employees according to recent studies, thrive in team oriented organizations (Enber 1998:2).

Teamwork is vital in business and in other areas such as hospitals, schools, military units, police departments and government agencies and it is an important

consideration in employee recruitment and training because it encourages employees to pool their talents and ideas to achieve more together than they could achieve working as individuals (Boone et al 2005:331). Work team on the other hand refers to relatively permanent group of employee with complementary skills who perform the day-to-day work of organizations (Boone et al 2005:332). Self-managed work teams are groups from 10-15 people who take responsibilities of their former supervisors (Mullins 2010:336). According to Pride (2008:366) workers on self-managed teams are more motivated and satisfied because they have more task variety and job control. Teams have an identity of their own and this identity stems from the interrelationship of larger culture, the organizational configuration, the nature of the work (purpose) and the individual. It is not the sum of the types, or preferences of the team members. Each of these teams has a charter to fulfill a certain role in the organization and is heavily influenced by the nature and purpose of the work to be done by the team (http://www.beatfittype.com/teamessentials.htmi 20111/$_3$).

Kreitner and Kinicki (2004; 448) asserts that work teams are created for various purposes and they face different challenges. They held the opinion that managers can deal more effectively with those challenges when they understand how teams differ and suggests that a helpful way of sorting things out is to consider the typology of work teams with respect to: advice teams - created to broaden the information base for managerial decisions; production and action teams - are responsible for performing day-to-day operations e.g. assembly teams, manufacturing crews, mining teams, data processing groups, maintenance crews etc. Project teams - are concerned with projects that requires creative problem solving, often involving the application of specialized knowledge e.g. research groups, planning teams, engineering teams, architect teams, development teams etc.

Katzemback and Smith (1991:214) State that a work group becomes a team when:
  i.   Leadership becomes a shared activity.
  ii.   Accountability shift from strictly individual to both individual and collective.
  iii. The group develops its own purpose or mission.
  iv.   Problem solving becomes a way of life, not a part-time activity.

v.   Effectiveness is measured by the groupøs collective outcomes and products.

Teams are seen as sporting metaphors used frequently by managers and consultants Nicky (1997:10). To Katzenbach *et al.,* (2002:325) teams depends on its own members to provide leadership and direction Work teams are very useful in performing work that is complicated, complex, interrelated, and/or more voluminous than one person can handle (Nelson and Quick 2005:188). A true team according to Allock (1999:18) is a living, constantly changing, dynamic force in which a number of people come together to work. Heller and Hindle (1998:358) state that team members discuss their objectives, asses their ideas and make decisions and work towards their targets together.

2.2.6   Organizational Performance

Oxford English dictionary defines Performance as the accomplishment, execution, carryout, working out of anything ordered or undertaken. Kane (1996) agrees that performance is something that the person leaves behind and exists apart from the purpose. Berndin, Kane, Ross, Spina and Johnson (1995), stress that performance is the outcomes of work because they provide the strongest linkage to strategic goals of organization, customer, satisfaction and economic contributions. Aluko. Gbadamosi, Odugbesan and Osuagwu (2004) state that organizational performance involves a process for establishing share understanding about what is to be achieved and an approach to managing and developing people in a way that increases the probability that it will be achieved in the short and long term (Aluko *et al.,* 2004). They are of the opinion that performance measurement is fundamental to the success of goal setting.

2.2.7   Purpose of performance management

Amstrong (2003), states that performance management is a means of getting better result from the organization, teams and individuals by understanding and managing performance within and agreed frame work of planed goals, standards and competence requirements.

Conflict in Team and Its Resolution Style

Conflict can be defined as antagonistic interaction in which one party attempts to thwart the intentions or goals of another (Boone and Kurtz, 2005: 336). They opine

that conflict can stem from many sources such as: competition for scarce resources, personality clashes, conflicting goals, poor communication, unclear job responsibilities or team role assignments. Though conflict is inevitable but there must be a way to resolving the, hence we have some basic conflict resolution styles ranging from Assertive to Cooperative measures. These measures can be explained thus:

- **Competitive Style:** This is a decisive assertive approach that might be summarized by the expression õwe will do this job my wayö. Although this style does not build team rapport but it can be useful for popular decisions or emergencies. The approach helps to end conflict that escalates beyond hope of any other form of resolution.

- **The Avoiding Style:** Avoid means to prevent something bad from happening (Oxford Advanced Learners Dictionary, 2001). Therefore this style is useful when the problem results from some trivial cause or creates a no-win. Situation or when open conflict could cause harm.

- **The Compromising Style:** This style blends both assertiveness and cooperation. It works well when conflict arises between two opposing and equally important goals when combatants are equally powerful or when the situation brings pressure to achieve an immediate solution.

- **The Accommodation Style:** This is marked by active cooperation, and the style help to maintain team harmony.

- **The Collaborating Style:** This style combines active assertiveness and co-operation. It is useful when view points of all participants must be merged into single, mutually acceptable solution. In all the resolution style. Boone and Kurtz avers that the most effective resolution style and collaborating style. A team leader can limit conflict by focusing team members on broad goals, clarifying participantsø respective tasks and areas of authority, acting as mediator, and facilitating effective communication.

2.3   Theoretical Framework

Numerous theories abound on groups, teams, management and organization but only some notable theories in relation to this work shall be examined thus:

(i)   **Creative Leadership and Group Development Theory:** Richard and Moger (2009:273) in an examination of creative leadership and team effectiveness propose a modification to the Tuckman model and suggest a two barrier model

of group development. Creative leadership is suggested as producing new routines or protocols designed as õbenign structureö which helps teams progress through the first barrier Tuckmanøs storm stage (a, behavioral barrier), and beyond a second barrier at the norm stage (a norm-breaking barrier). From empirical studies of small groups and project teams Richard and Moger put forward the two barrier model that provide point for exploring on the performance of teams. They suggested several factors through which a leader might influence effective team development;

- Building a platform of understanding
- Creating a shared vision
- A creative climate
- A commitment to idea ownership
- Resilience to setbacks
- Developing networking skills
- Learning from experience

(ii) Balanced theory by Luthas (2000:357) asserts that persons are attracted to one another on the basis similar attitudes toward commonly relevant objects and goals. This is because the major element is attraction. In a group, persons interact with one another, not just in the sense of physical closeness, but also in social interactions to solve problems, attain goals, facilitate coordination, reduce tension, and achieve a balance.

(iii) **Social Identity Theory by Tajfel and Turner (1986:7-24):** This theory is about a feature of the importance and significance of group membership, Tajfel and Turner originaly developed the idea of social identity theory as a means of understanding the psychological basis of inter group discrimination. Individual are perceived as having contexts and membership of groups. In collaboration to social identity theory, Guirdham (2002:118) opines that õself-categorization is the process that transforms a member of individuals into a groupö. Hasbam (2004:17) in contributing to the relationship between individuals and groups in an understanding of organizational behavior, affirms that, õin order to understand perception and interaction in organizational context we must do more than just studying the psychology of individual as individuals, instead, we need to understand how social interaction is bound up

with individual's social identities, their definition of themselves in terms of group membership. Flynn, Chatman and Spatato (2001:414-442) aver that over time, the sense of shared identity with the in-group increases a group feeling of what is right and proper and highlights differences from the out-groups. The outcome of this is the reinforcement of both social identity with individual category and the projection of negative perception and stereotypes towards out-groups. Tajfel and Turner (1986:7-24) is of the opinion that mere act of individuals categorizing themselves as group members leads them to exhibit in-group favoritism. Hewstone, Riubin and Willis (2002:575-604) in their contribution suggest that even without realizing it people usually tend to favor the groupings they belong to more than denigrate out-groups. Successful inter-group bias enhances self-esteem.

(iv) **Theory of Desirable Personal Attribute by Adair (1986):** This theory suggests that the test of a good (effective) team lies on whether its members can work as a team while they are apart, contributing to a sequence of activities rather than to a common task, which requires their presence in one and at one time. The importance of careful selection of team members .The key factor here for individuals are not only technical or professional competence, but also the ability to work as a team member, and the possession of desirable personal attributes, such as willingness to listen, flexibility of outlook and capacity to give an accept trust.

(v) **Hackman and Oldham team effectiveness:** To Hackman and Oldham (1980) team effectiveness involves all of the following: - the teams' ability to produce an output that meets or exceeds an organizational performance standards or expectations, the experience serving more to satisfy than frustrate the personal needs of team members, and the team's ability to work together on future assignments as a result of the social process engaged in to carry out current tasks.

(vi) **McGregor Characteristics of effective team:** McGregor and his colleagues developed lists of characteristics for effective and ineffective teams. McGregor (1960) his list focuses on management teams. Other scholars that conducted research similar to his includes, Argyris (1965) who focuses on organizational effectiveness that impact inter-personal competence of team members. He also looks at how the organization supports positive norms, such

as openness, experimentation, individuality, thoughtfulness, concern, internal commitment, candidness, encouraging candidness, assisting with experimentation, and encouraging openness.

(vii) **Belbin's Team-Roles:** one of the most popular and widely used analyses roles of individual roles within a work team is that developed by (Belbin, 1981). Following year's research and empirical study, Belbin concludes that teams composed entirely of clever people, or of people with similar personalities, that display a number of negative results and lack creativity. That the ideal, (an effective) team is one that is likely to have a range of roles present in its make-up. A team role is described as a pattern of behavior characteristic of the way in which one team member interacts with another whose performance serves to facilitate the progress of the team as a whole in a follow up publication, Belbin (1993:23) discusses the continual evolution of team roles, which differ in a few respects from those originally identified, and adds a ninth role. The nine team role evolved by Belbin includes, plants, resource investigator, coordinator, shaper, monitor-evaluator, team worker, implementer, completer and specialist.

(viii) **Blake and Mouton Theory of Managerial Grid:** Blake and Mouton, (1964), they linked management style with effectiveness in their managerial grid. The grid has a vertical and horizontal axis; the vertical access measures a managers concern for people and the horizontal access measures a manager's concern for productivity. This grid is used to improve overall team effectiveness as well as individual effectiveness of each team members.

(ix) **Theory of Social Loafing-By Ringelmann:** The theory states that the individual effort declines as group size increases. According to Kreitiner and Krnicki (2004:434) among the theoretical explanation for the social loafing effects are:

a) Equity of effort ("Everyone else is goofing off, why shouldn't I").

b) Loss personal accountability ("I'm lost in the crowd, so who cares?").

c) Motivational loss due to the sharing rewards ("Why should work harder than the others when everyone gets the same reward?"). Coordination loss as more people perform the task ("We're getting in each other's say.").

(x) **Theory of Team Performance:** This theory according to Riches in Robins *et al.,* (2007:309) state that one way to improve team performance is to establish

agreed norms or rules for how the team is to operate and rigorously stick to them.

(xi) **System theory:** The theory is concerned with the problems of relationships, of structure and interdependence (Aluko, Gbadamosi, Odegbesan and Osuagwu (2004:125-126). To them, systems are a collection of inter-connected elements that contribute to purposed function while organizational systems can be defined as the whole system relating to a company, local authority, hospital, school, or indeed any organization.

The choice of system theory for this study Team Management as a tool for organizational performance is based on the premise that the systems approach gives room for assessing the outcome of the organization in the light of producing quality services with regards to human capital or rather manpower resources. Bertalantly (1956:1-10) states that a there is a general system theory (GST) that can be applied to general system which existed in nature or in business context, organization or economic system. According to him, a system from this frame of reference is composed of regularly interacting or interrelated groups of activities and instructions. A team is an organization in itself but at the same time it is also part of a large system (van Eijnatten 1993). Systems must be introduced to control the work process; tasks must be allocated between and within teams and such design strategies for teamwork has made much progress, not only on paper but in the design practice as well (Aguren and Edgren).

2.3.1 Teams and Quality Management

Also the study equally considered the concept of management as it addresses the issue of quality via the formation of quality circles, in which workers meet to discuss ways to improve quality. Kreitner and Kinicki (2004:462) states that quality circles are small group of volunteers who meet regularly to solve quality-related problem in their work area. A team is an organization in itself but at the same time it is also part of a large system (van Eijnatten 1993). Mullins (2010:350) opines that the essence of quality management (QM) is to improve process and it requires that management should give employees the encouragement to share ideas and act on what they suggest. Teams provide the natural vehicle for employees to share ideas and to implement improvements. Aluko *et al.,* (2004:107) states that quality management

initiative begins with a consideration of the customers, be they internal employees, other businesses or members of the public. Denning (1986), who is considered by many to be the godfather of the Japanese industrial success, saw quality as aiming at the needs of the consumer (present and future). Aluko *et al.,* (2004:105), Denningøs approach tends to lead to a three-tier system of quality management vis-à-vis:

(a) Top management-responsible for the quality of the aims, objectives and fundamental strategy of the organization;

(b) Middle management-responsible for the implementation of those aims and objectives in with the overall policy on quality; and

(c) Work-groups are responsible for results, within a continuous framework of improvements to production processes.

2.3.2   Team Building

Higgins (1994:564) defines team building as a planned series of steps that begins with an examination of a groupøs functioning and ends with the implementation of changes to improve effectiveness. Team building has to do with experimental learning aimed at better internal functioning of groups (Kreither and Kiniki, 2004: 469). Experimental learning techniques according to them involve such issues as interpersonal trust exercises, conflict handling, role-playing sessions, and interactive games. Team building is a development process that helps or prepares organization members to work more efficiently or effectively in groups (lvancevich, 2007:425). It is designed to enhance individual team memberøs problem solving skills, communication, and sensitivity to others. Generally, when team building is successful, participation is encouraged and sustained. There can also be improved communication and problem solving within and between teams. Team building has proved to fit the needs and problems of the groups involved.

According to Oluwole (2010:7) a good team is a living, constantly changing dynamic force in which a number of people come together to work and team members know and discuss their objectives, assess ideas, make decisions and work towards their goals together.

 Along the same line of thought Oshoba (2010:2) in agreements lists seven characteristics of an effective team as follows:

(i)   Team members share leadership roles

(ii)   Team develops their own scope of work

(iii)   Team schedules work to be done and commits to taking time allotted to do work.

(iv)   Team develops tangible work products.

(v)   Team members are mutually accountable for work products.

(vi)   Performance is based on achieving team products.

(vii)   Problems are discussed and resolved by the team.

Team building from the opinion expressed by Oshoba agrees that team members resolve problems through task involvements, social interaction and emotional expression.

2.3.3 Strategies for Building Teams

Hooper and Polter (2003:3) states that team building strategy includes;

- a climate of trust - here mistakes and failures are viewed as learning experiences and not occasion to blame;

- free flow of information to team members;

- Individual responsibility to integrate their work into organizational objectives; and - training in communication, interpersonal and negotiation s, kills and to handle the   task required and to adopt responsibilities for team ownership.

An effective team develops way to share leadership roles and ways to share accountability for the work products, shifting the emphasis from individual to several individuals within the team (strategies for developing an effective team. http//evc.org/quality/ittods/ittpstm.ctm.ctm $2011^1/_2$). It went further to outline some strategic ways to achieve a strong team;

Establish Objectives Together

In this case you define performance objectives with the team and make sure that all team members understand the objectives and what action will need to be taken to achieve them.

(i)   **Focus on Contributions:** Define objectives for having all team members actively contribute to the meeting. Introduce team members to the ways in which they can participate.

(ii) **Organize Meeting:** Hold meetings with the whole team during supervisory visits. Discuss supervisory and organizational objectives and encourage them to discuss their concerns.

(iii) **Organize The Team:** Define roles and responsibilities together. If everyone has a clear role, individuals will be less likely to become frustrated and will be more willing to work together. Agree on who will assume leadership roles for different team activities.

(iv) **Explain the Rules:** Discuss all norms and standards that have been established. Explain the rationale for these rules and discuss their implications in day-to-day practice.

(v) **Promote Team Responsibility:** Encourage members of the team to take responsibility for completing specific tasks as to solve problems as a team. Introduce rewards only if the entire team meets objectives.

(vi) **Establish Time Commitments:** Schedule when and how each team member will devote time to teamwork. Determine if teamwork will require other staff to take on extra work and if so, discuss this with all staff and obtain their commitment. Monitor actual vs planned time carefully and clarify all adjustment in schedule.

Further:htt.//www/team-building-bonanza.com/team-buildinstrategies.htmI $2011^1/_3$ t provides the following top five concepts of Corporate Team Building Strategies:

- Getting the team mix right
- Building trust
- Involving team members
- Appreciating team members
- Clarifying how the team will work together.

2.3.4 Team Development Stages

Pride *et al.,* (2008:367) opine that when a team is first developed, it takes time for the members to establish roles, relationships, delegation of duties and other attributes of effective team. They assert that as a team matures, it passes through five stages of development such as: forming, storming, norming, performing and adjourning.

In the light of the above Boone and Kurtz (2005:349) list the five stages of team development as thus:

(i) **Forming:** Is an orientation period during which members get to know each other and find out what behaviors are acceptable to the group.

(ii) **Storming:** Is the stage during which individuals personalities emerge as members clarify their roles and expectations.

(iii) **Norming:** Is a stage where differences are resolved, members accept each other, and consensus emerges about the roles of the team leader and other participants.

(iv) **Performing:** Is a stage that is characterized by problem solving and focus on task accomplishment.

(v) **Adjourning:** Is the final stage, with focus on wrapping up and summarizing the team∅s experiences and accomplishments.

2.3.5 Strategies for Building and Managing Teams for Optimum Performance

Oluwole (2010:9-10) states that in establishing a team that will work well together is a leaders prime task but making sure that your team has a clear purpose and sufficient resources to achieve its goal cannot be overemphasized. According to him the important issues here will be but unlimited to:

a) **Setting the Goals:** Ensure that you have clearly established the issues that the team needs to resolve

b) Providing Support for your Teams: Basic support e.g. Technical and administrative support, Special support e.g. information system support such that your team received the software support that it requires in other to complete a particular task successfully;

c) **Establishing Team Trust:** In essence, team thrives on mutual trust, and so it must be established clearly in the life of a team. You can promote mutual trust through delegation, communication, openness of conduct and a free exchange of ideas.

d) **Maximizing Performance:** To maximize your team∅s performance, you will need to give people full responsibility for their jobs and empower them to execute and improve their work in ways that optimize their contribution to the entire team.

Oshoba (2010:20-23) opines that in a well-functioning team, performance is based not on individual members ability to influence other members, rather it is assessed

directly by measuring the work products of the whole team. According to him a manager should be predisposed to know the following as to be able to grapple with the strategies for managing teams for optimum performance.

(i) The reason for the team's existence must be clearly defined as well as the purpose and scope of the team, its mission, goals, values and business strategy.

(ii) The vision of the team must be stated as it is the most important aspect of making a team successful.

(iii) Assemble talents at key positions. Once the requirements for the team are laid out, the manager or the person responsible for the leadership and management of the team must determine; which positions are needed, the experience and talents needed for the particular position, assemble the talents needed for all positions without the team from within the department from other departments or from the outside.

(iv) Roles and responsibilities must be clearly defined and understood by everyone;

(v) The importance of the leadership of the coach or the manager should be acknowledged;

(vi) There should be no speed limit in business to become a fast team.

There should be continuous improvements:

There should be reward, reprimanding and the oneness principle. Oshoba (2010: 23-25) further broke the above steps into five step processes as follows:

1. Measure the current effectiveness of your team.

2. Create your vision of a highly successful team.

3.   Communicate Effectively;

4.   Develop a plan to turn your team vision into reality. This step is all about creating goals that support you in growing your team to the next level.

5. Take stand for your team.

2.3.6 Impact of Team Building Strategies

An effective team is the one that achieves and maintains high level of both task performance, member satisfaction and retains its viability for future action (Schererhorn, 2002:424).

He maintains that any team regardless of its form and purpose must achieve the following key results:

- **Perform task:** in task performance, a work group or team is expected to transform resource inputs (such as ideas materials and objects) into product outputs (such as a report, decision, service, and commodity) that have value to the organization.

- **Satisfy members:** on satisfaction of members, a team should be able to experience satisfaction from both performance results and their participation in the process.

- **Remain viable for the future:** on the future viability, the team should have a social and work climate that makes members willing and able to work well together in the future again and again as needed. As stated in the Benefit of Team Building (online www.innovativeteambuilding.co.luc/pagesarticles/benefits.htm 2011) team building programmes provide realistic experiences that empower individuals to contribute to common goals. The success of most organizations depends on the ability of individuals to build effective teams and the main goals of team-building are to improve productivity and motivation.

Ivancevich (2007:429) upheld that when a team building is successful, participation is encouraged and sustained. There can be also improved communication and problem solving within and between teams. Team building has proved to be the most successful when techniques are tailored to fit the needs and problems of the groups involved.

According to Huffman and Piggram (2003:713), team building strategies have both positive and negative impact. On positive impact the following scenario are seen.

1. **Creativity:** Teams offers the potential for much wider pool of ideas for accomplishing a task than any member of the group would come up with separately. As a result teams are often more creative and innovative than individuals.

2. **Education:** Teams provide a setting in which members can share job skills and experiences and lean from one another.

3. **Synergy:** Teams may offer the potential for synergy, a condition in which the whole is the greater than the sum of its parts. In other words members of a team working together can often accomplish more than any of them could as individuals.

4. **Feedback:** Team members also provide immediate feedback on each other ideas as well as ways of improving on those ideas that might not be bought of individually.

5. **Social Support:** Team members provide social support for each other and may help meet individual members emotional, security and affiliation needs. As such, they may increase the morale and confidence levels of team members.

6. **Social Facilitation:** Working in the presence of others can create emotional arousal, which improves work performance when the tasks are relatively simple and straight forward.

The negative impact of team building strategies are:

a) **Social Loafing:** People often work less hard in teams than they would as individuals. This can be due to diffusion of responsibility. If things don¢t get done, they can blame other, and they may count on others, to do some of their work for them so that the team does not get into trouble.

b) **Social Inhibition:** While working in the presence of others may improve performance on simple task, it can impair performance on more complex or unfamiliar tasks. This is especially true of people who are highly self-conscious.

c) **Conformity:** Team members are often placed under intense pressure to conform to team norms. This can stifle creativity and may cause highly productive people to lower their efforts when the team¢s performance norms are low.

d) **Inefficient use of Time:** Teams may get so involved in the process of reaching a decision that they may take forever to do so. Often teams have so many meetings, conference and consultations, in an effort to achieve consensus that they cannot get things done nearly as fast as one or two motivated individuals.

Other impact of team building strategies can be noticed in current trends in the use of teams as stated by Schermerhorn (2002: 425) as follows:

(i)   Teams are important mechanisms of empowerment and participation on the workplace.

(ii)   Committees and task forces are used to facilitate operations and allow special projects be completed with creativity.

(iii) Gross-functional teams bring members together from different departments and help improve lateral relations and integration in organization.

(iv)   Employee involvement, teams such as the quality circle allow employee to provide important insight into daily problem solving.

(v)   New developments in information technology are making virtual teams or computer-mediated teams, more common place.

(vi)   Self- managing teams are changing organizations by allowing team members to perform many tasks previously reserved for their supervisor.

2.3.7   Implementation of Team Building Strategies

Implementing Successful Team Building Strategies.

http://www.adboyworld.com/implementing-success-team-building strategies states that companies who spend time building team members to be effective and capable of performing the tasks required by their jobs will be companies that are prepared to stay afloat during up times and down times in business. When employees feel they have a voice and that their work is recognized as important, they are far more likely to excel at their jobs. Ezigbo (2003:75-78) asserts that team work competence stands for accomplishing outcomes through small groups of people who are collectively responsible and whose work is interdependent. According to her, teams can be more effectively utilized by taking the following steps;

a) Designing teams properly: formulating clear objectives that inspires team members and engenders commitment,

b) Creating a supportive team environment; appropriately staffing the team, takes

c) Managing team dynamics appropriately

a) **Designing teams properly:** this involves

   • formulating clear objectives that inspirers team members and engenders commitment;

- appropriately staff the team; take into account the value of diverse perspectives, technical skills needed and development goals; define responsibilities for the team as a whole and facilitate the allocation of tasks and responsibilities to individual team members appropriately;
- create systems for monitoring team performance

b) **Creating a Supportive Environment:** This is to do the following
- Creating an environment characterized by empowerment in which effective teamwork is expected, recognized, praised and rewarded.
- Assists the team identifying and acquiring the resources it needs to accomplish.
- Acts as a coach counselor, and mentor, being patient with team members as they learn.

c) **Managing Team Dynamics Involves:**
- Understanding the strengths and weaknesses of team members   and   using their strength to accomplish tasks as a team.
- Bringing conflict and dissent into the open and uses it to enhance the quality of decisions while at the same time facilitating cooperative behavior and keeping the group moving towards its goals.

Olatunde (2010:18 -19) opines that team members not only solve problems; they also create them and that it is vital to build up loyalty between team members so that all difficulties whether personal, work related or procedural are tackled before they undermine the collective spirit. He further stated that strong communication links are vital to the well being of a team and the most effective links occur naturally in causal conservation, traditional method of communication such as paper memos, circular, letters, reports, notice boards, faxes and telephone calls and also communication through video conferencing facilities and video telephones that can reach right across the international business world.

2.3.8   The Goal of Team Building

Edwin Locke in Keitner and Kinick (2004:305) defines goal as what an individual is trying to accomplish, it is the objective or aim of an action. They held the view that the goal of a team building allows team members to wrestle with simulated or real life problems, and outcomes are then analyzed by the group to determine what group

processes need improvement. They further stated that leaning stems from recognizing and addressing faulty group dynamics. In Keither *et al.,* (200:471) Wilson Learning Corporation provides a useful model or benchmark which yielded the following eight attributes of high performance teams:

1. **Participative leadership:** Creating an independency by empowering, freeing up and serving others.

2. **Shared responsibility:** Establishing an environment in which all team members feel as responsible as the manager for the performance of the work unit.

3. **Aligned on purpose:** Having a sense on why the team exists and the function it serves**.**

4. **High communication:** Creating a climate or trust and open, honest communication.

5. **Future focused:** Seeing change as an opportunity for growth.

6. **Focused on task:** Keeping meetings focused on results.

7. **Creative talents:** Apply individual talents and creativity.

8. **Rapid response:** Identify and acting on opportunities.

These eight attributes effectively combine many of today's most progressive ideas on management, among them being participation, empowerment, service, ethic, individual responsibility and development, self-management, trust, active listening and envisioning. Though patience and diligence are required.

2.3.9 Goal Setting In Teams

Heller and Hindle (1998:372) says that establishing a team is the leaders prime task but in setting goals, make sure that you have clearly established issues the team needs to resolve. They outline the points to note in setting goals as follows

- All team members need to agree on a precise definition of what are working towards.

- Goals should not be set until you have discussed all possible approaches to the task.

- Although team members are needed to finalize team goals, the objectives of the team can also dictate membership.

- For best results targets should be challenging, with combination of general specific goals.

A goal according to Aluko *et al.,* (2013:178) is an immediate result to be achieved by a certain date as apart of grand plan. They maintain that goal-setting is generally intended to guarantee some minimum level of performance. They also assert that they only way to ensure that team efforts are being geared towards goals is to evaluate performance periodically and relate measurement to the set goals. Performance measurement is, therefore fundamental to the success of goal setting because it

(a) Provide feedback on current performance

(b) Highlights areas of deficiency

(c) Shows the level of dependency between actual and desired performance.
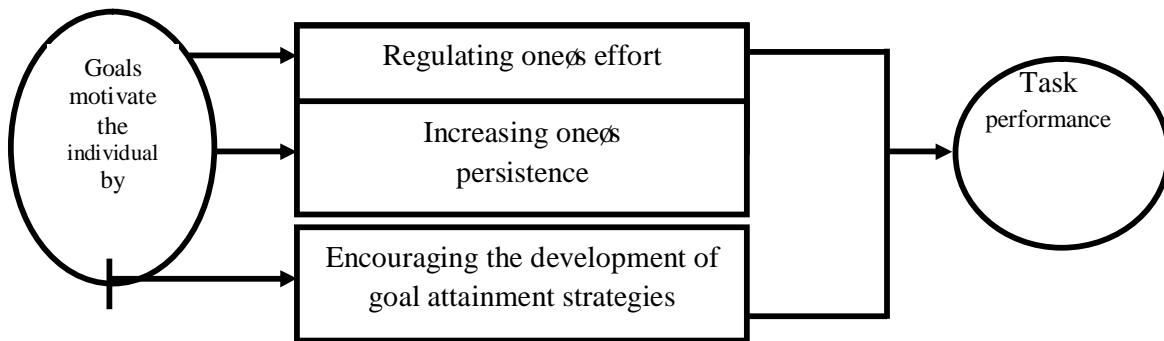
Fig. 2.1:   A Model of Goal Setting

Source: Locke, E. A. and Lathan, G. P. (1990). A Theory of Goal setting and Task Performance Eaglewood Cliffs N.J Prentice Hall.

2.3.10   Problem Solving Team Contrasted With Work Team

Problem Solving Teams are temporary groups of employees who gather to solve a specific problem and then disband [Boone and Kurtz 2005]. Like Work Teams that handles diverse, Problem solving teams typically self-managed work. Pride et al [2008] describe Problem Solving team as a team of knowledgeable employees brought together to tackle specific problem while Work Teams are permanent units designed to handle any business problem that arises. Problem solving teams pursue specific missions. These missions can be broadly stated, such as finding out why customers are satisfied, or narrowly defined such as solving the over-heating problem

in Generator. People on these roles operate in such a manner that once the team complete its task by solving the assigned it usually disbands.

2.4 Empirical Review

Here the specific objectives of the study were empirically examined to ascertain the effect of:

(i) participative leadership on goal attainment,

(ii) shared responsibility on worksø morale

(iii) alignment of purpose on employee satisfaction and

(iv) high level of communication on control over organizational environment.

2.4.1. Effect of Participative Leadership on Goal Attainment.

In a study conducted in U.S.A on leadership and innovation by Bouncken, Imcharon and Klassen-Van-Husen (2007), they examine the influence of collectivism on leadership and its impact on teamwork performance. The sample size of 187 leaders and 97 non-leaders who work in multicultural teams of professional service films was used. The findings show that collectivism (participative leadership) affect the preferred leaders. It has indirect effect on team effectiveness through leadership style and team quality. In another study, Templer and Chapman (2011), agree that from the perspective of aggregated member characteristics different abilities of individual provide the team with different resource, adds linearly to team performance. Therefore, the value of the team success is based on the value of the team member.

 Kurtzbergøs study (200) investigated the relationship of diversity creativity and conflict, result showed that a mix of creative and non-creative people leads to high levels of creative performance, but at the expense of team memberøs satisfaction. However, many empirical studies have also revealed that high levels of diversity lead to higher satisfaction, motivation and thereby   to higher quality team out-put (Kazenbach and Smith 1993, Kurtzberg 2000 and Stachle 1999). Oeij and Wiezer (2002) in their study, examined team work from the perspective of participation, work intensity, learning new things and multi-skilling and autonomy. The empirical result showed that working in team is closely associated with an environment typical of the possibility to learn new things and job enlargement attributes. Successful organization know that team make a big difference in achievements of strategic goals.

2.4.2 Shared Responsibility on Workers' Morale

In the empirical literature among studies testing whether teams with a diverse combination of team roles as defined in Belbin's theory have higher team performance, some level reached supporting results (Belbin, Aston and Mottram 1976, Belbin 2002, Prichard and Harris, 1999; Senior 1997). While it has been accepted that the evidence is mixed, Aritzeta, Swailes and Senior (2000), concludes that the model and its accompanying inventory have adequate convergent validity. In another recent empirical study based on Belbin's theory, Higgs, Plewnia and Ploch(2005), investigated the influence of shared responsibility on workers' morale on team performance by considering the complexity of task as an additional factor. The data consisted 29 teams formed from 270 employees returning the self assessment Belbin's questionnaires. Finding reveal that team performance is positively influenced by high diversity for teams with high complexity tasks.

In another study by van de Water, Ahaus and Rozier (2008) where the model is designed according to the team composition construct of Ten Haaf , Bikker and Adriaanse (2002) using Belnin's nine role SPI, significant relation was found between balanced teams and performance. Research included a population of 39 teams and 234 comparable MBA students. Although the Belbin's model has been designed for management teams.

Fisher, Hunter and Macrosson (2002), found no difference between management and non-management teams in terms of team performance, reinforcing the IDF that the model can also be applied to non-management roles in another study on õthe effects of tax independence and team identificationö Somech, Desvilya and Lidogoster (2009) examined how the input variables of task structure (task interdependence verses competitive) and to team performance and how team identity moderates these relationships. Results showed that high level of team identity, task and interdependence was positively associated with the cooperative style of conflict management which in turn fostered team performance.

2.4.3 Alignment of Purpose on Employee Satisfaction

In a study conducted on international undergraduate students at University of Applied Sciences in Mikkeli, Finland, over a period of three years (September 2008-september

2011) the samed experiment was conducted in September 2012 and data showed 148 active students surveyed in total. They reported 28 different cultural background. There were 5 series of experiment conducted as planed and all the research objective were matched. There were built teams of students of different sizes in line with Belbinøs theory of team roles, in a multi-cultural high education environment, first their work satisfaction and performance were assessed while working in such teams against satisfaction and performance while working in teams built randomly, Second respectively the result lead to some comments and interpretations and some relationships were observed. Overall, the students average performance is higher in case of the teams built in line with the team roles (8.29 compared to 8.08). The same conclution is valid is case of the studentsø satisfaction while working in such team (8.03 to compared to 7.88). By experiments the results are different: only the experiment 1,3,4 are evidence for an increase in quality of performance: and only experiment 1and 4 show a high satisfaction. However one should notice that õBelbinøs teamsö contributes to homogenization of quality of performance in another study õteam and organizational performanceö conducted by Efi (2010) at Champion Breweries PLC Uyo in Nigeria. The work examined the effects of team on organizational performance by assessing their relationship. The study adopted team dimensions questionnaire (SWDQ) as its instrument for generating primary data from 120 respondents. One hypothesis was formulated and tested using Chi-square statistics. The result reviled that there is positive relationship between team work and improved organizational performance.

2.4.4 Communication on Control Over Organizational Environment

Communication is basic to the growth and development, for it engenders understanding. Effective communications is a function of multiplicity of interrelated issues (Adirika 2007) in a study conducted in Germany at German sociological research institute at University of Gottingen, by Kuhlman, Sperling and Balzert (2004). The study emphasized the importance of correct and comprehensive feedback in communication as a panacea for implementation of team work, and proposes a õCoherence Thesisö founded on making close link between an organizationøs various dimensions. The key issues are the integration of well organizational work with the overall environment of the organizations.

In another study conducted in Portuguese Curral and Chambel (1999: 163-192), investigated efficiency of teams in service sector companies. This study emphasized the need for what is known as participation security so that the teams function well and proposes innovation ideas. The study examined 26 teams accounting for 70 individuals who work for seven publicity agencies in the Lisbon region. In another study on the effect of information technology on management and organizational environment Aneke (2006), empirical evidence showed that average employee in Nigeria can now boost of the possession of mobile phone. Computer literacy is now a preliquisite for employment in most organization in Nigeria. This implies that there organizations are rapidly computerizing their activities. All these positive developments have resulted to;

(i)   Organisation saving cost by employing few people and reducing of expensive office accommodation

(ii)   Morale of workers are improved;

(iii) Reduction on travel;

(iv)   Business owners can now access information on what is going on around the world.

Kurz (2005) empirically analyzed the relationship between motivation and team performance with survey data collected from two Thirds of Bentonville Arkonsas US firms currently usi.ng work team and arrived that when team is empowered with authority to make decisions about how the members complete their daily tasks, it is most effective. He concludes that letting employees share in the prosperity of the business is the right thing to do. It added that the ultimate step in convincing employees of their stake in continuing prosperity of their firm is worker ownership, which makes employee financial participants in company performance. Further to this.

Mahmoudgharbia (2012) in a quantitative research project using random sample of employees at various job levels and within various disciplines empirically discovered that a significant relationship exists between the style of leadership demonstrated in a particular situation and the impact it has on the motivation and performance level of employees in organization. The recommendations include putting in place measures to recognizes and reward the successful implementation of new ideas made by

employees, considering providing employees with flexibility in terms of structuring remuneration packages, putting in place performance systems that recognize and reward team performance adequately and consistently.

On the effect of Training on team performance, a manipulative check was performed to guage the success of the training program, Kazdin (1998) arrived that team work skill training evaluation was valuable. The study concludes that team would not only benefit from the training but would implement the team skills learned.

2.5   Summary of Reviewed Literature

The literature review examines team, as a mature group where leadership is shared, accountability is both individual and collective, the members developed their own purpose, problem solving is seen as a way of life, and effectiveness is measured by collective outcomes. Works teams are of four types namely ó advice, production, project and action teams. Each type has its characteristics degree of specialization and coordination, work cycle and outputs. There are two criteria for determining the effectiveness of work team and they are: Performance and Viability. The performance criterion is met if the group satisfies its clients/customers while a work group is viable if its members are satisfied and continue contributing.

Among the common management mistakes that negatively impact on teams are weak strategies, creating hostile environment for teams, faddish use of teams, not learning from team experience, vague team assignments, poor team staffing, inadequate training and lack of trust. Teams fail because unrealistic expectations cause frustration and failure. Also team members typically try too much too soon, experience conflict over different work styles and personalities, ignore important group dynamics, resist change, exhibit poor interpersonal skills and chemistry and display a lack of trust. The study empirically examines the prior research works in line with the objectives of the study.

2.6   Gaps in the Literature on Team Management as a Tool for Organizational Performance

In the course of literature review on team management as a tool for organizational performance in selected higher institutions in Enugu State, Nigeria a number of gaps were identified.

I first noticed that most work on the literature were based on research conducted in the western world and   virtually non has been published or carried out on team management as a tool for organizational performance in selected higher institutions in Enugu, Nigeria.

It was also discovered that despite many write ups on groups and teams, little or non has elaborated on team management not to talk of highlighting higher institutions as a case study. This study to some extent has made efforts to handle the issue of team management and put in some effort to close the gap in the literature. However, to a reasonable extent the study has bridge the gap in sample size, by adding to the same size in the area of study.

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CHAPTER THREE
METHODOLOGY

3.1   Research Design

Asika (2001) describe research design as a systematic map of plan of action showing what and how the researcher will carry out the systematic procedure for accomplishing the research task. The study employ descriptive survey design, hence the method will help the researcher to describe, examine, record, and interpret the variables that exist in the study.

3.2   Sources of Data

The data used for this research were obtained from two sources namely: primary and secondary sources.

3.2.3   Primary Sources

These are facts collected by the researcher himself through instruments: such as structured question and oral interview conducted on the staff of the selected higher institutions.

3.2.4   Secondary Sources

This involved the use of existing relevant researches and materials such as textbooks, articles, journals, and internet materials.

3.3   Population of the Study

The population of the study represents the entire Senior Academic Staff   of these institutions: Institute of Management and Technology (IMT), Enugu State University of Technology (ESUT) and Enugu State College of Education Technical (ESCET) Enugu. The population of this study is one thousand (1,605).

Table 3.1: Population Distribution of Staff

Institutions	No of Staff (Academic/Non-academic
IMT Enugu	620
ESUT	721
ESCET	264
Total	**1605**

Source: Registry of the Institutions

3.4 Sample Size Determination and Sample Technology

Nine Hundred Sixty Three (963). It is taken from the population size using Cochran Simple Size Estimation Formular (2005):

$$n = \frac{\ \ }{\ \ } \div \ 1 + - \frac{\ \ }{\ \ }$$

n	=	Sample Size
t	=	Confidence Internal
p	=	Success Rate
1 ó p ó q =		Failure Rate
d	=	Margin of Error
N	=	Population known
t	=	1.96
p	=	0.06
q	=	0.04
dz	=	0.05
N	=	1605

$$\left[\frac{(1.96)^2 \ (0.60)\ (0.40)}{0.05} \div \right] 1 + \left[\frac{1}{605} \ \frac{(1.96)^2 (0.06)\ (0.40 \ \acute{o}\ 1}{0.05}\right]$$

= **963**

3.5 Research Instrument

Research instrument is a means by which information is obtained from either the selected or the entire subject of investigation.

The research instrument used to gather data in this research includes the structured questionnaire and interview schedule.

1. **Interview Schedule:** Some respondents were interviewed personally using interview schedule to get more details about the study especially those not covered by the questionnaire.

3.6   Validity of the Instrument

Validity is the most critical criterion which indicates the degree to which an instrument measures what is supposed to measure. Face and content validity methods were utilized for the instrument used in this study. As the face validity, some research experts in the field of management were implored to vet the instrument while the content validity was done through a pre-test survey.

3.7   Reliability of the Instrument

Reliability is tested using Rank Correlation Formular (Pearson Lemma)

$$I - \frac{6 \hat{U} di^2}{n(n^2-1)}$$

di   = difference in the pre-test and post test responses

n   = number of tests conducted which is 10 in this case.

Table 3.2: Reliability Test

S/N	Pretest Responses	Post-Test Responses	x-y = d_i	d_i^2
1.	80	78	2	4
2.	39	40	-1	1
3.	65	68	-3	9
4.	71	73	-2	4
5.	12	9	3	9
6.	83	85	-2	4
7.	32	29	3	9
8.	55	57	-2	4
9.	81	83	-2	4
10.	44	41	3.	9
				57

$$I - \frac{6 \hat{U} di^2}{n(n^2-1)}$$

$$= \quad I - \frac{6(57)}{10(10^2-1)}$$

$$= \quad I - \frac{342}{990}$$

$$= \quad I - 0.34\,545\,4546$$

$$= 0.\,6546$$

$$\mathbf{= 0.65}$$

Since the coefficient of Rank correlation is 0.65 which is reasonably above average (0.50) the instrument of data collection is deemed reliable.

3.8 Model Specification

Regression Model Analysis for ESUT

The linear regression model $\quad = \quad + \quad X_t +$

Such that, $\quad = \quad + \quad AS_t$

Where,

$Y_t = \quad$ = Organizational Performance Operationalized by number of student that came out either in Distinction or Upper Credit from 2000-2014 in ESUT at time t, (dependent variable).

$X_t = \quad$ = Team Management Operationalized by number of Senior Academic Staff from 2000-2014 in ESUT at time t, (independent variable).

$\quad$ = Constant,

$\quad$ = Slope or gradient of the regression equation.

$\quad$ = Random or stochastic error associated with the model.

Regression Model Analysis for IMT

The linear regression model $\quad = \quad + \quad X_t +$

Such that, $\quad = \quad + \quad AS_t$

Where,

$Y_t = \quad$ = Organizational Performance Operationalized by number of student that came out either in Distinction or Upper Credit from 2000-2014 in IMT at time t, (dependent variable).

$X_t = \quad$ = Team Management Operationalized by number Senior Academic Stafffrom 2000-2014 in IMT at time t, (independent variable).

$\quad$ = Constant,

= Slope or gradient of the regression equation.

= Random or stochastic error associated with the model.

Regression Model Analysis for ESCET (Enugu State College of Education (Technical)

The linear regression model $\quad = \quad + \quad X_t+$

Such that, $\quad = \quad + \quad AS_t$

Where,

$Y_t=$ $\quad$ = Organizational Performance Operationalized by number of student that came out either in Distinction or Upper Credit from 2006-2014 in ESCET at time t, (dependent variable).

$X_t=$ $\quad$ = Team Management Operationalized by number Senior Academic Stafffrom 2006-2014 in ESCET at time t, (independent variable).

= Constant,

= Slope or gradient of the regression equation.

= Random or stochastic error associated with the model.

3.9 Method of Data Analysis

The data obtained from the instrument were subjected to simple descriptive statistics using frequencies and percentages.

The variables to the questionnaire to be responded to by the respondent:

SA $\quad$ = $\quad$ Strongly Agree, weighted $\quad$ 5

A $\quad$ = $\quad$ Agree, weighted $\quad$ 4

D $\quad$ = $\quad$ Disagree, weighed $\quad$ 3

SD $\quad$ = $\quad$ Strongly Disagree, weighted $\quad$ 2

Ud $\quad$ = $\quad$ Undecided, weighted $\quad$ 1

Sum of weights = 5 + 4 + 3 + 2 +1 = 15

Number of weights = 5

Therefore, mean of weights = $\quad$ — $\quad$ = 3 = μ

Mean of Scores $\qquad = \frac{\Sigma}{\Sigma} = \quad$ ⁻

63

Where $\sum$ =   summation

f   =   frequency

w   =   weight

Hypotheses shall be tested using Sample Mean parametric formula:

$$z = \frac{\bar{}}{\sqrt{}} = \text{calculated value}$$

Where $\bar{}$, µ and n are as defined above

$$s = \frac{\overline{\sum ()}}{\sum}$$

Where f is as defined above

Decision Criteria

1.   Do not reject each item of the questionnaire if $> \mu$. Reject otherwise

2.   Do not reject H_0, if and only if, Table Value is $<$ Calculated Value. Reject otherwise

Value is taken at 5% level of significance, (   )⬜t two tailed test:

Table 3.3: Value

⬜ =	Table Value	
0.05	One-tailed test	Two-tailed test
	2.33	1.96

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Data Presentation

Team Management as a tool for Organizational Performance in selected higher Institutions in Enugu State, Nigeria.

y =   Organizational Performance Operationalized by number of student that came out either in Distinction or Upper Credit between 2000-2014 in ESUT.

x = Team Management Operationalized by number Senior Academic Staff between 2000-2014 in ESUT.

Table 4.1: Distribution of students who came out in either distinction or upper credit and senior academic staff in ESUT (2000-2014)

YEARS	Number of Students (y)	Number of Senior Academic Staff (x)
2000	619	281
2001	680	301
2002	689	399
2003	701	425
2004	710	433
2005	715	438
2006	718	440
2007	726	444
2008	731	446
2009	739	450
2010	740	453
2011	745	455
2012	751	462
2013	760	471
2014	765	477

Source: Registry of the Institution

Table 4.2 Ordinary Least Squares (OLS) Results

<table>
<tr><th colspan="9">Coefficients^a</th></tr>
<tr><td colspan="2" rowspan="2">Model</td><td colspan="2">Unstandardized Coefficients</td><td>Standardized Coefficients</td><td rowspan="2">t</td><td rowspan="2">Sig.</td><td colspan="2">Collinearity Statistics</td></tr>
<tr><td>B</td><td>Std. Error</td><td>Beta</td><td>Tolerance</td><td>VIF</td></tr>
<tr><td rowspan="4">1</td><td>(Constant)</td><td>467.331</td><td>30.265</td><td></td><td>15.441</td><td>.000</td><td></td><td></td></tr>
<tr><td>Number of Senior Academic Staff between 2000-2014</td><td>.593</td><td>.071</td><td>.919</td><td>8.396</td><td>.000</td><td>1.000</td><td>1.000</td></tr>
<tr><td colspan="8">a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014</td></tr>
</table>

Table 4.3: Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	633.9049	750.0917	719.2667	34.18047	15
Residual	-18.26667	34.23928	.00000	14.67912	15
Std. Predicted Value	-2.497	.902	.000	1.000	15
Std. Residual	-1.199	2.248	.000	.964	15
a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014					

Table 4.4: ANOVA^a

<table>
<tr><td colspan="2">Model</td><td>Sum of Squares</td><td>df</td><td>Mean Square</td><td>F</td><td>Sig.</td></tr>
<tr><td rowspan="3">1</td><td>Regression</td><td>16356.260</td><td>1</td><td>16356.260</td><td>70.485</td><td>.000^b</td></tr>
<tr><td>Residual</td><td>3016.674</td><td>13</td><td>232.052</td><td></td><td></td></tr>
<tr><td>Total</td><td>19372.933</td><td>14</td><td></td><td></td><td></td></tr>
<tr><td colspan="7">a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014</td></tr>
<tr><td colspan="7">b. Predictors: (Constant), Number of Senior Academic Staff between 2000-2014</td></tr>
</table>

Table 4.5: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.919[a]	.844	.832	15.23325	1.649
a. Predictors: (Constant), Number of Senior Academic Staff between 2000-2014					
b. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014					

Table 4.6: Descriptive Statistics

	Mean	Std. Deviation	Sample size (n)
Number of student that came out either in Distinction or Upper Credit between 2000-2014	719.2667	37.19921	15
Number of Senior Academic Staff between 2000-2014	425.0000	57.66034	15

Regression Equation

$y = 15.441 + 8.396x$

Table Value = 0.000

Calculated Value = 8.396

Correlation Coefficient = 0.844

Since 8.396 is greater than 0.000 the alternative hypotheses are accepted. 84.4% of variations in y are explained by variations in x.

Interpretation of Results

The result above displays the mean and standard deviations of the study variables. From the results, we have that on average, 719 students passed out with distinction or upper credit grades in ESUT between 2000 through 2014 academic year with a standard deviation of 37 students per academic session. Also, we have that the school recorded an average of 425 senior academic staff within the period with a standard deviation of 58 senior staff per academic session.

The regression results above shows that the number of senior academic staff in Enugu State University of Science and Technology (ESUT) has a positive and significant linear relationship with the studentsø academic grades in the school, (with a coefficient value of 0.593, t-statistic value of 8.396 and corresponding probability value of $0.0000 < 0.05$). The degree of this relationship is measured by the correlation coefficient (R) value of 0.919, (high positive correlation).

The R^2 value of 0.844(84.4%) shows that about 84.4% of the proportion of total variations in number of students that came out either with distinction or Upper Credit in the school can be accounted for by the number of senior academic staff in the school. The Durbin-Watson statistic value of 1.649, following the rule of thumb indicates that there is no autocorrelation in the series.

Team Management as a tool for Organizational Performance in selected higher Institutions in Enugu State, Nigeria.

y =   Organizational Performance Operationalized by number of student that came out either in Distinction or Upper Credit between 2000-2014 in IMT.

x = Team Management Operationalized by number Senior Academic Staff between 2000-2014 in IMT.

Table 4.7: Distribution of students who came out in either distinction or upper credit and senior academic staff in IMT (2000-2014)

YEARS	Number of Students (y)	Number of Senior Academic staff (x)
2000	17	101
2001	22	109
2002	23	111
2003	29	118
2004	31	125
2005	32	134
2006	41	136
2007	38	140
2008	39	139
2009	48	144
2010	40	146
2011	36	159
2012	10	163
2013	14	162
2014	12	165

Source: Registry of the Institution

Table 4.8: Ordinary Least Squares (OLS) Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	32.770	21.989		1.490	.160		
	Number of Senior Academic Staff between 2000-2014	-.029	.159	-.051	-.182	.858	1.000	1.000
a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014								

Table 4.9: Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	27.9817	29.8389	28.8000	.59986	15
Residual	-18.03972	19.40893	.00000	11.85436	15
Std. Predicted Value	-1.364	1.732	.000	1.000	15
Std. Residual	-1.466	1.578	.000	.964	15
a. Dependent Variable: number of student that came out either in Distinction or Upper Credit between 2000-2014					

Table 4.10: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.038	1	5.038	.033	.858[b]
	Residual	1967.362	13	151.336		
	Total	1972.400	14			
a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014						
b. Predictors: (Constant), Number of Senior Academic Staff between 2000-2014						

Table 4.11: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.051	.003	-.074	12.30185	.515
a. Predictors: (Constant), Number of Senior Academic Staff between 2000-2014					
b. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014					

Table 4.12: Descriptive Statistics

	Mean	Std. Deviation	Sample size (n)
Number of student that came out either in Distinction or Upper Credit between 2000-2014	28.8000	11.86953	15
Number of Senior Academic Staff between 2000-2014	136.8000	20.67158	15

Interpretation of results

Regression Equation

y = 1.490 ó 0.182x

Table Value = 0.858

Calculated Value = -0.182

Correlation Coefficient = 0.03

Since 0.858 is greater than ó 0.182 the null hypotheses are accepted. 3% of variations in y are explained by variations in x.

The result above shows that on average, 29 students passed out with distinction or upper credit grades in IMT, Enugu between 2000 through 2014 academic year with a standard deviation of 12 students per academic session. The result also shows that the school recorded an average of 137 senior academic staff within the period with a standard deviation of 21 senior staff per academic session.

In the regression results above, the number of senior academic staff of Institute of Management and Technology (IMT), Enugu with a coefficient value of -0.029, t-statistic value of -0.182 and corresponding probability value of 0.858>0.05 indicates that there exist a negative and insignificant linear relationship between the studentsø academic grades and number of senior academic staff in the school. This is confirmed by the correlation coefficient (R) value of 0.051, which is very low.

The R^2 value of 0.003(0.3%) shows that only about 0.3% of the proportion of total variations in number of students that came out either with distinction or Upper Credit in the school can be accounted for by the number of senior academic staff in the school. The Durbin-Watson statistic value of 0.515, following the rule of thumb indicates that there is positive autocorrelation in the series.

Table 4.13: Descriptive Statistics

	Mean	Std. Deviation	Sample size (n)
Number of student that came out either in Distinction or Upper Credit between 2000-2014	14.8889	6.25389	9
Number of Senior Academic Staff between 2000-2014	41.3333	9.27362	9

Team Management as a tool for Organizational Performance in selected higher Institutions in Enugu State.

y = Organizational Performance Operationalized by number of student that came out either in Distinction or Upper Credit from 2000-2014.

x = Team Management Operationalized by number Senior Academic Stafffrom 2000-2014.

Table 4.14: Distribution of students who came out in either distinction or upper credit and senior academic staff in ECSET (2000-2014)

YEARS	Number of Students (y)	Number of Senior Academic staff (x)
2006	4	28
2007	9	33
2008	10	32
2009	13	40
2010	18	39
2011	17	46
2012	19	48
2013	22	51
2014	22	55

Source: Registry of the Institution

Table 4.15: Ordinary Least Squares (OLS) Results

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-11.445	3.530		-3.242	.014		
	Number of Senior Academic Staff between 2000-2014	.637	.084	.945	7.625	.000	1.000	1.000
a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014								

Table 4.16: Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	Sample size (n)
Predicted Value	6.3941	23.5961	14.8889	5.90834	9
Residual	-2.39406	4.59771	.00000	2.05004	9
Std. Predicted Value	-1.438	1.474	.000	1.000	9
Std. Residual	-1.092	2.098	.000	.935	9
a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014					

Table 4.17: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	279.268	1	279.268	58.144	.000[b]
	Residual	33.621	7	4.803		
	Total	312.889	8			
a. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014						
b. Predictors: (Constant), Number of Senior Academic Staff between 2000-2014						

Table 4.18: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.945[a]	.893	.877	2.19158	2.384
a. Predictors: (Constant), Number of Senior Academic Staff between 2000-2014					
b. Dependent Variable: Number of student that came out either in Distinction or Upper Credit between 2000-2014					

Interpretation of results

Regression Equation

y = ó3.242 + 7.625x

Table Value = 0.014

Calculated Value = 7.625

Correlation Coefficient = 0.893

Since 0.014 is not greater than 7.625 the alternative hypotheses are accepted. 89.3% of variations in y are explained by variations in x.

The result above shows that on average, 15 students passed out with distinction or upper credit grades in ESCET between 2006 through 2014 academic year with a standard deviation of 6 students per academic session. The result also shows that the school recorded an average of 41 senior academic staff within the period with a standard deviation of 9 senior staff per academic session.

The regression results above shows that the number of senior academic staff in Enugu state college of education technical (ESCET) has a positive and significant linear relationship with the studentsø academic grades in the school, (with a coefficient value of 0.637, t-statistic value of 7.625 and corresponding probability value of 0.0000 < 0.05). This is confirmed by the correlation coefficient (R) value of 0.945 which is very high and positive.

The R^2 value of 0.893(89.3%) shows that about 89.3% of the proportion of total variations in number of student that came out either with distinction or Upper Credit in the ESCET can be accounted for by the number of senior academic staff in the school. The Durbin-Watson statistic value of 2.384, following the rule of thumb indicates that there is no autocorrelation in the series.

PRIMARY DATA ANALYSIS

Questionnaires were distributed to 963 Senior Staff Members of ESUT, IMT and ESCET. 900 returned representing 93.46% of responses while 63 representing 6.54% did not respond.

Research Question One: To what extent does participative leadership affect goal attainment?

Table 4.19: Participative leadership affect goal attainment

A	ITEMS	SA	A	D	S D	U	∑fw	x̄	Remark
	Weight	5	4	3	2	1			
1	Participative leadership positively affect goal attainment.	700	100	50	10	40	4110	4.57	**Accept**
2	Democratic leadership positively affect goal attainment.	600	100	100	20	80	3820	4.24	**Accept**
3	Autocratic leadership significantly has effect on goal attainment.	90	90	-	10	710	1540	1.71	**Reject**
4	laissez-faire leadership to a large Extent affect goal attainment.	-	300	100	-	500	**2000**	**2.22**	**Reject**

Research Question Two: To what extent does shared responsibility affect workers' moral?

Table 4.20: Responsibility affect workers' moral

B	ITEMS	SA	A	D	S D	U	∑fw	x̄	Remark
	Weight	5	4	3	2	1			
5	Shared responsibility to a large extent significantly affect workersø morale.	700	-	100	100	-	4000	4.44	**Accept**
6	Shared responsibility positively affect workersø output.	600	50	50	100	100	3650	4.06	**Accept**
7	Shared responsibility has positive effect on workerøs reward.	700	40	60	-	100	3940	4.38	**Accept**
8	Shared responsibility strongly affect organizational profit.	800	-	-	50	50	4250	4.72	**Accept**

Research Question Three: To what extent does alignment of purpose affect employee satisfaction?

Table 4.21: Alignment of purpose affects employee satisfaction

C	ITEMS	SA	A	D	S D	U	∑fw	$\bar{x}$	Remark
	Weight	5	4	3	2	1			
9	Alignment of purpose strongly affect employee satisfaction.	650	50	100	100	-	3950	4.39	**Accept**
10	Alignment of purpose positively has effect on employee output.	800	100	-	-	-	4400	4.89	**Accept**
11	To a large extent alignment of purpose positively impact on company profit.	700	200	-	-	-	4300	4.78	**Accept**

Research Question Four: To what extent does communication affect control over organizational environment?

Table 4.22: Communication affects control over organizational environment

D	ITEMS	SA	A	D	S D	U	∑fw	$\bar{x}$	Remark
	Weight	5	4	3	2	1			
12	High level of communication has positive effect on control over organizational environment.	720	80	40	60	-	4080	4.53	**Accept**
13	To a large extent high level of communication has positive effect on control over organizational performance.	500	200	50	50	100	3550	3.94	**Accept**
14	High level of communication strongly has positive effect on control over organizational profit.	800	10	90	-	-	4310	4.79	**Accept**

Analysis

The following questionnaire items were accepted: Participative leadership positively affect goal attainment; Democratic leadership positively affect goal attainment. Shared responsibility to a large extent significantly affect workersø morale; Shared responsibility positively affect workersø output; Shared responsibility has positive effect on workerøs reward; Shared responsibility strongly affect company profit; Alignment of purpose strongly affect employee satisfaction; Alignment of purpose positively has effect on employee output; To a large extent alignment of purpose positively impact on organizational profit; High level of communication has positive effect on control over organizational environment; To a large extent high level of communication has positive effect on control over organizational performance; High level of communication strongly has positive effect on control over organizational profit, while the following were rejected: Autocratic leadership significantly has effect on goal attainment; laissez-faire leadership to a large Extent affect goal attainment.

Hypotheses Testing

$$\mu = \frac{5+4+3+2+1}{5} \quad \frac{15}{5} = 3$$

n = sample size observed = 350

$$z = \frac{\bar{x} - \mu}{\sqrt{\dfrac{s}{n}}}$$

Where $\bar{x}$ μ, s, n are explained in method of data analysis

H₁: There is significant relationship between participative leadership and organization goal attainment.

This is tested from questionnaire number 1:

$\bar{x}$ = 4.97, n = 900, μ = 3

$$s = \sqrt{\frac{(4.97\text{-}5)^2 + (4.97\text{-}4)^2 + (4.97\text{-}3)^2 + (4.97\text{-}2)^2 + (4.97\text{-}1)^2}{900}}$$

= 0.202963754

$$Z = \frac{\bar{x} - \mu}{s}$$

$$\sqrt{n} \quad = \quad \frac{4.97\text{-}3}{\dfrac{0.202968754}{\sqrt{900}}}$$

$$= 86.64$$

Table Value = 1.96

Decision

Since 1.96 is not greater than 86.64, Ho_1 is rejected. This means that there is significant relationship between participative leadership and organization goal attainment.

H_2:   **Shared responsibility to a large extent significantly affects workers' moral.**

This is tested from questionnaire number 5:

$$\bar{x} = \quad 4.44, n = 900, \quad \mu = 3$$

$$s = \sqrt{\frac{(4.44\text{-}5)^2 + (4.44\text{-}4)^2 + (4.44\text{-}3)^2 + (4.44\text{-}2)^2 + (4.44\text{-}1)^2}{900}}$$

$$= 0.207712025$$

$$Z = \frac{\bar{x}\text{-}\mu}{\dfrac{s}{\sqrt{n}}}$$

$$= \quad \frac{4.44\text{-}3}{\dfrac{0.207712025}{\sqrt{900}}}$$

$$= 90.97$$

Table value = 1.96

Decision

Since 1.96 is not greater than 90.97, Ho_2 is rejected. This means that shared responsibility to a large extent significantly affects workers' moral.

H₃: **Alignment of purpose to a large extent significantly affects employee performance**

This is tested from questionnaire number 9:

$\bar{x}$ = 4.39, n = 900, μ = 3

$$s = \sqrt{\frac{(4.39\text{-}5)^2 + (4.39\text{-}4)^2 + (4.39\text{-}3)^2(4.39\text{-}2)^2 + (4.39\text{-}1)}{900}}$$

= 0.202963754

$$Z = \frac{\bar{x}\text{-}\mu}{\frac{s}{\sqrt{n}}}$$

$$= \frac{4.01 \text{ ó } 3}{\frac{0.202968754}{\sqrt{900}}}$$

= 86.64

Table value = 1.96

Decision

Since 1.96 is not greater than 86.64, Ho₃ is rejected. This means that alignment of purpose to a large extent significantly affects employee performance.

H₄: **There is positive relationship between high levels of communication control and organizational environment.**

This is tested from questionnaire number 12:

$\bar{x}$ = 4.53, n = 350, μ = 3

$$s = \sqrt{\frac{(4.53\text{-}5)^2 + (4.53\text{-}4)^2 + (4.53\text{-}3)^2(4.53\text{-}2)^2 + (4.53\text{-}1)}{900}}$$

= 0.202963754

$$Z = \frac{\bar{x}\text{-}\mu}{\frac{s}{\sqrt{n}}}$$

$$= \frac{4.01 \text{ ó } 3}{\frac{0.202968754}{\sqrt{900}}}$$

= 86.64

Table value = 1.96

Decision

Since 1.96 is not greater than 86.64, H_{o3} is rejected. This means that there is positive relationship between high levels of communication control and organizational environment.

4.2   Discussion of Results Findings

The findings of this study will be disused alongside the objectives and hypotheses of the study. The objectives of the study are restated for ease of reference.

1.   To ascertain the effect of participative leadership of team management on goal attainment.

2.   To determine the effect of shared responsibility in team management on workers morale.

3.   To ascertain the effect of alignment of team management purpose on employee satisfaction.

4.   To determine the effect of effective communication in team management on control over organizational environment

Research Objective One: To ascertain the effect of participative leadership in team management on goal attainment. The hypotheses on this objective was tested by participative leadership in team management were made independent variable while goal attainment (organizational performance was made the dependent variable. Findings as tested from question 1 show since 1.96 is not greater than 86.64, H_{o1} is rejected. This means that there is significant relationship between participative leadership in team management and organizational goal attainment. This is consistence with findings of Daunt (1989:90).

Research Objective Two: To determine the effect of shared responsibility in team management on workersø morale. Findings reveals that the tasked questionnaire 3 1.96 is not greater than 90.97, H_2 is rejected this means that shared responsibility in team management to a large extent significantly affects workers morale. The result is constence with the findings of Efi (2010), Hoegle and Gemuenden (2001) who revealed that there is a positive relationship between goal attainment and that the

quality collaborativeness with the organization may only be positively associated with team performance.

Research Objective Three: To ascertain the effect of alignment team management purpose on employee satisfaction for organization performance to test the hypothesis on this objective, question 9 was tested. Findings show that 1.96 is not greater than 86.64, H_{o3} is rejected. This means that alignment of team management purpose to a large extent significantly affects employee performance. This findings is in line with the findings by Kuhlman Sperling and Balzert (2004), Oeji, and Wiezer (2002) who noted that the key issues are the integration of work organization and teamwork with the overall institution and thus all successful organizations today know that teams make big difference in achievement of goals.

Research Objective Four: To determine the effect of effective communication in team management on control over organizational environment. Findings reveal that 1.96 is not greater than 86.64, H_{o4} is rejected. This means that there is positive relationship between effective communication in team management on control over organizational environment.

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CHAPTER FIVE

SUMMARY OF FINDINGS, DECISION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1   Summary of Findings

After the analysis of primary and secondary data to wit, questionnaire and regression in the case study organizations: IMT, ESUT and ESCET, it was found out that:

1. Participative leadership in team management has positive effect on organizational goal attainment ($r = 86.64$, $p < 1.96$);

2. Shared responsibility in team management to a large extent significantly affects workersø moral ($r = 90.97$, $p < 1.96$);

3. Alignment of purpose in team management to a large extent significantly affects employee performance ($r = 86.64$, $p < 1.96$).

4. To a large effective communication in team management positively affect control over organizational environment ($r = 86.64$, $p < 1.96$).

5.2   Conclusion

The study concludes that Team management has become a veritable tool for organizations that is seeking for improvement in their current developmental status and intends to achieve leadership height in its operating environment. Participative leadership and efficient team management remains a tool for organizations striving to operate in a competitive world.

5.3   Recommendations

Based on the major findings, the following recommendations were made:

1. Institutions of higher learning should embrace team development by applying practical skill/ strategies to maximize team performance.

2. Teamwork approach should be adopted by higher institutions and other organizations as an integral concept within their organizations, particularly as interventionist strategy to management of situations.

3. Team members should be exposed to several training and development strategies necessary for effective team performance; such areas includes knowledge-based competencies like cue strategy associations, teammate characteristics, accurate and shared task model and task sequencing and skill-

based competencies ó Adaptability situational awareness, communication and decision making.

4.   Organizations should adequately motivate teams with juicy incentives and rewards to enable them operate effectively and optimally for the achievement of organizational goals.

5.4   **Contribution to Knowledge**

Theoretically, this study has contributed to the existing literature on teams, teamwork and team management. The contribution to the body of knowledge is immense as scholars and practitioners can now have empirical evidences they can cite, critique or seek to replicate. Other bodies such as hospitals, sports, military, legal practitioners, politicians and social cultural groups will find this work useful. The work, though its findings has bring to the fore that higher institutions can benefit tremendously if they effectively apply teamwork in their work ethics.

5.5   **Suggestion for Further Research**

1.   Assessment of the impact of Effective Team Management in Nigeria Higher Institutions.

2.   Efficient Teamwork as a Panacea for effective organizational performance.

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<div align="center">**APPENDIX**</div>

Department of Management
Faculty of Business Administration
University of Nigeria
Enugu Campus.
November 28th, 2015.

Dear Respondent,

LETTER OF INTRODUCTION

I write to solicit your assistance in completing this questionnaire designed to address the above stated topic. The researcher is conducting a study in partial fulfillment of the requirement for the award of a Master of Science Degree M.Sc in Management.

The response elicited will be treated with absolute confidence and shall be used strictly for the stated purpose.

Yours faithfully,

Nebeife Dennis O.
Researcher

QUESTIONNIRE

Section A: Biographical Information

Pleases Tick Accordingly [✓]

1. Sex

   (a) Male   [   ]

   (b) Female   [   ]

2. Age

   (a) 21-30 years   [   ]

   (b) 21-40 years   [   ]

   (c) 4-50 years   [   ]

   (d) 51 and above   [   ]

3. Marital Status

   (a) Single   [   ]

   (b) Married   [   ]

   (c) Widow   [   ]

   (d) Divorced   [   ]

4. Educational Qualification

   (a) WASC/GCE   [   ]

   (b) ND/NCE   [   ]

   (c) HND/BEN/MA   [   ]

   (d) MBA/M.Sc   [   ]

   (e) Ph.D [   ]

5. Years of Experience

   (a) 5-years or less [   ]

   (b) 6-10 years   [   ]

   (c) 11 -15 years   [   ]

   (d) 16-20 years   [   ]

Section B

This section is concerned with investigating the extent to which team management serves as a tool for organizational performance in selected higher institutions in Enugu State, Nigeria

Please [✓] the appropriate column. The options range from 1 (SA - Strongly Agree) 2
(A- Agree) 3 (U-Undecided) 4 (D- Disagreed) 5(SD- Strongly Disagreed)

A	Extent to which participative leadership effects goal attainment	1	2	3	4	5
6	The level participative leadership in affects goal attainment					
7	The management encouragement of participative leadership in team management promotes organizational performance					
8	The reward for participative leadership in team management is goal					
9	Our organizations attitude toward participative leadership in team management affects goal attainment					
B	Shared responsibility in team affects workers morale					
10	Share responsibility in team management their morale high for goal					
11	As responsibilities are shared in team management workers morale for sense of responsibility increases performance is high					
12	Shared responsibility in team management motivates workers morale for high productivity					
13	Extent to which alignment					
C	Extent to which alignment of purpose in team management affects					
14	The alignment of purpose in team management to a large extent effects employee satisfaction					
15	Our organizational performance to a large extent depends on the alignment of purpose in team management					
16	The more our management aligns team management purpose to accommodate employee satisfaction, the increase in productivity					

17	The level of alignment of purpose in team management with the employee satisfaction enhance organisational goal achievement					
D	**Extent to which communication affects control over organizational environment**					
18	Effective communication in team management has positive effect on control over organizational environment					
19	To a large extent our high institutions are bound to perform better when communication in management is effective					
20	Communication in team management has control over organizational environment					
21	Our organizational survival and growth to large extent is dependent on efficient and effective communication in team management					

INTERVIEW SCHEDULE

1. What do you have to say about Team management as it affects your organization?

2. How effective is teamwork in your organization?

3. What are the measures put in place to ensure efficient and effective use of teamwork in your organization?

4. What is your assessment of teamwork is a necessary strategy to move organization forward?

5. How would you describe the impact of teamwork in your organization?

6. Among all the team models or theories which one do you prefer and why?

7. How would you access the influence of training, development and motivation on teamwork and organizational performance?