Modelling team excellence to sustain emotionally and socially intelligent team performance

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Thesis submitted for the degree *Philosophiae Doctor* in Business Administration at the Potchefstroom Campus of the North-West University

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November 2014

It all starts here ™

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PREFACE

The principal contribution of this study is the influence team members and teams have in directing organisational performance and creating outcomes which will either serve or be detrimental to organisational existence.

The team leader and manager can allow mediocrity or exceptionality in their teams by recruiting the most apt team members, and ensuring team fit, developing, coaching, mentoring and guiding team members. They provide the purpose, performance and outcomes by establishing a healthy and conducive environment within their team through the exertion of their influence. Team leaders and managers link and align organisational teams, productivity, customer service and quality of product by realising the organisational vision and strategic objectives. A task not for the faint hearted.

A sequence is carved out by exploring individual and team thinking preferences and values frameworks for modelling excellence. Models of Excellence are engineered, teams compared and the contribution of team dynamics, emotional and social intelligence explored to enable and sustain performance.

Recommendations are made to support the organisation of research to view and harness the collective value and potential of human resources efficiently and effectively to the benefit of both the teams and the organisation.

ACKNOWLEDGEMENTS

(1) My Lord and Father for the grace, mercy and the purpose to serve others.

(2) Patrick E. Merlevede, author, founder and developer, jobEQ© Belgium, whose legacy perpetuates.

(3) Robin Heymans, psychologist and modeller, jobEQ© Belgium ensured that the statistical analyses and Models of Excellence are the foundation of performance improvement.

(4) Viktor Minko, IS specialist, jobEQ Belgium, who made big challenges small ones.

(5) Patrick E. Merlevede, Arné Maus, Identity Compass®, Germany; Dr L. Michael Hall, Author, Canada; Michelle Duval, Developer, Australia; Shelle-Rose Charvey, Canada and Roger Bailey, LAB Profile®; Prof Leon Coetsee, South Africa and Anne Renew, Institute of Neuro- Semantics, Australia are the forces behind my inspiration.

(6) Hendrik Nel, the reason, meaning and provider of courage for my journey.

(7) Carlé, my daughter, who provided the opportunity to exercise my values and choose excellence every day.

(8) Prof Jan C. Visagie, Director, School of Human Resource Sciences, North-West University, Potchefstroom Campus for the support, direction and guidance.

(9) Hannes Meyer, Central Business Unit Executive, for the opportunity to add value in my sphere of influence.

ABSTRACT

Sustainable organisational performance imperatives that generate shareholder value are strategy, execution, culture, structure, talent, innovation, leadership and growth. These superannuated management practices are still valid. Today it is even more vital to contrive and rethink these imperatives to renew business excellence in an undefined market space, the circular economy, and to reverse engineer product offerings.

At the root of performance remain team members, team leaders and managers with their neurological representations, states of consciousness, abstract levels of awareness and the higher levels of thought. These thoughts create their reality and the way they create meaning of and contributing to this world. It also provides choice and generates excellence, performance and the success of the organisation.

The principal purpose of this research has been to develop an Integrated Meta-model of Team Excellence by aligning the life-cycle of an employee, management-leadership, team culture, diversity and climate in view of the pressures of the business environment in order to execute an excellent performance outcome at the operational level to provide customer service and drive shareholder value.

The first objective of the research was to model team excellence to enable performance so that the current performance level in a team can be determined, developmental opportunities can be identified and excellent performance parameters can be deliberated on for emulation, recruitment team fit and placement.

Two instruments were applied for profiling. The thinking preferences were profiled with the Inventory of Work and Attitude Motivation Instrument (iWAM®) and the Values System Questionnaire (VSQ®) was used to profile and analyse the complexity of value structures as drivers of organisational performance.

Contrastive analyses were conducted for the managers, team leaders and teams with the conclusion that a manager, a team leader and team members can create the fundamental conditions for emotionally and socially intelligent ability and capacity to facilitate performance.

The capacity to model thinking preferences of outliers and poor performers and engineer a contextual Model of Excellence for a specific team in a specific environment distinguishes the work of Merlevede in that it has at its core a more accurate approach to identify areas of development, selection, team fit, design of appropriate coaching and mentoring interventions to improve and sustain team performance.

Key words: Thinking preferences, meta-programmes, meta-model, model of excellence, values, teams, emotional intelligence, social intelligence, performance

OPSOMMING

Volhoubare organisatoriese prestasie wat aandeelhouerwaarde genereer sluit in strategie, uitvoering, kultuur, struktuur, talent, innovasie, leierskap en groei. Hierdie moontlik uitgediende bestuurspraktyke is nog altyd geldig. Vandag is dit selfs nog meer belangrik om hierdie imperatiewe te herdink en te herdoen om besigheidsuitnemendheid in ‘n ongedefinieerde markruimte en ‘n sirkelekonomie te hernuwe, en om ingenieursprodukaanbiedings om te draai.

Die wesenlike kenmerk van prestasie bly gesetel in spanlede, spanleiers en bestuurders met hulle eie neurologiese representasies, bewussynstate, abstrakte vlakke van gewaarwording en hoër denkvlakke. Hierdie gedagtes skep hulle realiteite en die manier waarop hulle betekenis skep en bydra tot die wêreld. Dit bied ook keuses en genereer uitnemendheid, prestasie en dra dus by tot die sukses van die organisasie.

Die hoofdoel van hierdie navorsing was om ‘n geïntegreerde Meta-Model van Spanuitnemendheid te ontwikkel deur ‘n belyning van die lewensiklus van ‘n werknemer, bestuursleierskap, spankultuur, -diversiteit en -klimaat in die konteks van die druk vanuit die besigheidsomgewing om ‘n uitnemende uitkoms op die operasionele vlak te bewerkstellig om kliëntediens te verskaf en om aandeel-houerwaarde te verhoog.

Die eerste doelwit van die navorsing was dus om spanuitnemendheid te modelleer sodat die huidige prestasievlakke in ‘n span kan vasgestel word, ontwikkelingsgeleenthede geïdentifiseer kan word en uitnemende prestasie-parameters oorweeg kan word om navolgenswaardige voorbeelde daar te stel vir die passing van rekruteringspraktyke en plasing.

Twee instrumente is gebruik vir die profilering. Die denkvoorkeure is geprofileer met die Inventory of Work and Attitude Motivation Instrument (iWAM®) en die Values System Questionnaire (VSQ®) is gebruik om die kompleksiteit van waardestrukture as drywers van organisatoriese prestasie te analiseer en te profiler.

Kontrastiewe analises is gedoen vir die bestuurders, spanleiers en spanne en die gevoltrekking is dat ‘n bestuurder, ‘n spanleier en spanlede die onderliggende omstandighede kan skep vir emosionele en sosiaal-intelligente vermoë en kapasiteit om prestasie te fasiliteer.

Die kapasiteit om denkvoorkeure van randpresteerders en swak presteerders te modelleer en om ‘n kontekstuele model van uitnemendheid vir ‘n spesifieke span in ‘n spesifieke omgewing te skep onderskei die werk van Merlevede in dié opsig dat dit essensieel ‘n meer akkurate benadering het in terme van die identifisering van ontwikkeling, seleksie, spanpassing, die ontwerp van toepaslike afrigtings- en menteringsintervensies om spanprestasie die verbeter en om spanprestasie op hoë vlakke te hou.

Sleutelwoorde: Denkvoorkeure, meta-programme, meta-model, model van uitnemendheid, waardes, spanne, emosionele intelligensie, sosiale intelligensie, prestasie

TABLE OF CONTENTS

PREFACE ..... **ii**

ACKNOWLEDGEMENTS ..... **iii**

ABSTRACT ..... **iv**

OPSOMMING ..... **vi**

LIST OF TABLES ..... **xiv**

LISTOF FIGURES ..... **xvi**

CHAPTER 1: RESEARCH OVERVIEW **1**

1.1 INTRODUCTION 1

1.2 PROBLEM STATEMENT 1

1.3 THE PARADIGM PERSPECTIVE OF THE RESEARCH 12

1.4 RESEARCH OBJECTIVES 13

1.4.1 Primary objective 13

1.4.2 Secondary objectives 13

1.4.3 Chapter 2: Profiling team thinking preferences for Modelling Excellence 13

1.4.4 Chapter 3: Profiling team values for Modelling Excellence 14

1.4.5 Chapter 4: Empirical design and analysis 14

1.4.6 Chapter 5: Emotionally and socially intelligent Team Performance 14

1.5 RESEARCH QUESTIONS 15

1.5.1 Chapter 2: Profiling team thinking preferences for Modelling 15

1.5.2 Chapter 3: Profiling team values for Modelling 15

1.5.3 Chapter 4: Empirical design and analysis 15
1.5.4 Chapter 5 Emotionally and socially intelligent team performance 15
1.6 RESEARCH METHODOLOGY 16
1.6.1 Literature review 16
1.6.2 Empirical study 17
1.7 DECLARATION OF CONCEPTS AND DEFINITIONS 22
1.8 LAYOUT OF THE STUDY 26
1.9 RECOMMENDATIONS 27
1.10 CHAPTER SUMMARY 28

CHAPTER 2: PROFILING TEAM-THINKING PREFERENCES FOR MODELLING EXCELLENCE 29

2.1 INTRODUCTION 29
2.2 THINKING PREFERENCES INFLUENCE TEAM PERFORMANCE 30
2.3 THE FUNCTION OF MODELS IN PROFILING THINKING PREFERENCES 33
2.4 MENTAL MODELS 35
2.5 PROFILING TEAM EXCELLENCE 38
2.6 ANALYSIS OF THINKING PREFERENCES 39
2.7 STRUCTURE, CONSTRUCTS AND DIMENSIONS 40
2.7.1 Operational structure 43
2.7.2 Relationship sorting (decision) 54
2.7.3 Work approach 57

2.7.4 Work motivation (hierarchical dominance, McClelland Motivational Model, social motives, Yeager Decision Strategy Model) 58
2.7.5 Normative (rule structure, norming) 60
2.7.6 Convincer Channel (input representation) 63
2.7.7 Convincer strategy (convincer mode, interpretation process) 65
2.7.8 Temporal processing 67
2.7.9 Interest Filters (primary interest, environmental priority) 69
2.8 SUMMARY: ABSTRACTING THINKING PREFERENCE PROFILING FOR MODELLING EXCELLENCE 74

CHAPTER 3: VALUES PROFILING FOR MODELLING 75

3.1 INTRODUCTION 75
3.2 NATURE AND COMPLEXITY OF VALUES 77
3.3 VALUE STRUCTURE 85
3.4 MANAGING VALUE CONFLICT AND THE IMPACT ON TEAM BEHAVIOUR 87
3.5 POLARITY OF THE COMPETING VALUES FRAMEWORK 89
3.6 MANAGING THE POLARITIES OF THE COMPETING VALUES FRAMEWORK 91
3.7 EMERGENT CYCLICAL LEVELS OF EXISTENCE THEORY TO ENABLE TEAM PERFORMANCE 93
3.8 STRUCTURE AND ANALYSIS OF VALUE SYSTEMS 99
3.9 SUMMARY: ABSTRACTING VALUE PROFILING FOR MODELLING EXCELLENCE 121

CHAPTER 4: EMPIRICAL DESIGN AND ANALYSIS 123

4.1 INTRODUCTION 123

4.2 DESCRIPTIVE STATISTICS 124

4.2.1 Approach 124

4.3 QUINTESSENCE OF THE MODEL OF EXCELLENCE 125

4.3.1 The advantages of a Model of Excellence 127

4.3.2 iWAM® and VSQ® profiling instruments 132

4.3.3 Statistical instruments 133

4.3.4 Scoring the iWAM® and VSQ® instruments 135

4.3.5 Standardisation and independence of measures 144

4.3.6 Validation studies 146

4.3.7 Test and retest 147

4.3.8 Reliability 150

4.3.9 Standard Group: South Africa 152

4.3.10 Reports 157

4.4 DESIGNING THE MODELS OF EXCELLENCE 160

4.4.1 Population 160

4.4.2 Participants 161

4.4.3 Team structure 161

4.4.4 Biographic profile of the operational teams 162

4.4.5 Data collection 164

4.4.6 Procedure 165

4.5 ENGINEERING THE MODELS OF EXCELLENCE 166

4.5.1 Methodology 168

4.5.2 Modelling Process 170

4.5.2.1 Phase 1: Performance Criteria: Selecting the high and low performers 170

4.6 TEAM MODELS OF EXCELLENCE 179

4.6.1 Management Team Model of Excellence 181

4.6.2 Team Leader Model of Excellence 185

4.6.3 Artisan Model of Excellence 189

4.7 SUMMARY: ABSTRACTING VALUE FROM THINKING PREFERENCES, VALUE SYSTEMS AND SOCIAL VARIABLES AND IMPLICATION FOR THIS OPERATION 192

CHAPTER 5: THE HUMAN PROCESS APPROACH TO SUSTAIN TEAM PERFORMANCE 195

5.1 INTRODUCTION 195

5.2 THE ROLE OF EMOTIONAL AND SOCIAL INTELLIGENCE IN PERFORMANCE 196

5.2.1 Rationale for emotionally and socially intelligent team competence 199

5.2.2 Influencers of emotional and social intelligence 202

5.2.3 Emotional and social intelligence and team motivation underpin performance 203

5.2.4 Communication and communication competence in teams 206

5.2.5 Influence of the manager and team leader in developing emotional and social intelligence 213

5.3 CONCEPTUAL OVERVIEW OF TEAMS 216

5.3.1 Defining a team 217

5.3.2 Co-ordinated team roles and competencies 218

5.3.3 Team typology and team size 221

5.3.4 Team culture and diversity 223

5.4 PERFORMANCE 226

5.4.1 The operational challenge to perform 227

5.4.2 Excellence as a determiner of performance 230

5.4.3 The other dimensions of performance 231

5.4.4 Managing performance: Integrated Meta-model of Team Excellence 235

5.4.5 Summary: Abstracting value from the Integrated Meta-model of Team Excellence to sustain emotionally and socially intelligent performance 242

5.4.6 Limitations of this research 248

BIBLIOGRAPHY 250

ANNEXURES

Addendum 1 : iWAM Profile 271

Addendum 2 : VSQ Profile 274

LIST OF TABLES

CHAPTER 2: PROFILING TEAM-THINKING PREFERENCES FOR MODELLING EXCELLENCE 29

Table 1: Comparison between levels of thinking, learning and change Bateson and Dilts (Maus 2011) 31

Table 2: iWAM Profile™ (Merlevede, 2009) 41

CHAPTER 3: VALUES PROFILING FOR MODELLING 75

Table 3: Schwartz Value Theory (1999:27-30) referenced to the Four Innate Drive Theory of Lawrence & Nohria (2002:167) 82

Table 4: Emergent Cyclical Levels of Existence Theory (Comparison, Beck & Cowan, 2006; Graves, 1970; Parks-Leduc, Feldman, & Bardi, 2014; Schwartz, 1999) 95

Table 5: Personal Values Sort Card: David and Congleton (2013) 111

Table 6: Comparison of Quality Approaches (Dew, 1996).....119

CHAPTER 4: EMPIRICAL DESIGN AND ANALYSIS 123

Table 7: iWAM® Construct Analysis.....137

Table 8: VSQ® Construct Analysis.....141

Table 9: Response Scale (iWAM® and VSQ® Instrument Scales) 143

Table 10: iWAM® Standard Group: South Africa 2013 - Means, Standard Deviations and Standard Errors (Heymans, 2013). 155

Table 11: Source: VSQ® Standard Group: South Africa 2013 - Means, Standard.....156

Table 12: Operational complement 160

Table 13: Operational team structure.....161

Table 14: Biographical profiles of operational teams.....163

Table 15: Competency Framework (Potgieter, 2014).....173

Table 16: Correlation coefficient of the Models of Excellence (Heymans, 2013).....176

Table 17: Model of Excellence: Management Team 184
Table 18: Split set of variables over the four groups: Management Team.....185
Table 19: Model of Excellence: Team Leaders 188
Table 20: Split set of variables over the four groups: Team Leaders 189
Table 21: Model of Excellence: Artisans 191
Table 22: Split set of variables over the four groups: Artisans.....192

CHAPTER 5: THE HUMAN PROCESS APPROACH TO SUSTAIN TEAM PERFORMANCE 195

Table 23: Gallup® Engagement Results 2009 - 2013. 201
Table 24: Language Eliciting Behavioural Triggers (adapted from Merlevede, 2009:1-34, iWAM). 211

LIST OF FIGURES

CHAPTER 1: RESEARCH OVERVIEW 1

Figure 1: Model of Excellence (Merlevede, 2009) 21

CHAPTER 3: VALUES PROFILING FOR MODELLING 75

Figure 2: Polarities of the Competing Values Framework (Kreitner & Kinicki, 2012; Hartnell, Ou & Kinicki, 2011). 89

Figure 3: Emergent Cyclical Levels of Existence Model (Graves 1970; Beck & Cowan 2006; Prinsloo, 2012) 98

CHAPTER 4: EMPIRICAL DESIGN AND ANALYSIS 123

Figure 4: Flatland example: Independence of thinking preferences (Merlevede 2005). 145

Figure 5: Phases and steps in engineering a Model of Excellence (Merlevede, 2009) 170

Figure 6: Levels of performance (Potgieter, 2014) 171

Figure 7: Potential rating (Potgieter 2014) 172

Figure 8: Contrastive analysis example of the thinking preferences of the Artisans……. 178

Figure 9: Contrastive analysis of the values and social variables of the Artisans……. 178

Figure 10: Contrastive analysis: Thinking preferences: Standard Group: South Africa 2013, Operation and Management 182

Figure 11: Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and Management ... 183

Figure 12: Contrastive analysis: Thinking preferences: Standard Group South Africa 2013, Operation and Team Leaders 186

Figure 13: Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and Team Leaders 187

Figure 14: Contrastive analysis: Thinking preferences: Standard Group South Africa 2013, Operation and Artisans 190

Figure 15: Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and Artisans 190

CHAPTER 5: THE HUMAN PROCESS APPROACH TO SUSTAIN TEAM PERFORMANCE 195

Figure 16: Hierarchy of Team Performance Dual Process Framework (adapted from Druscat & Wolff, 2001:82-86; Fiori, 2009:32; Merlevede, 2009:1-34.)..... 204

Figure 17: Integrated Meta-model of Team Excellence..... 237

Figure 18: Hierarchy of characteristic development of high-performing team members (Pacific Institute, 2003). 245

CHAPTER 1:

RESEARCH OVERVIEW

1.1 INTRODUCTION

From an organisational development perspective this thesis draws evidence from both organisational practice and social science. It explores the richness of thinking preferences and values of collective team members, team leaders and management to define team excellence and enable emotional and social intelligence to sustain performance. Influencers on the teams such as the internal and external organisational environment and team dynamics were considered and variations of mental models and models were studied to attempt to find an inclusive meta-model of team excellence which as conceptual framework (Cummings and Worley, 2014) can lay the foundation for the diagnosis and the design of future change and development interventions in the organisation of research.

This chapter comprises the problem statement, research questions and objectives and the research methodology applied. Chapter 1 further provides a contextual overview of the teams, challenges, emotional and social intelligence and models deployed to create understanding of the team effectiveness, environment and performance and link it to the research objectives. The research method is discussed with reference to the empirical study, research design, population, the measuring instruments, statistical analysis and summary.

1.2 PROBLEM STATEMENT

Challenge 1: Consistently inadequate operational results, such as low net operating equipment efficiency (OEE) and extended mean time between failures (MTBF), average Plan Attainment (PA), high maintenance cost and legislative findings are experienced daily. Other factors include issues such as staff retention, inadequate competency and skills development, a plan that needs revival, a coaching and mentoring programme that has lost momentum, employees who feel that the company does not care, low commitment to espoused values and a scant reward system impacts engagement results.

At the executive level concerns are the evolving market space (Vandermerwe, 2014), new market entrants, relaxed trade agreements between the Brazil, Russia, India, China (BRIC) countries and freer Pakistan cement imports and a vision and strategic objectives that lean into a red ocean strategy (Van Assen, Van den Berg & Pietersma, 2009) provide unfamiliar challenges to the Executive Management.

The current macro-economic perspective, sales forecast, and demand versus capacity indicate that a strategy for this company to cope with these challenges is to become sustainable in product quality, availability, operating efficiency and cost.

On the horizon there might be a takeover, a merger or a change. For this organisation a new era has dawned. Belbin (2010) states that when change is evident and there may be changes in key senior management positions it will require adjustments from teams, and will create challenges far beyond normal expectations.

Previous restructuring, current uncertainty, on-going performance improvement interventions, illuminated by efforts to train team leaders, setting high expectations and adopting diverse methodologies have all left teams confused. Historic continuous performance improvement interventions have had a limited impact on the bottom line and have created distrust. The T. King (Alignment Session, 30 April 2009), the R.M Nel Overview of Continuous Performance Improvement Interventions, 2013 and previously conducted organisational assessments concluded that there is a prevailing culture of a lack of trust, ownership, discipline and responsibility, motivation, communication, co-operation, leadership, management control and commitment, competency, skills and resources, and inadequate training processes and value systems. The process, maintenance and technical ability to sustain production have failed and the operation has suffered customer supply and product quality losses.

Mankins and Steele (2009) indicated that companies typically realise only about sixty per cent of their strategies' potential value because of defects and breakdowns in planning and execution. On average, companies deliver only 63% of the financial performance their strategies promised due to wasted energy, lost time, and continued under-performance. The average performance loss of 37% is due to

inadequate or unavailable resources (7.5%), poorly communicated strategy (5.2%), actions required to execute not clearly defined (4.5%), unclear accountabilities (4.1%), organisational silos and culture blocking (3.7%), inadequate performance monitoring (3.0%), inadequate consequences or rewards for success (3.0%), poor leadership (2.6%), uncommitted leadership (1.9%), unapproved strategy (0.7%), and other obstacles including skills and capabilities (0,7%).

This also holds true for cement-producing, as one of the world's largest cement producers, Lafarge, was included in their study. There seems to be a similarity between the situation dealt with in this study and the prevalent situation in the organisation. Unrealistic expectations are created by the vision and the best demonstrated previous practices that become the norm. Performance results indicate that commitments cannot be kept by the operation of research. Mankins and Steele (2009) note that when this occurs commitments cease to be binding promises without real consequences.

Leadership, that is managers and team leaders expecting failure, will seek to protect them, cover their tracks and the organisation becomes less critical and honest about shortcomings and consequently loses trust and hence its capacity to perform.

The change is occurring subtly and it seems difficult to reverse. This situation is referred to as reaching the tipping point, "if a window is broken and left unrepaired, people walking by will conclude that no one cares and no one is in charge" (Gladwell, 2002:141). According to Van Reenen (2009) teams offer the effort to compensate for equipment failure, inadequate planning and systems, layered with incompetency and a lack of skill and poor leadership. Alfred Korzybski (as cited in Hall & Bodenhamer, 2005), as early as 1921, said that the focus on performance should be not only on engineering but on an understanding of the welfare of mankind. In view of the above information a cause of concern is that individual, team and organisational performance, in spite of effort and intervention at various levels, is inhibiting this organisation in its bid to sustain itself in the face of future changes and challenges.

Challenge 2: Fernández-Aráoz (2014) reasons that it is extremely difficult for an operation or organisation to appoint a candidate according to conventional recruitment methods. The candidates who are attracted are evaluated and appointed at their level of education, experience and the Human Resources Professional's and Head of Department's gut feel of the character, team fit, the best results in the assessment of behavioural competencies and potential of the candidate. Within a few hours the value a candidate will add to a team, the operation and organisation are decided on, candidates are compared, "the best candidate" selected based on the particular approved assessment test of the organisation. After a year or so, following performance appraisal, it becomes obvious that the team member who seemed so right for the position is unable to adapt and grow into the complex role and environment for which he or she was selected. This not only happens at the operational level - it also happens at the executive level and impacts on the performance of the whole organisation. What makes a candidate successful in a particular role today might not suffice tomorrow.

When the competitive environment shifts, and the company's strategy changes or the team member is moved to another team or type of team, the question according to Fernández-Aráoz (2014) will not be whether the employee or leader has the right skills but whether he or she might have the potential to learn new ones.

This organisation lacks a structure for succession planning, training and development that are driven by performance indicators and the coaching and mentoring programme has lost its lustre as team leaders and managers feel that that coaching requires professional skills and should be left to the professionals.

Challenge 3: Work groups and teams are challenged as they play an increased role in the future organisation (Peterson, Mitchell, Thompson & Burr, 2000).

Belbin (2010) argues that the current issue of contention before us is that the expansion of jobs and opportunities is coming to an end. There are fewer signposts in organisations and people are gathering in numbers wondering what route to take.

For the employee, the team leader or the manager of capable people there is only uncertainty and this would not necessarily produce favourable results. Job

boundaries are breaking down; technology and strategic thinking are advancing. A growing emphasis is placed on versatility and teamwork. A new language in this new age is needed if the change requirements are to be fully met and ideas lying at its heart are to be fulfilled. Employees with diverse competency and skills are collectively brought together to form groups or teams and to be part of a rational structure, the organisation. These teams constitute the breath of an organisation as there are expectations and objectives to be achieved, expertise to be applied, decisions to be made, self- management, collaboration, solutions to be found, planning to be done, tasks to complete, resources to be optimised and significant results to be produced to survive (Payne, 2000; Valdès-Flores, Tijuana & Campos-Rodríguez, 2008; Thompson 2013). Collins further argues (2001) that where profits and cash flow become the blood and water of the organisation, teams are the body and performance is vested in their hands and perceptions.

Teams as the determiner of deliverables required to produce the products for sustainability and endurance. There is a difference between teams and groups. Groups are not teams. Groups are committees, working groups and management groups and the group of people in a department who just happen to work together. What marks a team is that it “is working for a common goal, towards objectives that are the same for everyone in the team” (Morris, Willcocks & Knasel,1995:96).To reach a common goal team members Hughes and Terrell (2007) express the coordinated team competencies or characteristics of success as the ability to display loyalty, collaborate, execute, agree, see opportunities, progress, use opportunities, find solutions that integrates the wisdom of the team, resilience, explore alternatives, listening to another, think things through and to respond with respect.

Challenge 4: For David and Congleton (2013) team leaders and team members also need to respond with emotional agility to the fluctuating emotional and social contexts of the team and the organisational dynamics, coordination of execution, self-discipline, collective intuition, coordination of emotional and social intelligence skills, are focused, committed, proud of what they are doing, have collaborative intelligence, help one another, are abundantly resourceful, want the best outcome,

are highly-trained, handle pressure well and above all are able to adapt to a rapidly changing environment.

Challenge 5: The internal and external dynamics involved in team functioning (Thompson, 2013). Internal dynamics are concerned with tasks of the team at hand, team structures and composition, roles, core norms and other team processes such as making decisions.

Other process-focused constructs originating inside the team include communication, co- ordination, or commitment to the team. Teams navigate their way through the organisation and relationships in the organisation, which are referred to as the external dynamics of the team. External dynamics are reward systems, development opportunities, access to information and exposure to the organisational environment climate and culture. Context-focused constructs originating outside the team also include managerial support, team task design, team design, or adequate material resources. Process-focused constructs originating inside the team include communication, co-ordination, or commitment to the team. The internal and external dynamics of teams form the theoretical constructs of effective teamwork mental models (Druskat & Pescosolido, 2002).

Challenge 6: Shared mental models emerge as team members interact to make sense of their situation and cultivate beliefs (Ybarra, Kross & Sanchez–Burks, 2014) about how they should work together to, for instance, complete their tasks, find solutions and communicate. Another shared mental model is psychological ownership. It involves participation, commitment, task proficiency, task design, the value and impact they have, the level of motivation, incentives and support they receive from their team leader. The shared mental models are predictors of team performance and positive links can be drawn between collective efficacy of teams and performance. The effort of a team is not only determined by the qualities of the individual members but also by the members' perceptions of these qualities.

Shared mental models are components of the Integrated Model of Teamwork which provides the conditions for and the enhancement of successful team performance. According to Thompson (2013), the four critical measures of team

performance are combined and formulated to form a single equation to assist the leader in assessing team performance, as:

PP (Potential Productivity) + S (Synergy) – T (Performance Threats) = AP (Actual Productivity)

A team's efficacy depends upon the collective judgment of their ability to perform a task and the individual members' judgment of the ability to perform a task. According to Peterson *et al.* (2000) the past perceived efficacy and knowledge of a team will influence the belief that it is effective and competent. Thus, the collective efficacy reflects the team's anticipation that it will do well in a particular task or assignment.

The need to evaluate the shared mental model of mindful interrelating or team relationships will bring an understanding of team member interdependence and interdependence between the teams and their environment which will broaden the teams' capabilities to reduce errors, adapt, predict and coordinate behaviour (Druskat & Pescosolido, 2002).

The constructs of the shared mental models are brought back to the underlying thought processes, preferences, beliefs, habits and representation of conscious awareness of team members and team leaders and explain the structure of these skills to create cohesion, synergy and improved business performance. The understanding of the mental models enables the team leader to influence and energise the team members to achieve the organisational goals (Thompson, 2013).

Challenge 7: Next Barsade (2002) draws attention to states of emotion which are also perceived by team members, and can have team consequences among team members influencing each other. When team members enter a team, they reveal their emotions and are exposed to other team members' emotions. Cherniss and Goleman (2001) as well as Barsade (2002) describe emotions as contagious and maintain that one person in a team can influence not only his or her own emotional tonality but also the emotional tonality of the team or other teams when they model this behaviour. The emotions can be characterised by the valence (positive or negative) of the emotion displayed and the energy level with which the emotion is

being expressed. Positive and negative emotions are experienced as 'feeling' signals.

These signals are signals about valuing. Consequently good feelings emerge when values are being fulfilled and bad feelings when values are being violated (Hall, 1999). Examples of pleasant or unpleasant emotions, for instance vivaciousness or depression, and the energy level at which the emotions are exposed may influence employee perceptions and may reflect in an amicable or adverse way on the culture and climate of the organisation. Values inform challenges of team members, team leaders and managers (David & Congleton, 2013). For this reason it is important to determine the source and the value structure of individual team members and team leaders as the value system of the team creates their experience, impacts their motivation, performance and creates the climate in the team (Hall, 1999).

Team members' and team leaders' characteristics signify not only their competencies, skills, training and experience according to Charan (2007) but also their internal processes (stable structures - thoughts, beliefs strategies, decisions), internal states (higher states of reference - feelings, emotions, moods), as well as their external behaviour (do, say) (Merlevede, Bridoux & van Damme, 2004; Thompson, 2013; Hall, 2000). To perform safely, to produce a product, to do well, to excel, to act in a social acceptable way, are examples of behaviour based on the internal processes and internal states of the team leader or team member.

The role of continuous learning for Druskat and Pescosolido (2002) affords team members the opportunity to change behaviour, unlearn inadequate habits, acquire skills and competencies for team growth that are needed by teams to engage in complex group decision-making, self- evaluation and self-knowledge.

Huges and Terrell (2011) describe social and emotional intelligence as interrelated and portray it as emotional literacy. Merlevede, Bridoux and van Damme (2004) suggested that emotional intelligence is a container phrase which encloses a series of skills, which are used unconsciously. Teams thus possess a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively they understand and express themselves,

understand others and relate with them, and cope with daily demands. Therefore describing it as the ability to recognise and respond effectively to the emotions of others. It includes understanding your social community from the "big picture" and the ability to direct change and adapt to that change. Both emotional and social intelligence are necessary to achieve goals, thus to perform, underlies success, and sustains success (Charan, 2007).

Challenge 8: Research by Cherniss and Goleman (2001) have further found that emotional intelligence is linked to the abilities that involve skill in managing emotion in oneself and in others and is predictive of superior performance in work roles and vital for organisational effectiveness. Some of the greatest challenges faced by teams in the work situation are rapid change, management of information, people needing to work together and being more motivated and committed. Rapid change has an emotional impact on leaders' team members because they need the ability to be aware of and to manage the uncertainty and anxiety to assist the organisation in being effective. Emotionally intelligent competencies that determine organisational effectiveness are team-work, cooperation, self-control, planning, and initiative and achievement orientation.

Bar-on (as cited in Cherniss & Coleman, 2001) concluded from the results of fifty research findings that emotional intelligence in teams predicts occupational performance, the ability to cope with stress and job satisfaction. Druscat and Wolff (2001) support these findings and also reason that emotionally intelligent teams display co-operation and commitment that are increasingly important for organisational effectiveness and employees who are part of emotionally intelligent teams become more intelligent individuals. For teams to understand, focus on and to commit to performance the team members need to be assisted to form a common picture of the total business, see the external context and how their contribution and respective areas fit together. Charan (2007) explains that teams need motivation and the information to keep their efforts aligned and their behaviour needs to be moulded to work in a team.

The rationale of Charan is to create this common picture and to mould a team provides an opportunity where the teams are able to have insight into the anatomy

of the business and the broader context in which it operates ensures that the teams perform better.

When team members are aware of the interconnectedness, they are able to augment performance by prioritising goals and achieving success quicker, recognise rapid changes sooner and reposition the team to react to obtain growth and competitive advantage in the organisation. Sustained success for Hall (1999) brings about excellence as teams operate from a platform of applying the insight that results from a developed flexibility of awareness.

Challenge 9: The technical and cognitive learning in this organisation cannot be sufficient for individual and team performance and success. A model of reference which structures excellence identifies the exceptional attitudes, motivators, drivers, values and competencies of teams and clarifies the mystery to improve team performance. A model of team excellence also identifies team member developmental areas, ensures team fit and supports the team leader to enable and sustain emotionally and socially intelligent team performance.

Team members also grow and are developed through relationships in the workplace to acquire new approaches to challenging situations (Cherniss & Goleman, 2001). Traditionally the team leader's responsibility included work allocation to subordinates and regularly assessing their performance against targeted objectives. Recently the higher expectations from team leaders have been to include coaching, mentoring and counselling activities in their roles to improve employee performance, employee retention and employee development.

When team leaders frame coaching and mentoring to develop team members as central to their work, team members learn skills with which to encounter the regular challenges related to leading, handling conflict, giving feedback, negotiating, and communicating. These opportunities for intra-team relationships are more likely to happen when the organisational culture encourages, rewards and recognise efforts to engage in relational learning.

By appreciating the areas of development between the expected model of excellence and the actual team performance the organisation can swing into action

and engage teams in more than skills training. Wall (2007) is of the opinion that informal coaching or mentoring interventions can be implemented to develop and support team members to perform more effectively, or formal structured corrective coaching interventions can be developed to enforce standards and expectations of the organisation.

Neale (2009) indicates that the coaching process ensures that the teams are aligned with the priorities, results, resources and challenges of the organisation.

For Wall (2007) it is not only enough to focus on performance standards, teams should be allowed to perform in the rapid changing world of business with support from their team leaders, to perform to produce products or services with knowledge, skills and competencies to sustain the organisation with the assurance that they are valued, valuable, are appreciated for what they do.

The impetus to engage in a certain kind of behaviour is not coming from only a certain kind of person but also from a feature of the environment (Gladwell, 2002). These and other areas to be included, as seen by Fernández-Aráoz (2014), are employee intelligence, values, leadership abilities, strategic orientation, market insight, results orientation, customer impact, collaboration and influence, organisational development, team and change leadership.

Emotional and social intelligence underlie the achieving of goals, improve performance, generate continuous favourable results to sustain performance and create endurance in the organisation. The value of a model of excellence can support the recruitment and team member-team fit process; improve attitudes, motivation and engagement to position the organisation in the uncontested market space to satisfy the new demands of customers (Van Assen, Van den Berg & Pietersma, 2009). Measuring team performance against the model dimensions, designing and implementing interventions, considering individual and team areas of development to enable personal growth and improving the inter- and intra-team relationships can create an environment for the organisation to adapt quickly, improve team flexibility and change.

The challenges this organisation experience are immense. The structure and methodology of this study will clarify and offer alternative perspectives to address the challenges experienced. From this perspective the above challenges, the purpose and objectives provide the outline and the primary and secondary research questions are formulated.

1.3 THE PARADIGM PERSPECTIVE OF THE RESEARCH

Organisations are challenged by disruption at different levels and need to develop resilience (Burnhard & Bhamra, 2011) with regard to the six divisions of Cummins and Worley (2015) are of the opinion that organisational development is an applied field of change that uses behavioural scientific knowledge to increase the capacity for change, and improve the functioning and performance of an organisation. It thus amasses knowledge of organisational capabilities and methodologies to manage change in the future. These paradigms guide and direct this research and are included as follows:

Organisational development process: These processes include diagnosing individuals, groups, teams, organisations, jobs and leading and managing change.

Human process interventions: These interventions focus on interpersonal, group and team processes and the organisational human process approach.

Techno-structural interventions: Employee involvement, participation and engagement, work design and restructuring the organisation are included with an increasing focus on faster organisational processes and productivity.

Human resource management interventions: This perspective includes performance management, developing talent and managing work-force diversity and wellness. The work- force is becoming increasingly diverse, educated, uncertain and contingent.

Strategic change interventions: These change interventions are transformational and continuous and the emphasis is on generating more wealth, increasing the organisational footprint and expanding globally.

1.4 RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives and constitute the following:

1.4.1 Primary objective

The primary objective of this research is to profile team member thinking and value preferences that can impact on performance by constructing models or structures or conceptual frameworks or frames of reference of excellence. These contextual models will be used as comparison for other team members or teams in this operation to identify models for recruitment, team-fit and team-member, team-leader and manager-development for organisational alignment. The creation of a new model, a meta-model for team excellence, is envisaged to draw together the forces required to secure performance outcomes that align with organisational expectations.

1.4.2 Secondary objectives

The secondary objectives of this study can be differentiated in the following chapters:

1.4.3 Chapter 2: Profiling team thinking preferences for Modelling Excellence

- To conceptualise excellence.
- To conceptualise the model of human behaviour.
- To ascertain the role of mental models.
- To determine the thinking preferences, dimensions and constructs of team members.
- To evaluate and compare two models that can be used to profile thinking preferences.
- To describe the model of profiling with an emphasis on team behaviour.

1.4.4 Chapter 3: Profiling team values for Modelling Excellence

- To conceptualise the nature, complexity of values and their impact on team behaviour.
- To understand the Competing Values Framework, the value polarities and the management thereof.
- To describe the model of profiling with its concomitant impact on team behaviour.

1.4.5 Chapter 4: Empirical design and analysis

- To build a foundation for the team leader and manager through team member profiling to understand team members and their teams.
- To discuss the individual and team reports that can be generated by the Inventory of Work Attitude and Motivation (iWAM®) and the Values System Questionnaire (VSQ®) profiling instruments.
- To clarify the extent and advantages of a Model of Excellence.
- To introduce the five phases of engineering of Models of Excellence.
- To generate contrastive analysis of the Management Team, the Team Leaders and the Artisans.

1.4.6 Chapter 5: Emotionally and socially intelligent Team Performance

- To understand the team challenge to perform.
- To understand team development.
- To understand team culture and diversity.
- To understand performance and the operational challenge to perform.
- To manage performance through the underpinnings of emotional and social intelligence.

- To describe the model of profiling communication to influence and manage team behaviour.

1.5 RESEARCH QUESTIONS

The research questions collectively intend to address the overarching objective of the study. They were formulated based on the primary and specific objectives of the research.

1.5.1 Chapter 2: Profiling team thinking preferences for Modelling

1.5.1.1 What is excellence?

1.5.1.2 Are there different models of excellence for respective teams?

1.5.1.3 Can a model of excellence be created for the organisation to develop the emotional and social intelligence of team members and teams to enable them to improve, maintain and sustain their performance for organisational success?

1.5.2 Chapter 3: Profiling team values for Modelling

1.5.2.1 What is the contribution of values and a team value structure in performance?

1.5.3 Chapter 4: Empirical design and analysis

1.5.3.1 What is the difference between high performers and low performers?

1.5.3.2 Which thinking preferences are displayed by high and low performers?

1.5.3.3 What values are displayed by high and low performers?

1.5.3.4 What are the differences in thinking preferences and values between low and high performers for teams?

1.5.3.5 Which dimensions should be included in a model of excellence intended to develop emotional and social intelligence to improve, maintain and sustain team performance?

1.5.4 Chapter 5 Emotionally and socially intelligent team performance

1.5.4.1 Which internal and external factors influence team behaviour?

1.5.4.2 How do the existing emotional and social intelligence and team characteristics influence respective teams?

1.5.4.3 How should performance be defined and which team-member performance issues should be improved in the organisation?

1.5.4.4 How should performance be defined and which team-member performance issues should be improved in the organisation?

1.5.4.5 What are the expectations of team leaders and managers from their teams?

1.6 RESEARCH METHODOLOGY

The methodology relevant to this study will draw on the investigation of the theoretical constructs, the analyses and evaluation of the conclusions of the data, objectives and research questions formulated. The study consists of articles that provide a review of the literature and the empirical investigation.

1.6.1 Literature review

The literature review focuses on and outlines the thinking preferences, value structures, emotional and social intelligence and the prerequisites for the structure of team excellence. Team-thinking preferences that create perception, as well as beliefs and attitudes that may influence performance, the climate and the culture of the organisation are investigated. Excellence as a construct and the research done on the team shared mental model structures and profiling are explored as outcomes for team performance.

Attributes of exemplars or high performers and low performers are incorporated to engineer theoretical models of behaviour of three selected teams. These qualities or characteristics are related to the influence it has on the performance of the team and operation.

Literature relevant to the iWAM® and VSQ® is included as it structures the foundation of the contrastive analyses of top performers compared to low performers for the Models of Excellence. The Individual Performance Reviews, Employee Development Reviews and the Development Guidelines of the

organisation pertaining to the development areas will be incorporated as basis for intervention recommendations.

1.6.2 Empirical study

An empirical study includes a quantitative research method to achieve the primary and secondary objectives. An overview of the research design, participants, procedure, data collection and analysis follows:

1.6.2.1 Research design

Modelling excellence

The modelling process (Merlevede, 2009) includes the formulation of theoretical thought structures (thinking preferences) from the literature review, the compiled thought structures by the researcher from the management requirements, the testing of the exemplars and refining of the models in conjunction with the organisation.

Team members are clustered into teams and a representative sample from the teams selected (Leeds & Ormrod, 2005) to identify the high and low exemplars of the teams for the comparative analyses for the Models of Excellence.

For further comparative analyses of team member qualities and thought processes, as well as intra- and inter-team engagement, it is envisaged to include all team members for a true reflection of a team's Model of Excellence and to identify the development areas for further intervention recommendations.

- **Selecting the exemplars**. The modelling process starts by identifying high and low performers and ranking them according to performance criteria (Employee Development Guidelines and the theoretical structure).
- **Profiling of the exemplars**. The selected exemplars complete the iWAM® and VSQ®.

The iWAM® tests the structure information and the performance information. The VSQ® tests the values structure. The theoretical structures provide the content information necessary to build future Competency Models.

- **Constructing the first draft of the model**. Based on the exemplars a candidate model was created. The thinking preferences, meta-programmes or dimensions included discriminate between high performers and low performers.

- **Refining the model**. Once the model has been constructed the modeller runs the ranking software and checks the model ranking versus the performance information. Where outliers are noticed outside the pattern of excellence the researcher investigates the reasons as it may indicate that the specific individual has developed a coping strategy or the performance criteria used are not fully consistent. Refining the model may need re-engineering for validity and reliability. Once the predictive power of the model is high enough the model of excellence can be used.

- **Model validation**. The Model of Excellence is a compound profiling system and was tested in 37 countries and a South African Standard Group is now available for this research. Two similar instruments exist, the Identity Compass® in Germany and the Language and Attitude Profile® (United Kingdom and Canada).

- **Contrastive analysis**. Contrastive analyses are conducted where the thinking preferences, social variables or values of the teams can be compared with the operation and Standard Group: South Africa 2013. The outcome is presented and recommendations made.

1.6.2.2 Data collection

The population is a relatively homogenous group of team members within the structure of the organisation (Field, 2009). The business unit of study is the largest producer of cement in the organisation. The average permanent employee complement is three hundred and thirty-eight.

There are two other business units producing equivalent products and also other supplementary units. The participants identified for this study are representative of one of the major producing units of the organisation (Trochim & Donnelly, 2008).

For the purpose of this study there are three layers of teams, viz. operational teams, team leaders and a management team and they differ with regard to size and functionality. The participants are included in the team context. The teams are Administration and Finance (two teams, eleven team members), Stores and Procurement (two teams, nine team members), Production (six teams, 53 team members), Human Resources (one team, 27 team members), the Maintenance Team (fifteen teams, 109 team members) consisting of Kiln 2, Kiln 3, Cement Mills, Preventative Maintenance, the Packing and Dispatch Team (five teams, 35 team members), Quarry and Quarry Maintenance (five teams, 59 team members), the Distribution Depot (one team, eighteen team members), Quality (one team, seventeen team members) and the Safety Health and Environment Team (one team, three team members).

The total number of team members is 329 and the Team Leaders come to 29. The first level is the Management Team which comprises nine members and will be excluded for the purpose of this study as the main focus is on the teams and team members. The second level consists of twenty-nine Team Leaders forming part of the Joint Management Team and the third level consists of the respective operational teams involving the rest of the team members.

Permission for the study was granted by the General Manager of the operation and the Central Business Unit Executive. A meeting was held with the General Manager to discuss and agree on the research objectives. A presentation to the Management Team and the team leaders was conducted and the importance of the research, the research procedure, motivation, objectives and the value the study will add with regard to the measuring instrument, the feedback and interventions to address the identified areas of development were explained.

The team leaders and management were informed of the research and the research procedure by internal operational communication. The research procedure, motivation and objectives were addressed by the researcher during individual

sessions for the respective teams and the participants were informed that team member profiles remain confidential and are not available to the management of the operation. The iWAM® and VSQ® were completed electronically and the analyses were done by the jobEQ© Software.

1.6.2.2.1 Measuring instruments

Two questionnaires were used during for the quantitative analyses:

- iWAM®: Inventory of Work Attitude and Motivation Questionnaire.
- VSQ®: Value System Questionnaire.

The Inventory of Work Attitude and Motivation (iWAM®) is a questionnaire which allows the researcher to identify attention filters and cognitive styles (thinking preferences, thought patterns or meta-programmes). The researcher can predict what motivates a team member and what the team member's attitude towards his or her work is.

Communication patterns for an individual team member are identified to assist a team leader to build rapport and communicate effectively and efficiently, to give instructions, provide feedback, engage in coaching sessions or performance appraisals. Team member thinking preferences allow a team leader to focus on the strengths and areas of development of their team members to improve performance. The individual reports, however, will not be made available to the management as this research focusses on the collective outcome to develop Models of Excellence for contrastive analyses.

The Values Questionnaire (VSQ®) was used to determine the respective teams' value structures for comparison and alignment with the espoused organisational values. The measuring instruments consist of questionnaires with two sections. One section covers the general background information of respondents and one section contains the research questions. The questionnaires were formulated to be straightforward, easy and written in simple and understandable English.

The researcher assisted challenged team members where necessary.

1.6.2.2.2 Model

Modelling excellence is an integral part of a model designed by Merlevede (2000) to differentiate top performers for recruitment, team-fit performance and talent retention. The model is relevant for developing coaching interventions, training, work-force management, succession planning, out-placement, team-building and the alignment of enacted and espoused team-member values.



Figure 1: Model of Excellence (Merlevede, 2009)

1.6.2.2.3 Statistical analysis

Different Models of Excellence were engineered for the exemplars to construct a model of excellence for management, team leaders and operational teams. The correlation between the meta-programmes from different categories is below 0.25, indicating that they are independent constructs (48). 90% of the findings could be confirmed during re-testing using the LAB Profile developed from Transformational Grammar (Charvet, 1999). With a conventional re-test a month after the test, it was found that the scores remained consistent within 5% of the original score.

The responses from the qualitative data were analysed by identifying the relevant utility items, as well as counting the number of occasions that the item emerged, in order to gauge its importance. Basic descriptive statistics were employed to describe the quantitative data, in terms of deriving at conclusions, standard deviations and distributions of the constructed questionnaires. The statistical analyses were conducted with the jobEQ© Software. The construct validity of the measuring instruments was tested with confirmatory factor analysis. Cronbach alpha coefficients were used to assess the reliability of the scales and product- moment correlations were used to determine the relationship between the dimensions. Descriptive statistics (means, standard deviations) was used to describe the data.

1.7 DECLARATION OF CONCEPTS AND DEFINITIONS

Concepts and definitions are described, paraphrased or clarified to be located in contexts of the reasoning, discussion or arguments presented for the research as follows:

- **Behaviour:** It is "the acts, activities, movements, processes, responses or operations that can be measured in organisms" (Reber, Allen & Reber, 2009:90).

- **Contrastive analysis:** "Contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines. With its largely descriptive focus contrastive linguistics provides an interface between theory and application. It makes use of theoretical findings and models of language description but is driven by the objective of applicability" (Gast, 2010:1; Merlevede, 2012, Hall, 2011).

- **Emotional agility:** Emotional agility means that the team member, team leader or manager approaches inner feelings (guilt, mistrust, frustration anger) in a mindful, values-driven and productive way instead of suppressing their inner experiences (David & Congleton, 2013). For them "ignoring thoughts and emotions only amplifies them" (p. 126).

- **Emotional intelligence:** Emotional Intelligence relates to the beliefs and values we hold dear, which allow for the use of our skills and resources to construct who we perceive ourselves to be (Merlevede & Bridoux, 2004).

- **Emotional and social intelligence:** It is the ability to recognise and respond effectively to the emotions of others. It includes understanding your social community from the "big picture" and the ability to direct change and adapt to that change (Huges & Terrell, 2011).

- **Excellence:** Excellence or exceptionality means the quality of being extremely good or outstanding (Hornby, 2013). Peters (2003) describes excellence as the consistency of superior performance. Exceptional performance by employees creates opportunities and encourages them to apply their latent talents to grasp the opportunities. Hall and Bodenhamer (1999) indicate that excellence has structure and where excellence is sought it can be unpacked, refined and replicated. They further show that there is a difference between success, the gaining of what is aimed at and excellence, thing or quality in which a person or team excels.

- **Exemplar:** An exemplar is the most typical example or archetype of a high performer (Hornby, 2013).

- **Model:** It is “a description of how something works; a generalised, detected or distorted copy of the original” (Hall & Bodenhamer, 1999:336). Assen, Van den Berg and Pietersma (2009) further describe a model as a tool that bridges abstraction. It is a method of communication which is designed to solve business problems, challenges and provide comprehensiveness. It also provides a new strategic, tactical or operational approach to improve efficiency and effectiveness.

- **Meta-model:** Of Greek origin ‘meta’ means about, beyond, among, after, between, behind or change in (Reber, Allen & Reber, 2009). A meta-model represents a higher level of mental processes hidden in the meaning of the communication process of individuals. It is an instrument or tool used to gather information to find alternatives and to clarify meaning (Iosif, 2009).

- **Refinement:** It is a process of making small or incremental changes to a model to enhance and develop that model to improve its quality and accuracy (Hornby, 2013).

- **Social intelligence:** Social intelligence refers to a team member's social-cognitive ability to understand individual differences and social behaviour of other team members and to manage, engage and adapt in social interaction with others (Sternberg, 2011).

- **Team:** A team is "an interdependent collection of individuals who share responsibility for specific outcomes of their operation or organisation. They are independent with respect to information, resources, and skills and who seek to combine their efforts to achieve a common goal" (Thompson, 2013:4 and 5.3.1 - 5.3.3).

- **Team coaching:** Team coaching is a conversation, a dialogue, whereby a coach and a team member or a team interact in a dynamic exchange to achieve goals, enhance performance and move forward to greater success (Zeus & Skiffington, 2005). Coaching interventions are designed to develop emotional and social intelligence.

- **Thinking:** Thinking is any covert cognitive or mental manipulation of ideas, images, symbols, words, propositions, memories, concepts, precepts, beliefs or intentions; in short an encompassing all of the mental activities associated with concept-formation, problem- solving, intellectual functioning, creativity, complex learning, memory, symbolic processing, or imaginary processes. Thinking is convergent, critical and divergent. Jung classified personality types based on the function and the processing of the function of thinking and thinking (rational) and sensing and intuiting as irrational (as cited in Reber, Allen & Reber, 2009). Turki (2012) identifies thinking as the mental process in which a team member develops structures of knowledge and accesses new assumptions and expectations for attention, cognition, memory, classification, reasoning and analysis, comparisons, generalisations and synthesis.

- **Thinking preferences, meta-programmes or cognitive style:** These are general-order structures, content independent, and they determine our manner of approaching experience. It is an individual's inherent and consistent mode of organising and processing information (Sadler-Smith, 1998). It represents the higher level of manual processes through which we sort experiences and react. There are motivational and working processes (Iosif, 2009).

This subconscious decision programme filters information, providing specific information to the conscious mind that consistently repeats itself, covers all possibilities and is relevant to a specific context (Maus, 2011).

- **Performance:** Performance is the completion of a task that is measured against an expectation, plan or standard. It is the primary objective of a team and the team is the mode to achieve the performance the organisation needs. It equates to behaviour, therefore any activity or set of responses that has some effect upon the work environment and is achievement in the sense that that some measure of adequacy of the behaviour is involved (Reber, Allen & Reber, 2009).

- **High performance team:** It is a team with team members with specific roles, complementary competency and skills who are aligned with and committed to organisational targets and objectives. They consistently demonstrate high levels of collaboration and produce superior results (Potgieter 2014; Coetsee 2011).

- **Polarities and polarity management:** Polarities are described as sets of opposites which cannot function independently. One cannot be elevated above the other. Polarity management means considering a more comprehensive representation of a situation by obtaining benefits from both polarities while avoiding the restrictions and respecting the opposing wisdom of others resisting the proposed solution (Johnson, 2011).

- **Personal values (enacted values for example achievement or security):** Enacted values are described as stable broad life goals that are important to

people in their lives and guide their perception judgements and behaviour (Parks-Leduc, Feldman & Bardi, 2014).

- **Value:** Reber, Allen and Reber (2009) ascribe value in terms of behaviour as the patterns within a particular culture or society that through the process of socialisation the members of that society or culture hold in high regard. These societal values form central principles around which individual and societal goals are set and integrated, for example 'respect'. A value is then the quality or property of a 'thing' that makes it useful, desired or esteemed. Pragmatic it implies that the value of a 'thing' is given by its role in a social transaction and the 'thing' itself does not possess value.

- **Value system:** A value system of a team member, team leader, team or organisation defines who and what the team member, team leader and organisation is. The values are the powers which determine human behaviour. The character and culture of the team member, team leader, team or organisation are based on these values in the value system. The value system is overtly known, stated, cherished and lived by the team in its environment (Coetsee, 2011).

1.8 LAYOUT OF THE STUDY

CHAPTER ONE: Introduction and problem statement

Chapter one introduces the study and discusses the challenges encountered by the organisation. A problem statement is formulated which leads the primary and secondary objectives into the research questions.

CHAPTER TWO: Profiling team thinking preferences for Modelling

This chapter explores the concepts of excellence; team thinking preferences, constructs, shared mental models, and the model to be applied in the empirical analysis.

CHAPTER THREE: Profiling team values for Profiling

Chapter 3 emphasises the nature and complexity of enacted and espoused values and the impact that they have on team behaviour. The value challenges management encounters are clarified and methods to manage competing values are addressed.

CHAPTER FOUR: Emotionally and socially intelligent team performance

The impact of leadership, culture, climate and the environment on individual and team performance is discovered as forming the foundation of the new proposed model to assist the operation in sustaining performance.

CHAPTER FIVE: Empirical design and analysis

Empirical design and analysis focus on profiling team thinking preferences and values. Three Models of Excellence (MoE) are engineered (Management Team, Team Leaders and Team Members (Artisans)). Comparative analyses are conducted between the teams. The influence of the differences between the Models of Excellence and the teams is discussed and the impact of these differences on performance highlighted for future decision-making.

1.9 RECOMMENDATIONS

Reflecting upon the previous interventions to improve performance, comparing findings from the literature review, modelling team excellence and organisational development interventions can support, guide and direct the researched operation to sustain emotionally and social intelligent team performance. An *Integrated Meta-model of Team Excellence* is proposed to address the areas of development and change interventions. Limitations of the research are discussed and possible issues for future research Raised.

1.10 CHAPTER SUMMARY

This chapter captures the problem statement, the research objectives and research questions, explaining the empirical analysis and methodology and introducing the two models that will be used for team thinking preferences and values profiling.

The value of this research lies in making a contribution to the organisational development paradigm:

- A developed *Integrated Meta-model of Team* Excellence to diagnose and profile teams;
- Exploring the interpersonal and intrapersonal team processes in the human process approach to sustain performance;
- Addressing team member involvement, participation and engagement to adapt to faster organisational processes and increased productivity;
- The *Meta-model of Team Excellence* provides a fresh approach to attraction, recruitment, performance management, developing talent and managing workforce diversity through the communication model from the available reports of the iWAM® and VSQ® instruments.
- As this organisation is in the process of increasing its footprint in Africa, transformational and continuous organisational development interventions will support the Vision 2020 and Strategy Plan.
- From this research contribution to a Standard Group for South Africa could be established, indicating the cultural differences between black and non-black team members.

CHAPTER 2:

PROFILING TEAM-THINKING PREFERENCES FOR MODELLING EXCELLENCE

2.1 INTRODUCTION

Thinking is a mental process in which a team member develops structures of knowledge and accesses new assumptions and expectations for attention, cognition, memory, classification, reasoning and analysis, comparisons, generalisations and synthesis (Turki, 2012). Not all cultures, teams and organisations think the same and "thinking affects everyday interactions with others" (Na, Choi & Sul, 2013:391).

Thinking preferences or meta-programmes are general order structures, content-independent, which determine our ways of approaching experience. It represents the higher level of manual processes through which we sort experiences and react. There are different processes, which are motivational and working processes (Iosif, 2009). A thinking preference, a thought pattern or a meta-programme is a subconscious decision programme which filters information, providing specific information to the consciousness, consistently repeating, covering all possibilities and being relevant to a specific context (Maus, 2011). Other inherent processes similarly guide and change teams' thinking and overt behaviours, influence their personal preferences, judgement and differentiate between what they actually do and what they want to do. Beliefs, habits, cultural and social norms motivate a team member to adopt a specific mode of reasoning and behaviour (Na, Choi & Sul, 2013).

This chapter explores the underlying principles of human behaviour to ascertain the purpose of a model of human behaviour and mentality to determine and clarify the thinking preferences, dimensions and constructs for profiling team members' thinking preferences.

Excellence and the role it employs in performance is clarified by asking, "What is excellence?" The answer leads to an understanding of the reference of excellence in

the Model of Excellence. By implication, the opposite of excellence emerges as that which will not benefit a team or organisational performance.

The next question, whether there are different models of excellence for respective teams, is answered by indicating that a Model of Excellence appropriate for one team cannot be applied in another team context.

The third question “Can a model of excellence be created for the organisation to develop the emotional and social intelligence of team members and teams to enable them to improve, maintain and sustain their performance for organisational success?” is elucidated by evaluating individual thinking preferences for profiling to model excellence to sustain emotional and socially intelligent performance.

2.2 THINKING PREFERENCES INFLUENCE TEAM PERFORMANCE

When a team member has an experience, great volumes of information are internalised. This experience cannot be shared with another person. The experience also changes the behaviour of the person with the experience, for instance, his or her beliefs and perceptions. Experiences are transferred to others by language. Korzybski determined that experiences are reduced to a small set of information or “map” (Hall & Bodenhamer, 1999:41). Team members also create filters (deletion, generalisation and distortion) according to Chomsky, which limits their model of their world and impacts their behaviour (Charvet, 1997). The account of the experience is then reduced to an overview or a ‘map’ of that experience and the information is then translated and verbally relayed or transferred to another person.

The same concepts in Grinder and Elgin (1973) explain how a person transforms an experience into language. It underlies the thinking patterns and translates into behaviour. The study will provide many sets of language and behaviour impinging on continuums and the Management, Team Leaders and Teams will be depicted on the continuum predicting the behaviour that follows from the thinking preferences and how it influences team and organisational performance. The existing thinking preferences of a team member determine the attention or focus.

A thinking preference is a thought pattern that consistently repeats itself, covers all possibilities and is relevant to a specific context. It functions as sensory filters and has effects in thought and behaviour. The law of attention indicates that team members distort and generalise information outside their focus and they use these generalisations and distortions to give meaning to their perceptions in order to understand their situation or world around them (Maus, 2011).

Every team member creates, according to his/her different experiences and perceptions, his/her own world. This created world, the frame of reference, sets of information or 'map' is the reality a team member, team or operation lives by. This 'world' of a team or operation will differ from another and so one organisation will differ from another organisation in terms of both context and culture. In the context of work or team environment it is sometimes a challenge and extremely difficult to accept each other's or another team's view when it differs from our own. The proclivity of thinking which team members or teams develop in the course of negotiations or contact with each other have a mutual influence upon each other, are contagious and can impact team behaviour positively or negatively (Frederickson & Losada, 2005).

Table 1: Comparison between levels of thinking, learning and change Bateson and Dilts (Maus 2011)

Level	Bateson Levels of learning and change	Dilts Neurological levels of thinking	
5		**System** (For whom do I do what I do? What is my contribution with regard to the vision?)	Being part of something greater, part of a greater whole. It reflects the degree of belonging. Vision and meaning emerge on this level.
4	The person develops an entirely new system of behaviour. This can only be achieved by humankind and not by an individual alone. A dog and a cat growing up together develop a new system of behaviour.	**Identity and role** (Who am I?)	The identity unites a whole system of beliefs and values in a concept of self. It is the mission or personal purpose. The role is a facet of an identity, i.e. engineer, father, son.

Level	Bateson Levels of learning and change	Dilts Neurological levels of thinking	
3	The person reacts to a particular external effect always with a response from a different behavioural system. An alteration in the identity or role takes place, as an example, caring for dogs.	**Beliefs Thinking preferences Values** (Why do I do what I do?)	Motivation, persuasion and beliefs. Permission and prohibition. I am convinced and take a strategy, plan or thoughts and promote or obstruct or generalise it.
2	Growth and development in an individual personality take place. The reaction on a particular external effect always elicits a response from a different mode in the behavioural system. Beliefs are changed, i.e. petting a dog.	**Skills and Strategies** (competencies) (How do I do what I do?)	Action is given direction and perception. I have the ability in accordance with the external circumstances to choose a course of action from a range of behaviours, to change and to adapt.
1	A particular external effect always elicits the same action with and the level of intensity differs, as example, avoiding dogs but the distance differs.	**Behaviour** (What am I doing?)	Action and activity. Through the behaviour the environment can change and the environment influences behaviour.
0	A particular external effect always elicits the same action with the same level of intensity. Reflexive learning takes place, as an example a fear of dogs.	**Environment** (Where and when?)	Limitations and options. It is the specific external circumstances in which behaviour takes place.

An experience may be positive at one level and negative at another level. Based on the Theory of Logical Types (Linskey, 2014; Couquand, 2014) anthropologist Bateson and Robert Dilts identified five levels of change in thought, language structure and the perception system. They also indicated that these are natural hierarchies or levels of experience which affect each other through organisation and information control.

Change at a higher level will bring about change on a lower level. Each level is more abstract than the other and the higher the level the greater the influence will be on the individual (as cited in Maus, 2011). Maus 2011 indicated that Level 3 of the Neurological Levels of Thinking of Dilts is the interface between team members' environment, behaviours, capabilities, beliefs, values and identity. Similar to Dilts (as cited in Maus 2011), Bateson (1987) created five levels of learning and change. He reasoned that a team member will react to an external event with a response from a different behavioural system (example of the fear of dogs).

When an alteration in the identity or role takes place by thinking differently about the dog, the belief about the dog changes and the value change takes place. In a team or organisational context managers and team leaders place a focus on structural motivation and abilities (environmental influencers) to effect change.

Grenny, Patterson Maxfield, McMillan and Switzler (2103) reason that it is necessary to identify what needs to be changed, it needs to be measured and the handful of high-leverage behaviours will assist the team, operation or organisation to reach the objectives. Table 1 indicates that the higher the level of thinking, the more abstract it becomes and these higher levels of thinking have a greater impact on the behaviour and experience of team members. Maus (2011) explicates the notion that success of an organisation depends upon bringing the levels of thinking into harmony with each other and it means that the organisation must define strategy in the following order to develop a vision, and clarify the roles contributing to the vision. It also defines organisational values, determines methodology to fulfil the values, develop strategies, and design the objectives. Furthermore, it determines the impact on the markets and identifies opportunities and limitations, and implements a feedback system to adapt to market changes.

To enable effectiveness and efficiency for Maus (2011) it is essential that engagement instead of motivation should be addressed. Teams and organisations have to deal with and understand the individual dimensions, characteristics, beliefs, values, self-esteem, skills and competencies, social aspects and diversity management support engagement (Kreitner & Kinicki, 2010). The rationale to profile team members is clarified to assess the thinking preferences that may be included in the Models of Excellence.

2.3 THE FUNCTION OF MODELS IN PROFILING THINKING PREFERENCES

A model is considered a system, profile, example or a process that can be designed and applied to explain a situation, context or activity (Hall & Bodenhamer, 1999). Human behaviour in the context of work behaviour can be modelled, the model can be applied and the work behaviour can be compared against the model. Behaviour of an excellent team can be replicated and by comparing another team

to the model the feedback and results can be used to create interventions for development and performance. Without guidance, members of technologically advanced societies pattern their behaviour according to social models through the observation of real-life models and models presented in verbal, pictorial or symbolic form.

Where situations arise repeatedly, effective ways are sought to deal with them effectively (De Church & Mesmer-Magnus, 2010). Craik (2010) in 1943 was the first to indicate that internal models of external reality are used by humans to enable them to understand and respond to situations in their environment.

In his view people operate in terms of mental representations to simulate real world behaviour and produce predictions. This implies that humans are physically present in their environment and have their own internal model of it, which enables them to deal with that external reality of the world. Johnson-Laird (1983), Gentner and Stevens (1983) and Paivio (1986) also encoded and classified the natural phenomena and devices of these mental representations (as cited in Nadeem & Sauermann, 2007). Elinor Ostrom, Nobel Prize Winner in 2009 suggested that instead of using a system based on material rewards and punishment, which leads to less productivity and discouragement; organisations should seek methods that rely on engagement, a sense of common purpose and identity, communication and collaboration (Gallagher, 2009).

Existing organisational methods need to be reviewed and built on employees' identity, individual differences, unique thought processes and an understanding of who they are and what exactly motivates them. Benkler (2011) further reasons that better efficient methods can be built by optimising the best in people and that we can do better. Teams are furthermore exposed to social models for learning and teaching of values and behaviour, which according to Bandura (2007) in his article on Analysis of the Modelling Process and De Church and Mesmer-Magnus (2010), are deliberately or inadvertently transmitted. Bandura further postulated that should there be a focus only on the conditioning model of reward and punishment or the adoption of desired patterns, or emotional responsiveness

established through close association of neutral or evocative stimuli, simple skills would not be mastered for survival.

Losada and Heaphy (2004) designed a non-linear Meta-learning Model to indicate how the positivity and negativity ratios impact on business teams' performance and the consequences it has for the sustainability of organisations. Modelling is favoured where mistakes, errors, and consequences can be costly or dangerous. In some instances complex behaviours can be produced solely through the influence of models, for example where desired behaviour is replicated through social cues, learning of linguistic skills and where it is needed to establish new response patterns the acquisition process can be shortened by providing appropriate models (Resick, Murase, Bedwell, Sanz, Jiménez & De Church, 2010).

The value of gaining insight into the dimensions for management or a team leader is located in applying the outcome of the Models of Excellence in performance development, recruitment or to integrate new members in a team or to ensure that the team members selected for instance a project team bring the skills and competencies to the team to optimise performance.

2.4 MENTAL MODELS

Subsequently, we deal with the notion that a mental model is a psychological representation of the environment or work environment and its expected behaviour.

It provides a conceptual framework for explaining and predicting future states (Sadler-Smith, 1998; De Church & Mesmer-Magnus, 2010). It allows individuals to make inferences, and experience events by proxy or replacement. The application of mental models refers to a general class of cognitive constructs that have been invoked to explain how knowledge and information are represented in the mind (Klimoski & Mohammed, 1994). For Davidson, Dove and Weltz (1999) mental models are called upon to help humans make sense of the increasingly complex world and cognitive scientists use mental models to understand how humans know, perceive, make decisions and construct behaviour in their environments.

In communication, for example, mental models represent individual events, contexts, relations and participants' states of mind (Stough, 2005). As an example: a speaker in a conversation will choose his words partly on the basis of his model of the listener's dialogue model and the listener will then interpret these remarks partly on the basis of his model of the speaker's dialogue model (Johnson-Laird, 1980).

Team members and teams use mental models to negotiate their lives, determine which actions to take and to construct their social world. Many mental models may exist and they are able to access different mental models at different times and adapt or alter their mental models over time (Carley, 1997; Resick, Murase, Bedwell, Sanz, Jiménez, & De Church, 2010). Two perspectives with regard to individual awareness and attention are available. One is the degree to which an individual is aware of, constructs and gives attention to his or her mental models either considered inherently unobservable and unarticulated knowledge or secondly may become an emergent structure coming into being when it is articulated. The mental model will then become observable to the individual.

Klimoski and Mohammed (1994) further indicate that the same type of processes that occur for individuals are conceptually involved in the information processing by the group and that it can describe phenomena in organisational context. When work is done in team context the mental models represent shared cognition or social knowledge (Davidson, Dove & Weltz, 1999). Consideration must be given to the uniformity, degree and awareness of the knowledge sharing.

The team model is a set of knowledge that everybody knows, whereas other researchers such as Polanyi contrast social knowledge as commonly, but not necessarily uniformly shared (as cited in Carley, 1997).

Social knowledge and the collective mind or the collective mental state of group members as a social entity impact extends beyond the individual.

Carley (1997) further elucidates the concept that team members influence the model and that it has an independent life and suggests logic or action distinct from what any individual alone engages in. The team mental model as a group phenomenon

requires awareness and agreement on which information will be included to facilitate coordination and allocate resources. Constructing team mental models refers to cognitive constructs that have been invoked to explain how knowledge and information are represented in the mind with a set of beliefs to extract meaning and function in a complex environment (Klimoski & Mohammed, 1994).

Davidson, Dove and Weltz (1999) explain that usability, as defined by the International Standards Organisation (ISO 9241), is the effectiveness (accuracy and completeness), efficiency (resources expended in relation to accurateness and completeness) and satisfaction (comfort and acceptability of a work system to the users and affected people by its use) that specified users apply to achieve specified goals in a particular environment. This definition describes the performance of the mental model and will include the elements *learn* and *retain-ability* to understand and enable a team to be effective and efficient and to contribute to organisational objectives and enable performance. Sharing a mental model goes beyond influencing the predictability of others. It sets up a chain of properties influencing multiple determinants of team effectiveness, such as energising and motivate team relevant behaviour and perceptions which produces an appreciation of similarity and communality and have positive affect between colleagues, for instance, trust, high effort, coordinated actions, spontaneity and assertiveness, all that leads to improved team performance (Klimoski & Mohammed, 1994). The future business environment negates individual cognition for performance.

For the organisational affect, collective efficacy, problem identification, strategic decision- making, turnover, pro-social behaviour, trans-active memory, and integrative complexity are recognised as group constructs and phenomena. Group phenomena influence team and organisational function, competitiveness and sustainability and it is necessary to harness and convert these phenomena into productive behaviour and performance for an organisation (Maus, 2011). The Models of Excellence address this information processing at the group level that contributes to team dynamics and performance and the management team leaders and team members are profiled to obtain collective team results.

2.5 PROFILING TEAM EXCELLENCE

Supporting the research of Piaget, Tolman (1930) Miller (1956), Noam Chomsky in A Review of B.F. Skinner's Verbal Behaviour (Arnove, 2008), Lilly (1967), Bateson (1979) and Bailey point towards the creation of the first structure for a Model of Excellence for business in 1980 (as cited in Charvet, 2001; Hall & Charvet, 2011).

Cognitive science (from the Latin to know or to think) expanded further through the research of James and Woodsmall (1988), Lilly (2004), Hall and Bodenhamer (2005) to include meta- programmes, a set of conative instructions, descriptions and implementations. Hall and Bodenhamer (2005), from the research of Alfred Korzybski (1995), identified five categories of thinking patterns, styles, meta-programmes or mental operating systems, known as the cognitive, emotional, conative, responding and conceptual systems. These meta-programmes initially included fifty-one thinking patterns or meta-programmes that guide communication and behaviour. More recent research on persuasive design and change holds the view that behaviour is the product of motivation, ability and triggers and that team members share a mental model of thought. Team members and teams are able to change their behaviour with the result that organisations can design experiences to influence team members and team behaviour (Fogg, 2009).

The Language and Attitude Profile designed by Roger Bailey (LAB Profile®) explains how people perceive and interpret their world. It consists of linguistic patterns which identify, understand, predicts and influence how individuals interact with different people, environments and contexts (Campanelli & Klaasen, 2009). Two Canadian students contributed towards legitimising the LAB Profile®. Godin researched the inter-judge reliability of the profile and and Sirois applied the LAB Profile® in a comparative study in groups of decided and undecided individuals. The value of the LAB Profile® lies in application of advanced communication techniques and the unique insight into the below-conscious motivational patterns and behaviour of team members' work environment (Charvet, 1997). In the context of work this creates understanding at the management, team leader and team member level to influence behaviour to make informed changes for performance.

The insights from the LAB Profile® were further translated by Merlevede and a scientific electronic instrument, the Inventory for Work and Attitude Motivation (iWAM Profile®) was designed by jobEQ© (Merlevede, 2012). The iWAM Profile® instrument is applied in this research to engineer Models of Excellence to predict emotional and social intelligence, communication, management, motivational and attitudinal thinking preferences and behaviour to improve performance.

2.6 ANALYSIS OF THINKING PREFERENCES

Yeung (2010) indicated that team members have complex, multi-layered mind-sets, senses and feelings about themselves. They can be inconsistent, contradictory or hypocritically complex. He reasons that success for a team member is not a trait or a characteristic which is inherited. Success is developed by taking action. Beliefs have an enormous impact on the results team members can achieve. Already in 1968 Mischel reasoned that when traits alone are predictors of social behaviour, it limits the scientific significance to the modest criterion of validity coefficients (as cited in Stouch, 2005).

Expanding the scope to include the impact of genes, biological systems, emotional maturity, values, social influence it enhances the function of the scientific constructs. The goal is to include personal life experiences and thinking preferences to see how they intertwine with the work environment to create prospects and possibilities in the organisation to perform (Funder, 2009).

Yeung (2010) reasons that thinking is not reality; it is only the representation of a team member's reality (Nadeem & Sauerman, 2007). When a team member believes, for instance, that a specific aspect of a job or performance can be changed, more attention is focussed on the task and the team works harder and actually do achieve more (Yueng, 2010). Genes and upbringing may influence our patterns of thinking and feeling in certain ways, leading us to be more cheery or gloomy in our outlook on life (Yeung, 2010) and affecting the team environment positively or negatively.

Kreitner and Kinicki (2010) reiterate that in the study of organisational behaviour, it is crucial to understand the connection between the team member dimensions

and the job performance. Only then will the correlation be of value in appraising, training and selecting team members for promotion, identifying areas of development for coaching interventions and enabling culture change or improvement for sustainability. Individual differences and accompanying skills are of central concern to managers because nothing in an organisation can be accomplished without appropriately skilled team members.

In an effort to create sustainable performance in teams, the forty-eight dimensions or thinking preferences of the iWAM® are assessed. Team-member thinking preferences will be profiled; a cognitive style of excellence for a specific team will be engineered and brought into the team context. These thinking preferences or cognitive styles of excellence will be compared with the thinking patterns of their team leader and team and areas of development will be identified for improvement. Models of Excellence (MoE) will be engineered within the operational context of the organisation of study for the Management Team, Team Leaders and Team Members.

The Models of Excellence benefit an organisation and add value by establishing the current level of performance and engagement of a team as it determines areas of team development for coaching and mentoring and creating team fit during recruitment. Other benefits can be realised, such as training opportunities, communication models and retention models. Moreover, it allows for a smooth transition into the implementation of new initiatives and interventions that enable team members to embrace the change needed for performance.

2.7 STRUCTURE, CONSTRUCTS AND DIMENSIONS

The iWAM Profile™ based on the LAB Profile® includes and assesses forty-eight thinking preferences, meta-programmes, preferences or thinking styles of team members in the work context. These thinking preferences or dimensions are the building blocks of the theoretical constructs which represents the broad mental configuration of a given phenomenon (Bacharach, 1989).

The dimensions are categorised into eight structures, operational, relational, work approach, work motivation, normative, convincer, temporal processing and interest filters.

Table 2: iWAM Profile™ (Merlevede, 2009)

#	Structure or Categories	Constructs	Dimensions
1-8	**Operational**	**Binary constructs:** OF1 Action level OF2 Action direction OF3 Evaluation reference OF4 Task attitude OF5 Task orientation or scope OF6 Communication sorting OF7 Work environment type OF8 Work assignment type	 OF1+ Initiation and OF1- Reflection and Patience OF2+ Goal Orientation and OF2- Problem Solving OF3+ Individual motives and OF3- External Reference OF4+ Alternatives and OF4- Follow Procedure. OF5+ Breadth and OF5- Depth Orientation OF6+ Affective and OF6- Neutral Communication OF7+ Group and OF7- Individual Environment OF8+ Sole and OF8- Shared Responsibility
9	**Relational sorting (Decision)**	**Polarity constructs:** So1 Sameness, So2 Sameness with exception, Evolutionary change (sameness with exception and difference) and So3 Difference	
10	**Work approach**	Wa1 Use (plan without thinking), Wa2 Conceptual (develops idea) and Wa3 Structure (organize resources)	
11	**Work motivation (Drivers)**	Mo1 Power (control), Mo2 Popularity (team) and Mo3 Performance (recognition)	
12	**Normative**	**Binary constructs:** N1 Assertiveness, N2 Indifference, N3 Complacence and N4 Tolerance	N1 Assertive and dependent N2 Indifferent and caring N3 Complacent and conscientious N4 Tolerant and intolerant
13	**Convincer channels**	**Polarity constructs:** Co1 See, Co2 Hear, Co3 Do and Co4 Read.	
14	**Convincer strategy**	**Polarity constructs:** Co5 Number of examples, Co6 Automatic, Co7 Consistent and Co8 Period of time	
15	**Temporal processing**	**Continuum constructs:** TP1 Past, TP2 Present and TP3 Future	
16	**Interest filters**	IF1 People, IF2 Tools, IF3 Information, IF4 Money, IF5 Place, IF6 Time and IF7 Activity	

The operational structure consists of eight binary sets of 16 dimensions; the relational sorting structure is a polarity construct consisting of four dimensions; the work approach structure consists of three dimensions; work approach and motivation structures include three dimensions each and the normative structure is four binary constructs with eight dimensions.

The convincer structure includes polarity constructs pertaining to the convincer channels and strategies; the temporal processing structure includes the past, present and future dimensions on a continuum whereas the interest filters indicate the eight preferences team members may focus on. Six of the fourteen dimensions are linguistic patterns or traits are at the centre of the motivation and eight on focus on the working traits (Iosif, 2009). The motivational traits explain what triggers team members and how their level of interest is maintained and what will dissuade them.

The working traits denote how they deal with information, what type of tasks and environment will be conducive for performance in a given context and how they will be convinced (Iosif, 2009). These traits can be analysed by way of studying a team member's language patterns and are applicable in communication, recruitment, education, marketing, negotiation, conflict resolution and improving performance in teams.

These dimensions are not a description of a personality or personality traits, they form a model of how we interact within different environments or contexts and it represents a team member's model, perception or map of the world. The research of Cameron and Bailey found that there is a relationship between the language and behaviour of team members and that team members' mirror the language patterns and behaviour in their own and other members (as cited in Charvet, 1997, 2007).

Exploring the structures, constructs and dimensions demonstrates the impact of thinking on teams and enables us to extract the vital behaviours needed to have an impact on performance. Though limited to research done on a selective population the perspective of Charvet is included to indicate the potential and impact of the constructs (Charvet, 1997, 2007). The critical or vital behaviours will become the

core in the design of the Models of Excellence for the Management, Team Leaders and Team Members.

2.7.1 Operational structure

The operational structure consists of eight constructs (OF1-8) with sixteen binary Operational Factors or dimensions. The factor scale is positive (+) or negative (-). The thinking preferences or dimensions are combined and present "BP scores" (Behaviour Prediction scores) to predict predisposition for a specific construct.

The description of the profile constructs is interpreted by Merlevede (2010) and the questions are formulated by Harschman (2007).

2.7.1.1 OF1 Action Level

This person has a tendency to initiate. *This person has a lot of patience.*

Is a team member proactive or reactive? How rapidly does he or she start taking action? How much patience does this person have?

2.7.1.1.1 OF1+ Initiation (proactive)

Speed and risk are associated with this dimension. A team member receiving a high score has a propensity to initiate. Projects are started without waiting for other team members or assistance. Competitive markets necessitate speed, for example, short turnaround times and new high-quality products to maintain a competitive advantage. Risk is spread between high prices and affordably-priced products or diversification (Harschman, 2007). Implementing change initiatives, customer centricity and planning large projects, such as major stoppages for maintenance, are favourable on operational level.

2.7.1.1.2 OF1- Reflecting and patience (reactive)

Patience, waiting for others to start and thinking issues through are beneficial in analytical or financial environments. Budgeting, forecasting and capital expenditure call for careful consideration and planning. Team members with this orientation may be emotionally intelligent and may prefer to follow guidelines and procedures.

2.7.1.1.3 Action Level implication for teams

Affect relates to performance. Depending on the emotional space and state a team member is in, certain actions are possible and others are not. Some possibilities open up and some close, for instance, in a state of enthusiasm, the horizon of possible action widens and fear narrows the space. Emotional spaces also modulate the way in which we carry out those actions.

Fredrickson in 1998 also indicated that positive emotions broadened thought-action repertoires and build durable physical, intellectual and social resources (as cited in Losada & Heaphy, 2004).

This construct has sixty to sixty-five per cent team members to adjust equally to reactive and proactive thinking (Charvet, 1997, 2007). Bateman and Grant formulated the linkage between initiative and perseverance and indicated that a team member or team sturdy in the proactive dimension is relatively unconstrained by situational forces and effects environmental change (as cited in Kreitner & Kinicki, 2012).

The disadvantage of high initiation, fifteen to twenty per cent (Charvet, 1997, 2007) is characterised by a team member displaying much activity related to the beginning of a task and he or she is not able to complete the task. The team member may also start, for example, a maintenance schedule, may be distracted or be unable to complete the schedule according to standard. Inadequate work has a negative consequence and impact on the Overall Equipment Efficiency (OEE) of a department. High scores, fifteen to twenty per cent (Charvet, 1997, 2007) in over-analysing and procrastination impact on and extend projects, increase cost and are detrimental to reaching goals and performance objectives. These team members are also slow or unwilling to adopt change.

2.7.1.2 OF2 Action Direction

This person has a capability to remain focused on a goal and maintain that focus over time. *This person is able to find the problem.*

How well can a team member maintain focus on goals? Is he or she able to recognise the problems that would interfere with obtaining these goals? How does the team member function in a "problem-oriented" work environment?

2.7.1.2.1 OF2+ Goal orientation (future possibilities, approach, toward or priorities)

Scheduled maintenance and other functions, such as sales and marketing, are goal-oriented. In the case of maintenance, plan attainment guides equipment availability or a salesperson will receive target volumes as objectives per week, month or year. Overall operational availability is dependent on the completion of schedules on equipment and the income of sales team members may be linked to set targets.

2.7.1.2.2 OF2- Problem-solving (avoidance, or focus away from)

When a condition or issue is defined as a problem, for example centralisation, it becomes ‘something that needs to be solved’. The movement generated is then away from the problem to a solution (decentralisation) (Johnson, 2011). This way of thinking inhibits our ability to implement, as an example customer centricity.

The advantage is that team members with a problem-solving orientation are drawn to additional issues to be taken into account. Every suggestion is analysed, risks are taken into account and discrepancies pointed out. When quality control during sample analysis is done or an Internal Environmental Audit conducted, this dimension is valuable for performance (Maus, 2011).

2.7.1.2.3 Action Direction implication for teams

Approximate fifty per cent of team members will keep focus during the discussions on the goal. When problems are continuously raised they will become impatient and demotivated. Problems are seen as challenges. An overly goal-focussed team member will be unable to identify possible obstacles in a project or task and risks will be disregarded. Forty per cent of team members want to solve problems and twenty per cent have goal and problem-solving points of reference (Charvet, 1997, 2007). It is important for a team leader to be aware that when asked a question, “What is your goal?” and the answer is, “To solve this problem” the dimension operating is “problem-solving” or away from thinking (Maus, 2011).

2.7.1.3 OF3 Evaluation Reference (decision-making)

These persons want to decide for themselves. They provide their own motivation. *This person needs the decision to be outside themselves.*

What are the sources of motivation for a person? Does the person decide for himself or does he need others to give advice or even make the decision?

2.7.1.3.1 OF3+ Individual motives (internal referent, self-referent or internal locus of control)

Team members or teams who initiate (OF1+) identify opportunities, act on them (OF1+), show initiative and take action (OF2+) and persevere (OF1+) until meaningful change occurs. This is what organisational behaviour researchers call an internal locus of control, the belief that one controls the events and consequences affecting one's life or the circumstances of the team (Coetsee, 2011; Kreitner & Kinicki, 2012). Forty per cent of team members will fall in this category while twenty per cent can either be internal or external (Charvet, 1997, 2007).

2.7.1.3.2 OF3- External reference (external locus of control)

Coetsee (2011) and Kreitner and Kinicki (2012) are of the opinion that a team member or team attributes the key outcomes of his/her life or the team performance to be caused by environmental circumstances beyond their control.

Forty per cent team members have an external focus of control (Charvet, 1997, 2007). When a team member's orientation on this dimension is high, he or she needs input from external sources in order to make decisions, and will require continuous feedback on the quality of their work and will not be able to start or continue a task without direction or input.

2.7.1.3.3 Evaluation reference implication for teams

Supporting evidence in the Seligman (2011) experiments indicated that a team can learn helplessness. When the team member or the team perceives an event, represent the event or expect the outcome of their behaviour to be goal incongruent, it will be so even if the event, condition or circumstance is positively goal congruent or neutral. Roles that require customer centricity where it is

necessary to adapt to the needs of a customer will benefit by a strong externally-focussed team member. A more externally-referenced team will prefer their team leader or manager to check or guide them every day. These are also the team members who rely on recognition from their team leader or peers (Harschman 2007).

Teams with the greatest orientation towards their external environment had the highest performance over time. Senge, Agyris, Roberts, Ross Smith and Kleiner showed that feedback and support lead to more effective action (as cited in Losada & Heaphy, 2004). This dimension of 'internal scrutiny' leads team members to recognise their strengths and areas of development. The dimension of 'environmental scan or focus' indicates the ability of team members to identify of opportunities and threats. This likewise plays a role in Action Direction (OF2) where a team member either has a capability to remain focused on a goal, maintain that focus over time and move toward the identified goal or the team member is able to identify the problem and move away by solving the problem.

2.7.1.4 OF4 Task Attitude

This person is always looking for a better way; an alternative. *This person is good at following the procedure.*

The contrast between these team members reflects two possible task attitudes. Which of these persons is following procedures? Does he or she believe in the "best solution"? Which one prefers to generate alternatives? Is the team constantly seeking to find a better solution?

2.7.1.4.1 OF4+ Alternatives (options)

Forty per cent of team members deliberating this dimension will develop procedures and make plans. They will not follow the procedures they created well themselves and will prefer to improve or alter existing procedures (Hall & Bodenhamer, 2005). They will constantly look for better ways to deal with challenges (Merlevede, 2010). These are also the team members who will deviate from the schedule and identify other avenues when obstacles are encountered. Countering in this dimension is

twenty per cent of the team members that have a balanced outcome (Charvet, 1997, 2007).

2.7.1.4.2 OF4- Procedures

Teams will follow a certain path to reach their goals. They will feel competent and will believe that there is a correct way of performing their tasks; they are determined to finish the tasks, plan and follow schedules, they will explain how the task is to be undertaken step-by-step or explain how the order of events has occurred, for example, in an incident investigation. These teams or team members will be represented in forty per cent of the operation (Charvet, 1997, 2007).

2.7.1.4.3 Task attitude implication for teams

It is crucial for the team leader to think about the impact of following a procedure for a specific task, for instance following the procedure in overhauling a gearbox. The creative artisan (options) performing the task may find a better, faster and more practical way to service the equipment. He might also have ideas on how to improve maintenance of other equipment or find alternative resources may spare parts be unavailable. The procedure might not be applicable, outdated or justify changing.

A procedure orientated team leader may be perceived as rigid when he does not want to accept other ways of performing the task and might create risks for refusing to approve a Management of Change (MOS) process. The team leader may be closed to other alternatives, mistrust techniques other than old proven ways.

2.7.1.5 OF5 Task Scope

This person works with and thinks about large 'chunks' of information. *This person is detail- oriented.*

When working with information, what is the size of the pieces of information this person naturally thinks about? Does he or she tend to work with large, medium-sized or small pieces of data?

2.7.1.5.1 OF5+ Breadth (big picture, general, global, gestalt configuration or deductive)

Team members starting with the big picture make sense of the world in terms of a general perspective. They want a whole picture and they deduce downwards into smaller chunks. They are more philosophical and artistic inclined. Sixty per cent team members apply high levels of abstraction (principles, beliefs, ideas or concepts) and chunk down to specifics (Charvet, 1997, 2007). James and Woodsmall (1988) created a model *Hierarchy of Ideas*, Bateson (1972, 1979) coined the on the side thinking or lateral thinking from the scale of abstraction which includes analogies, metaphors and stories. The team member with ability to take the smallest detail and "chunk it up" to the highest perspective describes the scientific form of intuition or larger levels of information (as cited in Hall & Bodenhamer, 2005).

2.7.1.5.2 OF5- Depth (specifics, detail)

Concrete and specific thinkers in a team will provide a detailed account and their answers will be in some cases long and tedious to some team leaders. Fifteen per cent of the team members may recount events in graphic detail. They find it a challenge to omit anything that may have the slightest importance and they do not draw general conclusions. Such team members talk about others differently from them as 'unclear' or refer to the fact that they did not receive enough information (Merlevede, 2010).

2.7.1.5.3 Task scope or orientation implication for teams

Twenty-five per cent of the teams are able to access a general and specific approach to the information they encounter, therefore the team leader can expect both explanations about what was done and details about how the task was performed (Charvet, 1997, 2007). The result will be that there will be little room for initiative (Merlevede, 2010). Big picture or global thinkers will provide feedback and explanation in summary form and will leave out details.

A manager and a leader have less time to work out the details. When a team leader or manager keeps focusing on the details, it becomes difficult to delegate, because one risks doing work that someone else could do (Harschman, 2007). The

function of a manager or leader is to be conceptual and to be able to keep the overview. He or she knows how all the activities fit into the vision and mission or the organisation, and to ensure that it delivers the results the customer wants. A financial manager, however, must also be willing to work with the details about how not to expose the organisation to financial risk and to ensure that the budget is sufficient for all the operational requirements (Brown, 2005).

2.7.1.6 OF6 Communication Sorting (style, body language)

This person responds to people and their communication with a variety of non-verbal signals. *This person does not give non-verbal signals as part of his/her communications (they favour privacy).*

How is this person's communication organized? To what extent is the content of the message dominating the communication? How much attention is given to the non-verbal part of the communication? Are the non-verbal signals used consciously as a part of the communication?

2.7.1.6.1 OF6+Neutral communication (self, digital, ordinal)

Self-centred team members focus attention on self, and are fretful about the contents (what was said) of the communication.

They represent seven per cent of a team (Charvet, 1997, 2007). They show few emotions (robot-like), limited non-verbal contact, they don't 'get hints' or do not 'feel how they should behave'. When they are focus, they will not hear what someone said and they exactly know what they want and who they are (Merlevede, 2010).

2.7.1.6.2 OF6- Affective communication (other, non-verbal, analogue)

We communicate using several channels at once and give attention to how it was said (to tone, tonality, tempo, volume and pitch, breathing, etc.). The literature often groups these channels into verbal and non-verbal forms of communication. As long as the communication in the two channels is 'compatible, the non-verbal aspect is not important. However, from time to time the communication is 'incongruent'; meaning what is said verbally is not consistent with the non- verbal

signals that accompany the message. However, as the case of O.J. Simpson and Bill Clinton-Monica Lewinski showed, the non-verbal aspect plays an important role in winning or losing a lawsuit, especially if there is a jury (Harschman, 2007).

2.7.1.6.3 Communication Sorting or style implication for teams

Team members preferring the neutral communication represents ninety-three per cent of the team (Charvet, 1997, 2007). In most instances, team members show attention to other team members, their facial expression, their attitude, they seek eye contact, and people energise them, are attentive to the needs of others and anticipate their next “moves” (Merlevede, 2010:17).

A too-high predisposition to this dimension causes team members to ‘jump to conclusions’, ‘mind read’, and tell others what they ‘really feel’ (Hall, 2005). The opposite is true for team members in the neutral dimension. They will identify their own criteria in a situation or a task and will be unable to adapt to the needs of the customers as their mind is already made up. They may tell the customer what to do and may alienate other team members and the customer. They may be perceived as distant, detached and unfriendly. The team leader may experience that this orientation as resistance or ‘a difficult employee’.

2.7.1.7 OF7 Work Environment Type (social contact)

People who score high on OF7+ want people around constantly. People scoring low *want to be alone.*

The work environment type construct examines to what degree a person wants to work alone or with other people around. Does he or she want social contact or not?

2.7.1.7.1 OF7+ Group environment (team player, proximity)

Team members who prefer to cooperate with other team members represent twenty per cent. They like working in open-plan offices, being part of the team and like social contact. They cannot function alone. Sixty per cent of a team will like social contact and will also like to be alone some of the time (Charvet, 1997, 2007). This refers to the fact that they like to work in proximity of other people and like to know other people are near and available.

2.7.1.7.2 OF7- Individual environment (independent)

Some team members like to work alone and independently and they represent twenty per cent of the team. They like to work in their offices alone, or at home or with a closed door. They also complain that they are unable to concentrate when other team members are around. They are socially independent and mostly self-sufficient and are able to concentrate for extensive periods on a task.

2.7.1.7.3 Working Environment type implication for teams

Team members with a group orientation are team players and will be well-suited to tasks requiring a high degree of interaction with others. They also have the ability to adapt to or feel comfortable in a wide range of social situations (Kreitner & Kinicki, 2012). They can collaborate and work together to find solutions to complex problems and implement complex decisions and assist new team members to fit in with the team environment (Kreitner & Kinicki, 2012).

Team members with a high individual environment focus will become unproductive in a team environment. It is also important to realise that managers and team leaders might have to adapt when they move higher up on the organisational hierarchy (Merlevede, 2010). According to Buber, Cszikszentmihaly and Rathunde, when there is a balance between 'other' and 'self', the person who has the self-regulative capacity moves toward optimal experience by negotiating a better fit or synchrony of self with the environment (as cited in Losada & Heaphy, 2004).

2.7.1.8 OF8 Work Assignment Type (distribution of responsibility)

These people want sole responsibility for the work they perform; the opposite is to share responsibility. *This person wants to share the responsibility with others.*

The ability to respond is a human power. First it describes accountability and secondly the relationship. In the first, an individual owns and accepts himself as accountable for his responses and in the relationship part it shows how he relates to others, how he speaks to them and how he treats others (Hall & Bodenhamer, 2005).

For this construct the test conducted will indicate whether an individual wants sole responsibility for the work results or whether he wants to share that responsibility. Is the team responsible, or do the people in the team have their own responsibilities? Is a lot of interaction with colleagues required or not?

2.7.1.8.1 OF8+ Sole Responsibility (over-responsible, balanced)

Team members will want to know who specifically is responsible for which tasks. The team members achieving high scores in this dimension are autocratic leaders and refer to their activities as ‘my job’, and ‘I have reached my goal’. They also want to take responsibility for their role, they move towards it, and view their actions, speech and emotions in terms of feeling responsible for things. Not every task or group of activities is suited for teamwork (Katzenbach & Smith, 2006). When salespersons are typically individually responsible for their own sales area, compete with other salespersons in the other areas and are paid on commission, or receive bonuses related to their individual sales results, it is difficult to transform their jobs into teamwork.

Robert Kelly (1999) and Merlevede further indicate that star performers don't fight over who holds which responsibility individually, but rather take responsibility for areas that are left unclaimed, while doing the work within their own area of responsibility (2010). Emotionally intelligent team members will accept and assume responsibility within the work context and will be able to look for, use and respond to opportunities to give and to receive (Hall & Bodenhamer, 2005).

2.7.1.8.2 OF8- Shared Responsibility (under-responsible)

On the other hand no group of individuals can ever become collaborative partners until they “unequivocally embrace the dimensions of accountability for the results they collectively produce” (Kayser, 2011:25). Twenty per cent of team members are co-operative and sixty per cent team members prefer to work in the proximity of each other (Charvet, 1997, 2007). Team members with high preferences in this dimension believe that responsibility is shared and that ‘our team is in it together’. The driving force for them is that the team achieves the results, they see assignments as ‘ours’, and find it difficult to give orders. They may also have pain

associated with responsibility, have the tendency to move away from, ignore, do not want to notice, and do not want to think about their responsibility.

2.7.1.8.3 Work Assignment Type implication for teams

In teams twenty per cent of team members assume too much responsibility (Charvet, 1997, 2007). They take care of others, excel at solving problems, sympathise with others, and want to make improvements. Over-doing, they play out co-dependent roles to someone who does not take responsibility. They fail to distinguish between responsibility for things and response-ability of other team members.

The message they send is one of distrust and they aggress into the “power-zone” of other team members (Hall & Bodenhamer, 2005:127). The opposite is valid for team members who fail to respond appropriately to their own thinking, feeling, emoting, speaking and behaving. They rely on others to take care of them. In the team context the team leader will know when he encounters resistance, blaming, backbiting, and team members expecting management to sort out their personal issues and problems. This infantile dependency is inappropriate and inhibits team functioning.

2.7.2 Relationship Sorting (decision)

This construct in human thinking is of the utmost importance in change management and very few organisations understand the orientation of teams and team members. They are also unable to understand why change efforts fail. These dimensions differ according to diversity, culture, social orientation and gender.

People use similarity and difference throughout their lives. We are looking for new positions when we enter a room we may see what is different since our previous visit or we may see when a colleague differs in opinion or agrees with us. This ninth construct consists of three dimensions. A person may want everything in his work context, environment or when encountered with new information to remain the same (So1), or he may want things to evolve or improve over time (So2), or she may need and adapt to change easily (So3).

Here the questions are asked, “What is a person's cycle time for projects, tasks, and jobs? Does a person want a fast cycle, moving from one thing to another quickly, or do they prefer things to remain stable for a long period of time.

2.7.2.1 So1 Similarity (sameness, matching, agreeing)

Team members noticing common elements in behaviour, environment, relationships, and in communication have difficulty accepting change. They want stability in their career, team, operation and organisation. Five per cent of team members want to match or be similar to others (Charvet, 1997, 2007). They are committed to a specific culture, like rituals, and are motivated or keep an interest when the team leader shows them the similarities in the work structure they are familiar with.

They look for safety and stability and may ask for change. The retention model for these team members in the North American research was found to be 10 to 25 years and in Europe the earliest was 15 years (Maus, 2011). A team role which will motivate such a team member is a role that remains stable over time. The team leader can support the team member by providing new challenges, job rotation or increase his or her responsibility or offer a project to excite and keep the team member’s interest.

2.7.2.2 So2 Similarity with exception (sameness with exception and difference, evolutionary change)

In Europe, the employee change orientation is 6-10 years and in North America it is 5-7 years (Maus, 2011). Team members preferring gradual change or evolutionary change are those team members who want to consider and ‘go and think’ or want to ‘weigh the new information first’ before making a decision.

If change does not happen within this time frame they will force change, for instance the Head of Department will seek another job opportunity when there is no scope for improvement or promotion and he or she will leave the organisation. The change this team member seeks is not impressive or frequent. Most team members fall in this category, estimated at 55-65% (Hall & Bodenhamer, 2005; Charvet, 1997, 2007).

2.7.2.3 So3 Difference (difference and similarity balanced, difference with exception and opposite or mismatching, disagreeing)

Balanced team members (5-10%) have a 3-5 years to seek diversity and change (North America), and in Europe 4-6 years. These team members sort equally for both these distinctions. They will say, “The more things change, the more they stay the same”.

Team members (20-25%) who have an aptitude for change every 2-3 years (North America) and in Europe 3-5 years (Maus, 2011:76) first notice differences and then mind the similarities. They enjoy variety and change, rearranging things, jobs, relationships, homes, etc. (Hall & Bodenhamer, 2005:62; Charvet, 1997, 2007).

Finally there are the team members (5-10%) who will mismatch everything they encounter. They will notice how behaviour, the environment, procedures and more differ. According to Maus, in North America their retention model is 6-18 months and in Europe 2-3 years.

These team members value change. The change must be radical, revolutionary and they will change for change’s sake. They will use words such as *re-engineering*, *fresh*, and *new* often. They are motivated by difference. They need and create change as often as possible.

2.7.2.4 Relationship Sort implication for teams

Conflict and tension in teams are caused by underestimating the change focus. Team leaders understanding the employee change orientation, retention or change clock and that the only constant is change will be able to take their teams into the future with economical and challenging requirements. In the new economy and in the work context where we have to consider the thinking of the Y Generation, as many as 9.2 jobs will be held by an individual between the ages of 18-34 years (Merlevede, 2010). In the Z Generation it may be even more. The team leader must also, however, understand and accommodate the fact that there are team members in his or her team who do not want to change; they feel threatened, overwhelmed, and will resist change.

Coaching interventions can provide a smooth transition to adopt change initiatives. Change initiatives should not be accepted as normal practice for such teams and the organisation may mentally lose many team members along the way and the change initiative will fail. A team thriving on change will bring forth new ideas, many suggestions and will be excited by changing the old ways by incorporating technology in the way they work (culture) for example a paperless system instead of keeping hard copy records. Merlevede states that “not all change is for the better” (2010:25). Combining what is best about the current situation with some improvement might be better than radical change.

2.7.3 Work Approach

The tenth construct is formed from how the team member approaches and applies a new task or learns new information. Some team members will start doing and experimenting immediately (WA1-Use), others may prefer to study the theory or concept (WA2-Concept) and the third group will prefer to organise and be systematic in their approach (WA3-Structure). These approaches illustrate the team members’ internal processes when commencing and completing a task or a project.

"When approaching a task or project, what is the internal process a person uses? The three parts of this internal process are *use*, *concept*, and *structure*. An additional question is: "How do they distribute their available energy and time over these three processes?"

2.7.3.1 WA1 Use

Team members who want to perform an activity or try to figure out how something new can be applied and having a “just do it” point of reference will also focus on executing and doing the task themselves. They are less concerned about where “it comes from” or whether it is founded in theory or research. They take action fast and “get the job done” (Merlevede, 2010:26).

2.7.3.2 WA 2 Concept

The team member will ask, “What is this task about and what is important? “He thinks about, analyses and tries to understand the theory before a project is started.

2.7.3.3 WA3 Structure

The approach in this dimension is to find out how the parts of a task fit together or how they need to be arranged to be made to work. The team member thinks about the lay-out of the task, has the ability to organise before action can be taken and can delegate element of the tasks. An effective manager has a high preference for this dimension. When for instance, an artisan or clerk is promoted and screening is not done for this preference, he may lack organisational insight related to structure (Merlevede, 2010).

2.7.3.4 Work Approach implication for teams

Some team members will be given an instruction or task and start immediately without thinking about how the task is structured or which steps have to be taken first or next. They may forget to draw spares from the store or obtain a lubricant for a bearing. They may have to leave the task and go back to obtain more resources and waste time and the task will take longer to complete. With guidance from the team leader they will be more effective.

In a Preventative Maintenance Team it desirable that the team members have specialized knowledge in how equipment works and the impact a specific lubricant has on the equipment performance. They are able to understand and analyse equipment failure and risk. They will also be able to design the maintenance schedules required for lubrication and ensure that the lubrication is done according to schedule. Inability to figure out the how, what, when and where will be detrimental to the performance of a team and operation, for instance plan attainment and equipment efficiency.

2.7.4 Work Motivation (hierarchical dominance, McClelland Motivational Model, social motives, Yeager Decision Strategy Model)

According to David McClelland (1988), people are basically motivated by three criteria: how much power they have (Mo1), how much they are appreciated and valued as a person by their friends or in their environment (Mo2) and how successful they are perceived and recognised to be (Harschman, 2007).

Certain kinds of jobs require certain types of motivation (for example, an artisan has to be technically inclined and have the patience to do trouble-shooting).

This category will help to answer the following questions: "What are the basic motivation factors for this person? Is it Power, Popularity, or Performance? In which hierarchical order does the person put these three criteria? What is this person respected for? What does this team member do to be respected?"

2.7.4.1 Mo1 Power (influence)

Team members motivated by power experience high levels of motivation when they are in positions of power. Team members with this orientation do not focus on and care for other team members. They rather have a need to control things, want their ideas to be favoured, and need to influence other team members. These team members aspire to and strive for promotion and want to achieve influential positions in unions, or in management and are interested in organisational politics. They like to take control of people and want other team members to listen to them (McClelland & Burnham, 2003).

2.7.4.2 Mo2 Affiliation (popularity)

In this dimension, the team member is motivated by a sense of belonging. He or she is motivated by group affiliation, is liked by other team members, and finds opportunities to achieve or make progress. They like harmony, avoid conflict, make friends, and have a need for social approval (McClelland & Burnham, 2003). They are cooperative, are diplomatic and carry their function to a high level of quality. They seek feedback, approval and are concerned with the well-being of the team and their language reflects ‘we’, ‘team’ and ‘together we are more’.

2.7.4.3 Mo3 Performance (achievement)

These team members display a high level of tenacity and determination. They focus on performance and are motivated by the outcome, what they can achieve or by the results that can be obtained (McClelland & Burnham, 2003).

They are motivated by success and want recognition for their efforts and will say, “Give credit where credit is due”. When results depend on their individual

contributions they are successful and persistent in adverse conditions or circumstances. Entrepreneurial activity is centred in this dimension (Merlevede, 2010:30).

2.7.4.4 Work Motivation impact on teams

The team leader or manager aligns team member activity to achieve an outcome and use their power to stimulate them to become more productive (Mo1). The behaviour of the team leader applied intelligently benefits his or her team performance.

The most effective manager or team leader, according to the McClelland and Burnham studies, are those leaders who scored high on clarity of goals and procedures, the affiliation motivation score is lower than power and there is a high sense of responsibility (2003). Team members are interdependent (Charvet, 1997, 2007) of each other and work in a socio-political, spiritual and personal context (Mo2).

Affiliation creates an environment of win-win and they care more about maintaining a good relationship with others (Covey, 2004). Affiliation is a good foundation for team cohesion. When a team scores too high it may inhibit efficiency and effectiveness; a too-low score on the other hand will leave a team in a situation where they care very little what others think of them (Maus, 2011:59). Team members scoring high in achievement care most of all to get things done (Mo3) and are mainly concerned about results (Hall & Bodenhamer, 2005). They take great pleasure in fair competition and want to prove themselves through accomplishment.

2.7.5 Normative (rule structure, norming)

There are four constructs in this category. The rule structure is related to the 'unwritten rules' for the culture and explains how people interact and what they expected of each other. The high end of the scale indicates normal type *and the low end of the scale in italics*.

Assertive individuals (N1) know the policies and rules and are willing and able to tell others know what they should do. *They are not ready to tell others what to*

do. Indifferent team members (N2) have rules for their own lives and because their needs are so great, they have difficulty caring for the needs of other people. *They care about others.*

Complacent team members (N3) need others to tell them the rules and policies. When they know the rules, they are excellent examples of what the rules define as good conduct. *They are not driven to be what the organisation needs.* Tolerant team members (N4) know the rules and policies for themselves but do not feel it is appropriate for them to impose those rules on others. *They are intolerant of the actions of others.*

The questions to be asked are, "How does this person deal with the unwritten rules or the social contract in the work place? Does he feel the need to tell others how they should act?"

2.7.5.1 N1 Assertiveness rules (my rules for me - my rules for you)

Team members with an assertive point of reference have rules for themselves and for others. They believe people are similar to each other and what is good for them will also be good for others. Seventy-five per cent know the policies and procedures and are willing to communicate their rules to others (Charvet, 1997, 2007).

2.7.5.2 N2 Indifference (my rules for me - I don't care)

These team members have rules for themselves and they do not care about others. They get on with what they have to do and do not engage themselves in other team members' tasks and activities. Approximate three per cent of a team will be called selfish by other team members and will not consider it necessary to think about others (Charvet, 1997, 2007).

2.7.5.3 N3 Compliance (no rules for me - my rules for you)

Seven per cent team members in an organisation are willing to follow the rules and policies, for example to follow the dress code and 'don't make waves'. They are cooperative and conforming and do not have rules or guidelines for themselves. Once given the procedure or code of practice they are willing to pass it on to other

team members. Without rules or procedures, “they will be lost or become stuck and will not know what to do” (Merlevede, 2010:32; Charvet 1997, 2007).

2.7.5.4 N4 Tolerance (my rules for me - your rules for you)

Fifteen per cent of the members on a team will know the policies, rules and procedures and will not find it appropriate to impose it on other team members. They feel people have equal rights, have the right to decide for themselves and have freedom of speech. Team members scoring high in this dimension have high tolerance levels and believe everyone should carry out their tasks and activities in their own way and that they should be allowed to lead their lives according to their own belief systems.

They tend to forgive easily, are open-minded and allow other team members to make their own choices (Merlevede, 2010; Charvet 1997, 2007).

2.7.5.5 Rule Structure implication for teams

Some team members will tell other members how to do a task according to their experience and beliefs, whether it is right or wrong, ‘it is so because they said so’. A team leader with this approach may alienate team members with fresh ideas and improved suggestions.

In many instances team members, team leaders and even the general manager cannot deviate from policies and procedures as these are guides, for instance legal behaviour. Breaking the rules or breaching policy or a code of practice will lead to disciplinary action. Indifferent team members feel they can break the rules, for instance when they want to complete the electrical task faster, they do not log out as the feel they work safely. A compliant team leader will be afraid to work outside the scope of practice in case something might go wrong and may fail to make decisions in emergencies with far-reaching consequences.

Team members with a conviction of tolerance may see that there are a breach in policy and procedure and may find excuses for the behaviour of other team members.

2.7.6 Convincer Channel (input representation)

Getting convinced requires that one has the information one needs in order to take the decision, and that one then processes that information. As a trainer, one learns to use the different types of input representation in order to enable persons to learn. Some people like visual information, i.e. they need to see graphs, process charts, or maybe they want to observe a demonstration. Other people like to hear the explanation, a third type wants to read a book or a manual and a fourth type of persons needs to exercises and learn a task by doing it themselves (Harschman, 2007; Merlevede, 2010). According to Maus (2011) when the question is asked, "How do you know if someone is doing a good job?" The change between "not convinced and convinced' as per example is evident in the response:

- *Seeing (observing, looking)*, "I want to see how he completed the task."
- *Listening (hearing)*, "He said that he completed the task."
- *Reading (auditory-digital),* "I read his report about the project."
- *Doing (kinaesthetic),* "I completed the Code of Practice and during the test I found a few deviations should be addressed."

The questions in this dimension are: "How is this person convinced about something or someone new? How does he gather the data to be convinced?"

2.7.6.1 Co1 Convinced by seeing (visual, observe)

These team members process and organise their world visually. They want "space" that they can see (Hall & Bodenhamer, 2005:64). Bailey indicated that fifty-five per cent of team members need to see how a task is done, have to see some evidence (as cited in Charvet, 2007), see how the idea or suggestion will work in practice before they are convinced, for example showing an artisan how to replace a bearing. They will want to see the proof before they believe it.

2.7.6.2 Co2 Convinced by hearing (auditory)

Listening-oriented team members receive their decision-making criteria from talking about a situation and discussing it with others. It has to sound right to them before deciding in favour of a specific issue (Maus, 2011). They will use auditory predicates (loud, soft, clear as a bell, it sounds right), are sensitive to tones and volumes, sub-vocalise and will not look at the person talking as they are listening intently to what is being said (Hall & Bodenhamer, 2005). Thirty per cent of the team must hear how the task needs to be completed (Charvet, 1997, 2007).

The team leader has to explain the procedure, or they have to hear from other team members how to conduct a task. If they do not receive an explanation, they may go to another department to find out what was decided during a meeting.

2.7.6.3 Co3 Convinced by reading (auditory-digital)

Laborde describes these team members as the 'cerebrals' as they live in their heads, in a world of words where they have little awareness of pictures, sound and sensations. In the Virginia Satir Categories, they refer to this as processing in 'computer mode' (as cited in Hall & Bodenhamer, 2005). Only three per cent of team members have a propensity towards reading. They will also be interested in reading the manual or the instruction pamphlet in the box, will read test reports, customer opinion surveys and journals. The auditory are in favour of information or instructions to become convinced and may for instance ask you 'to put it in writing' or 'send an e-mail' (Charvet, 1997, 2007).

2.7.6.4 Co4 Convinced by doing (kinaesthetic)

Team members processing and organising information with their body sensations will speak of, "it moved me, I felt like, the impact it had". For twelve per cent of a team it is important to work together. They want to "get the feel of something or get their hands dirty". They prefer to do the task themselves to make sense of it. Practical-minded team members will be successful at tasks that require physical effort (Charvet, 1997, 2007).

2.7.6.5 Convincer Channel implications for teams

To communicate successfully, flexibility over all the sensory channels is necessary as it allows the team member to adopt the preferred sensory channel when the team leader interacts with him or her. This “flexibility is an indicator of a team leader’s ability to communicate well” (Maus, 2011:46). Realising that team members are convinced in a number of ways, the team leader is able to delegate the task by explaining, showing what to do and to provide written instructions and provide the opportunity for demonstrations. The team will learn and be effective and efficient in task completion and be able to assist other teams with knowledge, skills and competency.

2.7.7 Convincer strategy (convincer mode, interpretation process)

After the information in one of the above convincer channels has been gathered, the information is treated in a specific way in order to become convincing (Charvet, 1997, 2007). It is desirable to realise that providing information is not sufficient to convince a person. When receiving information through the sensory channels there are four ways people are convinced.

Some need a number of examples or a period of time to be convinced, some are automatically convinced, others need the information to be consistent.

Questions for these dimensions: "What does a person do with the data to be convinced?" The key factors are being automatic, consistency, a number of examples and being convinced over a period.

2.7.7.1 Co5 Convinced by a number of examples (trusting)

Most team members, fifty-two per cent, need data and information to be repeated a number of times to be convinced or to learn new tasks such as replacing a conveyor belt. They need repetition or to experience something three to six times to be convinced (Maus, 2011:98; Charvet, 1997, 2007). They feel connected to others, accept and embrace new team members into the team environment and come across as warm, interested and friendly (Hall & Bodenhamer, 2005). These team members are the most likely to bestow their trust.

2.7.7.2 Co6 Convinced automatically (naïve)

When trust is 'over and above' or in excess, team members will naively trust anything people say. Others can easily manipulate them and take advantage of them in a particular situation. Only eight per cent of our team will need partial information, extrapolate it and decide immediately. They act quickly and will develop an idea into a practical solution or a feasible product. The language heard is "let's assume", and they jump to conclusions and they do not easily change their minds (Charvet, 1997, 2007).

2.7.7.3 Co7 Convinced by consistency (paranoid, sceptical)

Fifteen per cent of team members need consistency to be convinced. These team members are never completely convinced. They need to receive information every single time (Merlevede, 2010; Charvet, 1997, 2007) to remain convinced to a certain extent. They will immediately question, wonder, be defensive, explore, and make sure about others' motives and intentions. They will come across as unfriendly and not simply approachable (Hall & Bodenhamer, 2005). "For them, every day is a new day and they have to re-evaluate every time and they see tomorrow as another day" (Charvet, 2007:43). These team members experience a challenge to make a decision and on the upside, it is an important preference for quality control in compliance in systems (ISO 9000, 18000, 14000, accounting practice and auditing) as they are confirming accuracy consistently.

2.7.7.4 Co8 Convinced over a period (distrusting)

The team members with this preference need time; time to process, to observe things, people or an experiment over a length of time.

Some teams need the information to be consistent over a period in order to be convinced. They represent twenty-five per cent of our team and carry the conviction "that time will tell", nothing is taken for granted or they need to take the time they need to complete the task (Charvet, 1997:142; Merlevede, 2010:36). They are valuable in a laboratory where they do, for example, strength, leachate or other chemical analysis. The results affect the batch or application of the product sold to customers.

2.7.7.5 Convincer strategy implication for teams

The convincer strategy of a team member lies at the heart of team trust. Managing an operation or operation or when a team leader allocates tasks he or she must be able to trust the team to carry out instructions. Maus (2011) demonstrates that when managers or team leaders need to control all the activities they do not trust themselves and delegation of tasks and projects will only be successful when they trust themselves.

The dual skill of trusting and scepticism is valuable when dealing with internal and external customers and the opposition. Understanding that team members have a different preference will assist the team leader to allocate schedules and tasks to a team member who will carry out the activity efficiently, effectively in the shortest time and at the best quality levels. A Laboratory Tester with an automatic convincer strategy will do a cube strength test and may immediately conclude the results and in the process neglect other aspects of the test, such as the composition of the sample.

2.7.8 Temporal processing

In the temporal processing category, the focus lies in the importance of the past, present or future. Time orientation is a fundamental element of our personality. It provides information about how easy it is to be punctual and how present we are in what we are doing (Maus, 2011).

The questions addressing the temporal processing dimensions are, “When working on a project or task, or when thinking about or organizing something, in what time reference does this person tend to be? Is he remembering the past, is he thinking about the present, or is he planning or projecting the future?”

2.7.8.1 TP1 Past

In new situations, past-oriented teams think about previous situations and remember similar situations in the past. They use the information from the past to make decisions and to understand new ideas. They will reference that “the old days were better” and that “history repeats itself” or that “things happens in cycles”.

They apply their learning, are critical and think analytically about new tasks, events and situations (Maus, 2011:91). They learn from the past and do not repeat mistakes.

2.7.8.2 TP2 Present

These team members attend to what is happening now and gather their information in the present. They are realistic and practical and access what is currently happening and are not influenced by the past (Maus, 2011).

A market strategist, for instance, analyses what is happening in the markets and will want the organisation to adapt to the needs of the market to benefit.

2.7.8.3 TP3 Future

When the team member or team is focussing on information related to the future they are able to plan tasks in advance. The resources will be gathered, the task undertaken and completed within the time allowed.

The team will be able to predict the outcome and envision the improvement they want to see in the team or in their area of responsibility. They develop plans for the future from the present situation (Maus, 2011). If a team only focusses on the future they will not be able to progress beyond the planning phase and be unable to execute the assignment.

2.7.8.4 Temporal Processing implications for teams

Different functions in the organisation concentrate on different aspects of time. The production manager, for instance, focuses on producing the product as rapidly as possible (now); the quality manager needs to ensure that the product needs to comply with specifications (past).

The team leader will look at whether the schedule has been done according to specification and whether the team member has learned from previous mistakes.

The general manager will centre his attention to ensure that the strategic objectives have been interpreted in terms of the scorecards of the departments to ensure that the operation performs according to the stakeholder requirements (future).

Conflict is created at the operational level between teams and when there are not mutual understanding and alignment between teams, for example, the maintenance department overspends their budget and the general manager has to answer to the executive committee as to why the budget has been overspent.

2.7.9 Interest Filters (primary interest, environmental priority)

The interest or focus work attitude motivators comprise of eight thinking preferences. The emphasis (Maus, 2011, Iosif, 2009; Brown, 2005) of a team member depends upon the experience elicited and the value contributed to the entity of people, things (ideas, tasks, tools, and systems), location (where), activity (how it works), time (when) and information (why and what).

The emphasis the team member places his or her interest in, indicates guides or drives a person to work with or manipulate it to feel successful. It is what must be in the environment for the person to work with. This is of the utmost importance for communication in the context of work as teams as internal customers need to work together, assist and support each other to be productive and efficient.

If there is no understanding of what is important or what the frame of reference of the manager or team member is in task completion, it can be detrimental to the results or the relationship in the team.

We can identify these distinctions for any job and for any individual (Harschman, 2007). What does a person pay attention to in the environment? What does this person have to be working with to feel successful? The emphasis is the priority preferred above others.

2.7.9.1 IF1 People

Team members who pay most attention to people are present in fifteen per cent of teams (Charvet, 1997, 2007; Brown, 2005). The feelings and thoughts of themselves or others become so important that it 'becomes the task itself'. People will be 'objects' in their sentences and stated by name. It will also be important for them to know with whom they will be working on a project.

2.7.9.2 IF2 Tools

Thirty per cent of team members have a primary interest in things, tools, technology, instruments alone (Charvet, 1997, 2007; Brown, 2005). They will want to make sure that the equipment they are using is in good condition and note whether the quality or condition is inadequate. They take pride in tangible (house, vehicle, clothes) and intangible things (degrees, status, security, power, etc.).

They tend to find happiness and meaning, care for (positive) to the extent of neglecting people (negative). They will display their affection by giving people they care for objects and by using objects received (Hall & Bodenhamer, 2005).

Roger Bailey indicated that thirty per cent of team members have an equal preference for things and people. People can also become things, for instance when the team leader refers to a team as 'my team' (as cited in Charvet, 1997).

2.7.9.3 IF3 Systems

A team member favouring systems works best with the process of things.

Fifty-five per cent team members with a preference for things talk about, for example, processes, systems, assignments, goals, products and hardly ever mention people unless in generalisation, for example, customers, and 'people' are not mentioned in their sentences or seen as part of processes or projects (Merlevede, 2010; Charvet, 1997, 2007). Their main concern will be 'how the task is done' or 'what the steps in a project' will be.

2.7.9.4 IF4 Information

There are also team members with an inclination towards information. They work best with facts, data, figures and knowledge. They will always request more information, will be interested in others' ideas, the 'why' and 'what they will learn in training' and how they will be able to apply the knowledge rather than 'where' and with 'whom' (Hall & Bodenhamer, 2005).

2.7.9.5 IF5 Money

A team leader, manager or team member concerned with or deploying attention to money and keeping score (Merlevede, 2010) is driven or finds meaning and happiness in money, will take care of, save or will be motivated to request other team members to pay attention to, for instance, budget, saving or applying the resource.

2.7.9.6 IF6 Place

A team may also be sensitive to the geographic location of their workshop or office, their position in the operation or the influence the manager has in the management team (political) or able to persuade other managers socially (Merlevede, 2010; Brown, 2005).

2.7.9.7 IF7 Time

Teams and team members are associated with time (in the present) or dissociated (removed from or out of time). Some team members have a preference for and invest much effort into ensuring that they are punctual.

Associated with time or in time

The associated team member is absorbed in his work and loses track of time (monochromic). Kreitner and Kinicki (2012) include this thinking preference in low self-monitoring and identify them as the team members 'on their own planet and insensitive to others'. The team member is unconcerned with deadlines, associating past events with present events and may ask questions irrelevant to other team members. Creativity and doing things are more important than the actual result; they act without thinking and in-task completion time is not a distraction (Merlevede, 2010).

As an example this phenomenon manifests not only in organisations but also in countries, for example, as experienced by the researcher in Tanzania when a team member is asked when the task will be completed, he will answer 'soon'. This may mean within a week, two weeks or whenever he is finished. In South Africa, a team member may say the task will take an hour, in respect of the team leader. He

will then encounter an obstacle and instead of being honest, he will make excuses for not completing the task in time. These teams stand outside the here and now and need to make a conscious and strong effort to be punctual and their time orientation characterises lesser-industrialised countries. The disparity in association and disassociation with time challenges management causes friction, late deliveries to customers, in some instances disciplinary action and low performance (Turki, 2012).

Dissociated to time or through time

Anthropologist Edward T Hall identified this type of time orientation as 'polychromic' and Kreitner and Kinicki (2012) refer to this thinking as having a high level of self-monitoring. Since the start of the Industrial Revolution in 1780 Europeans have considered planning as an advantage, "have a greater view of time and they are able to take a third position from time" (Maus, 2011:93).

Examples of time dissociation are the timely arrival of trains in Europe and the dismayed Scottish hotelier when his guest is late for dinner. Teams who perceive time in this this way are punctual without making an effort and complete tasks in time, as it is important to them. When they are working on a task they keep track of time, events are organised chronologically and they know how long a task will take to complete. Their position in relation to their objectives is clear, they think in periods and need a lot of information to reach a conclusion.

Framing time means either a long-term or a short-term focus on time. It affects the team environment, management of the team and the performance of the team. Short-term-thinkers respond swiftly and directly to a situation, they improvise and are trouble-shooters. They overlook long-term implications of their spontaneous and possibly impulsive actions (Turki, 2012). Long-term-thinkers are strategists.

To develop action plans for projects and assignments they need long lead times, which enable them to work efficiently, economically and they are not able to respond quickly and they overlook short-term implications and risks (Turki, 2012).

2.7.9.8 IF8 Activity

Teams positioning their attention on the activity assume that a prerequisite for completing tasks is to be busy and active. Active team members, according to Bandura, have a self-efficacy belief system, select the best opportunities, persevere and are successful (as cited in Kreitner & Kinicki, 2012).

2.7.9.9 Interest Filters implication for teams

In an operational example the focus of the team members, according to their drivers and interest, differs. A General Manager may focus on information from the Quality and Assurance Department to report to the Director on product quality at the morning meeting.

The Head of Department focusses on people when he inquires about overtime worked during the night and the resting time team members need to take. The Maintenance Manager concentrates on the efficiency of the electronic control system and the Team Leader places effort on his budget when purchases need to be made for a breakdown.

The Artisan, on the other hand, ensures that he has the tools and instruments to hand to complete a specific task. The Team Assistant will be concerned with the administrative arrangements and will file the reports for future retrieval.

The team will make sure that the daily maintenance tasks are completed timely and the Planner's emphasis will be all on the combined activities which need to take place in completing the running plan of the operation. Many environmental factors motivate team members. A team needs skill and competency to apply attention within contexts of their function.

Likewise, to build rapport with a team in a given context, the communication has to be guided to invoke interest to maintain involvement, participation, and commitment (Turki, 2012; Maus, 2011).

2.8 SUMMARY: ABSTRACTING THINKING PREFERENCE PROFILING FOR MODELLING EXCELLENCE

Excellence models are applied extensively in business to improve performance and productivity for a competitive advantage.

In this chapter the need to make a choice for excellence, as well as the challenge to manage dilemmas or polarities was discussed with reference to the way in which team members create psychological representations of their work environments, experience events, form inferences and behave.

In the complex work environment the mental models presented can assist the team leader or manager to understand the multi-faceted behaviours of team members and how to align these behaviours with the requirements of an organisation. Experiences can be designed to influence team member behaviour through profiling team thinking preferences and modelling the preferred behaviour.

The present behaviours are then compared to the desirable and vital behaviours to sustain emotionally and socially intelligent performance.

Team members and teams think differently from other team members and teams and therefore different Models of Excellence are appropriate as teams' contexts, work environments and leadership forms differ.

Dimensions, constructs and structures were clarified in view of the forty-eight thinking preferences of the iWAM® instrument that will be profiled in terms of model excellence. Striving for excellence, quality or to be good or outstanding therefore is a choice that team members make. When made, they are able to apply their talents, new possibilities and opportunities emerge to perform. Thinking preferences, beliefs and values lie at the core of higher levels of learning and change. In Chapter 3 values are analysed and clarified for purposes of profiling and modelling.

CHAPTER 3:

VALUES PROFILING FOR MODELLING

3.1 INTRODUCTION

In Chapter 2 the distinctness and prominence of team members' thinking preferences fundamental to change and performance were established.

In the first ten formative years of humans' lives ninety per cent of everything they will know is learned during these critical years. Among the most important elements of learning are the cultured values or value systems through which future successive experiences will be filtered (Comer, 2004). The character and culture of the team member, team leader, team or organisation are based on these values in the value system. The value system is overtly known, stated, cherished and lived by the team in its environment (Coetsee, 2011). In the context of work the value system and value orientation of a team are the most significant determinants to adapt to prevailing conditions and to realise expectations of the management and the organisation (Siemienska, 2004). Values are inherent to a team member or team and become perceptible when expressed in behaviour (Berg & Theron, 2013, Kreitner & Kinicki, 2010, Goldthwaite, 1996).

Associated with the thinking preference, the values and value structure of the teams selected for analysis will be elucidated in this chapter and be analysed in Chapter 4 for profiling and modelling. By conceptualising the nature and complexity of values, the application of the Emergent Cyclical Levels of Existence Theory (Graves, 1970), the comparison with the work of Schwartz (1999), the implications for team behaviour and understanding will be created through the Competing Values Framework and the management of the value polarities which will be described in relation to the work of Johnson (2011). The contribution of values and a team value structure in performance will be defined for inclusion in the value profiling (VSQ®, Merlevede, 2012).

All organisations have a set of reasonably consistent values and standards that they operate under and require reasonable conformity to. These are called

espoused values. Values are the core underlying principles that guide what is said and done and guide how team members behave and how they make choices. “Quality is Job One” (Ford); “Always do what is right. It will gratify half of mankind and astound the other” (Mark Twain); and “Our employees are our most important asset” (Lombardo & Eichinger, 2009:136).

The questions, “How values contribute to excellence?”; “How do we know what ought to be?” and “How values contribute to performance” are complex and values are not whatever we like them to be”.

Goldthwait also states that “a value is something of value or a conception of how something ought to be” (Goldthwait, 1996:51). Values are important, as they are selective orientations that direct a team member’s preferences, behavioural approaches, intentional states or tendencies and emotions. Furthermore, it is an enduring belief that a certain mode of conduct is personally or socially preferred in a converse mode.

The values are equally essential, relatively static and the non-obvious characteristics that drive team members’ perception and reaction to other team members. Bergh and Theron (2013); Kreitner and Kinicki (2012) define a value as an enduring belief in a mode of conduct or end- state. A person skilled in values will adhere to an appropriate (for the setting) and effective set of core values and beliefs during both good and bad times. The person will “act in line with those values, will reward the right values, disapprove of the wrong values in others and practice what he or she preaches” (Lombardo & Eichner, 2009:135).Values can be favourable, for instance a value of ‘respect’; it can be negative or adverse for instance ‘disrespect’; positive or affirmative, as an example ‘courageous’ or have co-value where one value supports the value of another such as “equality that leads to freedom” (Maio, Hahn, Frost, Kuppens, Rehman & Kamble, 2014:1).

There is also an infinite range of values and to recognise it in others is a skill. Opposed to this are the values talked of in the context of work. A team leader may deliver a value judgement about the task a team member completed and say, “The job is done well”, or it a “good job”. Here it is about the value rather than recognising the value itself (Goldthwait, 1996:30). Values are inherent to a team

member or team and become visible when expressed in behaviour (Schwartz, 1999; Maio, Hahn, Frost, Kuppens, Rehman & Kamble, 2014; Bergh & Theron, 2013).

An understanding of the nature and the complexity of values will support the management and team leader in influencing teams' attitudes, personal experiences and development. The nature and complexity of values are consequently further explored.

3.2 NATURE AND COMPLEXITY OF VALUES

The values and value orientations were grouped and assessment instruments designed by researchers such as Spranger (Six Value Orientation Styles); Graves (Spiral Model of Human Development), Piaget (I-individual, We-culture and worldview, It-brain & organism, ITS-social system and environment). Others included and simplified and improved existing models, i.e. Lindsay (Work Values), Allport-Vernon-Lindzey (Values), Prinsloo (Cognitive Process Profile), Wilber (Integral Model), Beck & Cowan (SD Model), Schwartz (Value Theory), Maus (Identity Compass), and the Merlevede Value Systems Questionnaire).

Merlevede's Value System Questionnaire, incorporating the work of Graves, Beck and Cowan, Talcott Parsons, Rodger Sperry, Buzan and de Bono will be applied in this research to identify the enacted team member values which create the team environment, work beliefs, thinking preferences, choices, attitudes and behaviour currently obvious in the operation (as cited in Prinsloo, 2012).

Much of who a team member is, what he values, and how he behaves in the work context are learned and acquired in early childhood through adulthood. Experiences are compounded from our background, environment, upbringing, social orientation, religion, cultural differences and we are influenced by our hereditary traits (Sternberg & Kaufman, 2011). Lawrence and Nohria (2002) believe there are primary innate drives hard-wired into the human brain which shape the choices we make.

The drive to acquire objects and experiences improves our status relative to others. The drive to bond with others in long-term relationships creates mutual

caring and commitment, the drive to learn assists us to make sense of the world and of ourselves and the drive to defend enables us to defend ourselves, our loved ones, our beliefs and resources from harm. These ingrained beliefs, perceptions, attitudes and values that shape our team members (Leaf, 2013) also shape our teams, operations and organisations.

Beliefs are formed and acquired through upbringing (parents, society, culture, religion, work, environment), others haphazardly throughout life experience, especially through sudden conflict, trauma or confusion. Practised by repetition, beliefs compact into habit and become empowering or limiting (Leaf, 2013).

Values relate to the belief systems, beliefs determine attitudes, the attitudes and influence the emotional state of teams. Values transcend in a specific situation and form an ordered system (structure) and they influence each other and express processes such as respect (Bergh & Theron, 2013; Jemmer, 2006; Blanchard & O'Connor, 2004). The value structures therefore, as arranged multi-faceted values, are formed by the complexity of a team member's nature, development, exposure and experiences.

Values play a central role in understanding and predicting attitudinal and behavioural decisions and are structured according to their contents in terms of specific dimensions with regard to their underlying motivational goals (Gollan & Witte, 2014). Values sway a team member psychologically together with the external sociocultural factors in the team environment and these norms and requirements are sanctioned, transformed and are accepted as a team member, team, group or organisation's values (Cole, Carter & Zang, 2013; Jemmer, 2006).

The culture of the team or organisation then again influences the values of the team members and governs what they commit to (Bergh & Theron, 2013). Values are also inherent and functional. It depicts the individual, team, group, or operation or organisation in the environment in which it is present and forms the team's symbolic world. It creates meaning and impacts on their and socio-cultural factors (Bergh & Theron, 2013; Kreitner & Kinicki, 2012).

Values furthermore have power and are the only phenomena that move across teams to create alignment and when the enacted values align with the core values of the organisation then performance takes care of itself (Blanchard & O'Connor, 2004; Comer, 2004).

Lawrence and Nohria (2002) further elucidate that not only are people shedding traditional beliefs and tearing down socialist and national nation states, they are also dismantling old hierarchical forms of work based on long-term employment relationships in favour of networks based on flexible, free agent-style employment relationships. Loyalty and commitment from a team member are not obligations when he or she is in contract with the organisation and business leaders do not know what to do to 'win' or create these values in their company.

Viewing capitalism, relationships and the dynamics in organisations, there is nothing sacred, no 'holy cows' and the success of market-driven and customer-centric organisations cannot be debated. Accepting the way of work now and the differences in the ways team members think, feel, and act is a condition for bringing about world-wide solutions that work (Hofstede, Hofstede & Minkov, 2010). Adapting to the changing world, the economic conditions, technology, challenges in the organisation and diversity necessitates insight, competency and skill from not only the team leader, manager and leaders, but again from the team member.

In the 1950s Graves was already of the opinion that "the psychology of the mature human being is an unfolding, emergent oscillating, spiralling process marked by progressive subordination of older, and lower-order behaviour systems to newer, higher-order systems as man's existential problems change" (Beck & Cowan, 2006; Graves, 1970). Thus our team members, as they grow in our teams and organisation progresses to higher order systems, their exposure to dilemmas, problems and challenges changes. Extraordinary substance is required of these team members to align their enacted values to the espoused values of the organisation and stay true to themselves. Lawrence and Nohria (2002) explain that leaders will have to invent social contracts that will create institutions more successful than those we have today.

Moving from the collective values, personal or team or organisational values represent things that have meaning for the team member. It is crucial to understand the enacted values as the beliefs, attitudes, choices and perceptions influence the behaviour we will encounter in our teams and organisations.

The widely accepted and developed theory of Schwartz (1999) indicates that personal values are motivational and that they represent the broad goals that apply across context and time (Kreitner & Kinicki, 2012). As an example the value of achievement as one of the innate motives will drive (Lawrence & Nohria, 2002) the team member to achieve (Parks-Leduc, Feldman, & Bardi, 2014; Schwartz, 1999) goals agreed on his or her Scorecard Contract as the team member will demonstrate his or her competence ccording to the social standards of success, capability, ambition and influence (Kreitner & Kinicki, 2012).

The motivational mechanism of values provides their ability to influence behaviour and they generalise across cultures. He also indicated that there is a circular pattern around these values, that adjacent are positively related (self-direction and universalism) and opposing values are in conflict or negatively related (power and universalism). Robert Frank also argues that the purpose of human motivation behind the values serves the purpose of not making us happy but making us more likely to succeed against the competition (as cited in Lawrence & Norhia, 2002).

There are “four assertions” made by Lawrence and Nohria (2002:145-148) that impact on team members’ values, motivation, attitudes, perceptions and behaviours - these are referred to as drivers. These drivers are innate and universal, are independent and the goals targeted are not interchangeable, are complex and derived from multiple mental drives and it forms a complete set, including all other universal and independent human drivers. Schwartz indicated ten values with drivers (Parks-Leduc, Feldman & Bardi, 2014).

The drivers founded in anthropology, biology and genetics increase the importance and influence of cultural and individual development. The independence of the driver causes conflict between the values and when there is no conflict the mind is incapable of action. It saves decision time and frees the mind to consider other uncontested functions, such as heartbeat that is more important. In mental drive

conflict situations, signals are forced into awareness and we have to consider and come to resolution or choice. The design of our minds forces us to feel responsible for the consequences arising from our decisions and choices (Lawrence & Nohria, 2002). The adaptive power of the drives frames the goals of human behaviour, create balance and change and create continuous opportunity to reconsider choices.

As the thinking preference (Chapter two, Table 1) lies between the beliefs and the values of a team member, values can change when the thinking and the belief change. Supported by neuroscience research the high plasticity of the brain will enable a team member to modify thinking, beliefs and even the most entrenched behaviours (Leaf, 2013; Rock, 2009). The team member feels safe in the created environment, and is able to chance his thinking and beliefs. It is also possible for him to align his enacted beliefs with the espoused values, perform, be effective, engaged and adapt to the required change required of his team.

Table 3: Schwartz Value Theory (1999:27-30) referenced to the Four Innate Drive Theory of Lawrence & Nohria (2002:167)

#	Value	Schwartz (1999:27 – 30)	Drivers Lawrence and Nohria – Four Drive Theory (Murdock Cultural Traits, 2002:167)	
1	**Power**	Social power, authority, wealth	(D1)	Drive to acquire (control, social status and status distinction, win-lose) p. 55-74
2	**Achievement**	Successful, capable	(D1)	Drive to acquire (do better and outdo others, Ricardo's theory of comparative advantage, productivity, fame, fortune, environmental destruction) p. 55-74
3	**Hedonism**	Pleasure, enjoying life	(D1)	Drive to acquire (pleasured experiences)
4	**Stimulation**	Daring, a varied life, an exciting life	(D3)	Drive to learn (new experiences, cost free - win not realised, create working conditions that satisfies) p. 105-127
5	**Self-direction**	Creativity, freedom, independent, curious, choosing own goals	(D1)	Drive to achieve (survival, rewards, choice, gratification, acquisition, short term thinking) p. 55-74
6	**Universalism**	Broadminded, wisdom, social justice, equality, world at peace, a world of beauty, unity with nature, protecting the environment	(D3)	Drive to learn, make sense of the world (identify deviations, curiosity, beliefs and belief systems, explore, learn, religion, strategise, theory switch or evolutionary epistemology, adapt to changing environment, better conditions, change, work satisfaction, problem solving, reasoning, representation) p. 105-127

#	Value	Schwartz (1999:27 – 30)	Drivers Lawrence and Nohria – Four Drive Theory (Murdock Cultural Traits, 2002:167)	
7	**Benevolence (altruism)**	Helpful, honest, forgiving, loyal, responsible	(D1)	Drive to acquire (self-interest, selfless valour, calculated action that confers gain, generosity, expect reciprocity, invest in reputation, fairness, customer service) p. 55-74
8	**Tradition**	Humble, accepting my portion in life, devout, respect for tradition, moderate	(D2)	Drive to bond (belong, networks, group allegiance, liking, guilt, shame, gratitude, win-win, love, caring, trust, empathy, happiness) p.75-104
9	**Conformity**	Politeness, obedient, self-discipline, honouring parents and elders	(D2)	Drive to bond (commitment – mutual attachment, cooperative behaviour, contract formation, teamwork, division of labour, elaborate systems) p.75-104
10	**Security**	Family, national security, social order, clean, reciprocation of favours	(D4)	Drive to defend (fear, anger, panic> anxiety> despair> loss, resistance to change, passive, helplessness) p. 129-148

Just as drivers create beliefs or 'trust systems' through societal interaction, individual predispositions values, and thinking preferences create the selection between the choices the team member, team or organisation are confronted with. This largely plays a role in the occupational inclination and why teams group into, for example, boilermakers (working with tools), financial (working alone) and human resources (working with people). Lindsay (2010) further explains reasons why values allow a team member to make different career choices based on what he or she values most. As team members become more experienced or mature, their values may change and they may find other occupations that fit them better. When the occupation fits better it is because the occupation fits the values and the team member will perform and do better.

Team members also 'live' their values. In an example by Sanborn (2013), when a team member thinks that every effort he expends will sap the lifeblood out of him and believes that he will never recover the extra energy he spends on service to the other team, he will be bound by the limitation he has set for himself. The team member will enact his value and he will conserve every bit of energy he possesses.

He will also find himself scrambling to protect the little he thinks he has and ultimately will do what is essential for his survival. His behaviour will reflect his attitude; his attitude influences his team's performance; the team will deliver inadequate internal customer service; the operation will not be able to maintain their objectives and the organisation will encounter many challenges in the effort to become customer-centric.

In contrast, when the team member believes that he has what he needs to exceed others' expectations without draining his internal resources to dangerously low levels, he is free to take action and deliver customer service and results. Sanborn (2013) further notes that teams need to understand some things about how the world works.

This will contribute a different perspective such as walking the extra mile for the customer, and applying our skills and competency to the benefit of the team and our organisation. The effect of these enacted values on team behaviour and

performance will bring about a realisation that it takes no or little additional time to complete a task extraordinary instead of adequate. The invested energy boosts and creates more energy and to provide excellent service requires only a little desire and creativity.

Schwartz and Bilsky (1990) claim that the impacts of values as independent variables on both attitudes and behaviour are predicted, identified, and interpreted more effectively and reliably by using value domains as opposed to single values. The same is true of the effects of social (economic, political, religious, ethnic and familial) structural variables.

Cross-cultural comparisons of values are refined by similarities and differences in the meaning of specific values that will be revealed by their location in the same or different value domains in different cultures. Comparisons of value importance are more comprehensive as value domains include the significant value content whose meanings are shared.

For this research the relationship among values in different teams will be compared to reveal differences in which some values will be compatible and others contradictory which need to be aligned and managed by the team leader, manager or organisation to sustain emotionally and socially intelligent team performance.

3.3 VALUE STRUCTURE

Values are not isolated; it groups and forms a value structure or system. Reber, Allen and Reber (2009:854) describe a value system as “any reasonably coherent set of values and the values may be individual, societal or absolute”. Schwartz and Bilsky (1990:878) refer to the value structure as “a set of human values as the conceptual organisation of values on the basis of their similarities and differences”.

According to the Schwartz Theory of Values this will include, for example, pleasure and a comfortable life as both part of the enjoyment domain, and being equal and helpful as part of the pro-social domain. In the value structure there is a relationship among value domains (power, achievement hedonism, conformity, etc.) with regard to the axis of their compatibilities and contradictions (Parks-Leduc,

Feldman, and Bardi, 2014; Gollan & Witte 2014; Kreitner & Kinicki, 2012). Spranger in the 1950s distinguished among the six value orientations that are intrinsic to every personality (Berg & Theron, 2012).

Graves, Wilber, Beck and Cowan, May and Myss, Gebser and Piaget primarily contributed to perceptual frameworks, organising systems, value orientations, intelligences, in terms of which we understand and respond to our reality (Prinsloo, 2012). Integrated with their theories are Loevinger (Model of Ego States), Perry and Kohl (intellectual, moral and ethical development), Maslow (needs hierarchy), and Kegan (States of Equilibrium) (as cited in Prinsloo, 2012).

Significant is the work of Beck and Cowen who elaborated on the work of Graves to develop a multi-dimensional model for understanding the transformation of human values and cultures. Beck was an influencer in the peaceful abolition of apartheid in South Africa. He stated that "My role was to shift the categories of people that were using to describe the South African groupings from 'race', ethnicity', 'gender', and 'class' into the natural value-system patterns of change. Many were able to connect across these great divides to find the basis for a sense of being South African". "Mr Mandela fought for a non-racist, non-ethnic, non-tribal, and non- gender society, one based on human respect and mutual accountability" (Varela *et al.*, 2011:31). How a value structure in the organisation is framed, understood, and agreed upon is beneficial to move the organisation forward.

As discussed, the challenge lies in when team members, teams, team leaders, managers and/or organisational value structures are misaligned. This causes role confusion, friction, frustration and a lack of understanding, for instance, the value of respect is required in the team; it is also a value in the value structure of the organisation and the team member's behaviour is indifferent (thinking preference) towards another team member (disrespectful) (Cole, Carter & Zang, 2013).

Unobservable, however, is the role values play in the organisational culture and performance. The "culture is the set of shared, taken-for-granted implicit assumptions that a team, operation, group or organisation holds and that determines how it perceives, thinks about, and reacts to its various environments" (Kreitner & Kinicki, 2012:64). Through the processes of socialisation the culture becomes viral

in teams and organisation and passes on to team members and entrant team members.

Another dimension of this perspective is attitude. Reber, Allen and Reber (2009) illustrate that attitude is based on a team member's value system and psychologically has four components, viz. the conative (disposition for action), affective (emotional tone or feeling) and cognitive (consciously held belief or opinion) and evaluative (positive or negative). There are also different types of attitudes, which are central attitudes which are difficult to change as they are part of the team member's personality (justice and fairness) and peripheral attitudes which are temporary and subject to change (work conditions). The changeability of attitudes depends upon their origin and the intensity and duration of the forming forces behind them (socialisation in the team). Attitudes may be based on beliefs, or a belief may be a cognitive component of an attitude.

The value system of a team member, team or the organisation draws on the miscellaneous and unequal, often jarring parts of life and experience and integrate the past, present and future in to a wholeness of being. Facts are subjective representations about what actually happened in the past (Jemmer, 2006) and belong to the past, beliefs and values drive the future. The present is the starting place for change. It brings about the 'new reality' needed for sustainability, progress, success, and excellence (Goldthwait, 1996).

The value system of the team member, team and operation thus forms the possibility and creativity to shape the knowledge, information, skill and competency of the team member to perform in order to bring about excellence.

3.4 MANAGING VALUE CONFLICT AND THE IMPACT ON TEAM BEHAVIOUR

Most organisations attempt to be concerned about their customers, employees, stakeholders and other business groups (suppliers, community, vendors and third-party services). Most of these also agree that if they only demonstrate commitment to profit and not business values such as honesty, integrity, fairness

and cooperation, it will impair relationships and be detrimental in the current economic climate.

Valuing is a people process and there are prerequisites to integrate values in an organisation. The agreed-upon set of values must be adopted, communicated, instilled, lived and aligned with teams' enacted values. The work-force must adopt and live the aligned values.

The essence of an organisation is to make profit, invest in society, create employment and sustain itself into the future. The main challenge, though, is enabling all teams to move in the direction of the vision and to align it to the needs, values and expectations team members have (Blanchard & O'Connor, 2004). By managing values the organisation will distinguish itself as this business practice creates motivation for customers to return, and inspire employees to do the best they can every day and enable stakeholders and owners to be profitable and proud.

In a team, three types of value conflict can be present, which are intrapersonal (in the team member), interpersonal (between team members) and individual-organisational (between the team member and the organisation) value conflict (Kreitner & Kinicki, 2012). According to Schwartz's theory a team member will experience stress and inner conflict when his or her values are in conflict with each other (Parks-Leduc, Feldman & Bardi, 2014). A team and organisation will have satisfied teams and team members when the espoused and enacted values are aligned, for example, a team member will experience intrapersonal value conflict when the team leader expects him or her to cheat on a report and integrity and honesty are highly valued.

Value congruence is the similarity between the values of the organisation and the values of the team member. Organisations additionally entrench certain values in their culture. When these espoused values are incongruent with the enacted values of the team members there is a value misalignment or inadequate person-culture fit or individual-organisation value conflict (Gollan & Witte, 2014).

Values and the alignment of values are important to understand organisational behaviour as it influences team member behaviour across different contexts and it

influences the organisation positively or negatively and in this instance also the performance of teams and the organisation.

3.5 POLARITY OF THE COMPETING VALUES FRAMEWORK

The Competing Values Framework of Cameron *et al*. (in Kreitner & Kinicki, 2010) is the widely- used values framework and valid approach to classify organisational culture. It assesses and measures organisational effectiveness. In the life of any organisation, there is a focus on internal and external challenges as well as the way in which the organisation views and chooses to postulate freedom or control. Organisations face these dilemmas (infinity loop) in dealing with the tension between the existing set of values and the desired ones. Cultures differ in how they approach these dilemmas - they do not differ in their response but share the destiny of facing up to those different challenges of existence (Trompenaars & Woolliams, 2003).

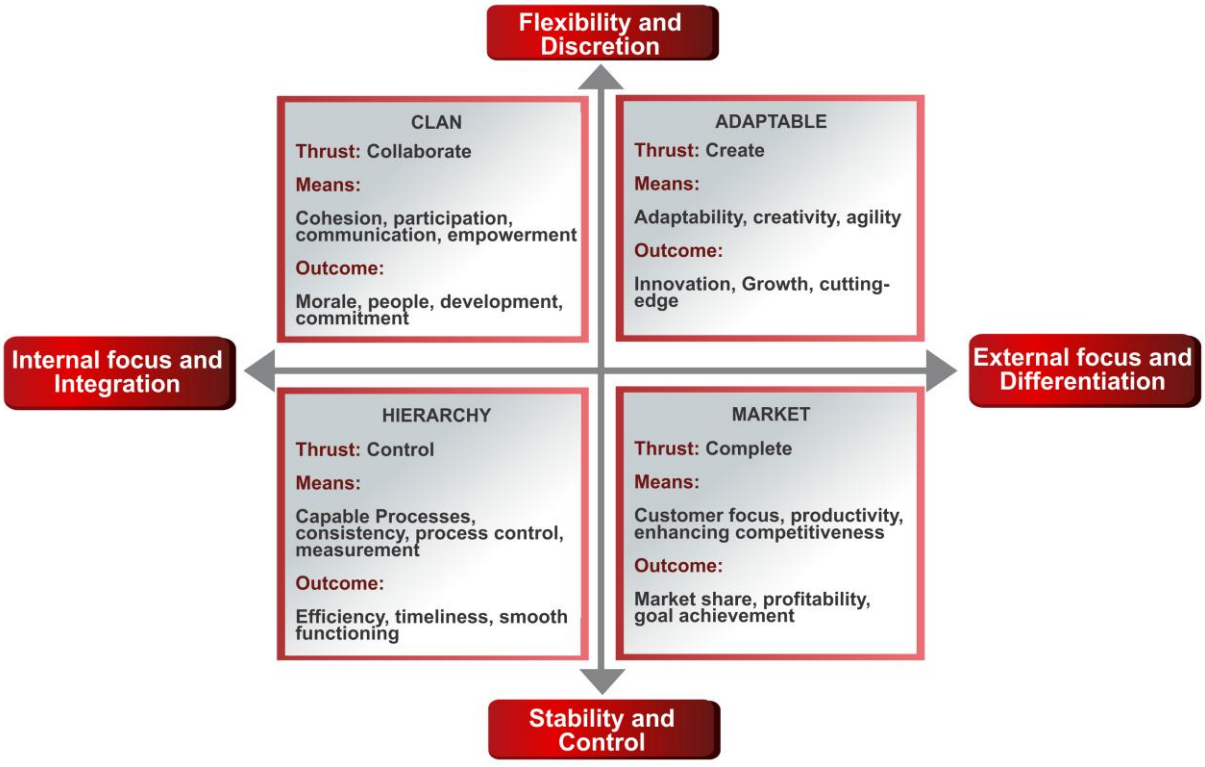

Figure 2: Polarities of the Competing Values Framework (Kreitner & Kinicki, 2012; Hartnell, Ou & Kinicki, 2011).

These two perspectives form four types of organisational cultures with predominant value structures which create the strategic thrust for performance, results, success, excellence, sustainability and endurance. Different types of organisations have categorised their values as:

First there is the Clan Values Framework (in-group management system) where the organisation realises performance and effectiveness through an internal focus, integration and values flexibility. There is collaboration, cohesion and consensus, job satisfaction and commitment between employees through involvement and invested resources are utilised to hire and develop employees and they view customers as partners.

Second is the Adhocracy Values Framework (flexible management system). This type of organisation has an external focus, differentiates and is flexible in their values. They are adaptable, innovative and respond rapidly to changes in the marketplace. Employees are encouraged to take risks, experiment to create new products (genetic modification companies and new entrants to the market are exemplars).

In the Market Values Framework (competitive value system) this type of organisation focusses externally, and there are value stability and control. They are market, customer and market driven.

Productivity and work-satisfaction take precedence over employee development and satisfaction, thereby reducing cost, increasing profitability and improving customer satisfaction, for instance information technology companies. In the Hierarchy Values Framework (controlling value system) control is the internal driving force with a formalised and structured work environment and value stability. Typically, these organisations have reliable internal processes and extensive measurement and the implementation of a variety of control systems. Performance is assessed through measures of efficiency, timeliness, reliability of producing and delivering of products or services. Banks, cement producers, fuel and electricity supply companies are examples (as cited in Kreitner & Kinicki, 2012; Hartnell, Ou & Kinicki, 2011).

In the competitive environment and current economic climate an organisation must be very clear as to the focus, thrust and values it is adopting and is required by the market space it operates in for moving forward as the different culture types has conflicting values and thrust. May an organisation not know who they are or what the well-formed outcome for the future is, there will be a conflict of core and enacted values and contradictions in the culture.

3.6 MANAGING THE POLARITIES OF THE COMPETING VALUES FRAMEWORK

According to the thrust, means and outcomes in the Competing Values Framework, an organisation needs to solve the problems of the existing positioning. Johnson reasons that there is bad news and there is good news.

The bad news is that the problems and challenges encountered in the current market space are insoluble. The good news is that an organisation can stop solving them and instead improve skills in identifying these dilemmas and managing them well (Johnson, 2011). These dilemmas or polarities are sets of opposites that cannot function well independently.

He reasons that the opposites of the polarities are interdependent, unavoidable and insoluble because there is not one single solution. It is an on-going process, as the infinity loop is never- ending (2011). Two questions support an organisation to identify whether there is a polarity to manage. The one is “Is the difficulty or the challenge on-going?”, and the other is “Are there two poles in the Polarity Map which are independent?” In the second, when such a problem presents itself, normally there is a solution or an end to the process. The solution for a problem can stand-alone and does not have an opposite that is required for a solution to work for an extensive period. As in the first, polarities are not solved. There is no clear end-point- solution and there is a never-ending shift in emphasis or focus from one pole to the other and back, for example either/or decisions or continuum problems. This on-going process of solving is called by Johnson (2011) a matter of managing polarities.

Managing the polarities of the Competing Values Framework present in the organisation can be respect-disrespect or engaged-disengaged. In the thinking preferences of team members and teams it may be individual-collective, which requires a shift in emphasis between opposites such that neither can stand alone. It is a 'both-and' challenge and the pair involved are in an on- going balancing process over time. The objective is to achieve the best of the opposites while avoiding the limits of each. An example of a polarity is to see the big picture and respecting the wisdom of those that resist our solutions, for instance the benefits of an open plan office versus individual offices.

There is also an upside (external focus and differentiation, flexibility and discretion), and a downside to each pole (internal focus, integration and over-control). The organisation needs to move from the downside of the pole to the upside of the other, knowing that the process will balance or return in future. Its core lies in the ability to negotiate between the two; to know when the downside or negative of a pole is reached, and when it is time to move to the positive of the other pole. The organisation may manage the Competitive Values Framework modestly or well (Kreitner & Kinicki, 2012). This is also valid and applicable to teams. When the values of the espoused values of a team, operation or organisation are managed poorly, errors, issues will continuously present themselves and the operation and organisation will spend needless time in one or both of the poorly-managed quadrants (Johnson, 2011).

The value dimensions of the team members will be explored in profiling team values, thus the active enacted value systems of teams and the organisation.

A comparison will be done in Chapter Four to determine the incongruence between the espoused and enacted value structures of teams identified for the research. In discovering the effect of the values on the teams' behaviour, recommendations will be made in Chapter Five to align the individual and team values with the espoused values of the organisation.

3.7 EMERGENT CYCLICAL LEVELS OF EXISTENCE THEORY TO ENABLE TEAM PERFORMANCE

Six conditions of value change consistent with the levels of the Emergent Cyclical Levels of Existence Theory are necessary to enable team members, teams or organisational enacted and espoused value alignment (Beck & Cowan, 2006). First there is a potential for change that needs to be present; secondly, unresolved problems coming from a lower level order must be solved as alignment will not be possible at a higher level. Thirdly, dissonance or tension is necessary between the 'real' and the 'ideal', within the current value system before change will be welcomed. The team member, team, team leader, manager or organisation requires insight into the dissonance and an awareness of alternative approaches for resolution is necessary.

Finally, the barriers of change need concrete identification, and eliminated, by-passed, neutralised or reframed into something else and finally periods of confusion, false starts, long learning curves and awkward assimilation will be present until consolidation of the 'new' thinking occurs.

Graves's logic recognised one's worldview as an infinite function of man's condition of existence as it changes as human nature develops, and that there is no such thing as a "mature human being" as humans continuously evolve psychologically. In 1965 he said, "The value system of managers determines many decisions management will make and the value system of employees determines to a considerable degree what reaction will be made to managerial decisions. He changed the way human values are understood.

The Graves Framework or the Spiral Dynamics Model of Human Development is an insightful and elegant structure that describes human development. The work of biologist Richard Dawkins (*The Selfish Gene*) and psychologist Mihaly Csikszentmihalyi (*The Evolving Self*) were incorporated in the values framework research with a resulting one of three breakthroughs emerging to help understand how to manage complexity in the workplace (as cited in Beck & Cowen, 2006).

Humans respond to life conditions by developing adaptive views and capacities called the "Levels of Human Existence" or the "Levels of Psychological Existence

Theory". These adaptive responses, grouped into core value systems, infuse the culture of our team members, teams and organisations (Varela *et al*., 2011:17). Each level allows for further development of a higher level.

These developing stages or levels are fluid, and overlap and interweave with each other. These stages or levels are units of cultural information, expressed in behaviour, and called a "value system". The perceptual framework forms when consciousness is associated with these value systems.

The individual "interprets his experiences and responds" (Prinsloo, 2012:4). When there is incongruence or tension between the value system and experience of the team member, he or she will perceive conflict and stress or the opposite.

New systems form when new challenges arise and we seek to solve them. "We cannot attach concrete examples to these levels, as there are multiple reasons for the same behaviour, to centralise all aspects in one level is rare and these levels are one's thinking about things" (Varela et al., 2011:18).

Table 4: Emergent Cyclical Levels of Existence Theory (Comparison, Beck & Cowan, 2006; Graves, 1970; Parks-Leduc, Feldman, & Bardi, 2014; Schwartz, 1999)

Tier	Value System Thinking Preferences 'Influence on life and group adaptation	Driver Beck & Cowan (Reference Lawrence and Nohria)	Identification Graves (A -U) Beck & Cowan (Simplification)	Value Reference Schwartz (1999:27 – 30)	Description
		Survival (Drive to defend)	(A) Beige	Security	Subsistence needs to be met to live
		Safety (Drive to bond)	(B) Purple	Conformity	– Clan behaviour, observation of rituals, finding reassurance, express fascination in life's secrets – Team members are committed to their team and nepotism is normal – Team member owes his life and soul to the organisation
		Power (Drive to acquire)	(C) Red	Power	– Examples of organisational heroes, celebrating achievements, takeovers, and showing respect – Team member, team or organisation need to be dominated by strong leadership that gives reward – Team members will have high tolerance if their needs are met regularly
1	**Existence challenge**	**Purposeful or Truth (Drive to bond)**	(D) Blue	Tradition	– Appeal to traditions, fair treatment to all, honouring length of service and loyalty to the organisation – Team members work best when they are told to do things the right way – Doing duty and being punished gives meaning to life

Tier	Value System Thinking Preferences 'Influence on life and group adaptation	Driver Beck & Cowan (Reference Lawrence and Nohria)	Identification Graves (A -U) Beck & Cowan (Simplification)	Value Reference Schwartz (1999:27 – 30)	Description
1	**Existence challenge**	**Create Value (Drive to acquire)**	(E) Orange	Achievement	– Display symbols of success; recognise individuals for their achievements, challenges and improvement – Motivated by achievement of material rewards – Competition improves productivity and fosters growth and development
		Communitarian & Relating (Drive to bond)	(F) Green	Benevolence	– Importance of people responsiveness to feelings, caring, and social responsibility – Team member wants to be accepted by colleagues and peers – Sharing and collaboration are better than competing
		Systemic Functionality Quality of being	(G) Yellow	Self-direction	– Chaos driven sub-systems interacts with the physical, social and economic environment – Team members enjoy work that fit their competency and skill – Team member needs access to information and resources
2	**Competence, skill and quality**	**Transcendence**	(H) Turquoise	Universalism	– Global and holistic order of being – Independent self and or organisation is part of a greater whole Networking and integrated systems – Using collective human intelligence to work on large scale problems without sacrificing individuality – Spiritual bonds pull team members and organisations together – Work is meaningful and quality of life

The Graves Framework (1970) is hierarchically organised into consecutive levels. Each level incorporates and transcends preceding orientations.

According to Wilber this structural form evolves into more complex systems depending on the context of an individual's experience. Upward movement only takes place when a team member or team grows and will move down when they encounter a traumatic event or challenge in the context of work (Graves, 1970; Prinsloo, 2012).

Value systems are present in two tiers of consciousness. Tier 1 is the Existence Challenge or the "old management paradigm" and Tier 2 is the Coping Mechanisms, incorporating global emergence, environmental, and geographical patterns and national and international geographical currents (Beck & Cowen, 2006).

The first tier value system focusses on the day-to-day events and experiences of existence and includes worldviews, cultures and attitudes or the old management paradigm. This involves the team member, team and the organisation. It also influences the way they enter, engage with and exit from a particular value system.

The first Tier is emotionally driven and perspectives founded in these value systems do not accommodate the existence of other value systems, excluding Communicating and Relating (Green, Drive to bond or Benevolence). Tier 2 always encompasses Tier 1. As Gardner described it, Tier 2 awareness appreciates and includes the other value systems, and the whole course of human development is a continuing decline in egocentrism.

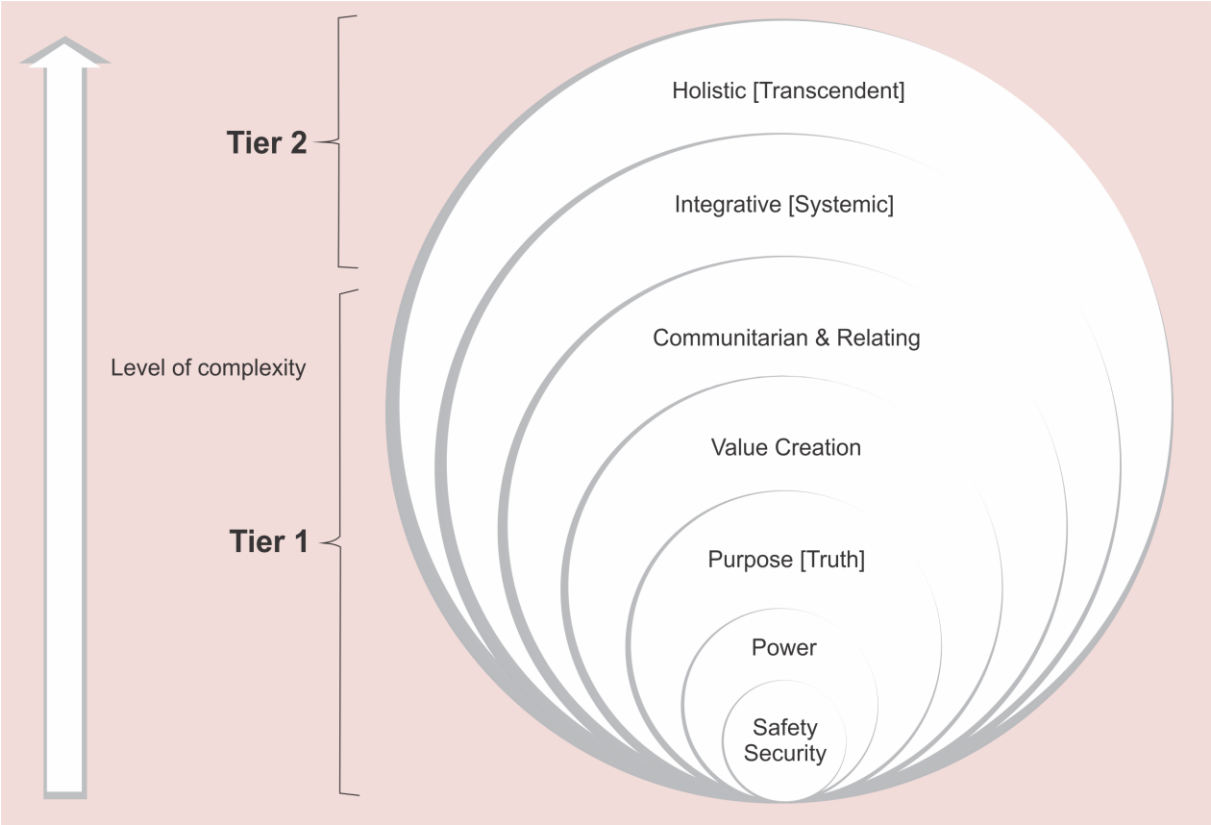

Figure 3: Emergent Cyclical Levels of Existence Model (Graves 1970; Beck & Cowan 2006; Prinsloo, 2012)

Value systems are dynamic. According to Wilber (in Prinsloo, 2012), there is no hierarchical order or interpretation that the one needs to be mastered before the other; it is contextually determined without linear or systematic progression. According to Beck and Cowan (2006:195), "there is sequence in each value system with attached Life Conditions (LC) in Tier 1 and Tier 2".

Tier 1:

(i) Survival (Internal Control & LC^1) to Safety (External Control & LC^2)

(ii) Safety (External Control & LC^2) to Power Internal Control & LC^3)

(iii) Power (Internal Control &LC^3) to Purpose (External Control & LC^4)

(iv) Purpose (External Control &LC^4) to Create Value (Internal Control & LC^5)

(v) Create Value (Internal Control & LC[5]) to Communitarian & Relating (External Control & LC[6])

Tier 2:

(i) Communitarian & Relating (External Control & LC[6]) to Integrative (Internal Control & LC[7])

(ii) Integrative (Internal Control & LC[7]) to Holistic (External Control & LC[7])

There are also three phases in every value system. As the complexity of life in our constant changing world emerge our value structure changes:

(i) Phase 1, Entering: The one value system enters the next value system on the vestiges of the previous one.

(ii) Phase 2, Peak: The team member's thinking is centralised in a value system and the strength of the value system peaks.

(iii) Phase 3, Exit: A value system exits when a new or other life condition appears.

The value of identification and understanding how the value structure within a team member, team or organisation manifests is central to the process to identify change potential for performance. The barriers that need to be overcome (wilful blindness, inability to see alternatives, "What is keeping us back?"), creating dissonance for change ("Where we are and where we want to be"), adopting solutions, and designing interventions for growth and development. Coaching, mentoring and training interventions enhance and enable performance. The structure and analysis of value systems for profiling are defined for profiling team member value structures.

3.8 STRUCTURE AND ANALYSIS OF VALUE SYSTEMS

Profiling team values or assessing teams is an educated attempt to provide team leaders, managers or an organisation with specific information to understand the team members' motivation, their engagement, commitment and culture.

Many fields of expertise use profiling, such as in the fields of forensics, psychology, organisational development, statistics and engineering. These assessments or profiles are referred to as modelling (Golan & Witte, 2014) and in this instance modelling to create models of excellence for team values.

The Value Systems, according to Graves (1970), simplified by Beck and Cowan (2006), and described by Prinsloo (2012), forms the framework of VSQ. The VSQ measures to what extent the person identifies him or herself with elements of these different worldviews (values) that determine his or her perception of what is real and what the real world at work looks like. Team members completed questions on personal values and social patterns. The dimensions are discussed and the implications for teams are emphasised.

The instrument divides into eight value system and ten social pattern or preference variables. Part A, Tier one, includes survival, safety, power, purpose or truth, value creation and relationship orientation. In Tier two the application lies in the systemic quality of existence, transcendence and the holistic or a global worldview.

Part B included the team member's value hierarchy to identify the values that will be beneficial to facilitate required performance levels in the team. Part C indicates value applications to manage and create positive energy, assist in solving management challenges, and aims to enable team fit.

PART A

Tier 1: Value Systems 1 – 6

(i) Value System 1: Survival (Beck & Cowan, 2006; Prinsloo, 2012)

Existence centres on survival. The focus is on basic-instinctive reactions, subsistence needs; physical survival, physiological needs. There is little awareness as a distinctive being. They form protective and supportive bands and the senses drive the behaviour and not the conscious mind.

Life Condition[1]

Life condition problems are intense. There is no time-competence, and do not expect this person to save for the future or to step out of the present. This value

system is found among the very young and old, survivors of an accident or a tragedy where there was loss of life or where there was trauma, such as sexual abuse, also among ill and starving people.

Survival implications for teams

The team member will capitalise on instincts and habits. This involves a reactive response to the environment, there is little self-awareness and the team member is impulsive. Written directions, symbols and even oral instructions must be simple and repeated frequently.

There is little awareness of health and wellness - only of pain and discomfort. Team members do not know how to ask for help. Management is done through nurture and care, delivering assistance and meeting their basic needs first.

(ii) Value System 2: Safety (Beck & Cowan, 2006; Prinsloo, 2010)

The individual transcends from instincts to a conscious mind that alters the life condition. There is curiosity about the larger world "out there" and he/she becomes aware of threats to security and safety.

The superstitious, those in dogmatic religions and enmeshed families, where there is a belief in luck, blood oaths, ancient grudges, trance dancing, family rituals, gangs, and corporate "tribes"; and it is inherent in old 'school ties', and fanatical sports team support cultures are included here. There is a tendency to maintain family and in-group bonds; at times there are dogmatic beliefs and ideologies; the need for safety and protection; and a general fearfulness.

Life Condition[2]

This orientation set of values wants to belong to a group and they respect group boundaries, authority, respect, protection and obedience; familiarity, certainty and routine, what is sacred, as well as observing rituals and customs. Those who embrace a safety orientation often are ethnocentric, traditionalist and their relationships are largely role-based. Prevalent in South Africa is the stance against women in the work-place founded in the patriarchal culture, HIV and Aids and other social issues, such as violence against women and children.

Safety implications for teams

This value system is associated with group and team dependence. The team members avoid change and have an 'us-and-them' orientation. It is also paternalistic, as the team leader is valued and the team member is highly patriotic. Teams espousing this value system tend to be self-sacrificial toward their internal group and antagonistic toward external groups. This worldview is associated with individuals with an external locus of control. Learning is largely passive and there is a tendency to seek guidance.

Reciprocity is a key organising principle and forms the foundation of the co-operative inter- dependence of African socialism referred to as "Ubuntu". Pay and benefit programmes are difficult as individual reward separates the good performer from the team. If the one team member is disgraced, all share in the emotions of loss. A recent example is the behaviour of a faction of South Africans jeering President Zuma during his speech at President Mandela's funeral. Another example is the South African salary wage negotiations.

Unionised members of the researched organisation (National Mine Workers' Union, Solidarity and the Building, Construction & Allied Workers Union) receive the same percentage raise and non-unionised members receive the annual raise determined by the organisation. Controlling team behaviour creates situations where team members find weaknesses in their leaders and challenge the status quo; they group in their Unions and strike to achieve freedom and autonomy.

Team leaders in this value orientation bring consensus and balance to the team. Meeting the security and safety needs of team members enables change in the organisation.

(iii) Value System 3: Power (Beck & Cowan, 2006; Prinsloo, 2010)

Power lies in bravado; rebellious youths; frontier mentalities; fanatical groups; macho-cultures; entrepreneurs and in activities which require effort and control. This orientation is highly energetic, impulsive, dominant, active, achievement-driven; critical; demanding; competitive; egocentric; defensive; dominant and power-driven. There are tendencies to be expressive, not inhibited by guilt and to strive for

respect and recognition. They seek excitement and sensual pleasure; fear shame; are afraid to lose face and autonomy.

Life Condition[3]

Life is a jungle, and the fittest survive. The individual believes that toughness and control prevail and that respect and reputation matter more than life and they avoid shame, get people back and there is no concern for the future - 'make it or die trying'.

Power implications for teams

Team members who adopt this position may come across as proud, assertive, energetic and/or imaginative. They blame others and take revenge; others are not to be trusted and there is a scarcity mentality and continuous expectation of threat. The value system is associated with an emphasis on performance and results. Such a team leader presents a tough image and a 'carrot-and-stick' leadership approach. They espouse this value structure through a results- driven focus and attain the goals through hard work. Emotionally, it is associated with seeking impulse gratification; fear of failure; blaming and locating the cause of difficulty and failures outside the self; avoidance of insult and pain. For this team member it is important to impress, influence and conquer others, even though the means may be aggressive, exhausting, fanatical, exploitative or dogmatic. Reinforcement and conditioning are the preferred methods of learning.

(vi) Value System 4: Purpose or Truth (Beck & Cowan, 2006; Prinsloo, 2010)

There are meaning and purpose, order and stability in living. There are control of impulsivity and response to guilt. The individual holds the principles of righteous living and a belief in the divine plan with regard to people and places. This value orientation finds expression in patriotism; codes of chivalry and honour; fraternities, boy and girl scouts; traditional schools, certain family practices, mosques and churches.

It may also find expression in bureaucratic or hierarchical structures; totalitarian or dogmatic organisations; inflexible ideologies; and moralistic inclinations.

There are purposefulness, structure, truth seeking, showing depth, and reliability; being pedantic; a loyalist orientation; the tendency to conform and to avoid change; appreciation of quality and a sound work ethic.

Life Condition[4]

A single guiding force controls the world and determines our destiny. Life has meaning and there are ties to something greater, i.e. belief, cause, tradition, organisation or a movement. The individual stands for what is right, proper, good and subjects himself to authority.

Purpose implications for teams

Team members are judgemental, obedient to authority and they practise self-discipline and tend to differentiate between what they regard as right and wrong. They seek security and are cautious. They value integrity and ethical behaviour; observe laws and regulations and believe that hardship and self-discipline build character and moral fibre. In addition, there is a focus on controlling impulsivity; seeking stability and adhering to a code of conduct; being honourable; and being punctual and reliable. They learn from authority, and ethics governs decisions, facts and authority opinions. It also follows tradition, convention and policy; values certainty, structure and order; duty is the motivator; is loyal; is responsible; is careful; and promotes fairness and traditions. They make sacrifices for the greater good of all and the tension between ambiguity and uncertainty causes stress and they fear chaos.

(v) Value System 5: Value creation (Beck & Cowan, 2006; Prinsloo, 2010)

In the strive-drive-orientation, the individual strives for autonomy and independence. A good life means material abundance and living is enhanced through technology and science. The best solutions bring progress, people play to win and learning occurs by tried and true experience.

They are able to have tough negotiations. Value creation is strategic, opportunistic, flexible, resilient and politically astute. The mentality is abundance, the exercise of freedom of choice and self-interest. This finds expression in colonialism; the fashion industry; prosperity ministries; the emerging middle classes;

the advertising industry; mining cartels; achiever cultures; venture capitalists activities; a large proportion of generation Y and the corporate culture in general.

Life Condition[5]

The world is full of opportunities for those who seize the day. Nothing is certain but if you play well, you will have a choice. You have to have a belief in yourself and everything will fall into place. Structure and rules will hinder progress, be practical and make things better for you. I am confident of my abilities and intend to make a difference in this world. Gather data, build a plan and go for excellence.

Value Creation implications for teams

Team members enjoy playing the game; they have autonomy and can manage the outcomes. They are optimistic, practical, take risks, self-reliant and resilient. They will look for opportunities, strategize, take initiative, are competitive, are normally interested in technology; and feel deserving of success, prosperity and abundance. It values competition, ambition, affluence; image and continuous improvement. The team leader will set goals, achieve them, and make the tough decisions. At times, this value orientation deteriorates into narcissistic, inconsiderate and materialistic tendencies and becomes exploitative and short-sighted. They experience stress, caused by setbacks, goals not being realised and obstacles and have the ability, flexibility and skill to reframe setbacks.

Team members also believe that sharing and participating are better than competition, and that the involvement of the whole team is valued. Managing the team is effective when the team leader emphasises consensus, forges compromise, is consultative and uses facilitative processes rather than directing and listens to the team. Open communication is stressed and cherished. Team members that adopt this value system are stress prone when they observe and experience rage, discord, extinctions, contamination, group separation and lack of consideration.

Tier 2: Value Systems 7 - 8

(vi) Value System 7: Systemic and Quality of Being (Beck & Cowan, 2006; Prinsloo, 2010)

This value system is characterised by an acceptance of the flow and form of nature. The approach is integrative. There is a focus on functionality, flexibility and authenticity. The associated psychological disposition is that of individualistic, independent-mindedness; self- actualisation; and freedom of choice. Learning occurs through varied experience, observation, knowledge, and involves an intuitive process. Freedom, without harm to others or an excess of self-interest, is explored. Individuals accept diversity and the multi-dimensionality of living on earth and therefore demand integrative and open systems.

Life Condition[7]

The cumulative effects of the Tier 1 Value Systems endanger our world. Viability and capability must be restored to our populations and environment. *The purpose of living is to be independent within reason, as knowledgeable as possible and caring as much as is realistic.* I am a person, accountable and concerned for the world's conditions because of the impact they have on me as part of this living system.

Systemic Value (Quality of Being) implications for teams

These teams position themselves in knowledge, understanding, competence and intuition superseding rank, position, status symbols and power. They want to decide how to complete a task to achieve the results. Structure and order are to some extent irrelevant. Stagnation, rigid, dull, rule-based contexts are not stimulating and challenging. They want to keep their distance and associate with a significant degree of integration. There is importance and significance in the principles of systems thinking, the learning organisation and chaos theory.

Team leaders are problem solvers and understand that solutions need to be found within the challenges of existence. According to Grenny, Patterson, Maxfield, McMillan, & Switzler (2013) they realise breakthrough ideas within ordeals, i.e. eradication of Guinea Worm disease in Africa. They also understand that there are

forces at work we cannot manipulate or might not want to manipulate. The team member adapts to polarities, is able to find solutions to paradoxes, creates abundance, and engineers 'Win-Win-Win' outcomes. He is also able to frame conflicting ideas into dilemmas and has the ability to manage the transformation. There are more outcomes to a challenge, expansion of opportunities, movement and abundance and reflected in the language as "either or", "both and" and as Fons Trompenaars (2003) said the really big thing for leaders is not to think in terms of 'either-or' nor to think in 'and-and', but in 'through-through'.

(vii) Value System 8: Transcendence, Holistic or Global View (Beck & Cowan, 2006; Prinsloo, 2010)

It blends and harmonises a strong collective of individuals and sees living entities as dynamic and integrated systems. Global networking occurs "the world becomes smaller" and the human brain, mind tools and competencies expand.

This value system positions itself in the existential-philosophical, the individual lives in the 'now', thinking transpires intuitively and the depth of awareness has a spiritually inclination. Accentuated is the meaningfulness of human endeavours, the pluralistic harmony of Gandhi and the System of thought and the Holonomic Brain Model research done by the theoretical physicist, David Bohm.

Life Condition[8]

Currently we are experiencing the cataclysmic end-times. In this generation, we are crossing major technological and environmental thresholds with the potential to detonate the evolutionary bomb, which may possibly change the direction of our kind. We see genetic engineering, environmental crises, pandemics, and the lingering threat of nuclear war. Again, according to Beck and Cowen, we are setting-up the conditions for the "swing of the pendulum" back to the collective or sacrificial pole. Human development is in infancy as only chunks of the global force are evident.

Global View implications for teams

The dilemmas we encounter are unsolved. The challenges are expansive and complex. The amount of data calls for a renewal of order and collaborative

strategy. For the team leader there is an array of inferring behaviour, economic challenges and top-down and bottom-up pressure. The organisation is purpose-driven and not harmony-driven and the self-sacrificial investment of time and energy is difficult. This investment also expects of team members and finds expression in organisational language, such as “walk the extra mile”, customer service and performance to counter capitalistic drives. Team members need to align with the available resources to build a highly profitable organisation that offers outstanding benefits.

The team leader needs to be competent in paradox construction and resolution to manage the underlying chaos in the organisation and use diversity to the organisational advantage. There is no separation between team members or boundaries or ethnic peculiarities. Elitist privilege will not divide our people anymore. This thinking does not preclude destructive ideas and attachments as humans always manifest their being in a negative and positive way. The task of the team leader functioning in this value structure is to avoid dominating relationships and provide unselfish direction to his team. One would hope, as Beck and Cowen explain, that compassion, altruism, creativity, innovation and sharing will drive the future.

As described, change and growth are necessary to adapt to the new challenges (Prinsloo, 2010). The motivation for change can be internal or external to the team and a degree of discomfort will enable the energy for change, for example in this organisation case, the start-up of a new competitor competing for the same market segments will effect a market share loss of thirty plus per cent (according to an estimate from 2014). Opportunity for change needs to be present as not all the team members are open and ready for change according to the change profiles. To enable employees to perform development is rooted in accountability, influencing and customer centricity. Currently there are unresolved concerns, problems and issues with other teams, role clarification, personal development and more currently addressed through Customer Value Management. The support of team members is crucial for change and performance. Alignment between the team and organisational values is a prerequisite for future success.

PART B - VALUE HIERARCHY

All human beings have an inner stream of thoughts and feelings that include criticism, doubt and fear. The mind is continuously in a process to "anticipate and solve internal challenges and external events" (David & Congleton, 2013:124). In spite of popular self-management strategies (i.e. positive affirmations), competency techniques (i.e. time management), training, coaching and mentoring interventions team members and team leaders still struggle with recurring emotional challenges (i.e. anxiety about priorities, fear of rejection, distress over rebuff, perceived threats over mistakes).

According to David and Congleton (2013) team members are hooked by the undesirable thoughts by treating them as facts, for example, "I have been a failure my whole career" and avoid situations that evoke these thought and feelings, for example, "I am not taking on that challenge". Another way is to rationalise the thoughts and feelings away, for instance, "I know I am not a failure" and force themselves into similar situations, even when it go against their core values. In either case, these deplete available cognitive resources. The ability to change our thoughts and feelings is indispensable for team member performance and organisational success. To be value-driven and mindful will serve the team member and team to alleviate stress, reduce errors, become more innovative and improve job performance.

In 2001 Miller, de Baca, Matthews and Wilbourne developed the Personal Values Card Sort. This instrument is a collection of eighty-one values to identify and order values that inform a challenging work situation. Each pack contains 89 cards; three heading cards and 86 value cards. The three heading cards are titled "Very Important to me", "Important to me" and "Not Important to me (David & Congleton, 2013:125). This is outlined in Table 5: Personal Values Sort Card: David and Congleton (2013) below.

Application of this instrument engages team members in a reflective process, to identify which values they hold informs a challenging work situation, encourages open conversation during performance discussions, assists with decision-making,

strengthens partnerships and stimulates goal-setting, according to Miller, 'de Baca, Matthews and Wilbourne (as cited in David & Congleton, 2013).

Questions for interviewing can be generated from the Personal Values Card, i.e. “What values do I need to adopt to get this job done?”, “Why do I choose these values?”, “Where did I get these values?”, “Do my values affect my workplace?”, “How can I bring these values into my daily life?” Rokeach furthermore found that team members find it difficult to rank values. Divided, they tend to rank extreme values more reliably than other values. Other researchers found that the Rokeach Value Survey (RVS) excludes many values, and as with traits, the team member probably will never develop a complete list to encompass all the human values (as cited in David & Congleton, 2013). Beatte, Lynn, Homer and Shekar (1985) support the comprehensiveness of a list as it necessitates evaluation in the context of efficiency and effectiveness.

Table 5: Personal Values Sort Card: David and Congleton (2013)

#	Value	Applied	#	Value	Applied
1	Acceptance	Be accepted as I am	43	Inner peace	experience personal peace
2	Accuracy	be accurate in my opinions and beliefs	44	Intimacy	share my innermost experiences with others
3	Achievement	have important accomplishments	45	Justice	promote fair and equal treatment for all
4	Adventure	have new and exciting experiences	46	Knowledge	learn and contribute valuable knowledge
5	Attractiveness	be physically attractive	47	Leisure	take time to relax and enjoy
6	Authority	be in charge of and responsible for others	48	Loved	loved by those close to me
7	Autonomy	Be self-determined and independent	49	Loving	give love to others
8	Beauty	appreciate beauty around me	50	Mastery	be competent in my every day activities
9	Caring	take care of others	51	Mindfulness	live conscious and mindful of the present moment
10	Challenge	take on difficult tasks and problems	52	Moderation	avoid excesses and find a middle ground
11	Change	have a life full of change and variety	53	Monogamy	have one close, loving relationship
12	Comfort	have a pleasant and comfortable life	54	Non-conformity	question and challenge authority and norms
13	Commitment	make enduring, meaningful commitments	55	Nurturance	take care of and nurture others
14	Compassion	feel and act on concern for others in the world	56	Openness	be open to new experiences, ideas, and options
15	Contribution	make a lasting contribution	57	Order	have a life that is well-ordered and organized
16	Cooperation	work collaboratively with others	58	Passion	have deep feelings about ideas, activities, or people
17	Courtesy	Be considerate and polite toward others	59	Pleasure	Feel good
18	Creativity	have new and original ideas	60	Popularity	Be well-liked by man people
19	Dependability	be reliable and trustworthy	61	Power	have control over others
20	Duty	carry out my duties and obligations	62	Purpose	have meaning and direction in my life
21	Ecology	live in harmony with the environment	63	Rationality	be guided by reason and logic
22	Excitement	have a life full of thrills and stimulation	64	Realism	see and act realistically and practically

#	Value	Applied	#	Value	Applied
23	Faithfulness	be loyal and true in relationships	65	Responsibility	make and carry out responsible decisions
24	Fame	known and recognized	66	Risk	take risks and chances
25	Family	have a happy, loving family	67	Romance	have intense, exciting love in my life
26	Fitness	be physically fit and strong	68	Self-acceptance	accept myself as I am
27	Flexibility	adjust to new circumstances easily	69	Safety	be safe and secure
28	Forgiveness	be forgiving of others	70	Self-control	be disciplined in my own actions
29	Friendship	have close, supportive friends	71	Self-esteem	feel good about myself
30	Fun	play and have fun	72	Self-knowledge	have a deep and honest understanding of myself
31	Generosity	give what I have to others	73	Service	be of service to others
32	Genuineness	act in a manner that is true to who I am	74	Sexuality	have an active and satisfying sex life
33	God's will	seek and obey the will of God	75	Simplicity	live life simply, with minimal needs
34	Growth	keep changing and growing	76	Solitude	have time and space where I can be apart from others
35	Health	be physically well and healthy	77	Spirituality	grow and mature spiritually
36	Helpfulness	be helpful to others	78	Stability	have a life that stays fairly consistent
37	Honesty	Be honest and truthful	79	Tolerance	accept and respect those who differ from me
38	Hope	maintain a positive and optimistic outlook	80	Tradition	follow respected patterns of the past
39	Humility	be modest and unassuming	81	Virtue	live a morally pure and excellent life
40	Humour	see the humorous side of myself and the world	82	Wealth	have plenty of money
41	Independence	be free from dependence on others	83	World peace	work to promote peace in the world
42	Industry	work hard and well at my life tasks			

Questions for interviewing can be generated from the Personal Values Card, i.e. “What values do I need to adopt to get this job done?”, “Why do I choose these values?”, “Where did I get these values?”, “Do my values affect my workplace?”, “How can I bring these values into my daily life?” Rokeach furthermore found that team members find it difficult to rank values. Divided, they tend to rank extreme values more reliably than other values. Other researchers found that the Rokeach Value Survey (RVS) excludes many values, and as with traits, the team member probably will never develop a complete list to encompass all the human values (as cited in David & Congleton, 2013). Beatte, Lynn, Homer and Shekar (1985) support the comprehensiveness of a list as it necessitates evaluation in the context of efficiency and effectiveness.

The Merlevede Value Systems Questionnaire ranks a set of values as ascribed in the Graves' framework (Prinsloo, 2012; Graves, 1970) and incorporates the described Tier Value Structures. Some other values are independent from the Graves framework. These values, ranked according to order preference, are, for example, growth, delivery of quality, results, to make a difference, challenges, a better work environment or happiness. The values list is further expanded by asking, "What else is important for you in a work context" or "What is more important to you than all this, in the context of work?" One can then ask how a person would rank these values. There are additional applications where the Value Systems indicate how we think about issues; how we make decisions and which deep values flow beneath our motivation and our behaviour.

PART C - FURTHER APPLICATIONS

Merlevede (2012) reasons that the first application of values is personal: If you know which values influence your decisions, you should look for career opportunities that allow you to follow these values. At a personal level, one can use value systems to assess one's life, by asking the questions such as “How do you fit in?” “In what kind of environment or community would you be happy?” “Which values need to be in the picture?” or “What are the necessary changes?” “Which value systems are involved?”

Other applications are management related. Managing Human Capital means working with these differences in order to create positive energy. One of the issues is aligning a person's values with the task, and managing the team member accordingly.

Value Systems also help to solve management issues, for instance, “How should Who Manage (lead, teach, etc.) “Who has to do what?” and “When?”; “What does motivate people?”, “Which values need to be in the picture?” and “How do we have to communicate?”

Value Systems help to address change issues by answering the question, “From what to what do we have to change?”, “What kind of Change is appropriate, which value system is involved?”

Section 2: Social Pattern Variables

Values with high significance on the Crowne-Marlowe Social Desirability Scale are, for example, social recognition, peace, equality, and security, although perceived as personal values, do not guide life or life decisions (Beatty et al., 1985).

In the List of Values (LOV) of Kahle, Veroff and Kulka, developed from Maslow, Rokeach (RSV) and Feathers’ work, individuals, according to the Social Adaption Theory, adapt to various life roles based on value fulfilment. As seen in the Personal Values Sort Card, the team member will differentiate between values that are ‘very important’, ‘important’ and ‘not important’. Such a list of values according to Beatty, Lynn, Homer and Shekhar (1985) is simpler to administer and easier for the respondent to complete. Social desirability of values is acceptable as a measure of values, since values are what individuals consider desirable. Considering the influence of values endorsed by team members in the context of work life, a list of values includes a higher proportion of those values that will directly influence a team member or a team’s behaviour.

The VSQ lists social values that the team member ranks in order of preference. It measures the social patterns, or the pattern of values and thinking styles that they use in social situations. The values group in ten variables and into five pairs of related patterns.

Type of Value-Orientation (Talcott Parsons, 1960)

Built on four functional imperatives is the Value Orientation Theory of Parsons, known as the AGIL system (Adapt-Goal-Integrative-Latency). It comprises the adaptive function of a system (the system adapts to the environment), the goal-attainment function (the system defines and achieves the set goals), the integrative or regulation function of the components of the system and the pattern maintenance or latency function (how motivation and the dimensions of culture that create and sustain motivation are stimulated).

There are four action systems performing the actions to complement the functional imperative, the behavioural organism, the personality system, social system and the cultural system. These function in hierarchical levels with each of the lower levels providing impetus for the higher levels, with the higher levels controlling the lower levels. He focused on the roles of values and norms; the socialization process where society instils an outlook in individuals (pursues self-interest and serves interest of the system).

Integration of the culture into other systems and the capability of culture to control actions and motivation are found in need-deposition, and are shaped by the environment. He does not include the process of change, nonetheless brought the symbolic resources of money and influence that individuals desire, will act upon, and distribute to the broader system (Ritzer & Goodman, 2004).

The work of Parsons, further developed by Trompenaars and Hamden-Turner, “measures the impact of values in a valid, replicable and systemic way” (Kleiner, 2001:12), expanded the system of shared meaning and the construct of culture to enable change in organisations.

Merlevede (2012) asks the question, “How does one integrate oneself with the reigning rule and value- system of the organisation and the society?” This first set of variables measures whether one accepts rules as absolute (and submits to these rules) or whether one keeps some freedom and claims the right to judge for oneself whether a rule applies or not. The variables ‘universalism’ and ‘particularism’ are measured.

Scope of values and rules (Talcott Parsons, 1960)

How does one set boundaries in the world? Does one differentiate between work and life outside of work? Does one make clear distinctions between different work tasks? Do you communicate in a transparent manner within a specific context or boundary?

In the second set of variables Merlevede (2012), postulates that it measures whether one sets clear boundaries or not. If boundaries are clear or 'specific', one can be direct (even blunt), precise and timed within the context or boundary. What one says within the boundary of work is independent of what happens outside that boundary, i.e. a team member presents a positive attitude in a meeting in spite of bad news received at the time he left for work that morning.

Boundaries may be 'diffuse'. What happens in one context, transfers into the next context and interferes with that or other contexts. Examples are, when a team member experiences stress at work due to pressure, that pressure influences the family relationship negatively or if a person is blunt in a work context, this will influence the relationship with his children outside work, or if someone is a friend, he treats that team member friendly at work.

Thinking Style (Rodger Sperry, 1961, 1969)

Nobel Prize winner Roger Sperry (1961) researched the relationship between the brain's right and left hemispheres. Sperry found that the left hemisphere tends to function by processing information in an analytical, rational, logical, sequential way. The right hemisphere tends to function by recognizing relationships, integrating and synthesizing information, and arriving at intuitive insights.

Sperry also specified that subjective experience interacts on the brain processes and that there are "causal influences on the consciousness" which determine behaviour (Sperry, 1969:533). The left hemisphere processes challenges by collecting data, chunks information for analyses, and using a rational thinking process to reach a logical conclusion. The right hemisphere approaches the challenge or situation by making intuitive extrapolations, fuse and synthesize information in constructs to answers based on insights and perceptions (Dew, 1996).

The strongest bias in management research is the bias towards rationality only. Rationality, implied as objectivity, is acceptable and other behaviour ignored and labelled irrational. Management thinkers Barnard, Leavitt, Mintzberg, Simon, Taggart and Valenzi are of the opinion that to be effective and flexible requires having command of the whole range of skills and applying them as appropriate is necessary (as cited in Taggart & Valenzi, 1990). Human information processing instruments (Torrance-Taggart Human Information Processing Instrument) assess thinking preferences by "categorising individuals in four quadrants" (Taggert & Valenzi, 1990:152), Rational (left), Intuitive (right), Mixed (left or right) and Integrated (right and left) and the Brain Technologies Corporation's Brain Map Instrument identifies I-control (rational), I-pursue (intuitive), I-explore (intuitive) and I-preserve (rational). Of further importance is that the research and development was piloted in organisations and in the field of educational psychology (SOLAT – Style of Learning and Thinking) and not in mainstream academic research.

Another example is the development of Ned Hermann, a manager at General Electric's Management Development Institute. This development enhanced the research into the brain's function and individuals' brain dominance (Taggart & Valenzi, 1990). He developed the Hermann Brain Dominance Instrument (HBDI), Cerebral-left (rational), Limbic-left (rational), Cerebral-right (intuitive) and Limbic-right (intuitive), to assist assessment of the manner in which individuals use their brains.

The research proposed that individuals in various professions access either the left or the right hemisphere. Managers, for instance, who tend to be left-hemisphere dominant, will "focus on organizing, structuring, and controlling situations opposing social workers for instance, will be right-hemisphere dominant and draw on their ability to relate to other individual's emotions to achieve insights about situations" (Dew, 1996:91).

Technology enables scientists today to substantiate behavioural research over the decades. Where profiling attempted to understand what individual thinking is, neuro-science and neuro-biology finds increasing biological basis for example, intelligence, creativity, anti-sociality and impulsive decision-making (Stough, 2005). Leaf (2013:19) is of opinion that "moment by moment, every day, you are changing

the structure of your brain through your thinking". We are able to change our intelligence, the brain is malleable and adaptable and we can bring healing to and change the physical nature of our brain (neuroplasticity). Thinking changes the shape of DNS (deoxyribonucleic acid), it can become shorter due to tightening and switch-off other DNA codes and reduce quality expressions (negative thought) and can be reversed (positive thought) and "we are accountable for every decision we make" (Leaf, 2013:42).

This evidence we have today could be found in the contributions of Piaget, Erickson, Maslow, Graves, May to name a few and is incorporated in the iWAM® and VSQ®. These instruments contribute the evaluation of team member thinking preferences and processing in the organisational context.

To illustrate the relevance of the value preference, the Dew example (1996:93) in Table 6 compares the "differences in the thought process" between a left hemisphere and right hemisphere of Quality Professionals.

Discussion Style (at ease with conflict)

As in the thinking preferences Sternberg and Grigorenko (1997:703) are of the opinion that there "is polarity in how team members make decisions". On the question of "How does our process of understanding and deciding function?" there are two variables that describe to what degree one 'matches' (looks for patterns, forms correlations, searching for agreement, collaborative approach) or one 'mismatches' (looks for exceptions, difference, pointing counter examples, and the conversational approach is argumentative or in conflict with what was presented). Personal flexibility does not occur spontaneously (Herr, 1993).

Table 6: Comparison of Quality Approaches (Dew, 1996)

QUALITY PROFESSIONALS			
Left hemisphere dominant		**Right hemisphere dominant**	
1	Solve problems through the use of data	1	Solve problems through the understanding of relationships
2	Perform statistical analysis of data	2	Use cause-and effect diagrams
3	Develop solutions using logical analyses of facts	3	Develop solutions using creativity and brainstorming
4	Have work done by individuals who are assigned to study a system using an orderly approach	4	Have work done by teams that will raise many questions and work multiple issues
5	Define quality as conformance to definable requirements that can be measured	5	Define quality based on a holistic concept, such as total quality
6	Establish controls in early stages of a system that will ensure quality is controlled throughout the system's life cycle	6	View quality as a process for continuous improvement in which controls are only temporary
7	Improve quality by studying specific variation within a system	7.	Improve quality by starting with a holistic strategic quality plan
8	Identify root causes of problems by elaborately categorising possible causes and using strict rules for questioning	8	Identify root causes of issues by using the 5 Why Root Cause Analysis Methodology, Barrier Analysis and Process Diagrams

Conditioned by parents, teachers and authority figures, a child learns a matching or mismatching orientation. Exposed to traumatic experiences a child adopts a fear of mismatching (forced to match, or forbade to mismatch) or to always make a decision to mismatch (Hall & Bodenhamer, 2005).

Matching or mismatching implications for teams

A matcher will try to avoid conflict and his attention will focus on how things match in a similar way to previous experience. This team member values security and stability, feels threatened by change and wants the world to stay the same. The value of sameness creates conservatism, inhibits growth and causes stress. A team member who mismatches will feel at ease during conflict, and may consider it a normal phase in decision-making.

He or she will “value change, variety, newness and will not like situations that remain static” (Hall & Bodenhamer, 2005:63).

Efficiency and flexibility

The final variables of this section evaluate team member orientation in favour of efficiency (seeking alternatives, combination of possible answers) and flexibility (how flexible one is in respect of the other eight variables). The construct of flexibility summarises the knowledge, skill and attitudes that an adult needs to apply in the work context. It is a composite of academic skills, adaptive, transfer, mobility, learning skills, career adaptability (resilience, insight, and identity), plan fullness, self-organisation, communication and problem solving. This overlaps with what Amundsom called a competent person. A competent person is one who has the capacity or power to adequately deal with emerging situations (as cited in Herr, 1993).

Flexibility and efficiency implications for teams

An incompetent team member will experience anxiety and stress as his skills and knowledge may not fit his job or the task at hand. He or she may have a negative attitude and undeveloped work habits (Herr, 1993). Lombardo and Echinger (2009:417) say that “the world hates change, yet it is the only thing that has brought progress.” A team member who is unable to adapt to new strategies, plans, programs, cultures, philosophies or technical development, a new or different team leader or manager may disagree inappropriately or vocally with them on plans, and strategies. He or she is prone to blaming and will be unable to forge cooperative relationships with other team members.

A flexible team member or team leader will be comfortable with change, will challenge authority and team members in a constructive way, and will support things he does not agree with. These team members can make transitions to the new and the different, handle conflict well, and are open to the views of others (Lombardo & Echinger, 2009). An efficient team leader or team member exceeds goals successfully, does not waste time, focusses on the task and pushes it through. An inefficient team member wastes time and resources (energy), pursues non-essentials and something always gets in the way of task completion,

for example failure to set goals, priorities, underestimating time frames, and overcoming resistance (Lombardo & Echinger, 2009).

3.9 SUMMARY: ABSTRACTING VALUE PROFILING FOR MODELLING EXCELLENCE

Values guide and direct team members, team leaders, management and organisations. Values are messages from the unconscious and a value system represents the criteria of a team member needed to assess the value and quality of things.

A value system has structure (hierarchy of values) and a team member will rank his values according to personal preference and importance. Every value has a balancing value, for example, freedom versus affiliation. The team member will likewise distinguish between target values and sustaining values. Where target values are work-related, sustaining values are inherent within. When these values or the value structure is violated, his or her response will vary from sensitivity to aggression and can cause frustration, dissatisfaction and stress. Incongruence or disparity between misaligned value systems lies at the core of conflict as values receive different priorities. A team leader may have a value that his team member does not share and value definitions between team members differ and value tolerance is correspondingly dissimilar.

As seen in Figure 3, Balanced Polarities of the Competing Values Framework, values link team members, team leaders, managers and organisations through the values of for example loyalty, affection, shared experience, relationships, internal and external customer service to comply with economic requirements and demand for performance and sustainability. Espoused and enacted values between employees, and the organisation must align and be lived to be successful in the fluid, challenging market environment.

A team member thinks that choices and decisions are made based on beliefs, values and habits. The team member is not driven by forces beyond his control. He or she is in control and accountable. The thinking and values of a team member are observable through behaviour or actions (do and say) and are observed by others

(team leader, other team members and managers) through Attitude (approach and outlook). Team members' thinking preferences and value structures are the drivers of motivation communication, customer service, and organisational performance.

In Chapter 4 the empirical design and analysis for three teams are done, analysed and Models of Excellence engineered for the comparative analyses. The contextual team differences are applied in Chapter 5 to develop recommendations to influence and enable emotionally and socially intelligent team performance.

CHAPTER 4:

EMPIRICAL DESIGN AND ANALYSIS

4.1 INTRODUCTION

To empower the team leader and manager to understand team member thinking and value preferences, the primary objective of this Chapter is to build a foundation through individual and team profiling, the Models of Excellence and analysis to manage unconstructive team behaviour.

Realising the secondary objectives the reports that can be generated by the profiling instruments are discussed. The extent and advantages of a Model of Excellence are further clarified and the five phases of engineering the Models of Excellence are introduced. The contrastive analysis is explained in view of the differences in thinking preferences and values between low and high performing team members.

The research questions for the empirical design and analysis are, "What is the difference between high performers and low performers?" "Which thinking preferences are displayed by high and low performers?" What values are displayed by high and low performers?" and "What are the differences in thinking preferences and values between low and high performers for teams?" and "Which dimensions should be included in model of excellence to develop emotional and social intelligence to improve, maintain and sustain team performance?"

Two instruments are used to determine the outcome to implement and effectively integrate development and performance interventions. The first is the Inventory for Work Attitude and Motivation Questionnaire (iWAM®) that profiles the thinking preferences and the Values System Questionnaire (VSQ®) which profiles the individual values for modelling.

In view of the prefatory discussion of the dimensions and constructs of the iWAM® and VSQ® instrument structures in Chapter 2 and Chapter 3, this chapter has at its core the essence of the Models of Excellence. The scoring, standardisation,

Standard Group: South Africa, data collection, individual profiling, procedure, modelling process in reference to the engineering the analysis of Models of Excellence are discussed.

The custom team Models of Excellence and the outcome from the contrastive analysis will provide insight into the organisation to sustain emotionally and socially intelligent team performance. This meta-approach can deliver extensive organisational and behavioural development advantages to improve team and organisational performance (Merlevede, 2014b).

4.2 DESCRIPTIVE STATISTICS

4.2.1 Approach

A Model of Excellence (MoE) is presented as a method to assist an organisation in understanding team member thinking, to know what drives and motivates them, to improve communication, to design models of examples of excellence for future recruitment, team fit, and to narrow areas of development to influence performance, engagement and to realise sustainability.

The literature study in Chapter 2 embraces the binary variables or behaviour polarities a team leader has to manage in the team context, what a mental model is and how team member thinking is created. The structure, constructs and dimensions of profiling team thinking preferences are described. The thinking preferences are explained with reference to examples and implications for team behaviour and performance.

Chapter 3 explores the nature and structure of the role that espoused and enacted values play in the construction of beliefs and how the team member engages the values to make sense of his or her internal and external world. The polarity of values is investigated to understand how values compete with each other and why they can be in conflict. The values of a team are described and the values profile design clarifies the influence of values on team members and team behaviour with examples. The application of a value model further elucidates the role of underlying emotions in creating negative states of frustration, dissatisfaction which

can lead to stress incongruence or disparity between team members and create conflict in a team.

The thinking preferences and value structures of teams are analysed in Chapter 4 to determine the drive and motivation that will reinforce the performance of these teams. Team profiles are created and will be compared to identify, address and narrow the differences between 'existing' and 'ideal' conditions to sustain performance. Contrastive analysis is used to compare the thinking preferences and social variables as it investigates the differences between pairs (or small sets) of languages against the background of similarities with the purpose of providing input to applied disciplines, in this instance organisational behaviour. With its largely descriptive focus, contrastive linguistics provides an interface between theory and application. It makes use of theoretical findings and models of language description but is driven by the objective of applicability (Gast, 2010; Gast & Levshina, 2013).

Models of Excellence will be engineered for three teams, viz., Management, Team Leaders and Team Members (Artisans) by profiling individual team thinking preferences and value structures. The development of emotional and social intelligence is emphasised in Chapter 5.

An overview of the team panorama is created and includes the definition, typology, size, the development of team member competencies, team culture and the influence of diversity. The intricacy of the dimensions of performance has significance for the operation of concern as it challenges sustainability and future existence. It is therefore important to consider all the factors determining internal strength to form and grow high performance business units to support a high performance organisation. A new model is proposed to enable performance to underpin the drive and motivation needed for performance.

4.3 QUINTESSENCE OF THE MODEL OF EXCELLENCE

Organisations experience challenges in employing suitable employees, to ensure team fit and to close the performance disparity between the outcomes and the requirements of the organisation (Belbin, 2010). There are several instruments available and applied to assist management to appoint a suitable candidate who

will serve and be committed, loyal and dedicated to the company, for example, Nautilus Persönlichkeitstest, MAP (Measures of Academic Progress), MBTI (Myers-Briggs Type Indicator), MMPI (Minnesota Multiphasic Personality Inventory), MPA (Master Person Analysis), OPQ32 (Occupational Personality Questionnaire) and CPP (Cognitive Process Profile) (Maus, 2012).

Many challenges, however, remain in teams with regard to team performance. Team members are influenced by variables in their work environments such as leadership style and peer pressure, gender and generational influences. Thus, when working with teams, organisational development and behaviour, culture, climate, engagement and sub-disciplines of human resources, such as “recruitment, performance management, coaching and succession planning it seems as if a void in human architecture still exists” (Merlevede, 2005:1).

A Model of Excellence (MoE) is an engineered functional instrument that an organisation can apply to reduce the cost of recruitment and hiring, succession planning, increase retention and improve performance. It aggregates efforts and interventions towards an increased focus by the team leaders to assist their teams to perform and develop. Another purpose of the MoE is referencing. This reference model provides a modelling approach to define attitude, values and competencies of high performers and explains how these differ from the attitude, values and competencies of low performers holding the same function. A reference model is structured around the following formula to ensure performance, as Results = Attitude x Values x Competence (Merlevede, 2014b). Modelling can be done for a job group whether it is to discover the top CEO for a merger or to recruit the most suitable artisan for a nuclear facility.

A Model of Excellence provides answers to the questions, “What is the difference between a high performer and a low performer?”; “What attitude is displayed by a high performer?” and “What values does a high performer hold? “These attributes will be low in a low performer.

A complete Model of Excellence defines the attitude, the values and the competencies of top performers, and explains how these differ from the attitudes; values and competencies observed in lower performers holding the same function

or are in the same job group. “Excellence can therefore be mapped by using the jobEQ© technology in any of these domains” (Merlevede, 2014b).

A specific norm group is built and correlated with differences in performance with the differences in the thinking preference parameters and this also distinguishes it from other cultural norm groups.

4.3.1 The advantages of a Model of Excellence

4.3.1.1 Recruitment and team fit

The job advertisement is written congruent with the required attitude, values and competencies required as found for the high-performance outcome (Goodall, 2013) of a Model of Excellence. Secondly, all the applicants are tested against the Model of Excellence. The applicants are measured against the Standard Group, South Africa 2013, the culture of the operation and job- group or team, for instance artisans.

A well-written advertisement which includes the motivational language (i.e. proactive, initiate, goal orientation, etc.) will attract an increased number of ‘high potential’ candidates and decrease the number of ‘low potential’ candidates. Ranking the high-potential candidates on their fit with the Model of Excellence (*best fit* to *inadequate*) will generate a shortlist of the best candidates for a particular position (Merlevede, 2014).

In view of profiling team member thinking preferences, value structures and engineering models of excellence Merlevede is of opinion that organisations benefit through the applications of more suitable candidates for an advertised position. It is cost-effective as fewer candidates have to be invited to the interviews. It will save recruiter time and additional cost, such as travelling, accommodation and the medical screening and evaluation fees of prospective candidates.

Another benefit is that these tests and the Models of Excellence do not discriminate against minority groups and diversity. Another benefit is that the instruments test emotional intelligence objectively within the context of the workplace. Adding to this is one of the most important benefits to an operation or organisation.

The new appointee must be able to fit in with the expectations of the management of a position, for example team leader, the existing culture of the operation (business unit) and organisation, the other team members (management team) and the culture and climate of a team (how the management teams do things), the requirements of a position, for instance a General Manager. Other benefits acquired by organisations are:

4.3.1.2 Objective measurement and development of team members

As team leaders, heads of department, managers and leaders pressure is experienced at different levels and intensities. This originates from the competitive economic environment, operational performance subjected to uncontrollable forces (for instance rain, low sales, raw material or quality). Other challenges, such as the strategic targets and objectives, performance measurements, team members' needs and requirements, their own relational ineptitude require an unlike skills set in the work context. These are to know and communicate with team members at a level above and beyond the technical, the stress of production and the day-to-day survival in a team. Collective with other available tools, such as performance reviews, coaching conversations, communication training these new tools will complement the technically inclined team leader or manager to bring value to the career progression of his or her team members, operation or organisation (Kreitner & Kinicki, 2012).

4.3.1.3 Effective and efficient communication in teams

In the operation of research and other sister operations it was found that communication lies at the heart of a relationship in the team or between teams. Without skilled communication the internal and external customers are misunderstood, team leaders are unable to address difficult performance counselling, do performance reviews, give instructions, build the relationships to elicit excitement, engagement and motivation (Barsh, Mogelof & Webb, 2010). They do not know who they are dealing with and are unable to create rapport and are then surprised when a team or a team member does not do what it said it was going to do. The individual and team Communication Report indicates how these challenges are overcome fairly easily.

4.3.1.4 Career progression and succession planning

In organisational design structures are becoming flatter, global matrix reporting, pressure on fixed cost, the influence of fixed term and sub-contractors leave the permanent employee in insecurity, confusion and frustrated (Cummings & Worley, 2014). Taking into account that each team member has an internal personal clock (time for change), the team leader can proactively address the development needs of his or her team by resetting the personal clocks by offering exciting new or special projects or expanding areas of responsibilities.

This will induce job satisfaction, a higher level of commitment, motivation and engagement which will lead to performance.

4.3.1.5 Training and coaching

By comparing a low performing team member or team leader with the Model of Excellence of a particular job group, for instance Operator-Millwrights, areas of development can be identified for improvement, such as team membership, team coaching or training to bridge the knowledge and skills void, assisting a team member to cope with, for instance, communication challenges, participation in the team or taking initiative for task completion or to aligning enacted values with the espoused values of the organisation to create team congruence and increase team performance (Hawkins, 2011; Neale, Spencer-Arnell & Wilson, 2011).

4.3.1.6 Building high-performing teams

A Model of Excellence is created for a specific team in the same way as for high performer team members. The team is compared and areas of development identified. To facilitate common purpose, clear roles, collective decision-making and other characteristics of high performing teams (Goodall, 2013; Yeatts & Hyten, 1998) training, coaching interventions to assist teams to deal with and train low performing teams for complex skills can be selected.

4.3.1.7 Decision-making and making high-level decisions

Working in teams requires complex skills from team members, for example interacting with each other and making decisions (De la Torre-Ruiz, Ferrón-Vílchez & Ortiz-de-Mandojana, 2014). Mergers and acquisitions, moreover, are not only

based on financial results and future growth. There are challenges that need to be confronted by the stakeholders and executive committees, such as, “Which leaders will be able to lead this organisation in the future?”; “How many of their employees will be accommodated and integrated in the company?” The view of Merlevede (2014) is that engineering and applying Models of Excellence in mergers and acquisitions enable efficient transitions.

4.3.1.8 Leading and managing the team or organisation

Optimal performance and retention of team members in a team or organisation are dependent upon the leadership or management style of the team leader or manager. People do not leave organisations; they leave people (Hackman, 2002).

The leadership or management style of the team leader or manager has to be aligned with the organisational expectations, the espoused values and competencies and attuned with the thinking preferences of the team he or she is leading.

When the Model of Excellence indicates that one needs an independent thinking team, for instance a specialist team, such as a project team for a task, the team leader must be competent, able to lead specialists and allow independent thought and creativity. Appointing an incompatible leader who micro-manages and is unable to communicate with the team or has an indifferent orientation will be creating an environment which will undermine team performance and increase turnover (Merlevede, 2014).

Maus (2011:162) further provides a sales example. The “very best salespeople in any given organisation are 5-10%, the mediocre represent approximately 80% and the rest 10-15%”. By creating profiles for the top performers and the low performers a comparative analysis can be done to achieve the following (Maus, 2011):

(1) Through contrastive analysis the thinking preferences that will serve the position, operation, culture and the expectations of the management can be isolated.

(2) These attributes are used as the future criteria for recruitment, placement, team-fit, succession and development.

(3) Since we know what creates success in the context of the culture in this organisation, in this market space and in this time-frame successfully, the team members can be developed in view of organisational expectations and requirements.

(4) Taking the market segmentation, range of products and the customer base into account the team member can be allocated to another market segment and product range.

The above results consist of compensation benefits, performance appraisals and promotion. Attitude encompasses cultural fit, recruiting, team building, assessment integrated with coaching versus mentoring, personal development planning and the management of competence" (Merlevede, 2005). Once a model has been designed, it can be applied through all the phases of a team member or team's life cycle from attracting candidates, engaging and contracting the best candidate, ensuring team-fit, development, succession planning and operational integration to outplacement (Merlevede, 2014). Maps of excellence can be made for the three domains, viz. attitude, values and competencies.

For the purpose of this research attitudes and values will be included in the Models of Excellence created for the leaders (Management Team), the Team Leaders and team members or job group (Artisans). The dimensions and categories of the iWAM® and the VSQ® instruments are subjacent to the Models of Excellence. When accurate ratings of performance for a role or a team exist it is possible to determine the "extent of team members' or team's motivation or performance" (Merlevede, 2014:2).

Research indicates that motivational and attitudinal structures are more powerful in predicting performance in the work context or as Maus (2011) states, the primary task is to determine team members' thinking preferences, and utilising these will realise performance in the work- place.

4.3.2 iWAM® and VSQ® profiling instruments

The iWAM® is a registered trademark of jobEQ©, Belgium inclusive and used in conjunction with the LAB Profile® trademark of the Integral Perspectives and Bailey Screening Inc. As instrument it allows the identification of a team member's attention filters and cognitive styles. It is referred to as meta-programmes or thinking preferences. It identifies the individual strengths areas of development and default thinking preferences. It can predict motivation, work attitude, the communication and language preference and behaviour in the work and team contexts.

The thinking preferences discussed in Chapter 2 and summarised in Table 2: iWAM Profile™ (Merlevede, 2009) originated from researchers and thought leaders as cited by Van der Merwe and Renew (2006); Bales (1950), contributed Action level; pro-action versus reaction; Freud, Action direction; pleasure principle; coherence versus incoherence; Jung (1922), Evaluation reference; judgemental versus perceptive; Berne (1962), and in 1972, Task attitude; possibility and necessity transactional analysis; derived from modal operators; Klima (1964), Scope: Task orientation; breadth versus depth; Jung (1922), Communication sort; extroversion versus introversion; self-versus other; Work environment type; extroversion versus introversion; group versus individual and Parsons (1951), Work assignment type; individualism versus collectivism; sole responsibility versus group responsibility.

As summarised by Charvet (1997), Gardner (1953) developed Relationship Sorting (equivalence range; similarities versus comparison versus distinctions); Florence Kasai (1990) (Work approach; activist versus theorist versus structurist); Kluckhorn and Strodbeck (1961) (Temporal processing; past versus present versus future); McClelland (1953) Motivational sort; power versus affiliation versus achievement, Talcott Parsons (1951) Norming patterns; universalism versus particularism; universal rules versus no rules versus organisational rules versus particular rules; Bandler (1970) Convincer patterns; seeing versus hearing versus reading versus doing; Polya (1954) Convincer process; building a complex equivalence as function of frequency, tempo and duration and the interest filters can be found in the French 1980 "dotar" research (people versus tools versus systems versus money versus place versus time versus action; separates by person, place, time, action

and activity). The organisational application of the iWAM® is recruiting and assessment, team management, organisational culture evaluation for mergers and acquisitions, outplacement, conflict management, team member profiling for team-fit, coaching and performance management (Merlevede, Bridoux & Vandamme, 2004).

Chapter 3 denotes the work of Graves, Sperry, Parsons and the development of the Values System Questionnaire (VSQ®) by Merlevede (espoused values). The VSQ® as questionnaire is used in conjunction with the iWAM® and it assesses not only the value system of the organisation but also the cultural patterns (Parsons, Hampden-Turner & Trompenaars, 2000). This archetype identifies additional exceptional examples of the desired culture of an organisation and it is integrated in the design of a Model of Reference. This model of espoused values supports organisational culture and is designed to change a team value structure may there be misalignment between enacted and espoused values in teams or in the organisation.

4.3.3 Statistical instruments

The jobEQ© Software uses two main statistical instruments in the modelling process, the "t-test and F-test in modelling to analyse the thinking preferences, value systems and social variables" (Merlevede, 2009:8).

The t-test assesses whether the means of two groups are statistically different from each other (Trochim & Donnelly, 2008), thus it ascertains whether the averages of thinking preferences, value systems and social variables in two samples (teams or team members) differ in a meaningful way. For modelling purposes, it answers the question: "do the exemplars score significantly higher or lower for a parameter?" The t-tests are robust even in small sample sizes and populations which are not normally distributed. Relevant thinking preferences "may be missed and the probability underestimated and can be retrieved" with further refinement (Merlevede, 2008:8).

A two-tailed test is used to ensure that both the real average which could be to the left or to the right should be used. The t-test adjusts to sample size, degrees of freedom *df* (Trochim & Donnelly, 2008) and where the sample size during the

modelling process is too small; the Team Report will include a warning. The assumption is also made that the variances of the samples may be different (unequal sample sizes; unequal variance). In the Statistical Package for the Social Sciences (SPSS)there are two t-tests, one with equal variances, and one with unequal variances and there the value based on the value of the F-test are used which indicates whether the variances can be accepted as equal or unequal. The differences in the two methods of the t-test results are small and using the unequal variances might give a slight smaller probability (Merlevede, 2009). Values of T-test are Very Significant: $P < 0.01$, Significant: $P < 0.05$ and Border Significant: $P < 0.1$.

Variance-analysis in combination with t-tests supports the comparison between the Hi-Po (high performance) and Lo-Po (low performance) groups and substantiates the notion that the averages of two groups are different.

This is particularly true in the case of working with small samples ($n < 4$). Here the averages may have to be quite distant before being reflected in the t-test.

F-tests provide additional information. They indicate whether the variance between the two samples is the same or different. The variance shows the spread of the scores around the mean of a distribution (sum of the squared deviations from the mean divided by the number of observations -1 (Trochim & Donnelly, 2008). For modelling purposes, if the variances are different it may be meaningful, specifically if the variance for the exemplars is smaller than for the other team(s). The difference in the variances of two subgroups thus indicates the significance.

A large F-count increases the probability of a high difference in variance. This means that one group will be less spread out than the other, for instance suppose that in one team all the team members are found to be average on a dimension or parameter and the other team is spread evenly, the t-test for the two teams would not show any significant difference as the averages are the same.

The first team will be very homogeneous (average) and the second team is distributed randomly. The challenge is that *significant* is not always equal to *meaningful*, for example when using F-tests to compare several large groups

(n > 30) it may determine that the difference in variance is statistically significant though the difference is not visually obvious. The F-value <4 will become significant just because of the sample size.

In some cases, F-tests could become significant for many thinking preferences. Merlevede (2009) encountered a project with a significant F-test for all 48 parameters. He describes this phenomenon as exceptional and easier to realise if the sample exceeds 100 respondents.

In large samples small differences will become significant at some point. In this case the F-test will not assist in identifying the critical thinking preferences, it will only validate that the culture of the team, operation or organisation is different from the population of the standard group.

In modelling to figure out which thinking preferences to isolate the questions to ask is not, "is it significant" but "is it meaningful" and “is there a difference between the two samples”. Correlation is used to describe the degree of a relationship between two variables (Trochim & Donnelly, 2008:268) and validates the Models of Excellence as the correlation between ranking of model and the performance data are calculated.

“Regression analysis may be used but this analysis may model averages instead of modelling excellence” which is superfluous for engineering a Model of Excellence (Merlevede. 2009:9).

4.3.4 Scoring the iWAM® and VSQ® instruments

The instruments are available electronically and are pen-and-paper-based. The duration to complete the iWAM® on average takes 27 minutes (tested on a sample of n=2500) and the VSQ® (tested on a sample of n=630) takes 30 minutes. Both of the instrument reports will generate a warning should the respondent leave three or more questions unanswered. The chance for leaving four questions unchanged is 1.6%, five questions unchanged 0.32%, and 6 questions unchanged less than 0.9% (Merlevede, 2003).

4.3.4.1 iWAM®

The iWAM® consists of forty questions and two hundred statements. Each question consists of separate construct statements which are ranked by the team member (respondent) according to preference. Merlevede (2005) states that the forty questions of the iWAM® are equivalent to two hundred test items in a conventional questionnaire. The questionnaire consists of eight categories, the Operational Factors, Relationship Sorting Factors, Work Approach Factors, Motivation Factors, Norming Factors, Convincer Strategy Factors, Temporal Processing Factors and the Interest Factors.

The Operational Factor Category explication of the eight binary categories containing sixteen independent dimensions is the Action Level Operational Category - Initiation (OF1P) and Reflecting and Patience (OF1M); Action Direction - Goal Orientation (OF2P) and Problem Solving (OF2M); Evaluation Reference - Individual Motives (OF3P); External Reference (OF3M); Task Attitude - Alternatives (OF4P) and Follow Procedures (OF4M); Task Orientation - Breadth (OF5P) and Depth (OF5M); Communication Interaction - Affective (OF6P) and Neutral (OF6M); Work Environment Type - Group (OF7P) and Individual (OF7M); Work Assignment Type - Sole (OF8P) and Shared Responsibility (OF8M).

The Relationship Sorting Category contains three independent dimensions, Sameness (So1), Evolution (So2) and Difference (So3). Work Approach has three dimensions, Use (WA1), Concept (WA2) and Structure (WA3). The Motivational Criteria consists of Power (Mo1), Affiliation (Mo2) and Achievement (Mo3). The Normative Structure comprises of four dimensions, Assertiveness (N1), Indifference (N2), Compliance (N3) and Tolerance (N4).

Table 7: iWAM® Construct Analysis

Category	Description	Factor	Thinking Preference	Dimensions	Questions			
	Action Level	OF1P	1	Initiation	1.2	2.3	14.5	18.3
		OF1M	2	Reflecting & Patience	1.3	2.2	14.3	18.2
	Action Direction	OF2P	3	Goal Orientation	2.1	3.3	10.4	15.5
		OF2M	4	Problem Solving	2.4	3.1	10.2	15.3
	Evaluation Reference Task	OF3P	5	Individual Motives	3.2	4.2	17.1	19.1
		OF3M	6	External Reference	3.4	4.4	17.4	19.3
1 Operational	Task Attitude	OF4P	7	Alternatives	4.1	5.3	11.2	20.2
		OF4M	8	Follow Procedures	4.3	5.2	11.3	20.3
	Task Scope or Orientation	OF5P	9	Breadth	6.5	7.2	12.1	19.4
		OF5M	10	Depth Orientation	6.2	7.5	12.5	19.5
	Communication Interaction	OF6P	11	Affective	6.4	8.5	13.3	20.1
		OF6M	12	Neutral	6.1	8.2	13.1	20.5
	Work Environment Type	OF7P	13	Group	9.1	11.1	12.1	15.4
		OF7M	14	Individual	9.5	11.5	12.4	15.1
	Work Assignment Type	OF8P	15	Sole	8.3	9.4	14.2	16.2
		OF8M	16	Shared	8.4	9.3	14.4	16.4
2 Relationship Sorting	Organising or categorisation objects, articles or people	So1	17	Sameness	5.1	7.4	16.3	18.4
		So2	18	Evolution	5.4	5.3	16.5	18.1
		So3	19	Difference	5.5	7.1	16.1	18.3
3 Work Approach	Distribution of available time and energy	WA1	20	Use	1.1	10.3	13.2	29.3
		WA2	21	Concept	1.5	10.5	13.4	29.1
		WA3	22	Structure	1.4	10.1	13.5	29.5
		Mo1	23	Power	28.4	30.3	38.2	40.1
4 Motivation	Motivational Criteria	Mo2	24	Affiliation (Popularity)	21.2	30.1	38.5	40.4
		Mo3	25	Achievement (Performance)	28.1	30.5	38.3	40.3

Category		Description	Factor	Thinking Preference	Dimensions	Questions				
5	**Norming**	Normative Structure – Unwritten cultural rules	N1	26	Assertiveness	21.1	25.4	31.1	35.4	
			N2	27	Indifference	8.2	25.5	31.2	35.5	
			N3	28	Compliance	21.3	25.2	31.3	35.3	
			N4	29	Tolerance	21.5	25.1	31.5	35.2	
			Co1	30	Seeing	22.1	26.3	32.1	36.4	
			Co2	31	Hearing	22.2	26.2	32.3	36.2	
			Co3	32	Reading	22.4	26.5	32.4	36.5	
6	**Convincer Channel**	Convincer Strategy	Co4	33	Doing	22. 5	26.1	32.5	36.1	
			Co5	34	Number of Examples	23.1	27.4	33.1	37.4	
			Co6	35	Automatically	23.3	27.2	33.2	37.1	
			Co7	36	Consistency	23.4	27.3	33.3	37.3	
			Co8	37	After a Period of Time	23.5	27.5	33.4	37.5	
7	**Temporal Processing**	Time orientation	TP1	38	Past	21.4	26.4	33.5	35.1	
			TP2	39	Present	22.3	31.4	36.3	37.2	
			TP3	40	Future	23.2	25.3	27.1	32.2	
			IF1	41	People	8.1	29.4	34.2	38.4	39.1
			IF2	42	Tools	19.2	28.2	30.1	34.5	39.4
			IF3	43	Systems	2.5	15.2	24.3	28.3	39.5
8	**Interest**	Interest and focus orientation	IF4	44	Information	3.5	12.3	17.1	24.2	39.3
			IF5	45	Money	4.5	17.3	20.4	29.2	34.1
			IF6	46	Place	17.5	24.1	30.	34.3	40.2
			IF 7	47	Time	11.4	24.4	34.4	39.2	40.5
			IF8	48	Activity	6.3	9.2	14.1	24.5	38.1

The Convincer Channel involves eight strategies, the dimension of Seeing (Co1); Hearing Co2); Reading (Co3); Doing (Co4); Number of Examples (Co5); Automatically Convinced (Co6); Convinced by Consistency (Co7) and Convinced over a Period of Time (Co8).

Past (TP1), Present (TP2) and Future (TP3) are the three Dimensions included in the Temporal Processing Category and the Interest Filter Category consist of Focus in People (IF1); Focus on Tools (IF2); Focus on Systems (IF3); Focus on Information (IF4); Focus on Money (IF5); Focus on Place (IF6); Focus on Time (IF7) and Focus on Activity (IF8).

4.3.4.2 VSQ®

The VSQ® comprises thirty questions equivalent to hundred and fifty statements in a conventional questionnaire. Each question consists of separate dimension statements which are ranked by the team member (respondent) according to preference. The instrument measures eighteen Value Preferences. The questions encompass the personal values and the social measures in the context of work. The dimensions are divided into eight value systems and 10 social pattern variables. As in the iWAM®, the Standard Group, South Africa 2013 is applied to create context for the results.

Chapter 3 defines the thought leaders whose work created the foundations for the Values instrument, such as Roger Sperry, Graves, Talcott parsons, Buzan and de Bono. In Category 1, the Value Orientation Structure incorporates the following eight dimension, Survival - Do what you must to stay alive (A-N); Traditional – Allegiance to the leader keeps us safe (B-0); War and Conquest (Impulsivity) - Be what you are and do what you want (C-P); Rigid Rule Makers (Purposeful) - Life has meaning, direction and purpose with predetermined outcomes (D-Q); Achievement - Act in your own self-interest by playing the game to win (E-R) and Communitarian - Seek peace with the inner self and explore, with others, the caring dimensions of community. The remainder is the Integrative System where the team member lives fully and responsibly as what he is and wants to become (G-T) and finally the Holistic positioning where the team member experiences the wholeness of existence through mind and spirit (H-U) (Prinsloo, 2012).

Category 2, Value Hierarchy embraces a Value Preference (VP) range for 30 dimensions and in Category 3, Exit Prediction (EP) indicates what is important to the team member that would support his decision to leave a team, operation or the organisation. In Category 4, the ten social variables or dimensions are find comprise of the following Scope of Values - Specific Boundaries (D1) and Diffuse Boundaries (D2); Thinking Style - Left Brain (LB) and Right Brain (RB); Discussion Style - Ease (matching - M1) or unease (mismatching M2) with conflict. Universalism (U1) and Particularism (U2) are covered in the Value Orientation Type; the Efficiency (NM) contains the team member's orientation to the dimensions or variables from Category 3-7 and finally Flexibility (FLEX) encompasses the team member's orientation to the eight variables in dimensions of Category 3-7.

Table 8: VSQ® Construct Analysis

Category	Factor		Description	Questions										
1 **Value Orientation**	A-N	Beige	Survival	3.1	17.4	19.4	21.2	23.5	24.3	26.1				
	B-O	Purple	Traditional	3.2	10.5	11.3	17.1	21.4	23.3	24.2	26.4	28.5		
	C-P	Red	War and Conquest	4.1	6.1	9.1	11.2	13.5	19.1	24.4				
	D-Q	Blue	Rigid Rule Makers	3.3	3.4	4.2	6.3	9.5	10.2	15.2	17.5	19.2	23.1	28.3
	E-R	Orange	Materialism	3.5	4.3	6.2	10.3	11.1	13.4	15.1	17.3	21.5	24.1	28.2
	F-S	Green	Humanism	4.4	6.5	9.3	10.4	11.5	13.2	15.3	23.2	26.3	28.4	
	G-T	Yellow	System Thinker	4.5	6.4	9.4	10.1	13.3	15.4	19.3	21.1	24.5	26.2	26.5
	H-U	Turquoise	Holistic Thinker	9.2	11.4	13.1	17.2	15.5	19.5	21.3	23.4	28.1		
			Fun	2.1	22.2									
			Health & quality of life; Growth	2.2	12.2									
			Love; Fair play	2.3	7.1									
			Integrity; Clear agreements	2.4	7.2									
			Appreciation; Get recognition	2.5	16.5									
			Freedom	7.3	29.4									
			Communication	7.4	29.5									
			Delivery of quality; Utilise my current things	7.5	16.4									
2 **Value Hierarchy**	Value Preferences		Achieving harmony; Happiness	12.1	29.1									
			Results; Make a difference	12.3	16.3									
			Good remuneration; Fair pay for work being done	12.5	22.5									
			Discover new things; Excitement	16.1	29.3									
			Do meaningful work; Challenges	16.2	22.1									
			Good relationships; Relationships	22.3	12.4									
			Learning opportunities; Learning	22.4	29.2									
			Offer from company with better image	27.1										
			Better career opportunities	27.2										

Category	Factor	Description	Questions					
3 Exit prediction	EP	Better compensation package	27.3					
		Better work environment	27.4					
		More chances to develop myself	27.5					
4 Scope of Values & Rules	D1	Specific Boundaries	1.1	5.4	14.2	30.2		
	D2	Diffuse Boundaries	1.2	5.1	14.4	30.4		
5 Thinking Style	LB	Left Brain	8.1	14. 3	18.1	20.5		
	RB	Right Brain	8.2	14.1	18.3	20.3		
6 Discussion Styles	M1	Match	5.2	8.5	20.2	25.4		
	M2	Mismatch	5.3	8.3	20.4	25.2		
7 Value Orientation	U1	Universalism	1.3	18.4	25.1	30.1		
	U2	Particularism	1.5	18.2	25.3	30.3		
8 Orientation to Variables 3 -7	NM	Efficiency	5.5	14.5	18.5			
9 Orientation to Variables 3 -7	FLEX	Flexibility	1.4	8.4	20.1	25.5	30.5	

The instruments collect more information than is generally obtained from an instrument containing forty questions employing a Likert Scale where, for example, the respondent indicates the extent to which there is agreement or disagreement. The dimensions or thinking preferences (40 questions) in the iWAM® and the value statements of the VSQ® (30 questions), the statements are measured at least four times.

Five points are allocated for the highest ranked statement, four points for the second preference, three points for the third preference, two points for the fourth preference and one point for the lowest preference. The scores for each of the forty eight work and attitude motivation dimensions are calculated individually to create a raw score for each thinking preference. The value of this approach is that respondents order the five statements instead of responding to each statement independent (Powell, 2008).

Table 9: Response Scale (iWAM® and VSQ® Instrument Scales)

Weight	Description
1	"Most like me" or describes me perfectly.
2	Describes me very well.
3	Describes me at times.
4	Describes me only to some extent.
5	"Least like me" or doesn't describe me at all.

The two instruments used for this research, the iWAM® and VSQ® instruments and systems, are the intellectual property of P.E.C Merlevede jobEQ©. The Institute of Work Attitude Motivation provides training, insight, support and research opportunities to researchers. The operation of research was offered an opportunity to explore the advantages, benefits and richness in the comprehensive assessment system to enable team development and influence performance that teams are able to function at a higher level.

4.3.5 Standardisation and independence of measures

In any measuring instrument there are shortfalls. Three profiling challenges exist which have to be recognised and taken into account. Respondents answer the questions according to Maus (2011) in three different ways. Firstly, there is social desirability. They will answer the questions as they think it will be advantageous for them. Secondly there is aspiring. They will answer the questions as they would like to be and finally in self-awareness. They do not know enough about themselves to accurately answer the questions and then "overestimating or underestimating one's own abilities" (Merlevede, 2014:2).

It is therefore crucial that the questions must have a high degree of selectivity otherwise it will not be possible to convey what the subject is responding to. Hall, Maus, Scheffer and Merlevede invested years in developing selectivity in determining thinking preferences. Phrasing the statements of the questionnaires in accordance with the thinking preferences was done by a group of phrasing specialists in September 2000. The group reverse-engineered the Bailey Profile and correlated the statements with the thinking preferences. The results were compared to the findings of Bailey research and correlated at 95%. The statements were further improved by Merlevede to further reduce bias. The testing was repeated in 2001-2002 by two groups LAB Profile® Consultants and Trainers and 80% correlation was found (Harschman, 2007).

The instruments centring on thinking include binary thinking and value preferences and are structured as independent measures, rather than opposites on a continuum. A team member may score low on both construct category and high in both thinking preferences.

Equally, a team member may score high in one dimension and low in the other. Some team members are more balanced and fall somewhere in the middle. These thinking preferences will also differ from one context to the other. When a team member is promoted to a team leader or where a team member accepts a lateral move from one department to another his thinking preferences will change with regard to the new environmental conditions and the culture of the team (Merlevede, 2005).

Merlevede (2005) and Powell (2008) state that measuring both thinking preferences separately has significant benefits for improving the applicability of the instruments. It involves differentiating team members in thinking preferences in a construct category as either essential or irrelevant, rather than finding the average score for both dimensions.

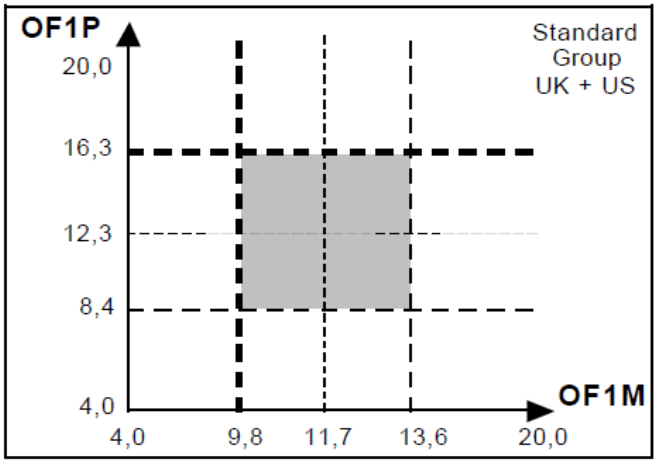

Figure 4: Flatland example: Independence of thinking preferences (Merlevede 2005).

To illustrate measuring both variables separately has significant benefits for the application of the instrument. As example, Figure 7 indicates the mapping of the thinking preference proactive (OF1P, tendency to initiate) and reactive (OF1M, sense for patience, will follow or to be responsive). The two-dimensional representation takes into account the cultural differences (United Kingdom and the USA).

Considering the thinking preferences as opposites is a “flatland”. The flatland representation corresponds to aligning axis OF1P (point 20) with axis OF1M (point 20). All other points are mapped on this line. The flatland does not differentiate between a team member who considers both proactive and reactive as unimportant (i.e. between points 8 and 9) and team members who think proactively and reactively are both important (for instance between point 17 and 14). The thinking preference will also differ from one culture to the other. Some cultures will be more proactive than others. A study done in France indicated that a highly proactive

native in France will be considered reactive in England and a highly proactive native in England will be considered out of range proactive in France.

The grey area present in Table 11 moves with culture, for instance in France it will be around thirteen. This illustrates the "complexity involved in combining two thinking preferences and the nuances needed to describe a team member's complex mental processes" (Merlevede, 2005:1).

The correlation between the thinking preferences in the different construct categories is below 0.25 which indicates that the dimensions are independent. The dimensions were designed to be independent with two apparently binary or opposite measures within the same construct category. Each operating factor consists of two parts, the first reflects the position of the team member's thinking preference, i.e. (OF1) measures Initiation(OF1+), which is the motivation to take action with no, or minimal, analysis of a situation.

The second pattern in this category is Reflecting and Patience (OF1-), where careful analysis and caution are preferred before taking action in a given situation (Merlevede, 2005). Rather than be represented as a binary measure, where an individual would receive a score for the two measures at a point along a continuum, the two work motivators are measured as independent variables.

4.3.6 Validation studies

These instruments are available in 34 countries and 17 languages in the case of the Identity Compass® (Maus, 2011) and the iWAM® and VSQ® in 37 countries (Merlevede, 2014). The benefit of the compounded profiling systems, such as the iWAM®, VSQ® and Identity Compass® are intended to compensate for measures motivating and demotivation factors in the context of the team member's work situation and it provides the most accurate and reliable representation of the team member's thinking preference and fulfilment in the team and operation. It is also intrinsically a more meaningful and pragmatic approach to motivate and develop a team member or a team.

In research done by Maus (2011:165) “people identify themselves subjectively with their profiles at a level of 95%” and in a study done by Merlevede in 2005 in feedback from 617 respondents from 14 countries yielded an average of 85,27% on interpretation. An average rating of 89.3% agreement was reported by respondents stating their perceived accuracy of their profiles.

Fifty per cent of the disagreement contributes of respondents not agreeing with the assessment due to the end-report being forthright and agreeing with the description. Answering to the number of thinking preferences the respondents agreed with was 90% and the results confirmed a high end-user validation of the accuracy of the reports (Merlevede, 2014).

Further studies done by Maus and Prof David Scheffer of the Nordakademie, Germany indicated that these instruments correlate with personality structures and validated in comparison with NEO-FFI (Neuroticism-Extroversion-Openness-Five Factor Inventory); CPI (California Psychological Inventory); MBTI (Myers-Briggs Type Indicator); OMT (Operant Motivation Test); the CFT (Complex Figure Test) and by peer rating (Maus, 2011). Important to reiterate that these instruments are not personality tests as it measures thinking preferences which are contextual and supports the team member, team or operation to produce advantageous development and performance results.

4.3.7 Test and retest

The conventional test-retest studies were done at intervals ranging from a few weeks to a few months in 2000. It was concluded by the jobEQ© team that due to the design of the instruments many of the statistical methods used to validate questionnaires will be difficult to apply. The typical validation methods (Cronbach Alpha or the Kuder-Richardson formulas) were developed for instruments using the Likert type scales and not for the ranking of statements (Merlevede, 2009).

Due to the binary nature of the construct categories the score of the other statement will influence the score of the dimension being evaluated. Also taking into account the influence of the work context of a team member on the thinking preference, it is linked to the changes in this context and information inference between the test-

retest. It therefore will be less likely to obtain the same correlation as expected in a personality test.

Another test-retest method was applied for a study using the interviews of the LAB Profile® rather than administering the instruments a second time to the same population. An added benefit was found by that it the context of the respondent interviewed could be confirmed. From the study conducted in France (n=70) it was concluded that for 90% of the thinking preferences the respondents agreed with the scores.

From 2000 to 2007 the use of the instruments extended to 21 countries and given the professional and marketplace expectations it was decided to further validate the instruments (Merlevede, 2007). Between February and April 2007 a test-retest study (n=64) was conducted by the School of Professional Studies, Saint Louis University. There was an approximate month time elapse (38.5 days, SD = 16.77) between the two test takes. The results demonstrated that 29% of the dimensions failed to reach a correlation of>r=0.70, seen as a statistically acceptable standard (Powell, 2008).

In this study Loewiger Theory predictions were confirmed. The respondents did not complete the instruments in a reliable manner, and seemingly lacked motivation (25 respondents did not complete the retest) and had memory issues, such as whether one could recall how the test was completed the first time (five questions were left unchanged) and whether the test conditions remained the same (ten respondents took 15 minutes or less and three took 1.5 hours to complete the instruments). These factors influenced the results of the conventional test-retest study using the same questionnaire unpredictable and decreased the reliability of the dataset (Merlevede, 2007).

Bearing in mind the compounded results of the test-retest results on average a team member will move 1-2 blocks to the right or left from their initial position. It means that it's very unlikely that a person being called "high" on a dimension will be identified and labelled as "low" when doing the retest. In fact, on average this only happens for 2.47 or 5% out of 48 dimensions. It can be deduced that the so-called "true score" will be somewhere in between the results obtained by the

two test-takes. This corresponds with findings from the previous test-retest study, indicating that when a team member's results are validated using a LAB Profile® interview, less than 10% of thinking preferences will be proven to be incorrect (Merlevede, 2007).

However, when comparing the test-retest scores for the work motivation dimensions for the entire group, the average absolute scores between test and retest moved 2% or 5% when compared to the 2001 US standard group. Further analysis using the t-test and F-test makes us conclude that the mean doesn't show significant differences ($p < 0.05$) for any of the 48 dimensions and the variance shows significant differences for 3 out of 48 dimensions (Merlevede, 2007). These findings are consistent with previous studies linked to the iWAM® standard groups, indicating that the standard error to be expected for the dimensions was less than 5%. The findings are consistent with previous studies and the thinking preferences are robust.

A further study conducted by Heymans (2013a) revealed differences in the operating factors, need for change, distribution of energy, orientation in time, basic motivation, and respect for espoused norms, convincer channels, modes and interest filters. A stratified analysis was done to prevent bias in a job group or that assumptions are made with regards to differences in work attitude or motivation. The job groups are Accounting and Finance, Customer Service and Support, Executive and Senior Management, Manufacturing, Production and Operations, Sales, Marketing and Advertising also Trades and Craftsman.

Three criteria were used in this instance: a t-test (to compare the averages of the blacks and non-blacks), an F-test to compare the variances of the two groups and the effect size of the difference which quantifies the size differences.

To provide meaningful interpretation the parameter effect sizes are taken into account to provide information the extent of the difference between the two samples expressed in Standard Deviations. The Effect Size emphasise "the size of the difference rather than confounding this with sample size" (Heymans, 2013b). It was quantified as 0.20 indicates a small effect size; 0.50 a medium effect size and 0.80 shows a large effect size. The t-test (<.01) indicated significance on the

thinking preferences, implicating that there is a statistical difference between the means of the two ethnical groups, effect sizes: 0.307 to 0.500 (Heymans, 2013b). The findings from this research will be incorporated and discussed in the statistical interpretation.

4.3.8 Reliability

Research done by Ennis in 1996 indicated that the role of reliability is to find out how consistent test results will be. According to the opinion of Coolican, even if an instrument is consistent it is not enough to call it reliable and "that high reliability may well come at the cost of severe reduction in validity" (as cited in Merlevede, 2007). For an instrument to be trustworthy, next to consistency, it needs to be valid or measure what it claims to measure (Merlevede, 2007).

Instead of focussing on the insufficiency of the correlations due to not using the Likert Scale the focus was placed on the practical use of the instruments in addressing the consistency, the applicability of a standard group, the robustness of the scales of the thinking preferences, measures to be taken into account during modelling excellence, the implications of a model of excellence and if it would add value to redesign the instruments.

A common mistake, according to Heymans (2013a), in creating standard groups for tests is to rely only (or mainly) on a "sample of convenience", for instance a student population or data from one organisation is used which is an example of non-probability sampling which can provoke bias in the standard group. The instruments for this research are compared against the Standard Group: South Africa 2013. In the construction of this Standard Group the following rules were applied for the stratified samples:

(1) A test criteria filter was used. People who left more than six items of 40 unchanged in the questionnaire were not used because of reliability. The test administration of people who left more 15% of the items unchanged was considered as not valid;

(2) Duplicate candidates were filtered out;

(3) Students were filtered out because they have almost no experience in a work environment;

(4) The retired and between jobs occupation categories were deleted because they are not representative of the South African working population;

(5) People from the occupation category 'not specified' were deleted from the sample to match the sample with the population distribution of occupations;

(6) To prevent distortion by one or more major clients (mainly in manufacturing, sales and executive functions), persons from major commercial projects were also excluded.

The interview method, which is established as the retest of the previous research, had an outcome correlation of 0.90. The conventional test-retest studies found all 48 dimensions (parameters) within acceptable limits. Further, 6000 respondents from 14 countries rated the overall validity of the instruments at 0.89.

The instruments were designed to detect falsification as 'false positives' in test results create organisational challenges when respondents pass the test and are unable to deliver the expected performance results (Merlevede, 2014a).

The Profile Reports also generate a warning message whenever a respondent leaves more than three questions unchanged. By eliminating socially acceptable answers a ranking system is used to answer the statements and evaluating the consistency of the answers. The chance of leaving four questions unchanged is 1.06%, for five questions it is approximately 0.32% and leaving six questions unchanged is less than 0.09%. In addition the electronic system notifies users if any of the forty (iWAM®) or thirty (VSQ®) questions have not been ranked to inform assessors how reliably the questionnaire may have been answered (Powell, 2008).

The Profile Information Analysis Report shows the consistency of the ranking chosen by a respondent for the four (or five) repetitive statements that measures the team member's work motivation. The iWAM® and VSQ® instruments with the forty-eight thinking preferences and values were perceived as appropriate for this research to add value and support the organisation in question to improve and sustain team performance.

4.3.9 Standard Group: South Africa

Any scientific investigation involves using a group that is a standard or that functions as a control. Cognitive or Thinking Styles, a sub-domain of psychology is based on the work of Robert J Steynberg of Yale (1997). To ensure a foundation of solid research jobEQ© adheres to the strict standards for test design recommended by the American Psychological Association (as cited in Harschman, 2007). Statistical Analysis is done for the iWAM®, the VSQ®, the COMET® and the Models of Excellence.

Standard groups are available for the European Union (stratified sample for 27 member states) and Australia, Belgium, Canada, France, Malaysia, Singapore, the Netherlands, United Kingdom, United States of America and South Africa.

Gauging or establishing a criterion for measuring and comparing performance a standard group for each country is used in the iWAM®, VSQ® and COMET® instruments to offer an indication of how team members or teams score in comparison to other team members or teams.

The standard group indicates how a population will typically score for each dimension or parameter. The error margin was always less than 5% and used as a guide to obtain a close estimate of how respondents compare to their peers.

Another benefit of the standard groups is to acquire a standard for a specific culture (French, Australian, etc.) in a specific dimension by comparing scores.

A further value of the standard group is to generate visual and textual representations of the scores of a team member or team. It also assists in

determining the team member or team score relative to other team members or teams in the operation or organisation.

Once we know how the population of South Africa in this research is distributed, it is indicated that a team member or team scores low or high are compared to the South African population (Standard Group: South Africa 2013). The Standard Group: South Africa is not intended to add statistical validity.

It supports the management or a team leader to understand test results by indicating how team members compare to a given population, the context and measurement against a Model of Excellence where the team member is measured against the top performers in a certain position or team (Heymans, 2013b).

The South African Standard Group 2013 is calculated by taking the mean of the group (the country, in this instance South Africa), adding one standard deviation to the mean to find the upper limit of the standard group, and subtracting the standard deviation to find the lower limit. Presupposing that the South African population is normally distributed, 66% (two-thirds) of the population will fall within the South African Standard Group 2013.

One out of six respondents will score (17%) and will score higher than the standard group and one out of six (17%) will score lower (Merlevede, 2014c). To avoid unrealistic results working age participants (ages 18 to 65 years) have been used since 2000.

The populations are evenly distributed among gender and updated. The recent update was in April-May 2013 and is used for this research.

For the iWAM® Standard Group: South Africa 2013 the absolute means, standard deviations and standard errors of the 48 thinking preferences are included. The absolute averages range from 10% to 76%, the standard deviations 11% to 26%.

The averages and standard deviations are used to calculate the individual norm groups. Standard errors vary between .40% and .90% with an average of .65%.

The .95 confidence interval (mean ± 1.96 SEM) is constructed around the sample means. It means that in 95% of the cases the mean will fall within a margin <1% and that the estimation of the means for the South African population for the 48 thinking preferences is accurate (Heymans, 2013b).

The scales indicates variation in scores (standard deviations up to 26%) to capture the heterogeneity of the standard group.

The Standard Group: South Africa is well balanced with regard to gender, age, occupation and ethnic diversity (Heymans, 2013b).

Table 10: iWAM® Standard Group: South Africa 2013 - Means, Standard Deviations and Standard Errors (Heymans, 2013).

Thinking Preference	Mean	SD	SEM	Thinking Preference	Mean	SD	SEM	Thinking Preference	Mean	SD	SEM
OF1PA	58.12%	21.26%	0.76%	**So1A**	14.82%	16.03%	0.57%	**Co1A**	75.60%	14.22%	0.51%
OF1MA	42.15%	14.35%	0.51%	**So2A**	76.14%	15.21%	0.54%	**Co2A**	27.61%	19.83%	0.71%
OF2PA	75.13%	18.44%	0.66%	**So3A**	59.27%	16.74%	0.60%	**Co3A**	34.60%	26.26%	0.94%
OF2MA	29.23%	18.02%	0.64%	**WA1A**	44.53%	18.35%	0.65%	**Co4A**	55.04%	20.83%	0.74%
OF3PA	65.97%	18.88%	0.67%	**WA2A**	76.91%	16.84%	0.60%	**Co5A**	56.86%	16.73%	0.60%
OF3MA	36.07%	15.83%	0.56%	**WA3A**	60.13%	18.46%	0.66%	**Co6A**	46.01%	23.97%	0.85%
OF4PA	65.67%	18.11%	0.65%	**TP1A**	43.46%	15.64%	0.56%	**Co7A**	65.92%	19.86%	0.71%
OF4MA	46.48%	25.78%	0.92%	**TP2A**	73.43%	14.78%	0.53%	**Co8A**	26.96%	19.29%	0.69%
OF5PA	65.84%	24.28%	0.87%	**TP3A**	55.94%	15.98%	0.57%	**IF1A**	52.58%	19.82%	0.71%
OF5MA	29.58%	21.78%	0.78%	**Mo1A**	47.86%	17.27%	0.62%	**IF2A**	54.64%	17.57%	0.63%
OF6PA	36.30%	20.09%	0.72%	**Mo2A**	28.92%	17.50%	0.62%	**IF3A**	54.42%	16.86%	0.60%
OF6MA	45.33%	18.63%	0.66%	**Mo3A**	70.90%	18.66%	0.67%	**IF4A**	70.22%	14.71%	0.52%
OF7PA	47.74%	24.98%	0.89%	**N1A**	61.89%	14.91%	0.53%	**IF5A**	28.59%	20.99%	0.75%
OF7MA	21.95%	20.57%	0.73%	**N2A**	9.62%	11.10%	0.40%	**IF6A**	39.83%	18.13%	0.65%
OF8PA	56.96%	18.30%	0.65%	**N3A**	72.01%	12.48%	0.44%	**IF7A**	49.07%	21.16%	0.75%
OF8MA	45.38%	17.64%	0.63%	**N4A**	44.87%	15.53%	0.55%	**IF8A**	52.89%	17.59%	0.63%

The VSQ® Standard Group (Value Systems and Social Patterns): South Africa 2013, parameters also display sufficient variation in scores (standard deviations ranging from 12% to 20%).

The standard error of the factors varies from 0.82% to 1.39% with an average 1.05%.

Table 11: Source: VSQ® Standard Group: South Africa 2013 - Means, Standard Deviations and Standard Errors (Heymans, 2013b:4).

Dimensions	Average	SD	SEM
G1	46.14%	**14.34%**	0.99%
G2	32.30%	**12.18%**	0.84%
G3	28.39%	**14.57%**	1.00%
G4	44.00%	**12.00%**	0.82
G5	57.15%	**11.91%**	0.82%
G6	57.30%	**12.13%**	0.83%
G7	54.55%	**13.14%**	0.90%
G8	71.11%	**12.31%**	0.85%
D1	61.06%	**18.43%**	1.27%
D2	45.96%	**15.59%**	1.07%
LB	69.75%	**18.29%**	1.26%
RB	55.60%	**15.62%**	1.07%
M1	43.69%	**18.19%**	1.25%
M2	35.73%	**17.56%**	1.21%
U1	49.47%	**17.61%**	1.21%
U2	56.10%	**15.41%**	1.06%
NM	19.85%	**20.23%**	1.39%
FLEX	52.55%	**15.77%**	1.08%

When the .95 confidence intervals (mean ± 1.96 SEM) are constructed around the sample means, 95% of the mean falls within a margin <1.50%. The estimation of the population for the 18 variables is accurate (Heymans, 2013b).

The three criteria were also used (t-test to compare the averages of the two groups, an F-test to compare the variances of the two groups and the effect size of the difference which quantifies the size of the differences). To make a meaningful interpretation, the dimension or parameter effect size is taken into account. The effect size provides information about how big the difference is between the two samples expressed in standard deviations. The interpretation rules of Cohen (1988) are used again where 0.20 shows a small effect size, 0.50 reflects a medium effect and 0.80 a large effect size (as cited in Heymans, 2013a).

Heymans indicates further that the VSQ® scales are measured accurately, the standard error measures are below 1.50% and compared to the Standard Group: South Africa 2011, there is an improvement. The scales show variation in scores (standard deviation is 20%) and it captures the heterogeneity of the standard group. In the 2013 Standard Group the focus is on clear objective boundaries between work and private life and less flexibility, less focus on discipline and law and less focus on systems and holistic thinking than the 2011 Standard Group. These factors may impact on the performance of the team members (artisans), teams and management.

4.3.10 Reports

A selection of reports is available that can be generated by the jobEQ© Software which is appropriate to address organisational challenges and requirements. These are Individual or Team Profiling, Team Comparison, Reference Ranking Exemplars, Recruitment, Reference Comparison for Leadership, Communication, Model of Excellence and Technical Reports.

4.3.10.1 Reports: iWAM®

Individual Feedback Report

This report is a summary of the interpretation of the respondent thinking preference and it presents the main characteristics sent on completion of the instrument.

Strengths and Areas of Development Report

This report presents the main characteristics of a team member's attitude in terms of strengths and the areas of development and can be used as a coaching tool.

Profile Management Report

The findings from the statistical analysis are explained in comprehensible fashion to the manager. It clarifies the sixteen categories in detail for a particular team member and discusses what thinking preferences typify the team member and combinations of these dimensions. It also shows how a team member would perform at various job types linked to management, administration and customer orientated functions and it provides a strategy to manage the team member. Section 1 addresses the overall profile; Section 2 the thinking preferences characterising the team member; Section 3 compares the team member's profile to generic characteristics of several job types; and Section 4 specifies the motivational drivers. The management report can introduce a candidate to a manager during the recruitment process or can be applied during performance discussion or a coaching intervention.

Motivational Language (Communication) Report

Thinking preferences of the team member are sorted in order of relative preference in descending order according to the Standard Group of South Africa. This report indicates the motivational language of the team member (thinking preference with a score of 70% and more) and the de-motivational language (thinking preference with a score of 30% and less).

Information Analysis

The information analysis displays how a team member completed the questionnaire, the consistency of completion, and which questions are appropriate to retest, should any potential related challenges exist.

Human Resources Statistical Summary Report

When preparing to present a team member to a panel this report is used as it provides a snapshot of a team member's profile on one page.

Attitude Sorter Wheel

This report is a graphical presentation of the 48 dimensions relative to the Standard Group, South Africa 2013. It sorts the thinking patterns from

strongest (mastery), where a team member needs support to the key areas of development. It also shows how extreme the team member scores by comparing how he or she scores for the thinking preference categories.

Personal Graph

The Personal Graph customises the information next to a team member's graph. It is used during training or coaching interventions and indicates how a team member compares to a standard group.

4.3.10.2 Reports: VSQ®

Feedback Report

In conjunction with the iWAM® this report indicates how closely a team member's enacted values align with the organisation's espoused values. It provides feedback on the value systems of Graves as well as cultural patterns proposed by Talcott Parsons and the work of Trompenaars and Hamden Turner as widely discussed in Chapter 3.On completion of the test the team member receives the summary report.

Values Sorter Wheel

The VSQ® wheel is a graphical presentation of the eighteen VSQ® preferences relative to the Standard Group of South Africa 2013. It sorts the preferences from strongest or mastery, where a team member needs support to where the distance between the enacted and espoused values is the greatest (the gap in the key areas of development). It also shows how extreme the team member scores by comparing how he or she scores for the categories.

VSQ® Personal Graph

On one page this reports illustrates team member scores for the eighteen VSQ® preferences in relation to the South African Standard Group 2013. The labels and motivational text are provided next to the preferences.

VSQ® Information Analysis

As in the iWAM®, the information analysis displays how a team member completed the questionnaire, the consistency of completion, and which questions are appropriate to retest, should any potential contextual challenges exist.

4.4 DESIGNING THE MODELS OF EXCELLENCE

The application of the iWAM® and VSQ® instruments, the selection of the performance criteria of the operation and the role it plays in the engineering of the Models of Excellence are discussed in reference to:

4.4.1 Population

The operation of research is a business unit of one on the largest cement producers in South Africa. Limestone is mined, transported to stockpiles, burned to clinker, milled, mixed with additives, quality controlled and produced into multiple cementitious products. The products are packed and transported in bulk and bag by rail and road. This operation is the flagship operation of this company. Other business units include the Shared Service Centre, Stone and Ready Mix, Aggregates and Slagment. The operational complement is outlined as follows:

Table 12: Operational complement

Component	Total	African Setswana	White	Coloured	Indian	Philippine
Permanent	**333**	**188**	**135**	**4**	**3**	**3**
Fixed Term Contractors and Sub-contractors	**471**	This component fluctuates and is dependent upon: 1. Maintenance, projects, shut-down or breakdown needs of the operation. 2. Cleaning Contractors. 3. Clinic Contract. 4. Blasting and Excavation. 5. Professional and technical services, i.e. environmental sampling and monitoring, XRF repairs, audits, etc.				
TOTAL	**751**					

The permanent staff complement of this operation at the time of the research was 333 team members apportioned to the following Departments: Quarry, Packing

and Despatch, Process, Maintenance, Finance, Administration, Procurement and Stores, Customer Value Management, Quality Assurance, Distribution Depot, Human Resources and Safety, Health and Environment. The departments have apportioned teams carrying support functions, management, specialised maintenance, and production functions. A three-shift and spare-shift system applies and the mine and production departments are operational over a twenty-four hour period.

4.4.2 Participants

Although the operational complement consists of permanent, fixed-term and sub-contractors, the permanent operational complement was considered for this research. The fixed-term and sub-contractor complement and team members change depending upon operational requirements such as shutdowns and according to team member availability and allocation by the contract owners.

4.4.3 Team structure

The departments are divided into different teams to accommodate all the mining and production functions and requirements to deliver the products to internal and external customers. The organisational structure includes the teams as:

Table 13: Operational team structure

Departments	Examples of Operational Functions	Teams
Management	Senior, Middle and Junior Management.	5 Management 6 Team Leaders
Human Resources	Recruitment, Industrial Relations, Performance, operational human support, i.e. ICAS, legal requirements, i.e. Broad Based Black Economic Empowerment and Corporate Social Responsibility.	7 Human Resources
Safety, Health (Clinic) and Environment	Specialised service, legal requirements and auditing, OHS and Environment ISO Systems, legal screening, induction and declare employees fit to work, licensing air, water, ground emissions and pollution control.	8 Safety Health and Environment

Departments	Examples of Operational Functions	Teams
Quarry, Packing and Despatch	Blasting, mining, and crushing; legal requirements- mining plans. Packing and palletising, rail and road bulk multiple products.	9 Shifts x3 10 Quarry, Packing and Despatch Maintenance 11 Quarry Packing and Despatch Fixed Plant 12 Quarry Production
Financial, Administration, Procurement and Stores	Budgets, Forecasts, orders, audits, releases, acquire spares. Specialised Customer Value Management all cementitious operations.	14 Administration 15 Financial 16 Procurement 17 Stores 18 Customer Value Specialist
Process	Clinker and cement production and raw material extraction.	19 Shifts and Spare Shift Teams
Maintenance	Preventative maintenance, Root Cause Analysis, scheduling, Plan Attainment, projects, Services, manufacturing equipment, spares and components.	20 Projects 21 Boiler making 22 Services 23 Preventative Maintenance 24 Electrical 25 Fitting 26 Tool Room
Quality Assurance	Analysis of process, mining and complete product samples. Ensures product quality control.	27 Laboratory 28 Shifts x3

Models of Excellence are engineered for the Management Team, the Team Leaders and team members (Artisans). The rationale behind the teams of choice is focussed on leadership of the operation, team leaders and artisans as they represent the majority of team members who are involved in the daily execution of functions influencing the operational targets and objectives, for instance Plan Attainment, Plant Availability, Planning and Scheduling, Best Demonstrated Practices (BDP), ton/hour, Turn Around Times, Overall Equipment Efficiency (OEE) and MTBF (Mean Time Between Failures).

4.4.4 Biographic profile of the operational teams

The relevant biographical profiles of the respondents in 5.4.3 are included as follows:

Table 14: Biographical profiles of operational teams

Gender	Total	%	Team classification		Total	%
			QPD and Depot		98	31
			Financial, Administration, Procurement, Stores and CVM		21	7
			Human Resources and Learners			
Male	**287**	**87**	**Maintenance**		**14**	**5**
Female	46	13	Process		98	31
			Quality Assurance		60	19
			Safety Health and Environment		15	5
					8	3
Age	**Total**	**%**	**Years at school including college and university**		**Total**	**%**
<24	8	2	<Grade	7	31	10
25 - 35	93	28	Grade	8-11: N1 to N2.	55	18
36 - 45	98	30	12:	N3 – T1.	111	35
46 - 55	86	26	13-16:	Degree and or Diploma.	90	29
56 - 66	48	14	17-26:	Honours, Masters, Professionals	27	9
Diversity	**Total**	**%**	**Years of service at operation**		**Total**	**%**
Setswana			<1		42	13
(African)	188	86	2-5		91	27
White	135	41	6-10		77	23
Coloured	4	1	11-15		22	7
			16-20		38	11
Indian	3	1	21-25		33	10
Philippine	3	1	25-30		15	4
			31-41		15	4

In the value chain the Management, Financial, Administration and Stores Teams, the Customer Value Management Specialist, the Human Resources and Quality Assurance Teams deliver support to the Quarry, Packing and Despatch (QPD) and Depot, Maintenance and Process Teams. The staff complement apportioned to the different teams are QPD and Depot (98); Financial, Administration, Procurement and Stores (21); Human Resources and Learners (14); Maintenance (98); Process (60); Safety, Health and Environment (3) and the Quality Assurance and Laboratory Department (15).

With reference to diversity, Blacks represent 86%, Non-blacks 41%, Coloureds 1%, Indian 1% and Philippines 1% of the population. The distribution of women in mining (46) represents 13% of the population; males (286) are 87% represented. The average age of this population is between 36 years and 45 years and 40% of the population indicates that it is an ageing work- force.

The educational level reflects that the majority (111) of the team members (35%) has Grade 12 or a N3 – T1 qualification; 90 team members (29%) have a degree or Diploma, 29% hold an Engineering degree, Honours, Masters or other advanced qualifications. Fifty-five team members have a Grade 8-11 education or a N1 to N2 (National Certificate) qualification (18%); eight per cent of the population (31) have Grade 7 and lower (10%). The operation has a developmental strategy which includes, the Adult Basic Education and Training (ABET); Portable Skills Training; Operator Millwright Training and learner opportunities for Accounting and Engineers in training. Team members have the opportunity and the support (leave, fees, etc.) from the operation within the Growth and Development Strategy of the organisation to develop their skills and competencies and acquire qualifications.

Younger team members represent 30% of the complement and their service times range between less <1 to 5 years. The majority of the work-force is between 36 years to 66 years (233). The average service years of service at this operation is 20 years. The Broad-Based Black Economic Empowerment Act, Act 53 of 2003 governs appointments and it is a pre- requisite to obtain a Mining Licence for extracting raw material and production. This will impact on the diversity distribution and skills transfer in future.

From the population three teams were identified for designing the Models of Excellence. The three teams are the Management Team, Team Leaders and the Artisans. The team members selected and extricated for engineering the models were based on the 2012 to 2013 performance results.

4.4.5 Data collection

Data collection is determined by the following sequence:

(1) The iWAM® and VSQ® instruments underpin the team member profiles that are essential to create the Models of Excellence (MoE).

(2) The Employee Development Review and People Forum Results serve as the selection criteria for the exemplars for the MoE.

(3) Management Team discussions and written feedback on exemplar team leader and team member thinking preferences and value systems, social variables.

(4) Extracting information to improve performance (for example communication, coaching and interventions).

4.4.6 Procedure

After negotiation and discussion (since 2010) high-level authorisation was obtained in 2012 for the research at the largest operation of this organisation. The operational structure was obtained from the Human Resources Department and approval for team participation was obtained from the Heads of Departments during a Management Meeting. Individual appointments were booked with the operational teams and team leaders.

During the team discussions information and support were shared with the team members. It included the purpose of the research; the fact that two instruments would be used; the ranking method preference for answering the questions instead of a Likert Scale; that questionnaires completed with a number of the questions unchanged would be disqualified and the duration of completion.

Team members could choose and exercise their preference in completion of the questionnaires between a paper-based and electronic option. Team members would receive a personal login and password; the results would be available on-line, could be redone when the team member's context changed, for example in case of a transfer to a different team, operation or country or in case of succession or promotion. The results of the iWAM® and VSQ® would be kept private and the reports would be personally explained and handed to the team members. The instruments could be redone should a team member receive promotion, change his

position or country or after a period of development. Feedback would be provided to team members individually. The profile results might, however, can be shared voluntarily by the team member with his team leader. Honouring the agreement with Merlevede in 2010 the results would not be made available for organisational purposes by the researcher, for instance, for performance discussions or to identify areas of development.

Three hundred and thirty-three team members were invited to participate in the research. Three hundred and thirty-three iWAM® Questionnaires and three hundred and thirty-three VSQ Questionnaires were made available as per team member choice, either paper-based or electronically. A total of three hundred and thirteen iWAM® Questionnaires and three hundred and thirteen VSQ Questionnaires were received from the team members either electronically or paper-based. The final population for research purposes is 313 of 333, a representative sample of 94%. The 6% team members that did not complete the questionnaires indicated personal reasons for non-completion and one team member declared that he did not feel comfortable with some of the questions of the Value System Questionnaire and had religious grounds for not doing so.

The researcher entered the paper-based questionnaires and processed 626 iWAM® and VSQ® Reports. The reports were processed, printed, sealed and handed to each team member. After an overview during the follow-up individual feedback session an invitation to discuss further uncertainties and challenges was extended. The process was completed in November 2012.

4.5 ENGINEERING THE MODELS OF EXCELLENCE

Diverse terms have been applied to define modelling. Among these terms to describe matching behaviour are imitation, identification, copying, observational learning and contagion. According to Bandura these labels are designated as modelling, as modelling influences have broad psychological effects and produce analogous changes in specific behaviour, emotional responsiveness, and valuation of objects involved in the modelled activities and in self- evaluation. Modelling generates three types of effects, i.e. the observer can acquire new patterns of behaviour by watching the performance of others, it strengthens or weakens

previous learned responses and the behaviour of others can serve as cues in facilitating performance of existing responses (Bandura, 2007). In the organisational context this is called benchmarking.

By benchmarking an organisation, operation or team can discover what the best performance is that can be achieved in comparison with another team, company, competitor or another industry. This raises the level of performance depending on what "best" is. Whilst a team, operation or organisation is busy comparing itself to the best, the best is moving on. The world is moving on too fast and the benchmark will not be valid over time (Harschman, 2008).

Engineering Models of Excellence answers the performance improvement challenge by identifying and capturing motivational and attitudinal thinking preferences in the context of work which differentiates high performers from others. It also distinguishes the significant thinking and value preferences characteristic of a specific culture within a country (Standard Group), organisation or team.

The context is significant as the thinking and value preferences shift according to the nature of the business, the culture of the company, the region, the operation or team (Harschman, 2008). It further reduces cost of recruitment and placement, improves to identify potential high performers in a role and decrease turnover. Coaching, training and development are aligned with physiognomies of high performance.

High performers or exemplars are used to construct a Model of Excellence for comparative analysis. The high, consistent performers or ideal models of performance that deserve to be copied are emulated to a greater degree than models of subordinate standing. Bandura notes that the behaviour of these high status models is more likely to be successful in achieving desired outcomes and have greater value for observers than the behaviour of models who possess relatively low vocational, intellectual and social competencies. "Modelled performance produces evident outcomes for the model and the imitator" (Merlevede, 2007).

Once these thinking and value preferences are identified a computer model for a team or job group for a specific context is built. The system compares the model to

the results of the individuals and a model score per individual is produced. The model scores are compared to the performance ratings to determine the correlation between the two measures (Harschman, 2008). For the organisation valid and accurate ratings of performance determines the extent to which motivational and attitudinal thinking and value preferences will predict future performance.

For this research three teams are targeted with Models of Excellence to improve performance. The high and low performers of these teams are tested to identify the motivational and attitudinal thinking and value preferences that create the difference between the two performers. These preferences are coded into an electronic model that allows for a comparison that identifies the difference that will make the difference in performance.

4.5.1 Methodology

Three roles or job groups were identified as crucial to organisational success, the leaders, the supervisory level and employees. The Management Team, Team Leaders and a job group, the artisans in general, were targeted for modelling. All the team members, low and high performers in identified roles were profiled (iWAM® and VSQ®). The Standard Group: South Africa, 2013, represented the cultural factors and influences on the team members.

The distinguishing thinking preferences are coded into an electronic model and a customised Model of Excellence is generated where the low performers are compared with the high performers for that role.

With the valid and accurate ratings of performance for a specific role it is possible to determine the extent to which motivational and attitudinal thinking preferences predict performance ratings. Strong correlations provide strong confidence that the Model of Excellence for a team will guide selection of strong candidates for succession and promotion, recruitment, the areas of development for coaching, training and mentoring, more specific to identify a management position or sales team member and when decisions have to be made during mergers and rationalisation.

Once the model is created the jobEQ© Software compares the model to the results of the participating team members. The analysis produces a Model of Excellence scores for the team members that indicates the degree of comparison between them and the high performers. The model scores are compared to the performance ratings to determine the correlation (r value) between the two measures. From the literature a worthy test should have a correlation of r=0.5> (Field, 2009). jobEQ© and the Institute for Work and Attitude Motivation consider the correlation between the exemplars and the low performers in a Model of Excellence to be 0.65 and higher. The" lower the correlation; the less ability or strength a model will have to account for performance levels" (Harschman, 2007).

According to Harschman the critical measure of a Model of Excellence lies in its predictive power. The predictive power is calculated by squaring the correlation (r^2) and converting the result and expressing it as a percentage (Field, 2009). The resulting r^2 value provides an indication of what portion of the overall performance rating (the rating equals a value 1.00 or 100%) can be reasonably estimated by the Model of Excellence.

Example:

The correlation (r) between the model scores and the performance ratings of the team members tested is 0.7. Squaring the correlation results in a value $r^2 = 0.49$; by converting the r^2 into a percentage results in 49%. This means that approximate half of the performance rating can be accounted for by the Model of Excellence.

This is not the only measure an organisation uses to make decisions. There are other important factors in performance, such as the knowledge and skill required to perform a given role.

Secondly the motivational and attitudinal thinking preferences do not predict all of the performance rating. As per the Harschman example, a model that yields an r^2 value of 50% means that other factors contribute to the other 50% of the rating. Merlevede provides reasons for the quality and possible biases of these factors. "In line with our approach in the 2000 study, it would have been preferable conducting interviews in order to check the differences found between the test and the re-test

data" (Merlevede, 2007:2). Another reason is to ensure that the test takers have the same context in mind when completing the questionnaires and thirdly behavioural interviews, structured interviews and background checks are critical to validate the results.

Merlevede indicates further that research of Van der Maesen de Sombreff (1992) found that some methods have low predictability, i.e. personality questionnaires (20-35%), structured interviews (35-45%), assessment centres (45-60%) and attitude-based questionnaires (45-65%) as cited in Merlevede (2001-2010). Similar results were found in Arthur, Glaze, Jarett, White, Schurig and Taylor (2014).

4.5.2 Modelling Process

Engineering a Model of Excellence (Merlevede, 2009:2) comprises "5 Phases with 8 steps".

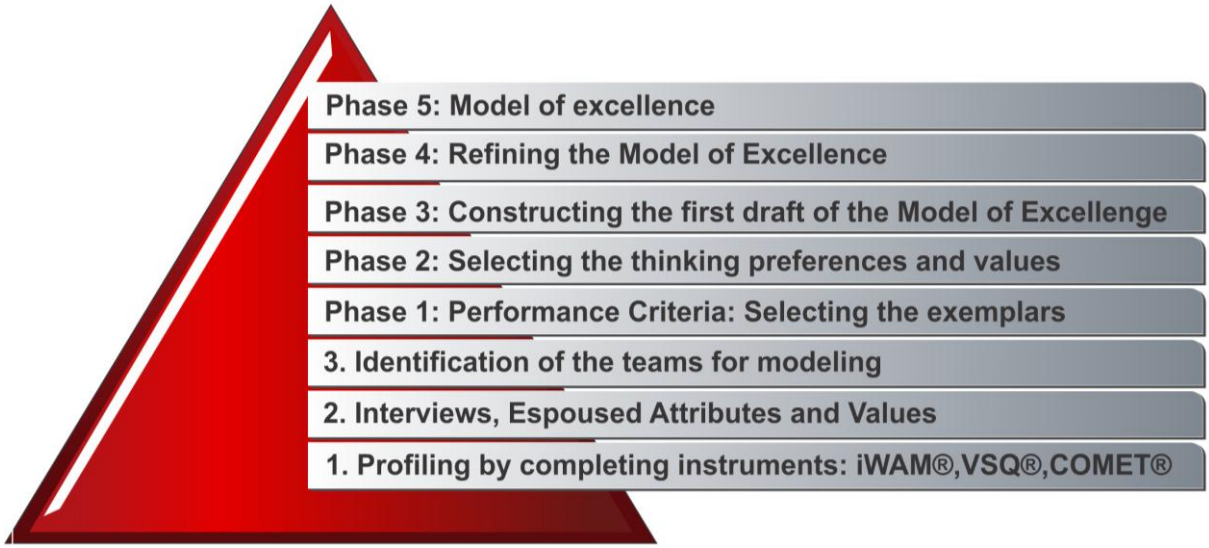

Figure 5: Phases and steps in engineering a Model of Excellence (Merlevede, 2009)

4.5.2.1 Phase 1: Performance Criteria: Selecting the high and low performers

After the iWAM® and VSQ® profiling the high and low performers are identified and ranked according to objective performance criteria. Performance criteria of an ideal control group with the same function are included to provide the modeller with objective criteria for the analysis. The criteria are specific with concrete evidence

why a high performer is seen as successful and a low performer seen as unsuccessful.

For the purpose of this research the outcome from the Employee Development Review (EDR) and People Forum (Potgieter, 2014) of the organisation are used as the criteria to select the high and low performers. The Employee Development Review and People Forum results are the selection criteria for Hay Grade 7-13 and the Individual Performance Review (IPR) and Overall Employee Development Review (OEPR) for Hay Grade 6 and lower.

The purpose of these tools is to strengthen the calibre of the management for improving business performance, to encourage open and frank discussions and feedback between managers and team members, to identify competency gaps, areas of development, coaching and mentor opportunities and potential successors for the succession pool. There are six levels of performance (Figure 6) and two potential ratings, (Figure 7).

Team members are able to achieve Performance Ratings of E++ (Significantly exceed expectations), E+ (Exceed expectations), E (Expected performance fully met), E- (Partially meeting expectations), E (Not meeting expectations), Not rated (Too new to assess) (Potgieter, 2014).

RATING SCALE					
Not meeting expectations	**Partially meeting expectations (Average performance)**	**Expected performance fully met (NOT average performance)**	**Exceed expectations**	**Significantly exceed expectations**	**Too new to assess**
4	**2**	**3**	**4**	**5**	**NOT RATED**
Not making it <12 months to improve or separate	**Managed, corrected from time to time Needs improvement**	**Good job Occasionally delivers additional output and value**	**Extra Mile Superior effort, often delivers additional output and value**	**Superstar superior effort, regularly delivers additional output and value**	**– In position <3 months for IPR – In position <6 months for EDR**
E – –	**E –**	**E**	**E+**	**E + +**	**NOT RATED**
1	**2**	**3**	**4**	**5**	**NOT RATED**

Figure 6: Levels of performance (Potgieter, 2014)

Potential Ratings are also indicated as NP (Normal Potential) and HP (High Potential). The Management Competency Framework consists of five competency clusters with three competencies linked to five behaviours or key actions (Table 15).

Determine Potential rating using the following
Note: – The potential stretch to more senior, more critical positions is expressed using Hay Grades for practical purposes. – There has to be adequate difference in the level of responsibility, span of control and/or complexity of the current role and the targeted role.
HP (High Potential):
– Performance is a prerequisite for potential. An available job is not. – A high potential employee is someone with the ability, engagement, and aspiration to rise to and succeed in more senior, more critical positions with increased levels of responsibility, span of control and/or complexity. Ability is most important, engagement second, and aspiration third, but none alone can serve as a guarantee. Without significant amounts of all three, employees will simply fail to excel in the more senior more critical job. – Employees must have a 75% chance of performing in the top quartile of performance at the targeted level of **at least the next Hay Grade and possibly two Hay grades above the current job.** – Has capacity to move at least one to two Hay grades **within the next 1 to 3 years.**
NP (Normal Potential:
– Displays **depth and capability** that reflects expertise **in current role**. – The employee may be moved to other positions though the move is likely to be at the same level of responsibility, or with a slightly higher level of responsibility. – The employee is a **solid citizen** and plays an important role in the continuous success of the business. It is therefore important to ensure the continued engagement and motivation of this employee by proving him / her with suitable exposure and development opportunities.

Figure 7: Potential rating (Potgieter 2014)

The Employee Development Review and People Forum are done annually for Hay Grade 7-13. The Individual Performance Review (IPR) is done quarterly and the average Overall Employee Performance Review Rating (OEPR) average is calculated as the final score for Hay Grade 6 and lower.

Supporting the OEPR rating for every team member is the Organisational Scorecard, Operational, Departmental and Team Scorecards which aligns the Key Performance Indicators with the organisational strategy. As team performance is

based on the performance of team members there is also a 360° Internal Customer Assessment Measurement (ICAM) included in the teams' scorecards.

The Competency Framework (Figure 5) comprises five Competency Clusters with dedicated competencies, i.e. Business Results (business acumen, decision making, driving for results); Customer Focus (customer service orientation, building effective relationships, effective communication); Operational Orientation (applied learning, continuous improvement, work standards), Organisational and People Development (empowerment, conflict management, people management) and personal effectiveness (energy, accountability, accurate self-insight).

Table 15: Competency Framework (Potgieter, 2014)

Competency Cluster	Competency	Behaviour or Key Action
Business results	1.1 Business acumen 1.2 Decision making	Shares insight regarding business drivers and uses such information to seize business opportunities. Understands commercial agreements, transactions and obligations. Sources, understands, compares relevant information and identifies issues. Develops alternative courses of action taking into account resources, constraints and company values. Commits to a decision made.
	1.3 Driving results	Sets high personal goals aligned with company goals and strives to exceed these goals.
Customer focus	2.1 Customer service orientation	Demonstrates an understanding for the needs and expectations of the customer and makes them a high priority.
	2.2 Building effective relationships	Developing and using collaborative relationships to facilitate the accomplishment of company goals.
	2.3 Effective communication	Expresses thoughts and ideas in a clear succinct and compelling manner.

Competency Cluster	Competency	Behaviour or Key Action
Operational orientation	3.1 Applied learning	Keeps abreast of developments in area of expertise and achieve superior level of technical /professional knowledge and applies it appropriately.
	3.2 Continuous improvement	Understands relationships between business processes and continually strives to identify and implement improvements required to processes.
	3.3 Work standards	Sets high standards for performance and takes accountability for completing assignments. Delegates responsibilities to create a sense of ownership.
Organisational and people development	4.1 Empowerment	Encourages employees to stretch beyond current capabilities.
	4.2 Conflict management	Deals effectively with disagreement and conflict. Uses appropriate interpersonal styles/methods to resolve conflict.
	4.3 People management	Selects, develops and retains high calibre people and creates a learning environment that ensures that people realise their highest potential.
Personal effectiveness	5.1 Energy	Maintains high levels of activity or productivity. Operates with vigour, effectiveness and determination.
	5.2 Accountability	Demonstrates personal responsibility for events or outcomes. Holds himself and others accountable for actions and commitments. Demonstrates an awareness of own strengths and development needs.
	5.3 Accurate self-insight	

When a team member does not meet the expectations of the organisation to succeed, then he or she, the team, the operation and the organisation bear consequences in the individual bonus and the Short Incentive Bonus Scheme. It is within a team member and team's sphere of influence to impact on remuneration, bonus, operational and organisational performance. Should a team member exceed

expectations, his performance and his or her team's performance are considered positively.

The 2012 and 2013 performance ratings of the team members were compared to identify high and low performers for the design of the Models of Excellence for Management, Team Leaders and Team Members (Artisans). The organisational teams were divided into two performance levels for the Models of Excellence. A team member is assigned to the high performance category E+ (Exceed expectations), and E (Not meeting expectations). The High Potential Ratings were used to confirm whether a team member belongs to a specific category.

4.5.2.2 Phase 2: Selecting the thinking preferences and values for the first draft of the Model of Excellence

The instruments provided the context information structures of the 48 thinking preferences and values and the Management Team provided models for the 'ideal' team leader and a team member. A universal model was used for the control group of the Management Team.

A Language and Attitude Behavioural Profile Interview, as described in Chapter 2, can serve the additional purpose to collect information to construct a competence model using the Competence Modelling Methodology (COMET®) to design a Mentoring and Coaching Programme which is excluded from the scope of this research (Merlevede, 2012). The content sources used are the detailed results from performance reviews.

4.5.2.3 Phase 3: Constructing the first draft of a model

Based on the high performers and the low performers, a first exemplar model is created for the management, team leaders and team members. This method is achieved by contrastive analysis.

Founded on research known as the Sapir-Whorf Hypothesis, contrastive analysis investigates the differences between pairs (or small sets) of dimensions against the background of similarities, with the purpose of providing input to applied disciplines such psychology and coaching and mentoring (as cited in Gast, 2010). It is grounded in the principle that language structures affect cognitive thinking.

The thinking preference patterns which clearly discriminate high performers from low performers are selected to be included in the model. These preferences are also typical and specific to the culture of the team and operation in which the team functions. According to the performance criteria and the input from the management teams the sample of excellent team members (high Performers - High Potential) and the counter-examples (low performers - Normal Potential) for the team are included

Table 16: Correlation coefficient of the Models of Excellence (Heymans, 2013)

Model	Team	High Performers	Low Performers	Correlation Coefficient	Notes
MoE of Management	**Management**	**6**	**5**	**0.95**	Complete.
MoE Team Leaders 1	**Team Leaders**	**25**	**17**	**0.61**	All performers included.
MoE Team Leaders 2	**Team Leaders**	**8**	**8**	**0.75**	Refining MoE. Average Performers excluded.
MoE Team Leaders 3	**Team Leaders**	**8**	**8**	**0.78**	Further refining MoE .
MoE Team Leaders 4	**Team Leaders**	**7**	**6**	**0.91**	Average performers were excluded. Included High Performers, High Potential. Included High Performers, Low Potential. One team leader was found atypical to the rest of the team leaders and excluded due to questionable allocated performance results.
MoE Team Members 3 Simple	**Team Members**	**26**	**13**	**0.34**	Sample to engineer the MoE too heterogeneous due dissimilar functions of team members. The performance results 2011-2013 allocated to the middle band of normal performers inaccurate.
MoE Team Members 3	**Team Members**	**26**	**13**	**0.35**	Refining MoE.
Artisan 1	**Artisans**	**24**	**28**	**0.34**	Sample to engineer the MoE too heterogeneous due dissimilar functions of team members. The performance results 2011-2013 allocated to the middle band of normal performers inaccurate.
Artisan 2	**Artisans**	**7**	**8**	**0.59**	Refining MoE.

The results of the Models of Excellence are statistically significant (Trochim & Donnely, 2008). Extracted from Heymans (personal communication, June 14 & 19, 2013; October 15 & 31, 2013 and March 20, 2014), for the Management Team (.95), the Team Leaders (0.91) and the Artisans (0.59). The Team Members Model of Excellence was found acceptable but due to the large sample of team members that is heterogeneous in function (0.35) team, culture and department a further Model of Excellence was engineered for Artisans Table 17: Correlation coefficient of the Models of Excellence (Heymans, 2013).

The principles of the contrastive analysis can be combined with a statistical approach by drawing a graph between the high performers and low performers, in this case the management team. The data are used to identify those thinking preferences, dimensions or parameters that show a significant difference. Where there is a significant difference between the means of specific parameters this indicates the difference between the high performers and the low performers.

For significant parameters there will be little or no similarity between the scores for both groups. Merlevede views a contrastive analysis in engineering a Model of Excellence with a higher degree of precision (2012).

In the example of the high and low performing artisans' thinking preferences, the high performers have patience (OF1-), listen to their internal customer and leader (N3) and are able to maintain a focus on their goals over time (OF2+). They are more able than their counterparts to do troubleshooting (OF2-; So3) and can make decisions on their own (OF3+). They are able to communicate well (OF6+), want to do the job themselves (Co4) and are focussed on time (IF7) which is crucial for Plan Attainment and Overall Equipment Availability.

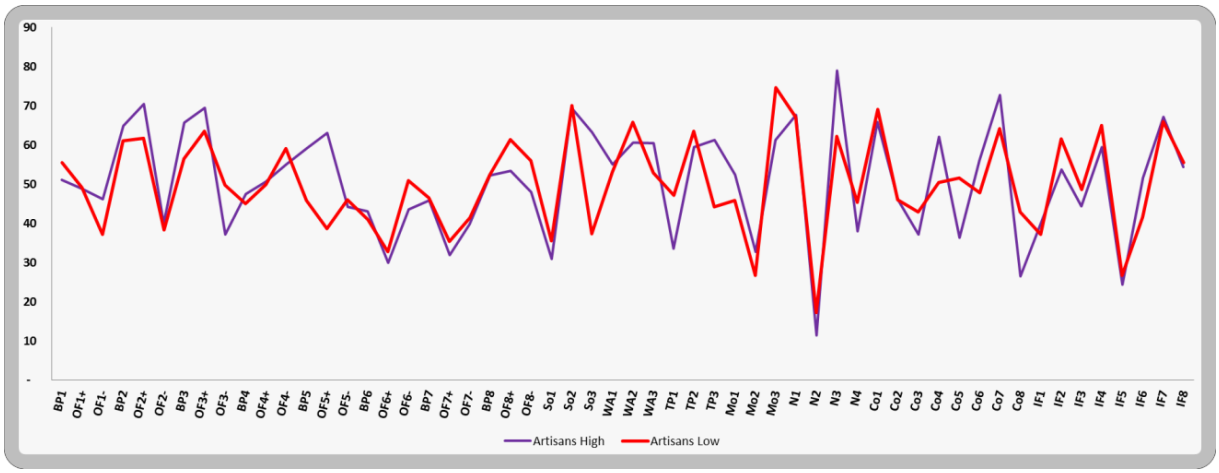

Figure 8: Contrastive analysis example of the thinking preferences of the Artisans

In reference to their value system the high performers will sacrifice themselves to conform to what the operation requires, what they believe is right (G4). Their conduct is based on eternal and absolute principles and they believe that laws, regulations and discipline "build character and moral fibre" (Beck & Cowan, 2006). The high performing artisans are integrated with the organisational espoused value system and do what the organisation requires of them (U1). They are able to set specific boundaries and are able to make clear distinctions between different tasks (D1). The high performing team can use their imagination and can identify relationships between tasks, do pattern recognition which is beneficial when they encounter new challenges (RB).

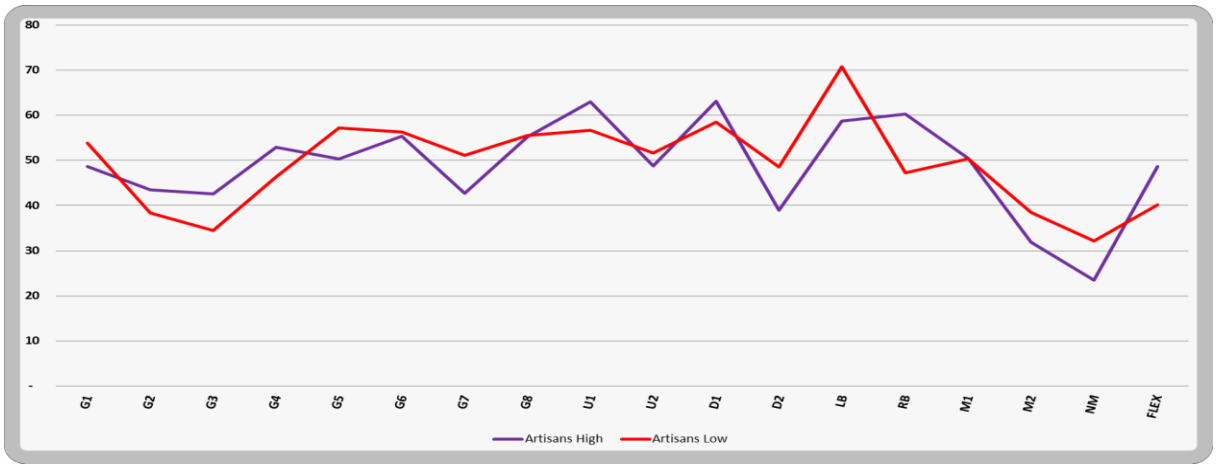

Figure 9: Contrastive analysis of the values and social variables of the Artisans.

Should there be an outlier the modeller will prepare questions to ask the Management Team (customer or organisation) concerning the thinking preferences (a high performer who seems to be outside the area of excellence for a pattern). Outliers might be due to high performers having developed 'coping strategies', meaning they are able to overcome their weaknesses in terms of attitude and motivation. It might also be an indication that the performance criteria used are not fully consistent.

4.5.2.4 Phase 4: Refining the model

Once the model is completed, the jobEQ© Software is run to rank the team members included in the model. The model ranking is then compared with the performance data.

4.5.2.5 Phase 5: Validating the model

The model is now compared with a larger group of persons in the same function as the high and low performers that were evaluated against the performance criteria of the organisation. The predictive power of the model is calculated (r^2, based on the correlation r). Once the predictive power of the model is high enough, the modelling process is ready to use. If the predictive power is too low, the process is repeated.

4.6 TEAM MODELS OF EXCELLENCE

Profiling the team members and teams is conducted in conjunction and in alignment with the other strategies to improve, develop and expand emotional and social intelligence to improve performance.

The dimensions or parameters Table 2: iWAM Profile™ (Merlevede, 2009) are those thinking preferences (one for instance is OF2+, Goal Orientation) included in a specific Model of Excellence (for instance Team Leaders). The thinking preferences are context-specific and valid, identified by the jobEQ© Software from the exemplars' profiles and are evaluated and extracted by the modeller. The extracted thinking preferences, their significance and the validity weighed according to the significance for a contextual specific model (job group or team). The

significance is indicated BSIG (Baseline Significant), SIG (Significant) or VIP (Very Important).

Weight is furthermore allocated to a significant Baseline Significant Parameter is 1, a Significant Parameter is 2 and a Very Important Parameter is 3. A Model of Excellence may carry a Maximum Score (for example Table 18: Model of Excellence: Management Team) of 66. The Maximum Score includes three Triple Parameters (Very Important), five Double Parameters (Significant) and three Base Parameters (Baseline Significant). The Maximum Score for this example model indicates that in this context or team this is the highest score that can be obtained by a team member of this team.

Team members are compared to the Model of Excellence and are ranked according to the dimensions or parameters. A model of excellence designates team members according to thinking preference into the Green, Orange, Red or Grey Categories. In the green zone a team member corresponds to the reference model for this attitude element (positive exemplars). When he or she falls in the orange zone (border zone) the team member lies outside excellence. The outliers of the positive exemplars will guide the decision as to how wide the allowable band is. It will also be discussed and decided whether this score is acceptable or should be labelled as red. In the orange zone the difference between the team member and the model of reference should be manageable through coaching or another cognitive behaviour intervention.

When a team member scores in the red zone, the difference in score between him or her and the Model of Excellence is a counter-indication. An example will be when a Model of Excellence is engineered for a specific position, for instance an Electrician. Candidates who applied for the position are compared and ranked against the model (MoE for the Electrician position). The candidates with the highest total red scores will be eliminated from the recruitment process. When a team member scores in the grey zone, we are unable to determine the effect and the link between the team member and the model of reference cannot be described. Engineering Models of Excellence are time consuming, expensive and executed by

a Certified Modeller grounded in organisational behaviour, development and psychology.

Eight Models of Excellence were engineered in this research (Table 17). The Management Team Model of Excellence has a significance of 0.95 and the Team Leader Model of Excellence has a significance of 0.91 after refinement.

The Team Member Model had a low validity of 0.34 due to the large percentage of the population used and the diverse nature of tasks and functions. The model was further refined to 0.35 and general inferences were incorporated. The Artisan Model of Excellence was refined and has a significance of 0.59. In this Model it is evident that Artisans' functions and reporting structures differ, for example Electricians, Operator Millwrights, Fitters and Turners.

The Models of Excellence engineered for the Management Team, the Team Leaders and Artisans will be deliberated on with reference to comparing the thinking preferences, meta- programmes, dimensions or parameters of the teams with those of the operation and to the thinking of the Standard Group: South Africa 2013.

The assumptions for the thinking preferences or meta-programmes are made in view of the iWAM Modelling - Technical Manual and the social variables assumptions based on Beck and Cowen (2006). Further deductions are made and discussed for the respective teams, as follows:

- Contrastive analysis: Thinking preferences: Standard Group South Africa 2013, Operation and the Management Team, Team Leaders or Artisans.
- Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and the Management Team, Team Leaders or Artisans.
- Models of Excellence: Management Team, Team Leaders or Artisans.

4.6.1 Management Team Model of Excellence

The shared strengths indicated for the Management Team are leadership (N1), they are focussed on the strategic objectives and are able to maintain the focus over time (BP2); goals are considered important (OF2+) and to find the best solution

independent of their conflicts of interest. They prefer direct answers and their management style is structured with regard to time (IF7), schedules, agendas and task completion (D1). They are able to set clear, objective boundaries and their main driver is power (Mo1). They prefer to have control and authority over resources and consider detail and specific information important (OF5-).

There are no areas of conflict in terms of the strengths of the Management Team versus the weakness of the leader according to the Team Comparison Report. The Management Team does not place importance on human growth, but displays cooperative action, has a big picture view and understands the dynamics underlying chaos and the integration of differential and holistic thinking which transcend existing paradigms (Beck & Cowan, 2006). They do not value cooperative discussion and collaboration (M1), nor look for alignment and correlation and easily enter in conflict and are disloyal.

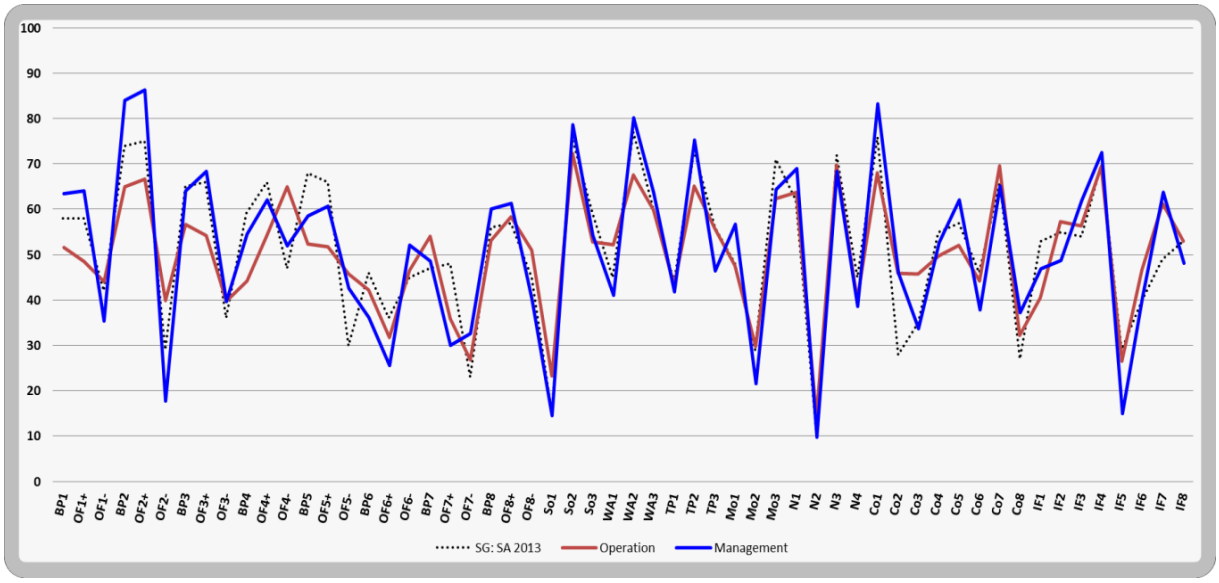

Figure 10: Contrastive analysis: Thinking preferences: Standard Group: South Africa 2013, Operation and Management

They are demotivated when they encounter problems and challenges (OF2-); they focus on the present and will not seek possibilities for change. The team sets specific boundaries (D1) which are diffuse (D2).

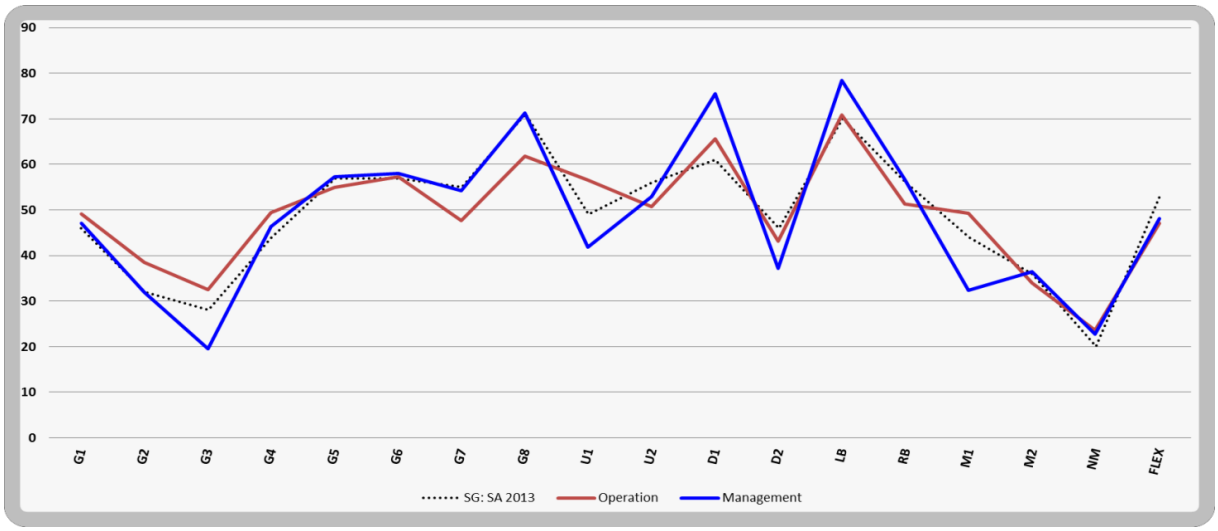

Figure 11: Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and Management

The Management Team will not use creativity to seek other solutions (RB) or to implement decisions or look for better ways and alternatives in their approach to challenges (BP4).

They display a low tolerance towards the intentions and actions that differ from their own (N4), are difficult to convince (Co6), and are tactless and inflexible (FLEX). The leader knows the policies and requirements of the organisation and has a challenge to interpret and is unskilled in communicating effectively and efficiently with the team (N3).

To enable performance in this team the communication of the Central Business Unit Executive needs to be transparent, structured, precise, direct, logical, linear and rational. There is a need for respect and consistency in order to cultivate trust. Outcomes need to be defined clearly and the team will take sole responsibility for the performance objectives. The Management Team of this operation needs guidance on functional and systematic thinking, flexibility in the operational environment and autonomy of team members and teams (G7); budgeting and finance (IF5); realising synergies (G8); focussing on internal customers (IF1), the team environment (OF7+) and allowing team members a sense of caring and belonging (Mo2); foresight and planning (TP3) and seeking alternatives, options

and possibilities (OF4+) to meet competition in the fluid and challenging market space. Coaching and mentoring will benefit this team and enable them to work towards agreement, loyalty towards decisions (M1), being tactful (D2) and training to acquire competency to solve problems, address concerns and do trouble shooting (OF2-).

The Model of Excellence has a correlation coefficient of 0.95 (Table 17: Correlation coefficient of the Models of Excellence (Heymans, 2013)). The crucial thinking preferences, meta-programs or dimensions for the Management Team in this operation (contextual) are Goal Orientation (OF2+), Affective Communication (OF6+), Group Environment (OF7+), Individual Environment (OF7-), Sole Responsibility (OF8+), Concept (WA2), Structure (WA3), Affiliation (Mo2), Focus on People (IF1) and Focus on Time (IF7).

Table 17: Model of Excellence: Management Team

Dimension or Parameter		Green	Orange	Red	Grey	Weight	Significance
OF2+	Goal Orientation	9	0	2	0	1	BSIG
OF6+	Affective Communication	4	3	4	0	2	SIG
OF7+	Group Environment	7	0	4	0	3	VIP
OF7-	Individual Environment	3	3	5	0	2	SIG
OF8+	Sole Responsibility	5	0	6	0	3	VIP
OF8-	Shared Responsibility	6	0	5	0	3	VIP
WA2	Concept	5	1	5	0	1	BSIG
WA3	Structure	5	2	4	0	1	BSIG
Mo2	Affiliation	6	0	5	0	2	SIG
IF1	Focus on People	5	2	4	0	2	SIG
IF7	Focus on Time	4	3	4	0	2	SIG

Model Statistics

Maximum score for this model: 66

1. 3 Triple parameters = 3 x 3 x 3 = 27
2. 5 Double parameters = 5 x 2 x 3 = 30
3. 3 Base parameters = 3 x 1 x 3 = 9

Ranking the team members against the Model of Excellence indicates the High Performers versus the Low Performers. The highest score that could be obtained by a team member is 66. The highest ranked team members scored 52 to 42.

Since 2011 team members 197201, 207275, 197879, 197204, 197203 and 196734 have left the operation.

Table 18: Split set of variables over the four groups: Management Team

jobEQ ID	Questions Unchanged	Personal Change Orientation	Score	Green	Grey	Orange	Red
197200	0	5-7 years	48	10 green	0 grey	0 orange	1 red
197206	0	4 years	52	9 green	0 grey	1 orange	1 red
197205	0	5-7 years	52	9 green	0 grey	1 orange	1 red
197201	2	3 years	46	9 green	0 grey	1 orange	1 red
197912	0	1 year	42	7 green	0 grey	4 orange	0 red
197202	1	4 years	18	7 green	0 grey	0 orange	4 red
207275	0	3 years	-16	3 green	0 grey	2 orange	6 red
197897	0	3 years	-44	3 green	0 grey	1 orange	7 red
197204	0	5-7 years	-50	1 green	0 grey	3 orange	7 red
197203	4	3 years	-56	1 green	0 grey	1 orange	9 red
196734	1	3 years	-66	0 green	0 grey	0 orange	11 red

Score: green + 3 points | grey + 1point | orange - 1point | red - 3 points

Taking the personal change orientation into account of 3.5 years, other opportunities for the managers arose. Two team members were promoted (Process Manager and Packing and Despatch Manager). One manager moved into a lateral specialist position, the General Manager, Maintenance Manager and Quality Manager are newly-appointed. During the recruitment process no Model of Excellence was used for selection and team-fit. Development and coaching opportunities are evident for the remaining team members 197206, 197205, 197912 and 197202 (orange zone).

4.6.2 Team Leader Model of Excellence

This team is not compared to a specific leader as the team leaders report to their individual Heads of Department. Here the focus is to look at trends that may impact on their teams' performance and productivity and to design interventions where they can be influenced as a group. The leadership and team leaders meet quarterly as a Joint Management Team to discuss performance, progress and direction. Individual team leader reports are available to address areas of

development and to provide guidance and direction for training, coaching and mentoring.

The team leaders are goal-focussed and have the capability to maintain their focus over time (OF2+). They seek incremental change and are able to adapt to change (So3).

They need guidance and direction from their Head of Department (OF4-) and are examples of good conduct and driven by the requirements of the organisation (N3) and want sole responsibility (OF8+) for their tasks and teams.

They care for their teams (N2) but do not like to work with their team members' feelings and issues (IF1). The team leaders want to see something to be influenced (Co1) and need consistency and information every time to remain convinced to some extent (Co7). They prefer to work with facts (IF4) and are concerned about allotting time and keeping to due dates and schedules.

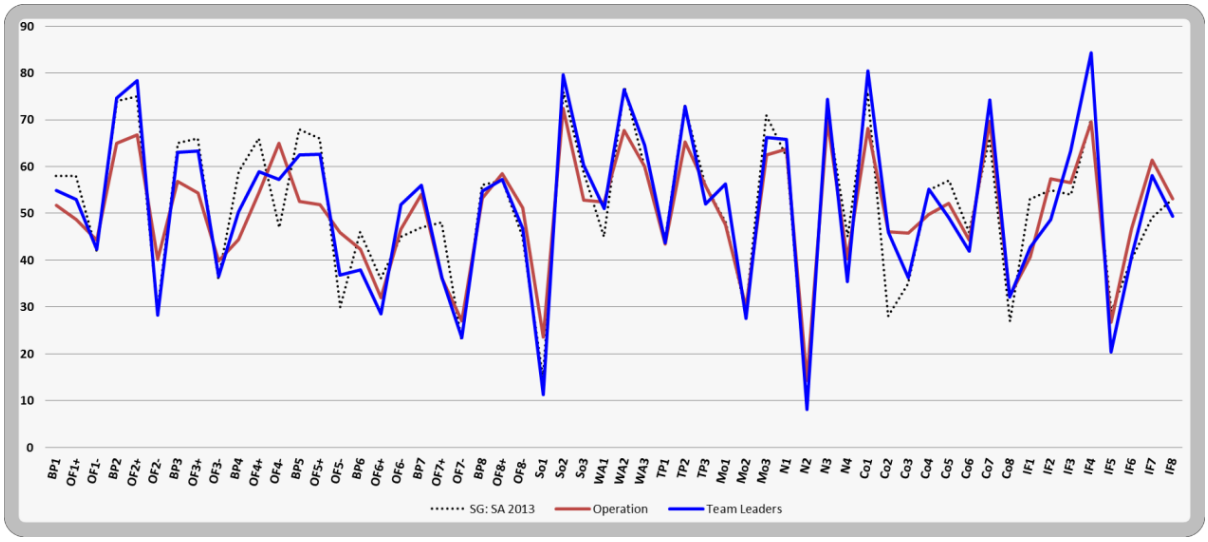

Figure 12: Contrastive analysis: Thinking preferences: Standard Group South Africa 2013, Operation and Team Leaders

The team leaders set specific boundaries for themselves and their teams (D1), they are intolerant of the actions of others (N4) and impose the rules and policies on their team members. They are inflexible (FLEX), impatient (OF1-), inept in planning for the future (TP3) and unable to solve problems efficiently (OF2-) and reluctant to deal with internal and external customers. The collective value system reflects that

the team leaders are rational, logical and linear thinkers (LB), they require fairness and want policies, procedures and rules to apply to all team members (U1). They are functional and system thinkers (G7) and appreciate a challenging and a competitive environment (G5). They want to see technical progress and are able to do more with less (G8), but have a challenge to create new possibilities, see potential and recognise relationship and patterns (RB).

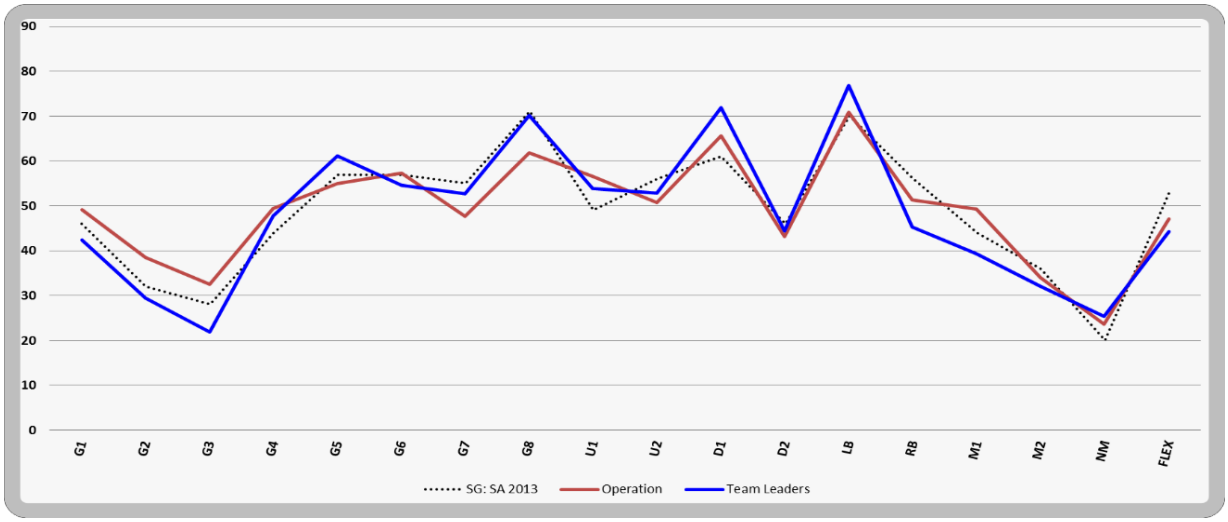

Figure 13: Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and Team Leaders

The Team Leader Model of Excellence has a correlation coefficient of 0.91 (Appendix 19). The crucial thinking preferences, meta-programmes or dimensions for the Team Leaders in this operation (contextual) are, Reflecting and Patience (OF1-), Alternatives (OF4+), Neutral Communication (OF6-), Sole Responsibility (OF8+), Sameness (So1), Difference (So3), Future (TP3), Compliance (N3), Convinced by Reading (Co3), Convinced by Doing (Co4) and Convinced Automatically (Co6).

Table 19: Model of Excellence: Team Leaders

Dimension or Parameter		Green	Orange	Red	Grey	Weight	Significance
OF1-	Reflecting and Patience	9	3	4	0	2	SIG
OF4+	Alternatives	4	2	10	0	2	SIG
OF6-+	Neutral Communication	5	5	6	0	2	SIG
OF8+-	Sole Responsibility	7	4	5	0	2	SIG
So1	Sameness	5	2	9	0	2	SIG
So3	Difference	6	4	6	0	2	SIG
TP3	Future	6	2	8	0	2	SIG
N3	Compliance	9	2	5	0	2	SIG
Co3	Convinced by Reading	7	2	7	0	1	SIG
Co4	Convinced by doing	14	0	2	0	2	SIG
Co6	Convinced Automatically	8	2	6	0	3	VIP

Model Statistics

Maximum score for this model: 63

1. 1 Triple parameters = 1 x 3 x 3 = 9
2. 8 Double parameters = 8 x 2 x 3 = 48
3. 2 Base parameters = 2 x 1 x 3 = 6

Ranking the team members against the Model of Excellence indicates the High Performers versus the Low Performers. The highest score that could be obtained by a team member is 63.

The high performers scored between 49 and 15. Since 2011 team members 197899, 198165 have been promoted, 198268 moved laterally to the process Department for career progression, team member 202608 moved laterally into a specialist position and team member 197914 left the operation for a specialist position.

Table 20: Split set of variables over the four groups: Team Leaders

jobEQ ID	Questions Unchanged	Personal Change Orientation	Score	Green	Grey	Orange	Red
202697	1	5-7 years	49	9 green	0 grey	1 orange	1 red
197899	1	5-7 years	31	8 green	0 grey	1 orange	2 red
198166	4	3 years	31	8 green	0 grey	2 orange	1 red
198268	0	5-7 years	31	8 green	0 grey	1 orange	2 red
202608	0	4 years	23	7 green	0 grey	2 orange	2 red
198165	0	4 years	21	7 green	0 grey	0 orange	4 red
197911	1	4 years	17	6 green	0 grey	2 orange	3 red
197914	0	5-7 years	15	7 green	0 grey	0 orange	4 red
202622	2	3 years	-3	6 green	0 grey	0 orange	5 red
202613	0	3 years	-19	3 green	0 grey	4 orange	4 red
202531	0	3 years	-21	3 green	0 grey	4 orange	4 red
202716	0	3 years	-21	3 green	0 grey	3 orange	5 red
202643	1	3 years	-27	2 green	0 grey	3 orange	6 red
202521	1	5-7 years	-33	2 green	0 grey	2 orange	7 red
202664	0	4 years	-49	1 green	0 grey	2 orange	8 red
202700	0	5-7 years	-59	0 green	0 grey	1 orange	10 red

Score: green + 3 points | grey + 1point | orange - 1point | red - 3 points

Taking the personal change orientation into account the average time for change is 4.4 years.

4.6.3 Artisan Model of Excellence

The artisans need to see (Co1) improvement over time and are able to adapt to the environment (So2), procedures, policies and change. They need their team leaders to tell them what to do (IF4) and when they know what to do they are examples of good conduct and are driven by what the organisation needs (N3). They are able to organise their resources (WA3) and can work alone (OF8+).

The artisans will look for better ways to do their work and will stay focussed on their goals, maintain their focus (OF2+) and will do what is expected (Co4) most of the time (TP3). They are motivated in situations where they have an opportunity to perform and achieve success (Mo3).

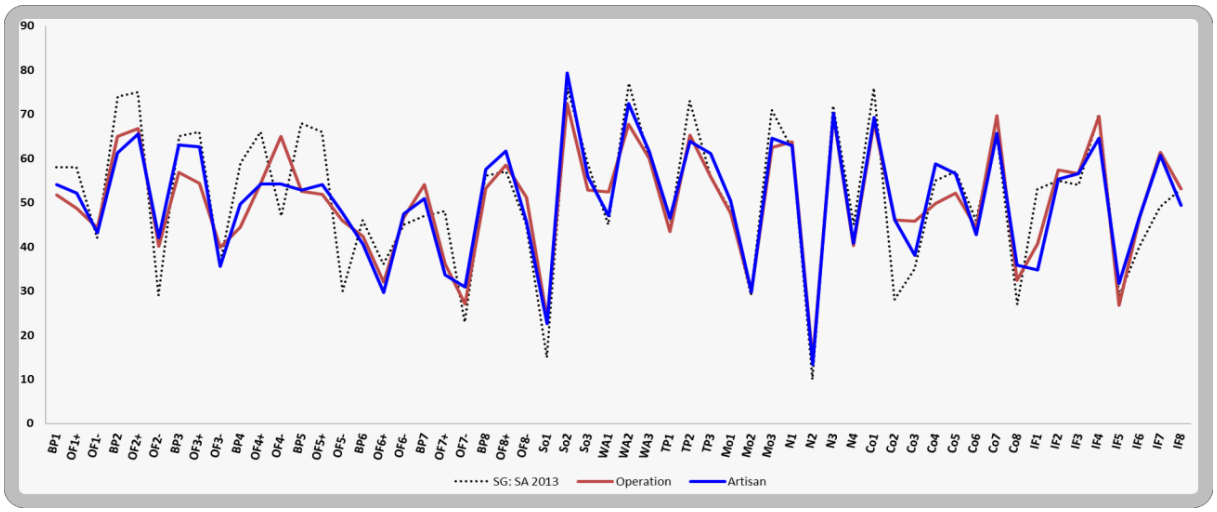

Figure 14: Contrastive analysis: Thinking preferences: Standard Group South Africa 2013, Operation and Artisans

In general the artisans are challenged to work in a team (OF7+), they do not want other team members around them (OF7-), are less interested in communicating (OF6-) or working with emotions and feelings of their colleagues (IF1). They score low on hearing (Co2) and reading (Co3) and are intolerant of the actions of others. They focus on the task at hand (TP2), may not learn from their previous mistakes (TP1) but will start the task (WA1) after thinking it through (WA2) but are not concerned with the details (OF5-).

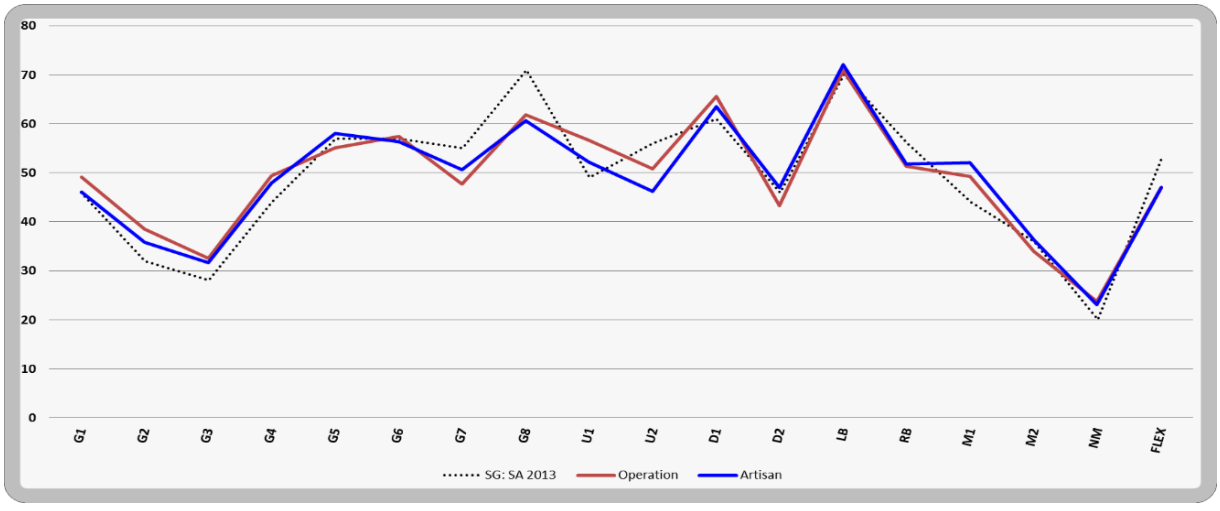

Figure 15: Contrastive analysis: Value system and social variables: Standard Group South Africa 2013, Operation and Artisans

They want to share their responsibility with others (OF8-). The artisans value logical, realistic thinkers (LB) and are able to set specific boundaries.

Artisans are challenged to find creative solutions (RB) and to find ways of dealing with the ever- changing complex environment (G7).

The Artisan Model of Excellence has a correlation coefficient of 0.59 (Appendix 20). The crucial thinking preferences, meta-programmes or dimensions for the Artisans in this operation (contextual) are Difference (So3), focussing on the Past (TP1), Future (TP3), Power (Mo1), Achievement or success (Mo3), Convinced by a Number of Examples (Co5), Convinced after a Period of Time (Co8), the Interest Filter (IF6) Focus on Place and Focus on Time (IF7).

Table 21: Model of Excellence: Artisans

Dimension or Parameter		Green	Orange	Red	Grey	Weight	Significance
So3	Difference	5	2	8	0	2	SIG
TP1	Past	3	2	10	0	2	SIG
TP3	Future	7	0	8	0	1	BSIG
Mo1	Power	6	1	8	0	1	BSIG
Mo3	Achievement	7	3	5	0	2	SIG
Co5	Convinced by a Number of Examples	3	9	3	0	2	SIG
Co8	Convinced after a Period of Time	8	4	3	0	2	SIG
IF6	Focus on Place	7	2	5	1	0.5	STD
IF7	Focus on Time	12	2	1	0	0.5	STD

Model Statistics

Maximum score for this model: 39

1. 5 Double parameters = 5 x 2 x 3 = 30
2. 2 Half parameters = 2 x 0.5 x 3 = 3
3. 2 Base parameters = 2 x 1 x 3 = 6

Ranking the Artisans against the Model of Excellence the highest score that could be obtained by a team member was 39. The highest performers scored between 39 and 12.

Table 22: Split set of variables over the four groups: Artisans

jobEQ ID	Questions Unchanged	Personal Change Orientation	Score	Green	Grey	Orange	Red
202541	0	3 years	39	9 green	0 grey	0 orange	0 red
202695	3	2 years	25	7 green	0 grey	1 orange	1 red
202601	0	3 years	13	6 green	0 grey	1 orange	2 red
202641	0	3 years	12	5 green	0 grey	2 orange	2 red
202659	2	4 years	2	3 green	0 grey	5 orange	1 red
202720	0	5-7 years	1	5 green	0 grey	1 orange	3 red
206467	1	8-15 years	1	5 green	0 grey	1 orange	3 red
202678	0	5-7 years	-8	3 green	0 grey	1 orange	5 red
202677	1	15-25 years	-14	3 green	0 grey	1 orange	5 red
202604	0	4 years	-16	2 green	1 grey	3 orange	3 red
202723	0	5-7 years	-17	3 green	0 grey	1 orange	5 red
202630	0	4 years	-19	2 green	0 grey	2 orange	5 red
197903	3	5-7 years	-22	1 green	0 grey	2 orange	6 red
202733	3	4 years	-22	2 green	0 grey	2 orange	5 red
202675	2	5-7 years	-25	2 green	0 grey	2 orange	5 red

Score: green + 3 points | grey + 1point | orange - 1point | red - 3 points

Taking the personal change orientation into account (of 5.9 years) the Artisan Team members' retention will be higher than the Team Leaders or the Management Team. Since 2011 team member 202541 has left the operation and the employment of Artisan 202675 was terminated.

4.7 SUMMARY: ABSTRACTING VALUE FROM THINKING PREFERENCES, VALUE SYSTEMS AND SOCIAL VARIABLES AND IMPLICATION FOR THIS OPERATION

This chapter answered the research questions posed by profiling individual team members and teams. It distinguished between high performers and low performers by extricating the thinking preferences and values that define exemplars. These dimensions were included in the Models of Excellence engineered for the Management Team, Team Leaders and Artisans through engineering design by the jobEQ© Software. These models of excellence serve as the framework to develop

emotional and social intelligence to improve, maintain and sustain team performance.

Through contrastive analysis this operation was compared to the Standard Group South Africa:

> 2013 to indicate that the operation in general scores lower in the dimensions, initiating action (OF1+), remain focussed on goals and maintaining the focus over time (OF2+). This operation needs the external decisions to guide the teams (OF3) and prefers to follow procedures, rules and policies (OF4-). Communication is a challenge (Co6-) and it favours working in isolation (OF7-).

The teams need to see (Co1) that conditions and circumstances improve over time, they are able to adapt to change (So2), think things through (WA2), are focussed on what is happening in the present (TP2) and are less concerned about the future (TP3). They are motivated by situations where they can achieve (Mo3) but are complacent and want others to tell them what to do (N3). They are never quite convinced (Co7) and need information (IF4) and prefer that the information stays consistent over time.

The team leaders and management have the capability to remain focussed on goals over time (OF2+) and want improvement over time. They are able to adapt (So2) to change. They need time to think things through (WA2) but are focussed on the present and tend to be practical (TP2). On average they are motivated by situations where they can perform and achieve success (Mo3) but are complacent and want others to tell them what to do (N3). They need to see something (Co1) to be convinced, are never quite convinced (Co7) and the facts and information (IF4) need be provided every single time. Areas that are a challenge for teams are the lack in drive to initiate (OF1+), communication (OF6+), working in a team (OF7+), they do not want to take responsibility and do not focus on performance (Mo3). They are less concerned with allotting time, and keeping to the schedules.

The value structure of this operation shows strength in logical-analytical thinking (LB), holistic thinking and collectiveness (G8), utilising resources effectively (G5), specific boundaries (D1), universalism (U1), and they are flexible (FLEX). The

value strength is average with regard to long-term survival (G1), applying rules, regulations and policies (G4), favouring particularism with regards to certain groups and team members (U2), solving problems (RB) and establishing rapport during communication with subordinates and superiors. The value strength is fragile to very fragile in systems thinking (G7), the drive for achievement (G3), honouring and working with diversity (G2), problem identification (M2), and efficiency (NM).

In view of the Gallup® Engagement (2011-2013) results that will be discussed in Chapter 5, the attitude, motivational, existing cultural factors the current performance will be assessed and interpreted. The areas of development and the Models of Excellence will direct the recommendations to improve future performance and suggestions will be made to the Management to influence team leaders to impact the performance of their teams. The limitations of this research will be discussed and research questions proposed for further research.

Motivation, attitudes, enacted value systems, social variables, emotional and social intelligence and leadership are all factors influenced by beliefs, habits and thinking preferences. Thinking preferences and values, and value structures produce the behaviour that is needed to drive performance. To enable this operation to sustain performance whilst developing the competency to realise the organisational vision, strategic targets and objectives requires a different approach.

By implication, performance, as will be revealed, is dependent upon more than teamwork.

CHAPTER 5:

THE HUMAN PROCESS APPROACH TO SUSTAIN TEAM PERFORMANCE

5.1 INTRODUCTION

Individuals in organisations cannot do the work by themselves; they interact with each other, have relationships, communicate, work in teams, influence each other and make decisions. The source of this perception, interaction, influencing, communication and decision-making is grounded in the beliefs, thinking and values of team members (De la Torre-Ruiz, Ferrón-Vílchez & Ortiz-de-Mandojana, 2014).

The thinking and values influence a team member or team's behaviour and attitude. As behaviour and attitude are contagious it is spread throughout the organisation and can influence performance (Shaeffer & Palanski, 2014). To enable and sustain performance it is the role of the management and team leader to create an environment and conditions (trust, acceptance, support, care) to enable team members to succeed (Coetsee, 2011).

The primary objective of this chapter is to introduce an integrated meta-model for team performance by creating an understanding the challenges teams encounter to perform, the role of the team leader, culture, diversity and the implications of performance for the organisation. The human processes approach differentiates in terms of how to manage performance through the underpinnings of emotional and social intelligence. "Which internal and external factors influence team behaviour?' How do the existing emotional and social intelligence and team characteristics influence teams?" In relation to performance, "How should performance be defined and which team member performance issues should be improved in the organisation?" and "What are the expectations of team leaders and managers from their teams?

Emotional and social intelligence, team competence, influencers of emotional and social intelligence, team motivation communication and team panorama will be explored to sustain emotionally and socially intelligent performance

5.2 THE ROLE OF EMOTIONAL AND SOCIAL INTELLIGENCE IN PERFORMANCE

Gardner identified five intelligences in 1983 and added two personal intelligences, interpersonal and intrapersonal intelligence (Gardner, 2000). This was breakthrough thinking as interpersonal intelligence elaborates on a team member's capacity to understand the intentions, motivations, and desires of a team leader or his colleagues, and consequently to work effectively with others.

For Boyatzis and Sala intelligence means that when the behaviour of a team member is observable; the behaviour is related to biological (neural-endocrine) functioning; the behaviour is related to life and job outcomes and it is sufficiently different from other personality constructs in so far as the concepts add value to the understanding of human personality and behaviour. Further "the psychological construct must satisfy the basic criteria of convergent and discriminant validity" (as cited in Boyatzis, 2011:94).

Intrapersonal intelligence is the capacity to understand oneself and to have an effective awareness and working model of oneself (Gardner 2000). Intrapersonal intelligence is a prerequisite for interpersonal intelligence as one cannot understand another if one does not understand one's own fears, desires and capacities. *Interpersonal intelligence* consists of the ability to organise teams (team leader or leadership skill); negotiate solutions (mediating and conflict resolution); effect personal connections (empathy and respond appropriately to others' concerns) and social analytic orientations to establish rapport (analyse feelings, motives and concerns). One will also have a distorted view of others or of the world, will not be able to overcome, conquer, develop and design an authentic life, self-esteem and self-confidence (Goleman, 2006). He added three intelligences, viz. "naturalistic, spiritual and existential intelligence to linguistic, logical, mathematical, musical, kinaesthetic, and spatial intelligences" (Gardner, 2000:41-43, 191-192) which are woven into the instruments used for assessing the thinking preferences and values of the teams for this research.

Emotional intelligence is a predictor of career success. Chernis and Goleman distinguished emotional intelligence as a theory of performance from previous

researchers: Bar-on (emotional and social knowledge and abilities), Mayer (ability to monitor one's own and others' feelings and emotions), and Salovey (cognitive focus) (as cited in Chernis & Goleman, 2001). *Social intelligence* refers "to the skills and facilitators that determine how effectively we understand and express ourselves, understand others and the social context, to interact with other people and cope with daily demands. The processing of social intelligence involves inhibition of impulsive behavioural responses, awareness and regulation of feelings, accurate perception of the perspective of others, and informed problem solutions and goals" (Yeh, 2013:527).

Alternatively, Goleman and Boyatzis (2008:3) define social intelligence as being "the set of interpersonal competencies built on specific neural circuits and endocrine systems that inspire others to be effective". This definition illustrates that team members and team leaders influence each other's behaviour and performance. Sternberg's initial intelligence view excluded social intelligence and was intended to focus on reasoning and problem-solving. In his more recent view he identifies a triarchic opinion which includes three types of intelligence, the creative, and the analytical and practical intelligence, all of which allow one to succeed in life.

Success is personal and one establishes one's own criteria to succeed by using the set of flexible intelligence skills effectively. The practical intelligence is now focussed on solving problems in everyday contexts and explicitly includes social intelligence (Sternberg & Kaufman, 2011; Reber, Allen & Reber, 2009).

Emotional and social intelligence in the context of work is not an individual competency as most of the work in organisations is done by teams (Druskat & Wollf, 2001:81). Emotional intelligence therefore "is the capacity of a team member to react in emotionally arousing situations, to be able to decode, encode, understand, and or manage emotions in an adaptive manner"(Reber, Allen & Reber, 2009). Bergh and Theron (2013) are of the opinion that emotional intelligence is how a team member perceives, understands, controls and manages their own emotions to facilitate their own and other team members' emotions, and in the process enhance intellectual growth, performance and relationships.

When a team member consciously or unconsciously detects another team member's emotions through his/her behaviour or attitude, it is his or her mirror neurons reproducing the emotions. Collectively, these neurons create an instant sense of shared experience. These mirror neurons correspondingly play a role when rapport is established in relationships, in communication sessions, meetings and in coaching conversations. It also prompts an admirer to follow a protagonist, create positive feelings when recognition and appreciation are given and positive feedback which creates improved performance.

Socially intelligent team leaders are characterised by the display of empathy, attunement (listening), appreciation of culture and diversity, influence (persuasion and support), developing their teams (coach and provide feedback), inspiration (vision and leadership) and fostering teamwork. These behaviours of team leaders and team members link directly to performance (Goleman & Boyatzis, 2008; Boyatzis, 2011).

Research by Kosmitzki and John in 1993 indicated central dimensions of social intelligence. At the personal level team members understand each other's thoughts, feelings and intentions; that they are good at dealing with other team members; have an extensive knowledge of rules and norms in human relationships; accepting viewpoints of others; adapts well in social situations, warm and caring; and is open to new experiences, ideas and values (as cited in Sternberg, 2011). In recent research by Conzelmann, Weis, and Süss (2013) it was found that more research is required to substantiate validity in the social intelligence constructs, such as social understanding, social memory, and social perception of their Magdeburg Test of Social Intelligence (MTSI).

In the new millennium intrapersonal intelligence will grow in importance due to the tension between organisational and business challenges and the enduring focus of leadership on targets, objectives and the drives and motivation of their teams and team members. Keller and Price (2011) indicated that the more team members work more, the less they socialise, the time they have left for traditional activities involving their family, local community and religious institutions is declining.

As a result, their sense of meaning and identity is increasingly derived from the workplace (jobs) and the marketplace (the products and service they buy).

In South Africa there is, moreover, a gradual insistence by stakeholders (community, government, suppliers, etc.) that organisations' actions and results (i.e. environmental impact, social responsibility and job creation) affect them. This may burden, challenge and stretch resources and profit potential increasingly. Cantor and Kilhlstrom in 1987 indicated that management, team leaders, and team members can take steps to develop their life tasks (self- relevant, time-consuming, and meaningful), hence their emotional and social intelligence to enable them to be more efficient and effective in their personal lives, teams and work (as citer in Sternberg & Kaufman, 2011) to deliver what stakeholders expect from the organisation (vandermerwe, 2014).

5.2.1 Rationale for emotionally and socially intelligent team competence

In teams, team members with different experiences, values, and knowledge are brought together. Organisations expect that they will be more effective and solve more complex problems than individuals. In the team environment team members face the challenge of integrating these different perspectives and developing a shared understanding of the problem at hand. Through interaction, interactive discussion, and negotiation team members learn from each other and perform tasks; however, in practice it shows that this potential effectiveness is not always achieved (Van den Bossche, Gijselaers, Segers & Kirschner, 2006).

To cultivate team emotional and social intelligence and to improve performance is crucial to the sustainability of organisations. Focussing on generic team processes, such as cooperation, participation and commitment in the future work environment and to assume that it will solve the intra-team, inter-team and organisational challenges may be a fundamental attribution error as one team culture differs from another and the culture of one operation is unlike the next (Grenny, Patterson Maxfield, McMillan & Switzler, 2103). Goleman, Boyatzis and McKee (2001:2) showed an "incontrovertible link between emotional intelligence of a team leader, exemplified by capabilities of self-awareness, empathy and the financial performance" of an operation.

The leader's moods and behaviours drive the team members' moods and behaviours and it creates the culture of the team's work environment. The higher the levels of emotional intelligence climates of high trust, information sharing, mindful risk taking and learning are created which enables performance and productivity (Mihalcea, 2013).

The Hay Group found that emotional intelligence is contagious and spreads quickly and inevitably throughout the operation and business and it is the responsibility of the team leader to ensure his own optimistic, authentic high energy to set an example so that his team members will feel and act in the same way (Goleman, Boyatzis & McKee, 2001). Druskat and Wolff, (2001:82) are of the opinion that "the source of a team, operation, organisation success lies in the fundamental conditions that allow effective task processes to emerge that will cause team members to engage".

Engagement is a team member or team's involvement, satisfaction and enthusiasm for work (Harter, Schmidt, Agrawal & Plowman, 2013). Management is particularly interested in this characteristic as engaged team members and teams will work with more effort, commitment and loyalty which will increase performance and serve the organisational endeavour to increase productivity, profit and customer centricity (Vandermerwe, 2014).

Mùller, Sprang and Ozcan found a correlation between engagement and performance, increasing engagement in a sustainable strategic move to improve performance (as cited in Kreitner & Kinicki, 2012). These essential conditions for team engagement, effectiveness and performance are trust among team members, a sense of team distinctiveness and sense of achievement (Laurano, 2013).

When these conditions are absent, the team will still be able to function, cooperate and participate and will be ineffective and disengaged as can be seen in the Engagement Results 2009 to 2013 of this organisation.

The research started in 2012. Confidential feedback was given to individual team members on the iWAM® and the VSQ® profiles and Customer Value Management for the operational internal customer was introduced.

The “Engaged” results improved in 2012 from 44.68% to 46.68. The engagement results for 2009 to 2013 for the operation are above average and compare favourably with the rest of the organisation, which is average to above average.

Table 23: Gallup® Engagement Results 2009 - 2013.

OVERALL OPERATIONAL ENGAGEMENT RESULTS							
Year	Actively engaged	Engaged	Total engaged	Neutral	Disengaged	Actively disengaged	Total disengaged
2009	21.33	43.87	**65.20**	19.70	10.97	4.13	**34.50**
2010	19.24	42.17	**61.41**	19.78	11.79	7.01	**38.59**
2011	18.42	44.68	**63.10**	17.80	11.80	7.03	**36.90**
2012	17.25	46.68	**63.63**	19.56	10.96	5.56	**36.37**
2013	21.00	44.35	**65.35**	18.96	9.42	6.27	**34.65**

Taking into account the improvement after the change of ownership in 2010, the “Actively Engaged” team members are almost on par with the 2009 results, the engaged team members are the highest at 65.35%; and the overall operational engagement improved to 65.35%. The total disengaged team members decreased to 34.65%.

The top five areas of concern are recognition, team members who feel that their opinions do count, team leaders do not discuss progress and development with team members, they feel that they do not add value and do meaningful work and opportunities available to progress in their careers.

Comparing the overall operational results with the 2011 South African Engagement in the Workplace Results, this operation compared favourably and “confidently to the nine per cent engaged versus the forty-six per cent disengaged employees in the country” (Clifton, 2013: 2-3; 59-60).

5.2.2 Influencers of emotional and social intelligence

As seen, every team has its own culture and character. Teams are different with regard to their technical competencies, skills, tasks, leadership, values and the environments where they function differ from each other.

One cannot simply assume that a team will be emotionally intelligent when there are emotionally intelligent members. It requires an advantageous atmosphere to reinforce trust, team identity and efficacy for performance. Team emotional intelligence is more complex than individual emotional intelligence as team members interact on more levels (Druscat & Wolff, 2001). Goleman (2006) identifies emotional intelligence as a set of traits (character) managed by an aptitude or meta-ability that creates effectiveness and productivity. To develop a team member and team's emotional agility (the ability to approach inner or other thoughts, feelings and experiences in a mindful, values-driven and productive way) to enable performance and business success, is vital (David & Congleton, 2013:126).

On an individual and team level the team, team leaders and team members must have self- awareness and the ability to manage, have insight and understand their feelings to monitor and manage them; they need resilience, the capacity to resist anxiety, irritability, gloom and the consequences of failure; self-motivation, appreciation, creativity and mastery will enable success and positivity; observe, and respond to the emotions of others; and be socially competent by reading, understanding and managing the display rules of other team members (minimising, exaggeration, substitution) for communication and mutual understanding (Goleman, 2006).

Another one of the most important but subtle social principles influencing team performance is emotional contagion. Barsade (2002) found that in teams cheerfulness and warmth spread easily, while irritability caught on less so and depression least of all; they do, however, share emotions such as jealousy, anxiety and euphoria. Laughter is the most contagious of all emotions and scientists found that laughter cements alliances and helps our species survive, and accelerates the spread of an upbeat climate. The research of Bartel and Saavedra in 2000 indicated that that team members in meetings share good and bad moods within two

hours (as cited in Goleman, Boyatzis & McKee, 2001). Emotions are the subtle part of unspoken exchanges and occur in every encounter. Moods are transmitted to others. Some encounters are toxic, negative, devastating, and demeaning; others are nourishing and positive (Goleman, Boyatzis & McKee, 2001). This is the reason why one can feel ignored, excluded, annihilated or accepted and appreciated. If the team member or team is unable to control their emotional life it will sabotage the ability for focussed work and clear thought (Goleman, 2006).

Emotional and social intelligence irrefutably influence our team members, teams' operational engagement, customer centricity and performance. This has to be taken into account when creating future strategies to improve performance. Emotional and social intelligence strengthens motivation which is one of the prerequisites to productivity and performance (Park, Spitzmuller & DeShon, 2013).

5.2.3 Emotional and social intelligence and team motivation underpin performance

In the Hierarchy of Team Performance Dual Process Framework (adapted from Druscat & Wolff, 2001:82-86; Fiori, 2009:32; Merlevede, 2009:1-34.) it can be seen that Influencing emotional and social intelligence are the team member's inheritance (DNS), upbringing, culture, education, beliefs and values which generates his or her authenticity or being in this world and creates his thinking preferences in a specific context, the work context. Thinking preferences change from context to context (spirals) and impacts on behaviour in a specific situation.

When the thinking and feeling are not acted (behaved) out it is internalised (silence) and presented as an attitude. The attitude can be positive or negative and manifests as emotions. Bringing team emotions deliberately to the surface and understanding how they affect team members' work and the team's performance creates an opportunity for the team to increase its emotional capacity. It furthermore increases the team members' ability to build internal and external customer relationships that will provide skills to help face work challenges.

Increased team emotional ability and capacity create trust, team identity, efficacy, participation, cooperation and collaboration between team members and other teams with the result that quality decisions are made, and creative problem-solving

is enabled (Chang, Sy & Choi, 2012). The final type of emotional and social intelligence a high-performance team should develop relates to the capability and skill to facilitate cross-boundary relationships. A team should look inwardly (their own emotions) as well as outwardly (the other team or teams' emotions). Creating close emotional ties inside a team and with other teams creates a sense of belonging, meaning; include the needs, concerns, and challenges the other team may experience.



Figure 16: Hierarchy of Team Performance Dual Process Framework (adapted from Druscat & Wolff, 2001:82-86; Fiori, 2009:32; Merlevede, 2009:1-34.)

Much research effort has been invested over the past centuries to understand motivation. The definition eludes and at most *motivation* can be seen as the intervening process or an internal state of an organism (team member, a team or an operation), that drives or impels it into action. It is an energiser of behaviour known as a 'drive' and there are specific states or 'triggers' for a particular behaviour.

Therefore it manifests as overt behaviour or a behavioural tendency due to or because of inherent motivation or a specific emotional state. Motivational states derive from interactions and a large number of variables (i.e. drive, incentives, and or expectations), emotional and social intelligence (availability of appropriate responses), unconscious factors and conflicting internal conditions. "Motivation aligns in physiological (neurological, biochemical), behavioural (drive theory and learning theory - incentive and needs) and the psychosocial where the focus lies in the complex learned and human behaviour" (Reber, Allen & Reber, 2009).

Coetsee (2011) and Thompson (2013) reason that you cannot motivate a team or a team member, as the organisation must create an environment or conditions conducive to motivation to provide the team member and the teams with opportunities to motivate themselves (intrapersonal process). In the Integrated Model of Successful Team Performance of Hackman, there are three conditions for team success of which sufficient motivation and effort to accomplish a task at an acceptable level of performance is required. The conditions or the environment increases the collective effort, *social striving*, of team members in an activity or task (Thompson, 2013:33). It also supports a low performer to work harder and improve his or her performance. This is known as the "*Kőhler effect* or conjunctive effect" (Kerr, Messe, Seok, Sambolec & Park, 2007:828).

The Collective Effort Model of Karau, Markus and Williams furthermore indicate that there are preconditions to a team member or a team expending effort on collective tasks. *Social compensation* therefore occurs when they expend effort only if they expect that their efforts will obtain the outcomes they value personally and they can compensate for anticipated low performers' performance. Here the weakest member will work harder if the team leader provides timely feedback to the team about their performance (Kerr, Messe, Seok, Sambolec & Park, 2007; Thompson, 2013; Chang, Sy & Choi, 2012). This shows that task conditions increase motivation and performance is influenced positively. In contrast, in additive task conditions the lower performing team member (A) anticipates that the stronger performing team member (B) will increase his performance to compensate for his (A) inadequate performance.

Not all team members work as hard as they can. *Social loafing* counters and eliminates motivational gains by *social comparison* between team members and the performance is influenced negatively (Schippers, 2014). Three other dynamics create low performance, *diffusing responsibility*, *dispensability of effort* and *sucker aversion* (Thompson, 2013). A team member is sensitive to and knows how important his efforts are perceived to be. If he thinks his contribution will not have much impact on the outcome, he is less likely to exert himself on the team's behalf. The size of a team also contributes to a free ride.

The larger a team, the more effort will be left by lower performers to the more competent and skilled team members and "*free riders* will benefit from the efforts while contributing little or nothing themselves" (Thompson, 2013:31).

The "tipping point" for Boyatzis in influencing performance is the competency as function of the team, operational or organisational environment. Emotional and social intelligent competencies and skills must be exercised frequently and consistently. These competencies and skills are the predictors of performance and drive profit. This also distinguishes outstanding performance in management and improvement is sustained (2011).

Thinking preferences and values influence emotional and social intelligence, enable motivation and affects team performance.

5.2.4 Communication and communication competence in teams

Language is used to communicate. In the work context it is used to "persuade, influence, reprimand, appreciate team members, transfer knowledge, give feedback, sell products, and solve problems and thousand other activities" (Hall, 2001: vii; Hall & Duvall, 2004). Besides, creating meaning language affects our emotions, attitude, behaviour, feelings and directs the world of work and the social landscape where teams exist (Derks, 2005). Language can create human suffering or empower and enable team members and team performance.

Communication is used for precision (what, why, when, where, who); used for indexing (time, place, event, person); is an explication process (How does it work? How do you know?); it exposes and challenges the structure of words (Who says?);

creates rapport in a social context (pacing, mirroring); invites alteration in representation (mismatching and matching); assists the mind to find other resources and has an incongruity comparison ability (examine messages at a higher level) (Duncan, 2008). Much of the use of language involves action; to say something is to do something. Words do not have meanings, but functions. Meanings are abstractions drawn from the way words function in various contexts. Meaning has structure; structure lies within, behind and above the processes of communication, the words we speak and the emotions we feel and project. The team leader, manager or team member creates a representation of the world he or she works and lives in. This representation (map) can be positive or negative and determines to a large degree the experiences, choices, perceptions of the team, operations or organisation and generates outward behaviour (Hall, 2001).

Today organisations are applying communication and psychology progressively in their operations, for example Engagement Surveys, Recruitment (MSCEIT, Myers-Briggs, Cognitive Process Profile, etc.) and Climate and Culture Studies.

Disney, for example, applies the psychology of communication and emotional intelligence operationally. They recognised that visitors in its theme parks respond to different emotional cues at different times of the day and embedded this realisation into its operations in precise ways. In the morning, for example, Disney employees are encouraged to communicate in a more inspirational style, which resonates with eager families just starting out their day at the park. In the late afternoon (when children are tired and nerves become frayed), employees aim for a calming and supportive style of communication.

The integration of these psychological insights with Disney's operating philosophy allows the company to eliminate employee behaviour that would not be desired by customers and might inadvertently alienate them at certain times of the day (Duncan & Rittersey, 2014). The same holds true for communication in teams and operations (Douglas, Martin & Krapels, 2006).

Communication is one of the fundamental processes of a team and involves the exchange of information and meaning between the team leader and the team members and between the team members. Through communication, relationships

are established, feelings and ideas transferred, thoughts and feelings are encoded and messages are transmitted. The manager or team leader influences and effects change in the team members' representation and perceptions.

When the representations of the team member or team change, his or her thinking preferences in a specific context change and transformation occurs. Because thinking-feeling (emotion) and perception change, perceptions are enriched, skills expand and the behaviour of the team member develops and improves (Bergh & Theron, 2013; Kreitner & Kinicki, 2012; Reber, Allen & Reber, 2009).

As different team members are grouped in different teams they are at different levels of emotional and social intelligence; have different competencies, skills and education; enact and display behaviour innate to them.

They will also communicate due to variable communicational skills; variations in the way that information is processed and interpreted; diversity in culture and gender; variations in interpersonal trust and other team processes; perceptions; stereotypes and prejudices; their egos; listening skills and ability to understand; evaluation of received messages; and if they have the ability to be focussed on the most important aspects of communication, non-verbal communication and semantics (the study of words). To perform, a team must have "*communication competence"*, hence be able to communicate effectively in specific situations (Kreitner & Kinicki, 2012:406; González-Romá & Hernández, 2014).

These representations or maps are founded in the Structural Differential Model of Korzybski (1933-1994); Piaget (1926-1952) innate schemas; Bartlet's (1932) introduction of the intervening mechanism in Behavioural Psychology; Huxley's (1954) neurological, social and individual constraints; Kelly (1955) introduced the personal constructs by which we guide, govern and determine our internal experiences and construct meaning and display emotion; Ripple (1955) Motivation, Capacity and Opportunity Model; Bateson (1972) introduced the difference that makes the difference which is an abstract phenomenon; (1974) added Transformational Grammar generalising, deletions, distortions, causality, nominalisations, presuppositions (Arnove, 2008) and as cited in Hall (2001) and included in the Meta-Model, the Work Attitude Motivator Model (Merlevede, 2009).

In the Fogg Behaviour Model (FBM), Fogg (Stanford University Persuasive Technology Laboratory) shows that three elements (the leading trigger, ability to perform and motivation to act) must converge simultaneously for behavioural change to occur, one of which is triggered. When strategies are created or persuasion is designed, one should not start by manipulating motivation as it is nebulous, difficult to measure and predictability is uncertain.

One cannot motivate a team member or a team only by creating an environment conducive for motivation that will support change in team behaviour and motivation. To change a team member's or a team's behaviour, the focus must be on the trigger first as it is the simplest change that can occur and that may be all that is needed and not all the complexity we would like to assign as a solution to a challenge. Triggers (Table 25), are positive ("just do it") or negative ("focus on systems") or neutral ("adapt"). Fogg further reasons that one needs to "put hot triggers in the path of motivated people". "A hot trigger allows you to take action. Triggers are diverse and can be anything", for example smell or in this case "language" (Fogg, 2009:1; 2010:10).

Applying the Language Eliciting Behavioural Triggers (adapted from Merlevede, 2009, iWAM) a team leader can communicate more efficiently and effectively with his team members and team. He will create an environment conducive to acceptance, motivation, collaboration, participation and support where team members can be productive and perform. As a result they will feel also understood, feel safe and accepted.

Each team member, according to his thinking preferences, has his own communication model and specific language that will elicit positive, neutral or negative feelings, thought and behaviour. Using his or her positive communication triggers or motivational language will open his consciousness and elicit his internal powers (thinking and feeling) and external power (saying and doing). Using his or her negative triggers will elicit resistance, fear, anxiety, insecurity and the team member may withdraw into silence or he will enact violence to defend himself.

As example the results of a team member who was profiled are reported in the Language Eliciting Behavioural Triggers (Table 24). Three types of communication triggers are indicated in the example. One type is the positive triggers which will create a motivational environment (safe, understanding, support) for the team member. The neutral language triggers will be accepted or tolerated and the negative triggers ("buttons") will provoke negativity. The team member will feel unsafe, inadequate and will react by defending himself.

The Factors, Category, Relative Ranking Order Percentage, Language Trigger (Positive Neutral and Negative) and a brief explanation what the scale measures are included. The percentages indicated relates to the Standard Group of South Africa – 2013. A high score (70% and greater) implies that this is the language a team member wants to or needs to hear to enable acting. When the score is low (30% and lower) this is the language the team leader should avoid using in a performance discussion, or when he needs cooperation and collaboration from his team.

Table 24: Language Eliciting Behavioural Triggers (adapted from Merlevede, 2009:1-34, iWAM).

Factor	Category	Ranking Order %		Language Trigger	Measure
WA3	Structure	140	POSITIVE TRIGGERS	Organise. Relationship between the parts. Structure. The plan.	Motivated to organise the resources and identify relationships in work.
Co3	Convinced by reading	125		Read. Go through the documents.	Needs to read something to be convinced. Willing to read documents.
Mo1	Power	112		In command. Control. Authority. Direct. Influence. Prestige.	Motivated by having power, authority, and control over people/things.
OF4P	Alternatives	111		Alternatives. Options. Possibilities.	Always looks for a better way; options, alternatives, modifications.
IF2	Focus on Tools	108		Tools. Instruments. Things (how?)	Wants to work with tangible tools, applications, software, etc.
Co7	Convinced by Consistency	103		Consistent. Continuous. Over and over. Each time.	Needs consistent information, continuous proofs to be to be convinced.
OF1M	Reflecting & Patience	102		Patience. Wait. All in good time.	Tendency to be patient and to take time; analyses and reacts.
IF1	Focus on People	95		People. Individuals. Persons. Using names (who?).	Wants to work with people, enjoys interactions with others.
Mo2	Affiliation	92		Belong. Friendship. In the group. Be a team member.	Wants to be part of the group; cares about how other feel about them.
So2	Evolution	87		Improved. Changed for the better. Different yet. Similar.	Wants things to evolve over time; will tend to want to improve things.
IF4	Focus on Information	83		Information. Data. Facts. Sources (why?)	Motivated to work with information or facts; always wants to know more.
OF6M	Neutral Communication	81		Communicate only with the content.	Wants to focus on the content of the communication (words/message).
OF5P	Breadth	81		Big picture. Overview. Global.	Likes to work with the big picture; think in large "chunks" of information.
Co2	Convinced by Hearing	78		Hear. Sounds like. Listen.	Needs to hear something to be convinced (from others/audio sources).
So3	Difference	78		New. Change. Different. Unique. Switch. Flip.	Must have constant or frequent changes; comfortable with big changes.
N1	Assertiveness	73		Tell others what to do. Set the rules.	Wants to tell others that they ought to follow the rules this person uses.
TP3	Future	72		Future. Plan. Foresight.	Concentrates on the future, possible scenarios; "visionary" or dreamer.
N4	Tolerance	67	NEUTRAL TRIGGERS	Tolerance. Respect.	Tolerant of those having different rules, respects their unique qualities.
OF8M	Shared Responsibility	62		Share with others. Together. Team.	Wants to share responsibility with others; may want to work in teams.
WA2	Concept	61		Analysis. Theory. Philosophy. Understand.	Wants to understand or develop an idea; wants to understand things.
OF3M	External Reference	54		Feedback. Receiving advice & guidance.	Needs input/advice/feedback from or decisions made by someone else.
TP2	Present	54		Here and now. In the moment.	Concentrates on the here-and-now; practical, short-term focus.
IF7	Focus on Time	51		Time. Schedule. Deadline. On-time. The clock (when?)	Wants to keep schedules and meet deadlines; likes to manage time.

Factor	Category	Ranking Order %		Language Trigger	Measure
Co6	Convinced Automatically	47	NEUTRAL TRIGGERS	Assume. Automatic. Take for granted. Decide fast.	Needs only partial information, quickly projects the rest and decides.
OF1P	Initiation	45		Initiate. Start. Just do it. Begin.	Reflects tendency to initiate, to start things; has proactive approach.
OF7P	Group Environment	43		Others. Contact with people.	Wants contact with people and likes having people around.
So1	Sameness	41		Same. In common. Similar. Alike.	Prefers that things remain the same (preserving the status quo).
OF5M	Depth Orientation	38		Specific. Detail. Precise. Exact. Sequence.	Has narrower focus in a situation; tends to want to focus on details.
OF4M	Follow Procedures	33		Follow procedures. Do it the right way.	Motivated to follow specified procedures; wants the steps to follow.
TP1	Past	31		Past. History. Evidence.	Concentrates on, learns from, and uses past experience.
OF2P	Goal Orientation	30		Have. Get. Obtain. Goal. Outcome.	Needs goals; motivated to focus on achieving goals, targets.
OF8P	Sole Responsibility	30		Sole responsibility. In charge.	Tend to want sole responsibility for the work they manage or perform.
N2	Indifference	30	NEGATIVE TRIGGERS	Indifference.	Someone who scores high will not be very concerned with rules.
Co5	Convinced by a Number of Examples	30		Example. Enough times, give enough examples.	Needs sufficient examples or proofs to be convinced.
OF6P	Affective Communication	23		Provide non-verbal interaction.	Responds to people and their communication with nonverbal signals.
IF5	Focus on Money	19		Budget. Money. Finance (how much?).	Concerned with or wants to work with money and budgets.
WA1	Use	15		Take action. Do. Get on with it. Comfort.	Motivated to do the task; “let’s just do it” orientation.
Co8	Convinced after a Period of Time	11		Take time. Enough time. Over time. Take the time needed.	Needs information to be constant for a period of time to be convinced.
IF6	Focus on Place	10		Place. Position. Location (where?).	Concerned with geographic location, office environment, positions etc.
OF3P	Individual Motives	9		Decide for yourself. It is up to you.	Wants to make decisions; tend to use their own criteria (vs. others’).
Mo3	Achievement	9		Achieve. Success. Challenge. Competence. Competition.	Continuously wants to achieve, excel, be recognized for achievement.
OF2M	Problem Solving	5		Problems. Errors. Concerns. Uneasy.	Wants to find/solve problems and/or focus on what could go wrong.
OF7M	Individual Environment	-2		Alone. Private. Self-sufficient. Independent.	Tends to want to work or to be alone (low contact).
Co4	Convinced by Doing	-6		Do. Actions. Do with.	Needs to do, perform, try; to experience something to be convinced.
IF8	Focus on Activity	-14		Activity. Tasks. Actions. Lively (what?).	Wants specific activities; likes to be active, productive, and to feel busy.
N3	Compliance	-15		Adapt to what is needed. Team player.	Willing to follow rules and policies; exemplar of good conduct.
Co1	Convinced by Seeing	-17		See. Vision. Look. Clear.	Needs to see something to be convinced; a visual type or person.
IF3	Focus on Systems	-25		Systems. Processes. Flow (whether?).	Wants to work with systems, processes, and their inter-relationships.

Communicating by taking team members' and team thinking preferences into account is a skill and competency a team leader or team can easily learn. The value of profiling team communication lies in enhancing team relations, mutual understanding, and influencing team members, creating an environment where team members and the team leader are motivated. The team leader will experience crucial conversations around performance appraisals more relaxedly, and find recognition easy to do with improved team engagement and performance.

5.2.5 Influence of the manager and team leader in developing emotional and social intelligence

Leadership of a team always constitutes a relationship between team members. Power is also a key dynamic. "*Power* is the ability to control others, resources and outcomes indirectly and directly". Leadership is not reserved for a manager or a team leader only; a team member can be an enabler, influencer and exercise power as an informal leader (Thompson, 2013:306). Moods start at the top and move the fastest because the team members perceive the actions of the manager and team leader and take their emotional cues from him or her).

The manager's attitude affects the moods of the team members (direct reports) and the effect undulates through the whole operation. Research has found that negative interactions with managers and team leaders have five times more impact on team members than positive interactions. When negative behaviour crowds out good behaviour it results in confusion, destructive conflict, distrust and it undermines excellence (Rao & Sutton, 2014).

Emotional skills are partly inherited, imbedded by experience and the range of a person's emotional skills and behavioural habits are set in the mid-twenties. The more the person acts in a positive or negative way the more the behaviour ingrains and perpetuates. This is "why emotional intelligence matters" so much to the manager or team leader (Goleman, Boyatzis & Mckee, 2001:5). Lopes, Brackett, Nezlek, Schùtz, Sellin and Salovey (2004) found that when the leader has the "ability to manage emotions "it contributes to smooth, spontaneous social interactions in the team to the extent that it enhances positive emotions, pre-empts

conflict, tension and facilitates executive functions, as well as flexible focus of attention.

Most teams experience “dissonant leadership” where the toxic mood and upsetting behaviour of the manager or team leader wreak havoc (Goleman, Boyatzis & Mckee, 2001:6). Organisations recognise that managers and team leaders need to change their underlying attitudes and behaviour in their teams; nonetheless they are reluctant to address the root cause as it might be uncomfortable. Personality traits are difficult to shift, nevertheless it is possible to change values and the way the world is perceived. McKinsey (Brussels) furthermore found that if there is not a significant degree of discomfort for the operation or team the team leader’s behaviour will not change. Identifying the below-the-surface thinking, preferences, beliefs, thoughts, feelings and assumptions is a precondition of behavioural change (Gurdjian, Halbeisen & Lane, 2014).

High-functioning persons feel more optimistic about prospects and possibilities than average performers. This will create enthusiasm and high energy that will make the unexpected and extraordinary achievable (Goleman, Boyatzis & McKee, 2001).

Rao and Sutton (2014) are of the opinion that it is the mind-set or attitude of the team that propels its performance. They reason that the focus should be on scaling each team member, team, division, operation and organisation to review beliefs, feelings and actions. Eliminating destructive behaviour and beliefs clears the way for excellence as positive orientation and attitudes propel team, operation and organisational performance forward.

Seligman (2011) reasons that if one wants to craft a better team environment, circumstances producing bad actions should be alleviated, situations should be isolated that shape ignorance, prejudice, failure, the focus of inquiry must be on the way depraved events can have an impact, and remove the view of a situation that propounds the premise that people are driven by the past rather than drawn by the future. Rewards and punishment shape behaviour and character and team leaders and managers drawn by the future will be able to build, plan and make conscious choices for success.

The team leader and manager should invest and focus his or her team's activities on the elements of achievement (achievement = skill × effort). He needs to consider how much skill or knowledge is relevant to a team member's task completion (Fast); planning, checking work and creativity is necessary for better outcomes (Slow); rate of learning is important so that the team member can accumulate knowledge for each unit of time spent on a task (Rate of learning); and finally the effort expended and time (Effort) a team member spent on a task multiplies the skill he or she has in achieving their own and the teams goals (Seligman, 2011).

Goleman, Boyatzis and McKee, (2001:7) propose "four components of emotional intelligence that are essential to support team performance". The manager or team leader must be resonant in self-awareness (have the ability to read own emotions), self-management (have the ability to control his or her emotions), social awareness (have the capability to read or sense others' emotions and show care and how their words and actions make others feel and change when the impact is negative) and manage relationships by communicating clearly, disarming conflicts and building strong personal bonds.

A team leader or manager cannot wait until a quarterly performance review discussion to address the health side of performance. Daily meetings and personal in-time opportunities must be sought to support, reward and appreciate team members to display and enact their values, display positive attitudes and behaviours in order to support each other and create an environment for performance. Goleman, Boyatzis and McKee (2001:10) say that it "takes doing and redoing, over and over to break old neural habits". The manager and team leader must rehearse the new behaviour until it is mastered at the level of implicit learning (Van den Bossche, Gijselaers, Segers, & Kirschner, 2006).

Chang, Sy and Choi (2012) established that teams with a team leader or team member with an average or higher average emotional intelligence have a compensatory relationship and this is sufficient to achieve a high level of team performance. Emotional and social forms of intelligence are attributes that should be considered for recruitment and team fit. The team leader skills, competency

and capacity in managing emotions in a team are of the utmost importance, especially when a member has low emotional intelligence. Training interventions should be designed to enhance employee emotional and social intelligence to enable team member or team performance. The team leader, however, needs to be cautious when his team is emotionally and socially adept and provide the opportunity that the team members can handle the workplace events among themselves.

This is also the rationale behind what the manager or team leader should know and focus on in terms of his own and his team members' strengths and areas of development instead of on the weaknesses as the latter is dispiriting and dissipating (Goleman, Boyatzis & McKee, 2001). The manager or team leader sets the example and needs to provide team members with the opportunity to develop their emotional intelligence by including it as coaching or training in their Personal Development Plans. This can only be done as mentioned by caring enough in the social context of the team.

Emotional and social intelligence matters, the team leader and the team members' attitude, conduct, behaviour and actions are critical to performance and must resonate with the operation, the organisation and reality. Goleman, Boyatzis and McKee (2001:10) are unanimous in in their view that it is "the spark that ignites an organisation's performance, creating a bonfire of success or a landscape of ashes".

5.3 CONCEPTUAL OVERVIEW OF TEAMS

From a market space perspective teams must be moved along the customer focus process to achieve outcomes through innovation, creativity and performance. Teams' boundaries need to be stretched outward to create wealth to prolong, and preserve the life and wellbeing of the organisation as it is not about the team, the operation or the organisation; it is about the needs and expectations of the customer (Vandermerwe, 2014).

In the competitive environment teams must be entrepreneurial, able to track knowledge that is specialised, dispersed and dynamic. It is essential that they coordinate and create synergies across increasingly complex, independent and

fast-moving tasks. What is more is that at the operational level teams are increasingly responsible for understanding the market and the competitive dynamic and interpret the environment for the organisation.

Thirdly, specialised skills and competencies are necessary to co-ordinate complex activities resulting from the strategic imperatives of pursuing synergies in product and service offerings to the customers (Ancona & Bresman, 2013).

These dynamics challenges the existing inherited body of knowledge in and around teams and impose the need for a new order where leadership is forced to the operational level and adapt to their new role to link operational activities to the strategic direction and inbound and outbound functions (Solansky, Beck & Travis, 2014; Bergh & Theron, 2013; Ancona & Bresman, 2013). For organisations to benefit from teams as a future resource it is important to understand what the 'new' team entails, what space a team occupies in the organisational structure, providing autonomy to the operations, what the team roles are, changes in knowledge and the dynamics the team leaders have to manage and lead to enable performance.

5.3.1 Defining a team

Deciding and saying a team is a team does not mean that the team members regard themselves as being a team. *Team entiativity*, the degree to which a team perceives themselves to be a team, is another challenge as a team needs to live, work and move together to achieve team and operational objectives. The extent to which team members perceive themselves as a team 'we' instead of 'I', the adherence and functioning according to agreed team principles affect their behaviour and the behaviour is based on the quality of their core beliefs and values (Thompson, 2013).

A team is a small group with complementary skills who hold themselves mutually accountable for common purposes, goals or approaches (Belbin, 2010). A group becomes a team when leadership becomes a shared activity, the accountability shifts from the individual to the collective, a team purpose or mission is developed, joint problem-solving is integrated in the culture of the team, conflict is seen as enriching, and the effectiveness is evident in the team results. Thompson (2013)

defines teams in the context of work as an independent collection of individuals who share responsibility for specific outcomes for their organisations.

Katzenbach and Smith (2006) define a team as a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. Hughes and Terrell (2011) describe a team as a number of persons associated in work or activity (i.e. sport, managers, science, etc.) with a purpose, driven by purpose, is productive, and arranged around a discipline where specific skills are required and where there is a short or long term span of association. They also call this either a partly functional or a dysfunctional team.

To complete the definition of a team emotional intelligent skills and the accountability (the link between purpose and productivity), and power (authority and influence) competencies must be added, to create a high-performing, productive and well-integrated team.

In general, teams share structure and function, and the amount of collaboration required for a team to function will differ in terms of the nature of their tasks, for example an executive team will differ from a maintenance team (Dyer, 1995).

As the main purpose of a team is to give shape to the definitions and to assume empowerment of the team leader to lead, the function of the organisation leadership is to support, acknowledge and reward the teams, and the team members should have the ability to invest in and contribute meaningfully, through their performance, to the overall objectives of the operation and the organisation.

5.3.2 Co-ordinated team roles and competencies

Dyer (1995) reasons that the team and the team leader identify goals, make decisions, plan and create assignments together. They communicate openly, feel free to contribute, make suggestions, share information, provide critical feedback on tasks and behaviour, feel mutually responsible for each other and get the job done. Payne adds a sense of belonging, synergy, participation, mutual support and good interpersonal relations as characteristics of teams. He also identifies teams as part of networks where teams in an organisation have more contact with some teams

than with others. Teams additionally need advanced knowledge to accomplish tasks, change task structure, scope of work, and expanding the boundaries across hierarchies, business units and teams (Solansky, Beck & Travis, 2014; Ancona & Bresman, 2013; Payne, 2007).

The team leader is the recognised leader, he takes responsibility and uses his power by empowering the team, encourages collaboration, develops the team, supports, allows individuality and works with the team to accomplish a common goal (Dyer, 1995).The team leader also has a profound impact on the functioning of teams (Homan & Greer, 2013).

Gilley, Gilley, McConnell and Veliquette (2010) are of the opinion that managers and team leaders are not 'gatekeepers and overseers' and that their role has changed to 'team builders' due to the new challenges they also face and the different skills and competencies they need to perform and enable performance in others. They are further of the opinion that the committed team leader has the following competencies. The first is to create an environment where team members are engaged and motivated through encouragement, recognition and support (Coetsee, 2011); communicate effectively, establish rapport and provide feedback to the team; involve team members in making decisions that affect them; foster growth and development by encouraging team members to take risks, providing challenges and opportunities by planning their long-term growth and needs in their personal development plans and coach and mentor to assist team members to achieve their objectives.

Team roles are the expected behaviours for a specific position and how these social expectations influence team member behaviour (Kreitner & Kinicki, 2012). Each team member plays a role in the team with a specific function. There is a difference between the team role and functional role of a team member. The functional role refers to the Job Profile or job demands from where the team member applies his technical skills and operational knowledge. The team role refers to a tendency to behave, contribute and interrelate with others at work in a certain distinctive ways (Belbin, 2010 and Recardo, Wade, Mention & Jolly, 2009).

Thompson supports Alderfelder and Hackman and Suttle in terms of their key characteristics and functioning of teams. Teams are independent with respect to information, resources, and skills and seek to combine their efforts to achieve a common goal. Teams have work to do, they produce outcomes, are interdependent, have collective responsibility and reap collective rewards. Teams work together for extensive times, are bound together, are stable, manage own internal processes, operate in a social context (network), and they exist to achieve a shared goal. She also distinguishes work groups from work teams in that work groups do not share a common goal, are not interdependent but share information, perspectives, insights, make decisions, support team members to improve their work, learn from one another and here the focus is on individual goals and accountability (Thompson, 2013).

In the Personality Preference Questionnaire (Industrial Training Research Unit), Hartson found links between constructs and observed behaviour. The constructs embody the set of ideas and concepts about the outside world as they correspond to the philosophy, perception and values of a team member (as cited in Belbin, 2010). Individual thinking preferences and differences need to be considered by Human Resources for recruitment; team fit and team member or team development.

Intervening factors modify team roles. First there is the constraint factor and secondly there is role learning. Long-term behaviour is a predictor of behaviour. In the short term, behaviour may mislead the observer as team members inhibit or change their natural behaviour because of the immediate environmental factors, for example learned behaviour by interviewees. In role learning the opposite occurs, when a team member becomes aware of the range of team roles available and he or she learns to modify behaviour to take account of the situation. An example here is where a team leader is able to evaluate a team member that he has no affinity with.

This means that team members attain stability of association in their teams based on a personality propensity, modified by thought processes, modified by values, governed by perceived constraints and influenced by experience and added to by sophisticated learning (Belbin, 2010).

Considering the changed nature of the business environment, changes in job design, recruitment practices, team-fit, leadership evolution and the ability of the team leader to “read” the team members, the approach of the organisation towards the dynamics in teams needs to be transformed to support teams in order to sustain their performance.

5.3.3 Team typology and team size

Beside team competencies, team typology too is changing due to the evolving world of work. Technology has made possible virtual teams and global workplaces; the team landscape; scope and team characteristics which will impact on the way the team members think perceive and behave in future (Berry, 2011).

Four types of teams are identified by Sundstrom, DeMeuse and Futrell (as cited in Kreitner & Kinici, 2012) of work teams, Advice Teams (committees, boards, Quality Circles, employee involvement groups, Unions); Production Teams (assembly, manufacturing crews, mining, data processing, maintenance); Project Teams (research, planning, engineering, development, task forces) and Action Teams (fire, sport, expeditions, surgery).

Webb and Hobdell’s taxonomy of teams differs from Dyer and they type teams according to *Domains* or tasks where the abilities of team members are grouped in homogeneous (similar abilities), and heterogeneous (different abilities); *Disciplines* or homogeneous jobs (Collegial teams and Apprentice Teams) where work leads to discussion and their power and status arise from their expertise and *Organisations* or heterogeneous jobs (Specialised Teams and Complex teams) within various networks (as cited in Payne, 2007).

The typology of the operational teams of research is divided into *Production* (Mining, Process, Packing, Despatch) and *Project teams* (Electrical, Mechanical Engineering, Maintenance and Projects), supported by the Administration, Financial, Procurement and Stores, Human Resources, Health Safety and Environment and Management Teams. The degree of technical specification and the degree of interaction with other teams and departments and divisions vary from low to high. There are also *Action Teams* (First Aid, Health Safety and Environment Representatives, Fire and

Emergency, Rail Disaster) that have specialised training and co- ordinates closely with other teams as required by South African Mining legislation.

Their work cycles are short due to brief performance events and repeats under different conditions and circumstances as they also serve the community due to a lack of provincial expertise and efficiency. The operational work cycles in general repeat as the production and processing in the Quarry (mining), Process and Packing and Despatch (distribution) departments are continuous and involve a three-shift system.

Team size is governed by the scope and nature of the work or task and the skills and competencies needed to for the task or work. Other factors include the environment (where the task will be completed), the hours and overtime needed to complete the job, the available budget, and number of external expertise or additional resources required. Katzenbach and Smith (2006) found that the “small group” consists of two to twenty-five team members and an effective team has fewer than ten members with eight being the most common size (Kreitner & Kinicki, 2012).

Teams should have fewer than ten members. Small team advantages are higher engagement, team members work hard, and they assume more responsibility (Thompson 2013). A team responsible for managing and performing technical tasks that result in a product or a service being delivered to an internal or external customer consists of five to fifteen people (Yeatts & Hyten, 1998).

Larger teams will require coordination issues, are less cohesive, do not participate in team activities, behave negatively and socially unacceptably. Increasing the team members will increase conformity, groupthink and decrease communication (Thompson, 2013).

Considering that teams are more successful than the traditional corporate hierarchical structure, they additionally provide the advantage of making decisions quickly and efficiently. Motivated teams effect change faster and understanding these team dynamics is central to performance.

5.3.4 Team culture and diversity

The organisational culture is defined as a set of basic assumptions and norms that guide team member behaviour within the work environment that is learned by new team members and evolves as the team, operation or organisation grows and matures.

It is a pattern of basic assumptions that a team has invented, discovered or developed in learning to cope with challenges to adapt and integrate, have worked well enough to consider valid, taught to new team members as the correct way to perceive, think and feel in relation to those challenges (Yeatts & Hyten, 1998).

Sometimes the culture in a team or organisation does not support team performance. It evolves continuously and is a challenge to change as it is ingrained in the way team members behave and work. Katzenbach, Steffen, and Kronley (2012) indicate that the secret to achieve higher performance, better customer focus and a more coherent ethical stance is to make the most of the organisation's culture-positive elements and work with the culture, rather than changing it. As it is a polarity, it needs managing. They indicate that to create an accelerator for change the organisation should align the strategy and culture; focus on a few critical behaviours; identify the current strengths in the teams, as there are already teams that practise the desired behaviour; integrate formal and informal interventions that the emotional aspects are included and measure and monitor the business performance, the critical behaviours and when milestones are achieved. Teams that are sustainable outperform other teams, are more engaged, they collaborate, are responsible and persist in superior performance (Katzenbach, von Post & Thomas, 2014; Eccles, Ioanou & Serafeim, 2011).

Homan and Greer (2013:105) define team diversity as the "differences between individuals on any attribute that may lead to the perception that another person is different from the self." Team differences may have from negative neutral to positive outcomes, such as performance, satisfaction, creativity and innovation.

Beside the high expectations, pressure and demands in the operational environment team members are expected to accept, function and embrace interpersonal difference in the team environment. Transactions need to be forged in the face of

multiple diversities. Teams encounter the challenge of differences in culture, values, race, educational, gender, sexual orientation, the physical challenged and generations. Organizations committed to this ideal of diversity value their employee's group identities and see themselves as places where members of different groups live and work together without the conflict that often characterise intergroup interaction (Levine, 2003). Surface-level diversity (gender, race and age) and deep-level diversity (perceptions, information, and values) have psychological and performance benefits for the organisation and can also impede and fragment interpersonal team relationships (Thompson, 2013).

Relational issues and attachment affect the way teams perform. Low collective identification and diversity in expertise decrease performance and learning. *Relational attachment* in gender- diverse teams influences the importance of a team to a gender. A team will be more important to male teams or male team members as their attachment style is collective (team and group membership) while women attach in a team on a one-on-one relationship basis. *Internal and external attribution* influences team behaviour and performance.

When a team attributes positive achievement, success or high performance to leadership and sound management, and relates to 'we did that, we did great' and conversely the operational or team leader will attribute bad performance to external, uncontrollable factors, i.e. the breakdown on the gearbox was caused by overheating and not inadequate maintenance. *Group-serving judgements* offer a protective function for team members as it enhances the ego and self-image of the team member or team. Studies show that cohesive and positive teams make more internal attributions, fewer group-serving judgements and the more ownership they take of defeats and failures (Thompson, 2013; Levine, 2003).

The benefits in culture and diversity drive performance and it outweighs the disadvantages. When recruitment or team-fit is initially done, team leaders and management will select according to their bias as they are unsure and uncertain (when they are not like us). When team leaders select new team members they will select them based on delivery results, competency, diligence and one they have developed a relationship with.

Diversity in teams expands the talent pool, retention percentage and organisational competitive advantage increases (Lahey, 2014). These heterogeneous teams discuss information more broadly, are engaged in persistent and confident articulation of divergent perspectives, discussions and analysis are stimulating and they perform better than uniform teams. They are more creative in solving problems and are more accurate. Socialisation is more readily done than preconceptions of homogeneous teams. A minority opinion in a team by a member of a statistical or demographic minority in in-group context decreases as the majority creates a strong pressure to conform as expressed views threaten the team. The opposite is true in an out-group context as disagreements are tolerated. Diverse team members are more positive and accepting of each other.

Greater educational diversity creates high use of information and negatively impacts on the integration of information. Homogeneous team members integrate complexity better than minority in team members. When these minority team members are exposed to the majority view, they increase their integrative thought and the reverse is true for homogeneous teams and integrative thinking decreases (Thompson, 2013; Recardo, Wade, Mention, & Jolly, 2009; Levine, 2003).

A team that is too diverse, so that there is no interpersonal congruence, style, values and strategic background and training will be ineffective, and have increased unresolved conflict, be inefficient and unable to perform. Heymans (2013b) indicated that diversity and culture will affect ways of measuring performance, the interest in processes and facts, focus on details and sharing responsibilities, task initiation and taking initiative.

The thinking preferences and social value variables, the employee life-cycle, the role of management and leadership, team culture, diversity and climate, are well-regarded and taken into account in proposing the integrated meta-model for team performance and recommendations to sustain emotionally and socially intelligent performance.

5.4 PERFORMANCE

Challenged by Government and legal requirements, international trade, market space pressure, threats of new market entrants and competitors, substitute products or services, outside - in needs and power of customers and the bargaining power of suppliers teams need to come through when this matters most. To “do their best work when it will make all the difference and this is the driving force to be more engaged, work harder and persevere despite obstacles”. With this “understanding of the counterforces that can derail their best intentions” teams “can arm themselves with the tools they need to keep on doing their best to the end” (Gardner, 2012:91).

Performance is the primary objective of a team and the team is the means to achieve the performance the organisation needs. It is equated with behaviour, hence any activity or set of responses that has some effect upon the work environment and is also achievement in the sense that some measure of the adequacy of the behaviour is involved, the behaviour is overt and observable while competence and learning refer to the covert processes inside a team member (Reber, Allen & Reber, 2009).

The individual and collectivist dimensions of the culture of a country impact on the culture of the organisation and depending on the leadership and team dynamics, the culture presents in a team. South Africa is indicated as an individualistic country (65) and has a low uncertainty- avoiding ranking (UAI, 49). In weak uncertainty avoidance societies or organisations aggression and emotions are suppressed and internalised.

Other dimensions such as agreeableness (trust, straightforwardness, altruism, compliance, modesty and tender-mindedness) are high and the perception is that these teams or team members are dull, lazy, quiet, easy-going, indolent and controlled. Because these dimensions are emotional, they impact on the culture, the thinking preferences and the performance of a team and team member (Heymans, 2013b; Hofstede, Hofstede & Minkov, 2010).

According to researchers (Gilley, Gilley, McConnel & Veliquette, 2010) organisations need to support teams to perform. Firstly teams need a challenge

which will energise the team members. Secondly, the team leader and management must build a strong performance ethic and establish a team-promoting environment.

This means that the focus should be on performance results where the goals and purposes are clear and balance the needs of customers, team members and shareholders. Performance is the collective effort of a team using the competencies, strengths and skills of the individual team member. The team acknowledges individual performance, for “we are in this together”. And finally, the team leader and management must consistently demand of the teams to cultivate discipline that reflects the needs of customers, shareholders, and team members, and then hold themselves and the organisation accountable for the results (Katzenbach & Smith, 2006).

5.4.1 The operational challenge to perform

There is a difference and a fine line between a challenge and a threat. Team members, who strive to accomplish difficult tasks or goals, think and believe these tasks or goals will provide an opportunity for growth and development will see these tasks or goals as a challenge. They can manage a challenging assignment and develop skills and competencies to cope and perform. On the other hand, team members who think, feel, believe and experience the proposed goals or tasks as difficult, unobtainable and a threat usually have inadequate coping skills, are unable to manage challenge and perceive that the situation leads to failure.

These people experience a high level of stress and performance is impaired and they are unable to adapt to change (Gardner, 2012). In the researched operation it was found that the majority of team members and teams have a change orientation of between five to seven years, and there was a large representation of team members who want to change between twenty to twenty-five years, a smaller percentage between two to five years and one team member who wanted change every year. To bring about a new change intervention, enforce it and have expectations and assume that radical change will be possible and integrated in the culture in a short period of time is a fundamental attribution error. Such initiatives will be added to the necropolis of failed initiatives with modest returns on

investment. Organisational focus should be on a critical few elements of the culture that drive performance (Katzenbach, von Post & Thomas, 2014; Nohria, Joyce & Roberson, 2003).

Much of team performance is also subjected to issues outside operational control, for instance shareholder targets, government policies and expectations, consumer confidence, volatile competitive market spaces; and within our control the efficiency and effectiveness of our operations. Keller and Price (2011) say we fall from grace because of an excessive bias toward a static view of managing performance. We also assume that when stakes are high (where the operation is unable to meet demands and sales drop or where there may be a rationalisation intervention) teams will work harder and start to deliver results.

For Gardner (2012) the contrary is true. In such cases teams revert to the tried-and-trusted old methods and the toxic effects of performance pressure are captured in the team fabric. Instead of utilising their resources, team members stop using it effectively; they defend their positions with conservative and narrow performance measurements; team members participate less, their contribution reduces, and they are not enthusiastic, object, back down and do not explore alternatives. Everyone in the team defers to authority and defaults to the role of the team leader, there is less collaboration, more blaming and the team leader accepts and performs more team member responsibilities (Cole, Carter & Zang, 2013). Finally, the customer judges the quality of a complex product offering or service by the extent to which it brings a solution to their problem, start feeling neglected and cancel his contract.

In spite of indications from the performance pressure paradox, teams can still do their best work. She reasons that the team understands their own dynamics, have technical knowledge, have insight in the culture of the team and organisation, understand the power structure and roles, working relations, individual thinking preferences or predilections, values and working styles, thus be emotional and social intelligent. Secondly, Service Level Agreements (SLAs) between teams or contribution scorecards will outline, secure and track team performance.

Thirdly, a rescue plan should be in place for the instances where the team or operation loses track and does what is right for them but not for the customer. This may entail the transfer of a team member to another function, department or operation or other strategic measures (i.e. selling components or raw material to the opposition). Finally, for teams to understand the link between their function and the strategic objectives of the organisation is difficult. The team leader and manager must frame expectations, targets and objectives in familiar language, communicate these and meet the team member where he or she is at. This will ensure that all are on board for the journey, that teams are more engaged, persevere and perform in spite of all the counterforces that can derail their best intentions (Katzenbach, Von Post & Thomas, 2014; Gardner, 2012).

There are other reasons why it is so difficult to achieve the targets and objectives and why efforts to change performance fail: Employee resistance (39%), management and leaders' behaviours which do not support change initiatives (33%), inadequate budget and resources (14%) and other difficulties (14%) (Keller & Price, 2011). The most important reasons are behaviour-based. Team leaders and management can influence, inspire and create the environment for team members and teams to change, to change their behaviour, however, is up to them (Coetsee, 2011).

Competitive advantage cannot be created with new products or services as the level of development in the market space is so high and access to resources so rich that cloning a product or a service takes no time. The real challenge lies in cloning a community which is derived from hard-to-copy intangible assets such as company culture and leadership effectiveness, and that takes all the time in the world. The beliefs and behaviours are as important as metrics and financials and to advance we need to mobilise and develop people to unleash their competencies, creativity and commitment.

Great performance means to create teams of people who work well together, build capability to recover when failure occurs, become externally oriented, have a reduced bureaucracy, and move to a continuous learning mind set (Keller & Price, 2011).

Interference lies at the door of the managers and leaders to set an example and influence teams, the decisions they make, what they do and don't do and the way they lead (De la Torre- Ruiz, Ferrón-Vílchez, & Ortiz-de-Mandojana, 2014; Grenny, Patterson, Maxfield, McMillan, & Switzler, 2013). We thus need to be able to manage our operation and organisation so that it can both shape and rapidly adapt to the environment created (Porter, 1998). Organisations have to adapt to this "new normal" and need to increase its capacity to change, continuously learning to adapt and responding with flexibility to the market space requirements, and shape the future for the success they envisaged.

5.4.2 Excellence as a determiner of performance

Excellence or exceptionality means the quality of being extremely good or outstanding (Hornby, 2013). Peters (2003) describes excellence as the consistency of superior or exceptional performance which creates opportunities and encourage team members to apply their latent talents to grasp these opportunities (Coulson-Thomas, 2012). The team or organisation constructs a context or environment in which individual discovery can take place, projects can be accessed which challenge employees to express innate curiosity and where employees can be transformed or motivated.

According to Leman (2011) pursuers of excellence set realistic goals, value themselves for who they are, they have resilience and move towards their goals. Team members learn from their mistakes and failures so that they can do a better job in the future and efface it from their memory so that they can move forward. They are happy, are sure they tried as hard as they could, appreciate feedback and even when they finish second, third or last their self-image remains strong. Johnson (2011) indicates that in excellence lies paradox. Companies employ individuals and need them to perform at their individual peak. Team members are expected to pursue best practice, have world-changing ideas, be creative, believe and care about things greater than themselves and articulate their own personal purpose. They also need to embrace the organisational objectives, values and collective aspirations as teams, and focus their activity to perform and ensure sustainability and prosperity.

The reality at the operational level is different. The opposite of excellence is mediocrity and when teams are not motivated or engaged, mediocrity is perpetuated and teams do not perform well and targets and objectives are not achieved (Leman, 2011).

Most often organisations are externally focused to have deficiencies identified and solutions found. Less often, the advice of consultants is followed or intrinsic solutions found within the sphere of influence. This is where the difference lies.

Excellent companies, on the other hand, understand that every person in an organisation seeks meaning, requires and demands extraordinary performance from every team member (Peters & Waterman, 2012). Team members are the source of ideas, not only as acting pairs of hands but committed to action when they prefer excellence. Excellence is a choice.

Teams will speak with respect about customers and their products. Such companies develop cultures that incorporate espoused values and practices and provide opportunities or contexts to engage in quality and excellence.

When a manager or a team leader has made the crucial choice of opting for excellence in leading the team it immerses the team dynamics and challenges above and beyond managing the team as the team leader and the manager are confronted with matters that are neither black nor white. A special skill and competency is required to manage the polarities or paradox he or she will be predisposed to in his or her daily activities.

5.4.3 The other dimensions of performance

Inadequate performance manifests in symptoms. It may be a long-standing lack of positive and effective direction at all levels, the over-estimation of short-term focus and chasing performance targets; cutting costs; making decisions to continue to show shareholders impressive growth; management becoming oblivious to the declining teamwork; management making bad strategic and operational choices; disengagement; low staff morale; lack of openness; denial of criticism; inadequate standards of conduct; cultural rigidities and inability to execute; unsupportive corporate and workplace culture (attitudes, mind sets and relationships); the

acceptance of poor quality standards; low tolerance for uncertainty; reduced investment in innovation, increased labour cost; failure to invest available funds; neglecting safety and risk management (Keller & Price, 2011).

Remedies for these symptoms are neither simple nor easy as there are too many dimensions to select one set of principles to solve the intricate organisational challenges; nevertheless it is possible through inspirational leadership over a sustained period of time and through allocating equal weight to performance and health. Sustainable organisational excellence can realise when the organisation focusses and improves on both dimensions of sustainability, performance and health.

Performance describes what the organisation delivers to its stakeholders in financial and operational terms, evaluated through such measures as net operating profit, return on capital employed, total returns to shareholders, net operating costs and stock turnover. High performance is indeed a requirement for success, as no business can thrive without performing teams, profit and customer centricity. The performance lies in how the measurements are imposed (Willcoxson, 2000; Porter, 1998).

Mankins and Steele (2009) established that there is a 37% performance loss on operational level that are caused by inadequate or unavailable resources, poorly communicated strategy, actions required to execute are not clearly defined, there are unclear accountabilities for execution, organisational silos and culture block execution, team performance is monitored inadequately, there are inadequate consequences or rewards for failure or success, there is poor senior leadership and leaders are uncommitted, strategies are not approved and there are other obstacles, such as inadequate skills and capabilities. On average, only 60-63% performance realises. This can be attributed to a combination of factors, such as poorly formulated plans, misapplied resources, and a breakdown in communication. The performance bottlenecks are invisible to top management, there is no link between the strategy and performance and it creates and perpetuates a culture of under-performance. Performance is not tracked against long-term plans and much financial value is lost because they fail to realise their strategies' potential value.

Year-on-year neither the results nor the performance meets projections. This needs to be taken into account when the strategy, vision, plans, targets and objectives are set by the senior management.

By focussing on past performance and successes, “beating the previous year’s results is not the point” says Likierman (2009). The focus should be on where the team is now and the decisions the team leader and manager make now will support the team in the coming months; if they are willing to listen; do they communicate effectively and do they focus on what they are not doing. Keller and Price (2001) support Likierman (2009) about not measuring performance alone and realizing that other dimensions must also be considered. The downside is that performance is measured in numbers and to settle or default to the most popular measurement might not be the right one and the causal links cannot be justified.

Furthermore, team members and managers might also manipulate their individual, team and departmental performance results. He says that the moment a measurement is implemented the team leader is invited to manipulate it. If teams have learned how to optimise a measurement without actually doing the work, they will often do just that and the management must take this into account. Budget flexibility (destroying revision and set ranges) will curb destroying value. Having the same scorecard measurements without evolving as rapidly as the economic and business environment can be detrimental.

Measurements that can support and create value for internal customers are responsiveness, pro-activeness and commercial mindedness. Alignment and communication will allow the organisation to benefit as the team leaders and managers with responsibility for evaluating team members against the performance framework are not experts and sometimes do not comprehend how the operating realities links with performance the organisation expects (Mauboussin, 2012; Likierman, 2009).

Opposed to performance is the health dimension. The health of the organisation is the ability to align, execute, and renew itself faster than the competition so that it can sustain exceptional performance over time and be controlled by the leader (Keller & Price, 2011). Teams and team members drive performance, they have

needs and inherent values which are highly rated and required to create the health of the operation.

Most important are freedom, autonomy, exciting challenges, and dynamic workplaces where teams feel empowered to make meaningful contributions, work in environments where positive change happens and cherish a sense of belonging.

Values play a large role in the value structures (espoused and enacted) and anchor the teams. Some values are rated lower by team members – these include high remuneration, job security, and reasonable pace, less stress, a future at the particular organisation, training, and corporate social responsibility (Keller & Price, 2011; Jemmer 2006). More highly-rated values are dynamic work-places, empowerment and opportunities to make meaningful and positive change happen.

These identified values measure and embrace the human elements that support the operational and organisational ability to achieve performance for sustainable success. In the broad sense performance is equated with behaviour, hence the definition that, performance equates with achievement in the context of work is any activity or set of responses where some measure of the adequacy of the overt and observable behaviour is involved that has an effect on the environment (Reber *et al*., 2009).

The polarities in cognitive styles or thinking preferences, values, attitudes, perceptions, and personality orientation influence team member behaviour to perform, show emotional expression, develop leadership styles, learn conflict and stress management and judgement influenced by thinking and feeling and emotions which are embedded in personality and motivation and also play a prominent role in personality functioning to perform (Bergh & Theron, 2013).

Performance and health practices have been identified and discussed. In this research the main emphasis lies in the health practices which have implications for teams' thinking preferences and values to sustain operational team performance.

5.4.4 Managing performance: Integrated Meta-model of Team Excellence

Organisations are unique. The right design for one organisation will not work for another in the same industry. The symptoms of under-performance, confusion and spiralling costs, however, are the same, as business units protect their own functions and domain priorities to the detriment of the overall organisation by hoarded or wasted resources, strategic goals without follow-through and a culture that dismisses and ignores accountability. Incompetence, external pressure or cultural resistance, what Keller and Price (2011) refer to as unhealthy conditions, exist as the organisation determines behaviour when they are inconsistent in terms of the broader objectives of the business and misaligned in the day-to-day actions of their team members. This according to Divakaran, Neilson & Pandrangi (2013) leads to competent team members to chronically underperform.

At the operational level management has four organisational health polarities to mould and manage to sustain emotional and social intelligent performance (Ancona & Bresman, 2013; Keller & Price, 2011). The first is to influence teams to go for innovation and gain a competitive advantage when resources are stretched, margins narrow, and they have already improved quality. The competitive advantage lies in the creativity, suggestions, and a mechanism that provides the time and structure for new ideas of team members and managers.

Secondly there is the alignment of the teams with the vision and strategic targets and objectives and the implementation of programmes to realise it. The presentation of the vision and strategy is ideal, and what is more important is the talent to implement the strategy and figuring-out how to create a broad understanding of the direction through all the levels of the organisation. Gaining co-operation and incorporating operational knowledge and insights is the foundation of the implementation of strategy at the operational level.

The managers and team leaders have ideas about what is not working, what the customer wants, but are disempowered in terms of the ability to make the change.

The operations know the customers and the local culture and market and can respond quickly to its needs. The team leaders know their team members and they

can home in on ideas and identify fatal flaws. They are also the people who feel repressed by the hierarchy, hemmed in by rules and regulations, bear the brunt and have to explain to the teams when there is no bonus or when the company does not perform.

Finally, the world is shifting politically, economically, socially and success rests in the "power of us" and how the team members and the teams work together, across boundaries and in collaboration with each other. As previously indicated this necessitates rapid internal adaption to change and to grow skill and competency to counter external competition and market space threats.

In global research conducted by the MIT Human Dynamics Laboratory, team dynamics were identified that embody high performing teams. Sosiometric analysis was used to objectively record cues as data and the human behaviour patterns found varied little, regardless of the type of team or team goals (Pentland, 2012).

The shared characteristics team members displayed were energy, creativity and shared commitment. They found that teams displaying this behaviour surpass other teams by far; teams can be taught to strengthen these behaviours and efficient work is done by high-energy, highly-engaged teams.

When teams are unbalanced teams, they can still perform; the constraint here is that the manager or team leader needs to keep the energy and engagement in balance whilst he works on developing the team dynamics. Building teams is a science and in companies where performance is uneven across teams these findings can foretell performance (Pentland, 2012).

As argued earlier, much is expected of team members, teams and the leadership of any operation and organisation. To align the functions and roles of team members, teams and management and create an environment for team motivation, engagement, and performance an Integrated Meta-model of Team Excellence is proposed.

In this model the lifecycle of an employee (Merlevede, 2009) is aligned with the role and functions of the management and the team leadership, the team culture and diversity and considering the pressure from the business environment teams are

enabled to sustain performance at the operational level to provide customer service and drive shareholder value.

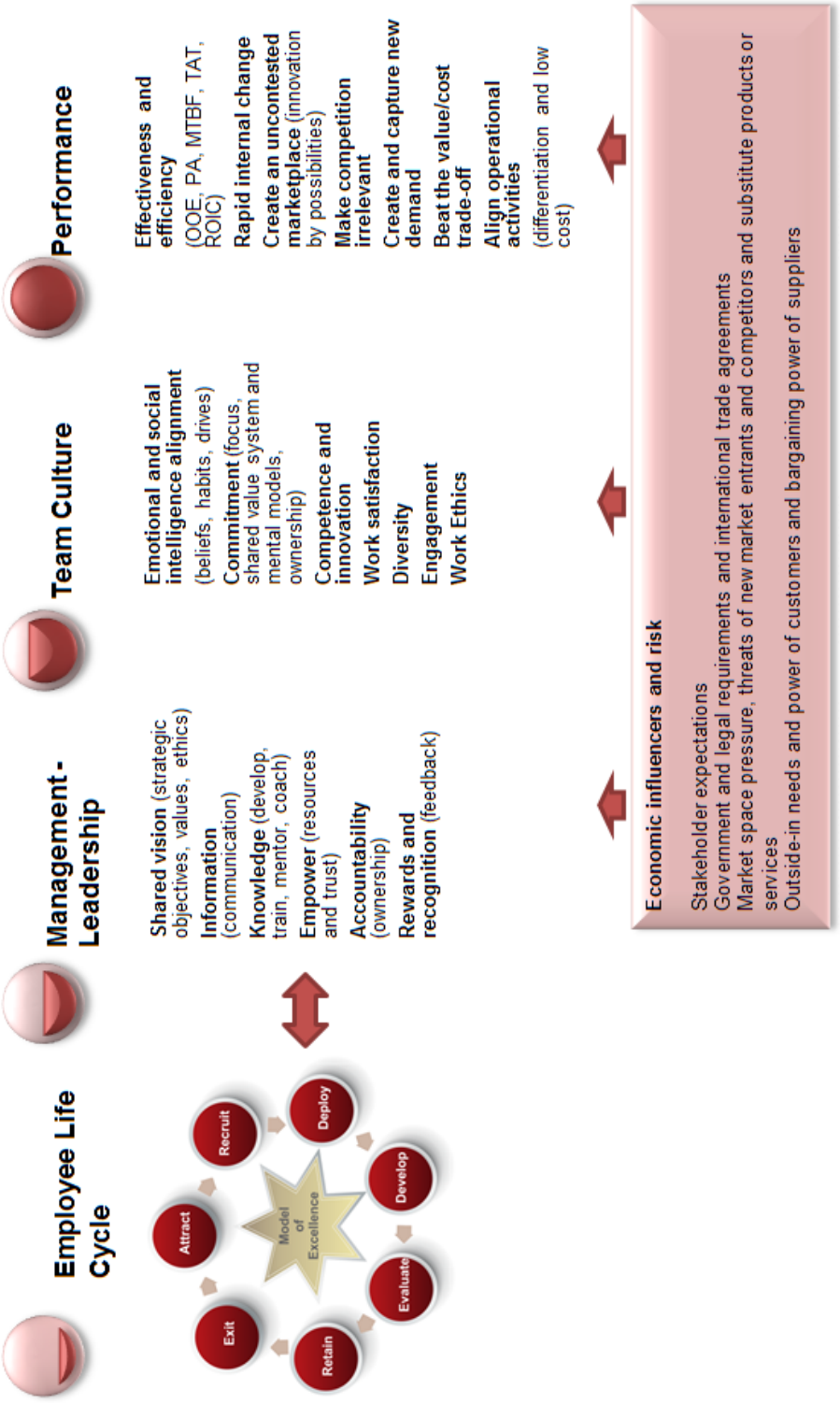

Figure 17: Integrated Meta-model of Team Excellence

5.4.4.1 Employee Life-cycle (Merlevede, 2009 - iWAM®, VSQ®, COMET®)

Attract: When a position is available in an organisation the job profile, job level and task requirements guide the advertisements placed through the organisation or recruitment agency. A few organisations use a linguistic profile to design the advertisement to attract talent. Designing an advertisement by selecting the thinking preferences and enacted values required for a specific job will attract a specific audience to apply for an advertised position. The Human Resources department will not be overwhelmed by numerous applicants unsuited for the position.

Recruit: Engineering a Model of Excellence for a specific job group will identify and include the thinking preferences, value structure and social preferences according to the organisational culture and climate. When the favourable applicants are screened, profiling can be done and the most suitable candidates selected, based upon the comparison with the Model of Excellence. Only the exemplars can be invited to the interview where the candidates will be assessed according to the recruitment process of the organisation. This will shorten the recruitment process and save recruitment expenditure.

Team fit: A comparative analysis can be done simultaneously to determine which of the exemplars will be the most suitable fit for the team(s) and role and the function he or she is being recruited for. This will ensure that the transition into the new team is smooth for the incumbent and that the team dynamic and relationships remain intact for the other team members. This process will also benefit the team leader as the new team member can be selected to complement the skills and competencies of the team.

Development and growth: The profiling reports are used to assess the strengths and areas of development of team members. If the incumbent was recruited for his attitude his personal training and development plan can be designed to develop his skills and competencies needed. The rationale is that competencies and skills are more easily acquired than changing beliefs, habits and behaviour. A mentoring programme can be implemented to support and assist the team member until he is task-mature. A coaching programme can be designed to change unbalanced

behaviours and lifestyle changes (Hall & Duvall, 2004; Zeus & Skiffington, 2005a & b).

Retain: When a team member is selected, placed, developed, supported and guided in the succession plan by the team leader and organisation, the team member is more engaged, have more job satisfaction and the retention rate is high (Maus, 2011, Merlevede, 2004; Charvet, 1997).

Evaluate: Guided by the individual team member's development, communication (Language Eliciting Behaviour Report) and values profiles, the team leader is positioned to establish proper rapport and conduct performance reviews thoroughly and fairly and provide timely and constructive feedback. Complementing this process is the COMET® 360° instrument, which was excluded for this research, provides broad-based feedback to supplement and advance personal and team development.

Exit: Should a team member choose to leave he will be able to provide feedback that the organisation can use to improve processes, team behaviour, culture and climate.

The designed employee life-cycle based on the Model of Excellence by profiling the thinking preferences, values and social variables and applied is beneficial and cost-effective to both the employer and the employee.

5.4.4.2 Economic influencers and risk

Organisations have to comply with stakeholder expectations. The vision, strategic targets and objectives are formed to realise these expectations within the framework of the Government and legal requirements and international trade agreements. As there are no more market share due to the fluid and disruptive trade environment, substitute products or services available, the outside-in needs and power of the customers and the bargaining power of suppliers, threats of new market entrants and competitors will necessitate finding other avenues for progress and development (Vandermerwe, 2014; Van Assen, Van den Berg & Pietersma, 2009)

This creates instability not only for the teams and operations and can cause disproportionate risk for the organisation. These economic influences and risk are managed down into the heart of the operations and the stakeholders' expectations can become true for the team member on the floor. He or she or his team leader neither has the inclination, competency nor the skill to deal with these realities. Addressing these needs through the development and growth in the employee's life-cycle will assist and support the teams and organisation to be more efficient and effective and improve their performance.

5.4.4.3 Management and leadership

The shared vision, strategic objectives, ethics and values of an organisation are communicated through the senior management to the operations. It is the responsibility of the management and team leaders to interpret and explain the meaning and consequences of the objectives to the teams. This is normally done through communicating information and implementing interventions to integrate the essence of the message into the fabric of the operation. Talent, skills and knowledge are required to develop train, mentor and coach team members through the processes. The leadership is accountable for and the managers and team leaders responsible to create an environment that encourages team motivation to enable a healthy climate and culture within the organisation. The team members are empowered through the resources allocated and trust is created through feedback and information and reinforced through the organisational reward and recognition system.

5.4.4.4 Team culture

The profiling comparative analyses and Models of Excellence used in the development of team leaders, team members and teams cultivate emotional and social intelligence; promote alignment in the team beliefs, thinking, values, habits, behaviour and drive. This fosters commitment (focus, ownership, a shared mental model and value system), competence, innovation, work satisfaction, nurtures diversity, and improves engagement and mature work ethics.

5.4.4.5 Performance

The throughput of the Employee Life-cycle, the Management and Team Leadership, the Team Culture will provide effectiveness and efficiency at the operational level with regard to the Overall Operational Efficiency, Plan Attainment, Mean Time between Failures, Turnaround times as well as Return on Capital Investment.

Managing the polarities as discussed in Chapter 3 an uncontested marketplace will be developed through innovation by using untapped potential and investigating new possibilities by thinking differently about the business. Competition will be made irrelevant as the new demand is created and captured (Vandermerwe, 2014). The value/cost trade-off will be aligned with the operational activities to maintain differentiation and low cost and the emotionally and socially intelligent team will sustain the team performance.

Emotional and social intelligence will broaden thought-action repertoires and build durable, physical, intellectual and social resources. It widens the horizon of possible actions and modulates the way in which the team members carry out actions (Chernis & Goleman, 2001).

The team, operation and organisation have capacity and the ability to deal with the increasingly complex internal and external environment will of necessity increase (Boyatzis, 2011).

Rapid internal organisational change is required to address the external challenges of the competitive market space by being able to identify and take advantage of market potential and create new product and profit possibilities (Vandermerwe, 2014).

The dimensions influencing and managing a team or operation are the capacity and proficiency of a manager or team leader with complex skills and competencies to be able to balance, extend beyond formal role requirements, scan and fit to the environment through negotiation, internal and external scrutiny, identification of developmental opportunities and strengths and strategic planning (Yunus, Ishak, Munirah, Mustapha & Othman, 2010).

Correspondingly, a team or operation with the greatest fit to their external environment has the highest performance ratings over time. Thus the emotional and social intelligence of the team members and team leader enables consistent performance (Losada & Heaphy, 2004).

The opposite is true where the emotional space and what is possible narrows the culture and changes the climate and the performance of the organisation (Boyatzis, 2011).

Managing and leading the human side of a team, absorbing the pressure between the team and the manager, coaching the team and negotiating relationships bring about a more intricate challenge that the managers want to acknowledge or are aware of (Beyerlein, Freedman, McGee & Moran, 2003).

On observation these realities are not dealt with and the recruiting manager and the supporting Human Resource Professional may be oblivious to the influences and role the team leader plays in team performance and in the performance of the operation.

5.4.5 Summary: Abstracting value from the Integrated Meta-model of Team Excellence to sustain emotionally and socially intelligent performance

The purpose to perform consistently over a prolonged period of time is to sustain an organisation economically to provide a return on investment, invest and develop team members, contribute socially and comply with legislation.

This requires exceptional capabilities and even more so an organisation may require long-term performance gains (Stadler, 2007).

The over-arching objective of this research concludes in engineering the Models of Excellence for the Management Team, Team Leaders and Artisans, conducting the comparative analysis between exemplars and unbalanced team members with the results (thinking preferences and value structures and social variables profiles) of the team, operation and the South African: Standard Group 2013.

An Integrated Meta-Model of Team Excellence is proposed to assist organisations in focussing on team members and teams as the asset to realise the vision and strategic targets and objectives of an organisation thus the Results = Attitudes x Values x Competence equation of Merlevede (2014b).

Performance at the next level is specifically designed to bring out the best in team members and produce a capacity and capability to deliver sustainable leadership, business results and team members then contribute commitment, creativity, knowledge and skill. Eight inter-dependent conditions are identified for performance.

All resources are used to achieve continuous improvement; quality of products and service to customer needs are foremost; the management style is participative and team members are empowered to make decisions at the point of production and at the point of customer contact; there is internal and external flexibility to adjust work processes rapidly; positive incentives promote appreciation of how the organisation functions as an integrated whole; leading technology is deployed to extend team member capabilities; team members are educated, trained and engage in continuous learning and an independent source of influence protects employee interests in the workplace (The Texas Centre for Productivity and Quality of Work Life, Marshall, 1992).

According to Stadler (2007) there are four principles that distinguish good operations from great ones. These organisations create and sustain success by taking advantage of assets and capabilities over exploring and implementing new ones and they innovate their way to growth.

Secondly, they know when to diversify and maintain a wide range of suppliers and a broad base of customers.

Thirdly, they are organisations that learn from previous mistakes and do not repeat them and they are not overly dependent upon a small number of operations and have a balanced management approach (Keller & Price, 2011) and finally they opt for selecting change strategically and their core values and principles are aligned and guide the change processes by deciding what is appropriate and what

is not and there is cooperation between teams and operations (Beyerlein, Freedman, McGee & Moran, 2003) and growth is divided and finally, they work together to gain enduring benefits.

Losada (1999) shares this perspective that performing teams are characterised by an atmosphere of buoyancy (resilience) that lasts during contact with each other. Team members show appreciation and encouragement to other members in the team (informal and formal recognition), they create emotional spaces that are expansive and open up possibilities for action and creativity. They accomplish their tasks with ease and grace.

In stark contrast, low performance teams struggle with their tasks, operate in very restrictive emotional spaces created by lack of mutual support and enthusiasm due to misaligned enacted and espoused values, often in an atmosphere charged with distrust and cynicism.

The medium-performance teams operated in emotional spaces that were not as restrictive as the low-performance teams, but not nearly as expansive as the high performance teams. They were able to finish their tasks as planned, but not with the innovation and creativity characteristic of high-performance teams.

The ideal team member or team leader that performs well has connector propensities. These team members circulate or network actively, engage in brief high-energy conversations, spend time autonomously, communicate with all team members equally and allow them an opportunity to contribute; they focus on listening to others, bond, spread ideas around, and seek and explore alternatives from other teams or externally. The stronger these characteristics are the more successful the business is (Pentland, 2012).

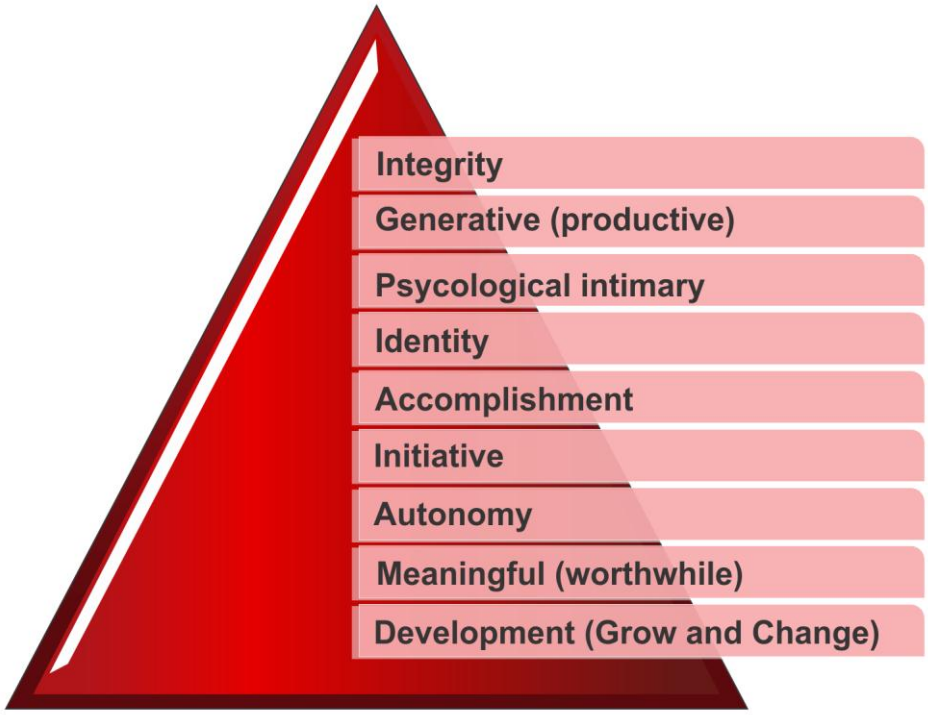

Figure 18: Hierarchy of characteristic development of high-performing team members (Pacific Institute, 2003).

The Pacific Institute Investment in Excellence Programme (2003), designed by Lou Tice, compares a low-performing team member with a performing team member based on the work of Erickson. Developmentally the characteristics of these team members are linear and one cannot have the one if the other characteristic is not formed. In the hierarchy, development of the team member is the first step which enables self-worth and the way he sees himself as being able to contribute meaningfully. He must be autonomous to take the initiative to accomplish a task. Repetitive accomplishment will provide a validated sense of identity. He will become self-aware and be able to have and act with psychological intimacy towards others. Only then will he be able to be productive in his team and do what he says he will do and enact his inherent value structure.

The leadership of an organisation is imperative to achieve performance. The lone ranger approach as in the past is not sufficient for organisational success.

Leadership is one of the polarities crucial to be able to manage (Chapter 3, Figure 2: Polarities of the Competing Values Framework (Kreitner & Kinicki, 2012; Hartnell, Ou & Kinicki, 2011). It remains essential for the organisation investigated in this research to manage to move from the Clan-Hierarchy organisation to an Innovation-Market (Customer-Centric) organisation.

Due to shifting demands on teams and in order to be able to lead this organisation in performance, leadership must exist at all levels and each team member should take on a leadership role, have a voice and contribute. Distributing leadership involves team members within their own boundaries to support one another with knowledge and expertise and to assist with turnaround based on innovation and simple team ideas which require the formation of sophisticated technological solutions in record time (Ancona & Bresman, 2013).

As reflected in the process of the Integrated Meta-model of Team Excellence, it is recommended to the organisation of research to:

- Profile thinking preferences of all operational teams for purposes of attraction, recruitment, team fit and development, growth and succession planning of management, team leaders and team members.
- Profile the value structures and social variables to identify the character of teams to align the enacted and espoused values of the organisation.
- Engineer Models of Excellence for job groups and teams for comparative analysis to identify development opportunities and to design coaching and mentoring interventions for succession and growth.
- Value profiling and communication through the Language Eliciting Behaviour Profiles and team fit strategies that will further enable cultural broadening, climate encouragement and diversity integration.
- Have the process spawn sustained performance to enable performance endurance which is one of the distinguishing features of a high-performance organisation.

- Re-energising the existing coaching and mentoring programme

- Utilise the information from the iWAM® and VSQ® to plan and implement the Change Platforms in 2015.

- Assist and support team leaders to understand the team members they are working with in reference to applying the knowledge of the language triggers during general discussions, Overall Employee Performance Reviews and Employee Development Reviews.

- Applying the individual and collective information from the thinking preferences, the change orientation, the management, customer service and administrative inclination will enable person-task-fit and improve observation with regard to the health and well-being of the team member (i.e. frustration and stress) and decrease absenteeism.

- Considering the change orientation of the teams the organisation will be able to implement and communicate strategic interventions according to the operational predisposition of the different business units. The interventions will be accepted more readily and without the current strong resistance to change. This will not only benefit the team relationships, it will also benefit and support the operational industrial relations and institute change sustainably.

- Utilising the strengths and areas of development of team members will assist a team leader to improve planning and scheduling of work, responsibility of team members and improve the teams' and the operational performance.

The above will support the transition to adapt recruitment and team fit across boundaries, draw on intellectual, interpersonal, rational, intuitive, conceptual and creative capacities to enable resources to ensure that the organisation understands the context of the market space.

They will develop relationships between teams and create the strong outcomes and results needed to realise the vision and strategic targets and objectives at the operational level. This is not a complex process.

The strategy and approach of Merlevede (2009) and the researcher can be easily learned and applied by the team leader or manager to actively encourage participation and conduct, more face-to-face communication and support, eschewing Robert's Rules of order for deliberation to promote change; rotate team members or recruit for team fit; provide feedback and listen to team members (Pentland, 2012; Yeatts & Hyten, 1998).

Observing the nominal results from huge and costly interventions over the span of more than twenty years, the dissatisfaction of team members, the battle and struggle of the heads of departments to achieve continuous equipment performance and targets, managing the capital expenditure and delivering customer demands, the inability to communicate and the tangible daily pressure experienced the management made a compelling case for undertaking this research.

At the heart of performance lie the team members and what is presented can be described as elusive performance dynamics. Standing on the ground-breaking work of Graves (1970), Charvet (1997) and Merlevede (iWAM®, VSQ® and COMET®, 2000-2015) the Integrated Meta- model of Team Excellence was developed as a way to cultivate fallow land by unfolding the possibility that each team member has a unique contribution to make in forging a relationship with the organisation's brand by sustaining emotionally and socially intelligent performance.

…to improve anything, even performance, we need to look at it differently…

"…it is not the strongest that survives, nor the most intelligent, it is those that are the most adaptable to change" (Charles Darwin 1809-1882, Buchmeister, & Palcic, 2011).

5.4.6 Limitations of this research

The organisation of research is challenged by disruption on different levels with regard to the six divisions of organisational development, is multi-faceted and cannot be addressed by this research alone. Future interventions and support i.e. change platforms should include organisational development processes, human

process, techno-structural, human resource management and strategic change interventions.

The thinking preferences, values and social variables, language eliciting behavioural triggers of one team member all differ from the next team member and similarly relevant to a team, an operation or organisation. Thus, what is relevant to one team will not be valid or appropriate to another, for example a Model of Excellence for a team of engineers will differ from a team of accountants. The Model of Excellence applied to, for example, recruiting, coaching, developing a succession or development plan for a manager in a bank will be different from a maintenance manager in a mine.

As beliefs, thinking, perceptions, habits and behaviour differ, so do job profiles, roles and functions differ. The culture and climate in one team, operation or organisation differ from others as their type of industry, functions, leadership and management style and market space conditions differ.

In the process of determining the thinking preferences, values and social variables three Models of Excellence were engineered for this research, viz. Management Team, Team Leaders and Artisans. The results of these three teams analysed therefore cannot simply be super-imposed on other teams in this operation and organisation.

More value can be added by including the COMET® 360° in future research to extract north- south and east-west feedback in areas of development which may have been overlooked in the profiling process to ensure further achievement of the best possible performance.

Further research should be undertaken to engineer Models of Excellence within the framework of the Integrated Meta-model of Excellence for job groups in all the operations of the organisation to refine the recruitment, team fit, and to develop and grow team members, improve implemented coaching and mentoring interventions and align all team activities to sustain emotionally and socially intelligent performance.

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ANNEXURES

ADDENDUM 1: iWAM PROFILE



August 1, 2011

JobEQ -- iWAM Profile

Date: _____

Name: _____

E-mail: _____

Year of Birth: _____ Male/Female

Occupation: _____

Nationality: _____

Years in School: _____

Instruction EN1.03

A. This test consists of 40 statements. Each statement has 5 possible endings.
B. Order the endings of these statements with the numbers 1, 2, 3, 4 and 5.
C. Where:
   1 means "this is the most like me"
   5 means "this is the least like me"
   use the 3 other numbers to indicate your order of preference in between.
D. Order the endings. Do not duplicate numbers.
E. Check whether you have given a different number to each ending. Make sure you haven't left any blanks.

>>EXAMPLE<<

0. At work, I like to
 2 be together with others
 1 keep alert to problems
 4 stay busy
 3 think
 5 obtain good pay

---

1. At work, I prefer to:
 _ be useful
 _ be the first to start projects
 _ wait for others to start
 _ organize effectively
 _ think clearly

2. At work, I like to:
 _ achieve the outcome
 _ be responsive
 _ initiate tasks
 _ avoid problems
 _ observe the systems

3. At work, I want to be rewarded for:
 _ finding problems
 _ deciding for oneself
 _ reaching the goals
 _ doing what others ask
 _ having the information

4. At work, a person needs to:
 _ have a range of options
 _ know their own standards for success
 _ follow the proven procedures
 _ get feedback
 _ receive their money

5. At work, I know a task is well done when:
 _ it is the same as before
 _ the procedure is followed
 _ alternatives are found
 _ it is better than before
 _ a new way is found

6. At work, I would like tasks where I:
 _ maintain my personal concentration
 _ perform precise sequences
 _ keep active
 _ interact with others
 _ manage big projects

7. At work, I am good at:
 _ new assignments
 _ recognizing the big picture
 _ improving results
 _ what I have done before
 _ certain specific tasks

8. At work, I like to:
 _ work with people
 _ be emotionally separate
 _ be responsible for the work
 _ be part of the team
 _ be emotionally close to others

9. At work, I want to:
 _ be around people
 _ be productive
 _ share responsibility
 _ maintain responsibility
 _ be alone

10. At work, on a new task, I want to:
 _ organize the resources
 _ avoid problems
 _ start working as soon as possible
 _ achieve the outcome
 _ understand the task

11. At work, I like tasks where I:
 _ have other people around
 _ find alternatives
 _ follow procedures
 _ can keep on schedule
 _ work alone

12. At work, I like to:
 _ be around people
 _ work with the big picture
 _ have the information
 _ work without interruption
 _ have specific tasks

13. At work, a person should:
 _ stick to the facts without emotion
 _ keep working on the tasks
 _ be sensitive to the emotions behind the words
 _ make sure things are thought through
 _ plan the work structure

14. At work, a person needs to:
 _ keep active
 _ have sole responsibility for the work
 _ be responsive
 _ share the responsibility with others
 _ initiate

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15. At work, I am best when I:
_ am working alone
_ know the processes & systems
_ avoid problems
_ am working around other people
_ am reaching the goals

16. At work, a person should:
_ find new ways
_ maintain responsibility
_ perform the same as before
_ distribute responsibility
_ improve the old ways

17. At work, I like to:
_ get information
_ decide for myself
_ know where the money goes
_ get feedback
_ know the physical & organizational layout

18. At work, I like to:
_ improve results
_ be patient and persistent
_ initiate projects
_ do what I have done before
_ get new assignments

19. At work, I want to:
_ decide for myself
_ keep the tools in good shape
_ do what others ask
_ work on big projects
_ perform precise sequences

20. At work, I am best when I:
_ am emotionally close to others
_ am finding possibilities
_ am following the proven procedures
_ get good money
_ can focus on the work content

21. At work, a person is supposed to:
_ follow the rules as I would
_ NOT care about other people
_ be the worker the company needs
_ remember the past
_ do it their own way

22. At work, I am convinced because of what I:
_ see happening
_ hear from others
_ experience now
_ read in reports
_ do myself

23. At work, I understand a new task:
_ after examples
_ once I know what the future will bring
_ before the first example is completed
_ with consistent performance
_ after some time

24. At work, I am best when:
_ I am in place
_ I have the information
_ the systems are functioning
_ I know the schedule
_ have plenty to do

25. At work, the best rules of conduct would be:
_ tailored for each person
_ clearly defined
_ planned for
_ the ones I would follow anyway
_ non-existent

26. At work, I recognize good performance in others when I:
_ work beside the person
_ hear good comments from others
_ see their results
_ remember their work
_ read the production reports

27. At work, I am confident about new people:
_ when we plan the future
_ immediately
_ after consistent results
_ after examples of results
_ after some time

28. At work, it is important to:
_ be successful
_ know the instruments of your work
_ understand the processes around you
_ be the one in control
_ be liked by others

29. At work, I would like to start projects:
_ by clarifying ideas
_ by making sure about the money
_ by doing tasks
_ by making sure about the people
_ by building structure

30. At work, I am happy when:
_ the tools are good
_ others like me
_ others do what I know is right
_ am in the right location
_ others admire my achievement

31. At work, a person is supposed to:
_ follow the rules as I would
_ not get in my way
_ do what is expected
_ attend to what needs to be done now
_ do it by their own rules

32. At work, I am convinced because of what I:
_ see for myself
_ anticipate
_ hear from the others
_ read in the reports
_ can do myself

33. At work, I understand a new task:
_ after a few times
_ instantly
_ with continuous performance
_ in a little while
_ because of the past

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34. At work, with a new task I want to:
_ get paid fairly
_ meet the people
_ know the locations
_ keep to the schedule
_ check all the tools and instruments

35. At work, the best rules of conduct would be:
_ based on past experience
_ adaptable
_ what the boss wants
_ normal conduct
_ non-existent

36. At work, I recognize others are good when I:
_ compare to how I do the task
_ hear them talk about their work
_ experience their work
_ see them work
_ read their reports

37. At work, I am confident about new people:
_ quickly
_ based on what is happening
_ after consistent performance
_ after a few times
_ after a while

38. At work, it is important to:
_ keep busy
_ control
_ succeed
_ focus on the people
_ be accepted as member of the team

39. At work, it is important to:
_ take care of other's feelings
_ be on time
_ know the right information
_ take care of the tools
_ use the systems

40. At work, I am happy when:
_ others look up to me
_ I am in a good location
_ others recognize my achievement
_ others want to be with me
_ am on time

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ADDENDUM 2: VSQ PROFILE

August 1, 2011

JobEQ -- VSQ Profile

Date: _____

Name: _____

E-mail: _____

Year of Birth: _____ Male/Female

Occupation: _____

Nationality: _____

Years in School: _____

Instruction EN0.02

A. This test consists of 30 statements. Each statement has 5 possible endings.
B. Order the endings of these statements with the numbers 1, 2, 3, 4 and 5.
C. Where:
   1 means "this is the most like me"
   5 means "this is the least like me"
   use the 3 other numbers to indicate your order of preference in between.
D. Order the endings. Do not duplicate numbers.
E. Check whether you have given a different number to each ending. Make sure you haven't left any blanks.

>>EXAMPLE<<

0. At work, I like to
 2 be together with others
 1 keep alert to problems
 4 stay busy
 3 think
 5 obtain good pay

---

1. When communicating, I like to:
 _ give direct answers, keep to the point
 _ give adapted answers, suited to the individual
 _ find principles that apply universally
 _ check what communication style will be the most successful
 _ find out how the rules apply to the other person

2. If I could choose, I'd like to see the following values in my work environment:
 _ fun
 _ growth
 _ love
 _ integrity
 _ appreciation

3. I work, in order to:
 _ guarantee my needs for food & shelter
 _ fulfill my need for safety
 _ fulfill the purpose that I was given on this earth
 _ fulfill what my nation demands from me
 _ contribute to the technological progress

4. At work, my ideal image of myself would be:
 _ a tough-minded hero who survives
 _ the parent who helps others to remain on the right path
 _ a pragmatic entrepreneur achieving success
 _ a consensus builder, creating a community
 _ a competent networker, overviewing the process

5. In coming to an agreement at a meeting, for me it's important:
 _ to consider the whole situation of each party
 _ to try to comply willingly, being loyal to the decision
 _ to point out what I think about it
 _ to come to the best solution, independent of conflicts of interest
 _ that it goes fast, efficiency is important

6. At work, for me, a good leader is:
 _ an inspired guru, focused on survival
 _ the CEO of the corporation, focusing on profit and strategy
 _ the one on top of the hierarchy, setting the rules
 _ a systems engineer, integrating and aligning autonomous people
 _ a relationship builder, including people in teams

7. For me, what a good work place needs the most is:
 _ fair play
 _ clear agreements
 _ freedom
 _ communication
 _ delivery of quality

8. When we have to solve a problem or improve something at work, to me:
 _ logical thinking is important
 _ creative thinking is important
 _ playing the "devils' advocate" is needed
 _ a mixture of approaches works best
 _ working towards agreement is key

9. For me, the following values are the most important at work:
 _ fighting, to get the most out of it
 _ realizing synergies
 _ consensus building
 _ competence
 _ respect for authority

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10. To me, it is important that the organization I work for provides:
_ a flexible environment where people contribute by pursuing their own interests
_ a stable environment, with clear rules and a structured salary policy
_ a challenging environment, which provides opportunities and rewards success
_ a caring community, where people get a feeling they belong
_ a safe harbor, where traditional values are respected

11. I see the workplace as an environment in which I:
_ navigate to achieve and win
_ get a thrill out of taking risks and challenging authority
_ am part of a tribe, practicing according to the rituals
_ can grow, while realizing synergies
_ share equally with others, building a community

12. In my ideal work environment, the following come first:
_ achieving harmony
_ health & quality of life
_ results
_ relationships
_ good remuneration

13. Ultimately, I believe a job boils down to:
_ being part of a living system, always expanding human knowledge
_ building relationships and sharing our results
_ coexisting as autonomous people
_ competing and hoping to win
_ fighting for obtaining the scarce and limited resources

14. At work, I prefer:
_ to use my creativity to implement decisions in the best possible way
_ that meetings are structured with time, intervals and agendas
_ to understand the logic behind decision that are taken
_ that meetings have their own flow, being only slightly guided
_ to have less meetings, saving some time

15. I would like the following values to thrive in our company:
_ status as an individual
_ obedience to hierarchy
_ equality
_ autonomy
_ human development

16. At work, I want to:
_ discover new things
_ do meaningful work
_ make a difference
_ utilize my current skills
_ get recognition

17. At work it's important to me to:
_ create a mystical and magical place
_ seek equilibrium for the system
_ focus on science and technology, to enable progress
_ sharpen my instincts, in order to survive
_ create structure and ensure that the rules are adhered to

18. For me, the best meetings:
_ are linear, completing one task, before moving to the next
_ are structured and guided according to the circumstances
_ allow us to do multiple tasks at once
_ have universal principles, that apply always
_ are the ones that don't take place

19. At work, I have the most respect for:
_ power
_ authority
_ competence
_ intuition
_ knowledge

20. When we have to come up with a proposal, I prefer the following meeting style:
_ guided thinking with someone moderating the process
_ collaborative thinking, where everyone agrees
_ chaotic thinking and recognizing patterns
_ disruptive thinking, listing arguments and counter-arguments
_ linear, rational thinking, searching for the best solution

21. In the work environment, I rank structures in the following order of importance:
_ the network, as the key to sharing information
_ the clan, grouping together to survive
_ the world, as a global village
_ the tribe, as preserver of tradition
_ the corporation, as a basic business structure

22. At work, for me it's important to have:
_ challenges
_ fun
_ good relationships with colleagues
_ learning opportunities
_ fair pay for the work done

23. At work, I have the most confidence in my:
_ ability to distinguish right from wrong
_ ability to empathize with others
_ spiritual connectedness
_ insight in the whole system
_ instincts

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24. I think the workplace should be driven by the law of:
_ profit
_ safety
_ survival
_ power
_ pleasure

25. When a decision is taken at a higher level in the organization, I:
_ know it will apply to everyone
_ know that everyone can state their arguments and disagree where needed
_ will find out to how it needs to be interpreted
_ help to come to an agreement and then I will support it
_ only comply if I understand the logic and agree with it

26. In my work environment, I want to make sure people:
_ get what they need to survive
_ learn to see the multiple aspects of reality
_ are included in our pluralistic community
_ feel spiritually connected to our stories and our tradition
_ get to coexist in a pleasurable and meaningful way

27. I would change jobs, if I got:
_ an offer from a company with a better image
_ better career opportunities
_ a better compensation package
_ a better work environment
_ more chances to develop myself

28. I believe that the results we obtain at work must be attributed to:
_ human growth
_ technological evolution
_ an orderly environment created by government
_ a society providing equal rights and opportunities
_ spiritual tradition

29. For me, I consider this the order of importance of values at work:
_ happiness
_ learning
_ excitement
_ freedom
_ communication

30. In my experience the best way of communicating is:
_ discovering the rules or boundaries that apply to everyone
_ transparent and precise, even if it is blunt
_ being adaptive, so that fits the persons' unique needs
_ tactful, even if it is evasive or ambiguous
_ flexible, for me tact and rules are just variables of communication

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