

**A GROUP DYNAMIC INTERPRETATION OF A  
TEAMBUILDING EVENT – A CASE STUDY**

**By**

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**STATEMENT:**

I declare that this dissertation: "A group dynamic interpretation of a teambuilding event – a case study", is my own work and that all the resources used or quoted have been indicated and acknowledged by means of complete references.

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M BRITTON

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## **SUMMARY: A GROUP DYNAMIC INTERPRETATION OF A TEAMBUILDING EVENT – A CASE STUDY**

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The teambuilding event refers to the structured attempt to improve or develop the effectiveness of a group of people who work together. It is a method used to improve productivity by getting subordinates to work together. It helps to generate teamwork so it enhances lateral and vertical communication where participants develop a sense of interpersonal trust and support. Group dynamics refer to the cause-and-result relationship which exists in a group and the study of its development. This research aims to interpret the group dynamics of a structured teambuilding event. A sample of 40 cabin controllers of a South African airline was used, who were divided in four separate groups. The teambuilding event was requested by the airline and participants were aged between 21-60 years old.

The results of this introductory case study indicated that group dynamics can successfully be interpreted in a teambuilding event.

**KEY TERMS:** Teambuilding, Group dynamics



# **CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE RESEARCH**

This dissertation focuses on the group dynamic interpretation of a teambuilding event. In this chapter the background of the research is formulated which flows into the formulation of a problem statement and research questions. From the aforementioned, the aims of the research are then stated. A specific research model, serving as framework for the research, is presented. The paradigm perspective, which guides the research, is discussed and the research design (strategy) and research method with its different steps, giving structure to the research process, is formulated. Finally the arrangement of the ensuing chapters will be outlined.

In order to present an accessible text, the choice was made to use the terms her, she, hers and herself generically as an indication of an individual member of humankind. This choice does not represent any form of gender bias.

## **1.1 BACKGROUND AND MOTIVATION FOR THIS RESEARCH**

In the past decade Psychology has developed and differentiated into many application- and specialist areas. In Industrial Psychology, the focus was primarily on organisation processes and mechanistic input in order to change behaviour. These inputs were aimed at the

improvement of productivity within organisations (Heap, 1992:3; Kopelman, 1986:3). With time, the focus has moved to behaviour dynamics, as is evident in the Hawthorne-studies.

The Hawthorne studies showed the correlation between productivity and numerous human factors e.g. interpersonal relationships, status and security needs. The Hawthorne effect reflected the improvement of productivity by people when they feel that they receive attention and when they experience something new (Flippo, 1980:481; Plug, Meyer, Louw & Gouws, 1988:135).

This led to Behavioural Science research as a human activity, whereby a specific phenomenon is studied in an objective manner, in order to establish a valid understanding of the phenomenon (Mouton & Mouton, 1992:16). This research implicates the following dimensions:

- Social sciences research is a *collaborative* human activity
- Social sciences research is a study of *social reality*
- Social sciences research aims at *understanding* social reality or phenomena
- Social sciences research is a study aimed at a *valid* understanding of social reality, and
- Social sciences research is *objective* research.

Social psychology is the scientific study of interpersonal behaviour with individual behaviour as a function of social stimuli (Louw, 1982:572). This led to Organisational Psychology, which is the systematic study of

behaviour within organisations (Coster, Watkins & Cilliers, 1984:2). Organisations consist of many groups - formal or informal. Within these groups the individual plays a specific role in order to satisfy her individual needs.

Working or formal groups are a phenomenon in the Industrial Psychology that has been studied by numerous psychodynamic psychologists like Bion, Trist and Rice (De Board, 1978:68). The manner in which working groups interact, the way in which a group will attempt to meet its own needs and the conflicting needs of group members, are experiences that have significant parallels with working groups in industrial organisations.

In the ever changing environment of organisations, Anantaraman (cited by Stott & Walker, 1995:21) states 'that many organisations are experiencing environmental forces that are rapidly changing and increasingly unpredictable and it appears as if turbulence is now the stable state.' This suggests that organisations have to change the way people relate to one another and increase levels of collaboration and planning between organisational subunits. Berger (cited by Stott & Walker, 1995:21) states that organisations face the pressure to diversify their products, respond to competitors and at the same time, produce greater economies, which can only be achieved through structured teambuilding events with employees.

Processes and techniques that improve interpersonal relationships and a group's ability to deal with it self and its external environment are termed teambuilding or team development. It is an intervention strategy

concerned with the dynamics of group behaviour as distinguished from structure, content and productivity outcomes of the work group (Guest, 1986:6).

Teambuilding events can resolve territorial dilemmas more effectively, managers can solve problems with a sense of common purpose and have less emphasis on their own agendas, productivity can increase, grievances and absenteeism can decrease, service quality can improve, and people can be more confident about their ability to handle organisational politics and still give high quality service while keeping morale high (Stott & Walker, 1995:54).

The focus of most teambuilding events has tended to be on interpersonal issues, often dealing with conflict among group members. It is thus easier to observe who is in conflict with whom rather than the underlying issues that led to the problem or episode (Tolle, cited by Stott & Walker, 1995:93).

Many psychologists have been studying the underlying issues in groups, particularly Wilfred Bion. His model sees the group as consisting of two groups: the workgroup and the basic assumption group (Roch, 1976:121).

The workgroup refers to the rational and functional achievement of goals by the group. The basic assumption group is one in which members are responding primarily to their emotional needs (Rutan & Stone, 1993:32).

Every group member approaches the task with his own personal history, developmental needs, and conflicts. There are, however some common experiences in the culture a group moves in. Growing up has provided each person with prior experiences in small groups, beginning with the family and then continuing with schools and a host of religious, business, or social institutions (Rutan & Stone, 1993:33).

Members have to orientate themselves through trial and error to see what will work, and they go about those tasks in a variety of ways. The ambiguity of the situation stimulates regression. Each member tends to regress to a personally important developmental stage, and his or her response in the group may represent either a successfully or an unsuccessfully completed task (Rutan & Stone, 1993:33). This situationally induced regression in the group is useful for the consultant conducting a teambuilding event.

Adair (1986:136) sees the consultant as a catalyst who should not usurp the role of the leader but rather compliment it. The field of Industrial psychology has not researched or investigated the possibility of the consultant studying the teambuilding event with its underlying dynamics. The ability to identify and interpret these underlying group dynamics could be of value to the organisation, the team and individual.

The implication of these dynamics within organisations of the 21st century motivated this study. Organisations consist of many work groups or teams, varying in size, organised to promote the goals of the organisation and, simultaneously, to satisfy the needs and aspirations of the individual members.

## 1.2 PROBLEM STATEMENT

According to Blanchard (1988:6) most managers spend no less than 50 percent - and possibly as much as 90 percent - of their working time in some type of group activity. Groups or teams are the backbones of organisations. They can produce more and better solutions to problems than individuals can.

Teams are capable of outstanding performance and they must therefore be worth serious consideration. It is therefore that Woodcock (1989:23) emphasises teamwork as being increasingly seen as an important subject and one of the most popular and effective ways of improving organisational health.

Why has teambuilding events become important? There are many possible answers, but at the root of them is the manager's dilemma, best expressed in two questions. First, how does the manager mobilise the energy and talent of the organisational member to achieve the organisation's goals? Secondly, how is the climate established in which there is commitment, involvement and high performance? Solving these problems has inevitably led to a realisation of the considerable benefits of people working together in teams (Stott & Walker, 1995:2).

When discussing teams and their role in organisational life, the issue of development becomes important. The dynamics of teams is essentially

a simple one: individuals affect other individuals in the group and are reciprocally affected by them (Graham, 1991:33).

The understanding of group dynamics is therefore crucial to the developmental efforts of the team. Through observation and experiment, it is possible to learn how team members interact, and can this knowledge be used to promote more effective interactions (Stott & Walker, 1995:4).

One of the tasks for group members is to determine what will make their efforts in the group most useful. When a new group forms, these tasks are unknown, and the members, through trial and error, discover which tasks, roles and norms will create a safe environment and also serve to accomplish their goals. Learning is then reflected in shifts in how the members relate and examine themselves and in the nature of their relationships to each other and to the leader (Rutan & Stone, 1993:32).

Group dynamics are defined by Plug et al (1988:129) as the cause-and-affect relations that exist in a group and the study of the group's development. It also refers to the techniques used to change interpersonal relationships and attitudes within a group.

A common misconception among therapists is that in order to have a "good" group, it is imperative that the group attain and maintain the most advanced developmental level. There should rather be a reasonable fit between the level of group development and the dynamic issues salient for the members (Rutan & Stone, 1993:31).

Slavson (as cited by Rutan & Stone, 1993:31) stressed the continuity of psychodynamic concepts into psychotherapy settings. Gradually that tradition of linking individual psychodynamics to group psychotherapy included the transposition of individual developmental stages to groups.

In studying the literature of both teambuilding events and group dynamics, no linkage between the concepts was found. Given the industrial psychological basis of this research, it is critical to determine if interpretations can be made of group dynamics in a teambuilding event.

From the above the following research questions are formulated:

- What is a teambuilding event and can a model for teambuilding events be presented from literature?
- What is group dynamics and can a model for group dynamics be presented from the literature?
- Can the literature review be integrated into a group dynamic teambuilding model?
- Can a case study offer group dynamic interpretations of a teambuilding event?
- What recommendations can be formulated for possible future research?

### **1.3 AIMS**

From the above research questions, the following aims are formulated:



### **1.3.1 General aim**

The general aim of this research is to ascertain if group dynamic interpretations can be made of a teambuilding event.

### **1.3.2 Specific aims**

In terms of the literature survey, the specific aims are:

- To conceptualise a teambuilding event and present a model from literature
- To conceptualise group dynamics and present a theoretical model based from literature
- To integrate the literature survey and offer a Group Dynamic Teambuilding model.

The case study aim is:

- To determine if group dynamic interpretations can be made of a teambuilding event
- To offer recommendations for possible future research.

## **1.4 RESEARCH MODEL**

The research model of Mouton and Marais (1992:22) serves as a framework for this research. It aims to incorporate the five dimensions of social science, namely the sociological, ontological, teleological, epistemological and methodological dimensions and to systemise it within the framework of the research process. This implicates three subsystems that interact with one another and with the research domain. The three subsystems are the intellectual climate, the market for intellectual resources and the research process.

With the research theme as a point of departure, it was decided to construct the research as consisting of two phases.

Phase I will be the literature review which will incorporate two themes, namely the literature survey on teambuilding events, and a literature survey on group dynamics. An integration of the literature of these themes will be supplied.

Phase II represents the case study in which group dynamic interpretations are made of a teambuilding event.

## 1.5 THE PARADIGM PERSPECTIVE

This research is directed by a specific paradigm perspective, which includes specific statements and the market of intellectual resources (Mouton & Marais, 1992:21). The assumptions of the functionalist paradigm can be summarised as follows (Morgan,1980:606):

- Society has a concrete, real existence and a systematic character oriented to produce an ordered and regulated state of affairs
- It encourages an approach to social theory that focuses upon understanding of human beings in society
- Behaviour is always seen as being contextually bound in a real world of concrete and tangible social relationships
- The functionalist perspective is primarily regulative and pragmatic in its basic orientation, and
- It is concerned with understanding society in a way that generates useful empirical knowledge.

With reference to the paradigm perspective, the relevant paradigms, meta-theoretical statements, the market of intellectual resources and the methodological assumptions are discussed below.

### **1.5.1           The intellectual climate**

Intellectual climate is used to refer to the variety of meta-theoretical values or beliefs, which are held by those practising within a discipline at any given stage. The origins of many of these values may be traced back to traditions in philosophy and are frequently neither testable, nor were they ever meant to be tested (Mouton & Marais, 1992:22).

For the purpose of this research the academic context is the discipline of psychology, with industrial psychology as a field of application. In the literature survey, the focus is teambuilding events and group dynamics. In the case study, the focus is the group dynamics interpretation of a teambuilding event.

#### **1.5.1.1           *The literature survey***

Patton (1975:9) describes a paradigm as a view of the world, a total, all encompassing perspective, "a way of breaking down the complexity of the real world". Morgan (1980:606) uses the term " in a meta-theoretical or philosophical sense to denote an implicit or explicit view of reality". The most important implication of the above stems from the identification of paradigms as alternative realities. The term paradigm is therefore used in its meta-theoretical or philosophical sense to denote an implicit or explicit view of reality.

Thematically, the literature survey will be on the teambuilding event and group dynamics.

The literature survey on the teambuilding event will be presented from the humanistic paradigm. The literature survey on group dynamics will be presented from the Psychodynamic paradigm (Miller, 1993: 7).

The basic assumptions of the Humanistic paradigm are as follows (Meyer, Moore & Viljoen, 1989:322):

- The individual is studied as an integrated, unique, organised whole or gestalt
- The individual is a unique being with qualities which distinguish him from lifeless objects
- The positive nature of man is basically good
- The role of conscious processes, especially decision-making processes are recognised, and
- The individual is an active being who does not merely react to external stimuli, or submit to inherent drives over which he has no control.

Humanists are not concerned with identifying internal and external causative factors whereby human behaviour may be manipulated and changed. They are more interested in the person's own contribution to growth and realising his potential (Meyer *et al*, 1989:323).

The following are the basic assumptions of the Psychodynamic paradigm (Meyer *et al*, 1988:42):

- All individual behaviour and thoughts are determined by factors within the personality (psyche)
- The psyche has a fixed structure (id, ego and superego) which is motivated by psychic energy in the form of drives leading to action
- Some drives (sex and aggression) clash with the norms of society and for this reason are repressed
- The forbidden drives are already present in the childhood years, and
- The methods the child learns for coping with the conflict between forbidden drives and societal norms have a definite influence on the rest of his life.

The following relevant concepts can be identified for this research:

- A **teambuilding event** refers to a structured attempt to improve or develop the effectiveness of a group of people who work (temporarily or permanent) together (Clark, 1994:6). It is a method used to improve productivity by getting subordinates to work together. It helps to generate teamwork so it enhances lateral and vertical communication where participants develop a sense of interpersonal trust and support (Mahoney, as quoted by Guest, 1986:29).
- **Group dynamics** refers to the cause-and-result relationship which exist in a group and the study of its development (Plug et al, 1988:129). It also refers to the techniques used to change interpersonal relationships and attitudes within a group.

### 1.5.1.2

#### *The case study*

The case study from part of non-experimental research, which is defined by Kerlinger (1986: 348) as follows:

'Non-experimental research is systematic empirical inquiry in which the scientist does not have control of independent variables because their manifestations have already occurred because they are inherently not manipulable. Inferences about relation among variables are made, without direct intervention, from concomitant variation of independent and dependant variables"

Based on the above the following assumptions are made (Kerlinger, 1986: 49):

- Direct control is not possible
- The 'truth' of the hypothesized relation between the variables cannot be asserted with the same confidence of the experimental situation, and
- Many variables in behavioural research does not lend itself to experimental inquiry eg intelligence, aptitude, social class, rigidity etc.

Examples of non-experimental studies are the field experiment, the case study and the field study. For the purpose of this research the case study is relevant and will therefore be discussed.

The case study is considered to be a traditional research method of clinical psychology. It has a nature of discovery and focuses on the intensive study of the individual – his history, current feelings, thoughts and behaviour (Smit, 1983:47).

Forsyth (1983:39) states that group dynamicists carry out case studies by delving deeply into the nature of a single group. On the basis of this information researchers can derive an overall picture of the group and estimate the extent to which the examined case supports their hypothesis.

Millon and Diesenhuis (as quoted by Smit, 1983:47) describe the case study as fluid, dependence on observation and inferential skills of the researcher, the focus on the unusual or fortuitous, and therefore unrepresentative cases, the almost total lack of extraneous variable control, the impression of measurement procedures, and the highly subjective character of the data recording and interpretation.

This research is a case study in that group dynamics of a group are studied and interpreted, whilst they are participating in a teambuilding event.

### **1.5.2 Meta-theoretical statement**

The meta-theoretical assumptions represent an important category of assumptions underlying the theories, models and paradigms that form



the definite context of this study. The meta-theoretical values or beliefs have become part and parcel of the intellectual climate of a particular discipline in the social sciences (Mouton & Marais, 1990:21). In terms of this research, meta-theoretical statements are presented in the following:

#### 1.5.2.1 *Psychology*

Psychology is defined by Plug et al (1988:294) as the science of studies human behaviour with the emphasis on the individual. Methods used to study the individual are experiments, measurement and observation. Observation of human behaviour is relevant in this research and therefore this research falls within the broader field of psychology.

#### 1.5.2.2 *Industrial Psychology*

Industrial psychology refers to a branch of applied psychology (Reber, 1988:352). In essence it is an umbrella term covering organisational, military, economic and personal psychology and includes such areas as tests and measurements, the study of organisations and organisational behaviour, personnel practices, human engineering, human factors, the effects of work, fatigue, pay and efficiency, consumer surveys, market research, etc. With reference to this research, teambuilding

interventions which influences human and organisational behaviour are studied.

The area of this research can be narrowed to two specific subject areas within the field of Industrial psychology namely organisational psychology and training and development.

### 1.5.2.3 *Organisational psychology*

Organisational psychology can be defined as the study of organisations, the elements and systems it consist of, and those factors that influence the effectiveness of the organisation, especially the interaction between the individual and the organisation (Plug et al, 1988:256). Organisational psychology studies, according to Robbins (1996:10), what individuals do within organisations and how this behaviour impacts on the organisation. Organisational behaviour includes aspects like motivation, conflict, attitude and work stress. These group dynamics find their relevance to this research through the study of human behaviour during a structured teambuilding event. Group dynamics are defined by Plug et al (1988: 129) as the cause-and-affect relations that exist in a group and the study of the group's development. It also refers to the techniques used to change interpersonal relationships and attitudes within a group.

#### 1.5.2.4 *Training and development*

Training can be seen as the systematic process of changing the behaviour and/or attitudes of people in a certain direction to increase goal achievement within the organisation (Van Dyk, 1992:148). Nadler (1970:88) notes that development is concerned with preparing employees so that they can “move with the organisation as it develops, changes and grows”. With reference to this research, training and development's link with the structured teambuilding event is studied.

#### 1.5.2.5 *The group*

Shaw (1981:8) defines a group as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person. Groups vary in size and can be distinguished between small and large groups.

With reference to this research the group is the basis of a structured teambuilding event and therefore offers the potential of studying its group dynamic interpretations.

### **1.5.3 The market of intellectual resources**

The market of intellectual resources refers to the collection of beliefs, which has a direct bearing upon the epistemic status of scientific statements, i.e. to their status as knowledge-claims. The two major types are: theoretical beliefs about the nature and structure of phenomena on the one hand, and the methodological beliefs concerning the nature and structure of the research process on the other hand (Mouton & Marais, 1992:21).

#### **1.5.3.1 *Theoretical statements of the research***

Theoretical beliefs about the nature and structure of phenomena are those beliefs of which testable statements about social phenomena are made. Theoretical beliefs may thus be regarded as assertions about the 'what' (prescriptive) and the 'why' (interpretative) aspects of the human behaviour (Mouton & Marais, 1992:21). All statements, which form part of the hypotheses, typologies, models or theories, would be included.

#### **1.5.3.2 *Central proposition***

The central proposition of this research can be formulated as follows:

**Group dynamics interpretations can be made during a teambuilding event.**

### **1.5.3.3**      *Conceptual descriptions*

The following conceptual descriptions serve as points of departure for discussions in this research:

- **Teambuilding event** refers to the structured attempt to improve or develop the effectiveness of a group of people who work (temporarily or permanently) together (Clark, 1994:6). It is a method used to improve productivity by getting subordinates to work together. It helps to generate teamwork so it enhances lateral and vertical communication where participants develop a sense of interpersonal trust and support (Mahoney, as quoted by Guest, 1986:29). The teambuilding intervention relevant to this research was conducted with outdoor 4X4 vehicles at Gerotek driving range.
- **Group dynamics** refer to the cause-and-affect relations that exist in a group and the study of the group's development. It also refers to the techniques used to change interpersonal relationships and attitudes within a group (Plug et al (1988:31).
- **Cabin Controllers** - the job function of a senior cabin attendant that leads her team whilst offering a service to passengers on a passenger aircraft. With reference to this research, cabin controllers

fored part of the group of people who experienced the teambuilding intervention.

- **Performance supervisors** - each performance supervisor has a team of cabin controllers who report to her. Her function is to guide, coach, monitor the performance and motivate her team. Performance supervisors perform flying duties as cabin controllers between office duties in order to stay in touch with the work requirements of the team. During the teambuilding intervention the performance supervisors were not treated any different from the cabin controllers but rather seen as cabin controllers of the organisation.
- **Consultant as researcher** - consultants are catalysts who should not be a leader of a group but someone who builds an alliance with the team leader and only provides information, states instructions for group exercises, facilitates discussions and provide process observations (Huszczko, 1996:58). The researcher (as a consultant) conducted the teambuilding intervention which forms the basis for this research.
- **4X4 Vehicles** - an off-road utility vehicle that enjoys the benefit of two wheel drive as well as having the added benefit of engaging all four wheels (through a central differential locking system) to cope with outdoor terrain. These vehicles are usually characterised by independent suspensions that together with four-wheel capability make it the ideal adventure vehicle.

- **4X4 Instructors** - qualified instructors on 4X4 vehicles that guide and teach team members to successfully drive the vehicles over and through difficult obstacles at Gerotek Drive Range in the Magaliesburg. These 4X4 instructors prepare the obstacle course, provide the vehicles and ensure the safety of the cabin controllers.
- **Camera man** - A free-lance video-camera specialist who was responsible for the capturing of all outdoor activities, for as long as the battery-life lasted in an outdoor environment (with no facility to re-charge batteries). He was introduced to the teambuilding schedule with specific reference to the objective of the research. The video material had the objective of supporting the observed and noted raw material.
- **The Work group** - the work group refers to the real task of the group. In order for the group to perform they need to co-operate in the execution of group tasks. The work group results in growth and development and operates with reality in an open system (De Board, 1978:42). The real task of the work group relevant to this research, were the cabin controllers as a group who had to drive through the obstacles with their 4X4 vehicles during the teambuilding intervention.
- **The Basic assumption group** - In the basic assumption group there is the underlying belief that an individual is fully equipped by instinct to play a full part in the group's activity. The basic assumption group operates as a closed system, ignoring external reality and defending itself from it (De Board, 1978: 42). For the purpose of this research

the basic assumption group of the cabin controllers as a group will be studied.

- **The Basic Assumptions** - the basic assumption states are the “heart of darkness” of any group. It is oriented toward the way the individual or group would like to see reality rather than the way it really is. These basic assumption states are dependency, fight or flight and pairing and are evident at any one time in the group.
  - basic assumption dependency - when a group is in a basic assumption of dependence, it lives for and through its leader. The leader serves as a focus for a pathological form of dependence which inhibits growth and development (Kissen, 1982:272).
  - basic assumption fight or flight - when this basic assumption is dominant the primary focus is the preservation of the group through some kind of action, either flight or fight (De Board, 1978:41).
  - basic assumption pairing - pairing is the assumption that the group's problems may be overcome by turning into a series of pair relationships (De Board, 1978:40).

For the purpose of this research the researcher will study these group dynamics in a teambuilding event in order to make certain interpretations.



#### 1.5.3.4 *Theoretical models and theories*

The teambuilding event is for the purpose of this research adapted from the Multidimensional Model by Stott & Walker (1995:84). The basis of this model is a distillation of available literature on team development in organisations, with an attempt to integrate various propositions in the theory - from several episodes of small-scale research in the field and from intuition and experience of both individual and team development. This model supersedes the models of John Adair, Meredith Belbin and Edgar Schein on teambuilding in that they exclude the organisation and its culture as a basis for developing a team (Clark, 1994:30). All the abovementioned models focus on the task, the individual and the group or team as a basis for team development.

The Model of a teambuilding structure and design by Moxon (1993:41) is relevant to this research. The model of teambuilding structure and design offers four stages:

- Diagnosis of the individual, the task, the team and organisation
- Design and planning of the teambuilding intervention
- Running of the teambuilding intervention, and
- Follow-up and review of progress.

The theoretical model for the group dynamic perspective relevant to this research is based on a combination of the model of W F Bion (Brown, 1985:202) and certain psychodynamic principles, which have relevance to this research. These psychodynamic principles form part of the

group dynamics relevant to this research. They are boundaries, leadership, authority, power, anxiety, aggression and conflict (Burgoon, 1974:70; Czander, 1993:279; McCaughan, 1978:50; Middlebrook, 1980:311; Miller & Gwynne, 1972:196; Napier & Gershenfield, 1985:461 and Shapiro & Zinner, 1979:153).

Bion's model defines group functioning as consisting of two elements: the basic assumption group, where the members are responding primarily to their emotional needs, and the work group where members focus on the achievement of rational and functional goals (Rutan & Stone, 1993:32).

The case study of this research cannot conform to a particular theory or model as the priority is given to the phenomenon under investigation rather than being secondary to an already established methodological framework (Kruger, 1988:144).

#### **1.5.4 Methodological convictions**

Methodological convictions are beliefs concerning the nature of social science and scientific research. Methodological beliefs are more than methodological preferences, assumptions and presuppositions about what ought to constitute good research (Mouton & Marais, 1992:16).

For this research the point of departure is a case study where subjectivity is the basis for interpretations and impressions. The focus

of this research is within a framework where the world is revealed through transcendental attitude - an attitude which does not aim to deny absolutely the existence of the natural world, but which strives to hold the natural scientific belief that the world is independent of each individual. The attitude of the researcher towards the world of human experience is one of openness to whatever emerges as significant for the adequate understanding of a phenomenon. The researcher aims to describe as accurately as possible the phenomenon as it appears, rather than attempting to explain it within a re-given framework (Kruger, 1988:143).

The first person in this psychological interaction is the student in Industrial Psychology as researcher of group dynamics in teambuilding events, and the second person is the cabin controller as team member and individual of the team or group. They will be observed from a group dynamic perspective where individual behaviour and thoughts are determined by factors within the personality (psyche).

## **1.6 RESEARCH DESIGN**

The research design will be discussed by firstly addressing the validity of the research, the reliability and lastly the type of research conducted.

## 1.6.1 Validity

According to Mouton and Marais (1992:33), the “aim of a research design is to plan and structure a given research project in such a manner that the eventual external and internal validity of the research findings is maximised”.

### 1.6.1.1 *Validity of the literature review*

Validity in the literature review is ensured by:

- Conceptual descriptions of all relevant concepts used in this research, as it theoretically is seen from the research
- Choosing models that support the literature review on teambuilding events and the group dynamic perspective
- Choosing theories as a premise for the assumptions of the individual
- The literature collection to be as comprehensive as possible by utilising the library computer
- A standardised literature analysis and presentation according to a systematic procedure, and
- The conduct of consensus discussions with psychologists as specialists on the specific areas on the relevancy of chosen concepts.

The validity of the literature research can further be motivated by accepting the fact that the literature collected and used for this research, stems from the latest developments in the subject field and therefore comply with standards for international and local publications in subject articles and books.

#### **1.6.1.2**                      *Validity of the case study*

Kruger (1988:155) states that validity in a phenomenological study is indicated by the extent to which such differences in wording and expression are inter-subjectively understood to reflect an identical meaning or to indicate similar themes to those which emerged from the data as explicated by the original researcher.

Through video material of four similar teambuilding interventions and with discussions with psychologists on impressions and interpretations of the material, the internal validity of this research has been ensured.

#### **1.6.2**                      **Reliability**

Reliability in research is ensured by the structuring of a research model which structures the influence of the nuisance variables to a minimum (Mouton & Marais, 1992:81).

#### **1.6.2.1**                      *Reliability in terms of literature review*

The reliability of the literature review is ensured by the assumption that other subject specialists have access to the same literature and that the research attempt to reflect the facts in a scientific manner.

#### **1.6.2.2**                      *Reliability in terms of the case study*

The reliability of this research is ensured through the use of a large sample in order not to reflect the results of a minority group. The sample includes individuals from all race groups, female gender and all cabin controllers from one of the three airlines within South Africa.

### **1.6.3**                      **Types of research**

Mouton and Marais (1992:44) states that the research goal provides a broad indication of what researchers wish to attain in their research. This embraces three types of research: exploratory, descriptive and explanatory studies.

With reference to this research an exploratory study is relevant as it is the exploration of a relatively unknown research area. The aims of

such studies may vary considerable and are according to Mouton & Marais (1992: 45):

- To gain new insights into the phenomenon
- To undertake a preliminary investigation before a more structured study of the phenomenon
- To explicate the central concepts and constructs
- To determine priorities for future research, and
- To develop a new hypotheses about an existing phenomenon.

According to Mouton & Marais (1992:45) hypotheses develop as a result of such research, rather than the research being guided by hypotheses. The need therefore to follow an open and flexible research strategy is central to this research, especially with regards to the case study.

Descriptive studies include the in-depth description of a specific individual, situation, group, organisation, tribe, sub-culture, interaction, or social object (Mouton & Marais, 1992:46). With regard to this research the descriptive study is relevant to the literature review on structured teambuilding events and its interpretation of group dynamics.

## **1.7 RESEARCH METHODOLOGY**

The research will be conducted in two phases, each with different steps.

## **PHASE 1 LITERATURE REVIEW**

### **Step 1 Teambuilding**

Teambuilding models will be conceptualised within the context of the humanistic paradigm, based on a review of different teambuilding models. An integrated teambuilding model will be supplied.

### **Step 2 Group dynamics**

The background and development of group dynamics, group dynamic models and theories, Bion's approach, group dynamic principles and an integrated model for the studying of group dynamics, are discussed.

### **Integration**

This section will focus on the integration of the conceptualisation of both teambuilding events and group dynamics. A Group Dynamic Teambuilding model will be supplied



## **PHASE 2 CASE STUDY**

### **Step 1 Description of the sample**

The sample selected for this research will be obtained from a South African airline, consisting of cabin controllers who manage cabin crew.

### **Step 2 The teambuilding event**

The rationale, aim, dimensions of the teambuilding, administration of the teambuilding, interpretation of the schedule, validity and reliability of the teambuilding as a case study, and the justification for inclusion will be discussed.

### **Step 3 The gathering of data**

The development of the comment schedule and the noting of the data on the comment schedule will be discussed.

### **Step 4 Data Processing**

Data processing takes place in terms of the group dynamics as discussed in the Group Dynamic Teambuilding Model.

**Step 5 Reporting and interpretation of results**

Results will be reported and interpreted.

**Step 6 Integration**

The focus will be on integrating the results of the case study with the findings of the literature review.

**Step 7 Conclusion**

The conclusion will be based on the results with specific reference to the literature review and the case study.

**Step 8 Limitations of the research**

The limitations of the research will be discussed in terms of the literature review and the case study.

**Step 9 Recommendations**

The relevant limitations will be discussed with reference to the conceptualisation of the constructs (teambuilding and group dynamics), future research efforts and practical implementation of a teambuilding event from a group dynamic perspective.

## **1.8 CHAPTER DIVISION**

To achieve the aims of the research the chapters will be presented in the following manner:

Phase 1      Literature review: Conceptualisation

Chapter 1    Introduction and orientation to the research

Chapter 2    Teambuilding

Chapter 3    Group dynamics

Integration

Phase 2      Case study

Chapter 4    Case study

Chapter 5    Results

Chapter 6    Conclusions, limitations and recommendations

## **1.9 CHAPTER SUMMARY**

This chapter discussed the scientific review of this research focusing on the group dynamic interpretations of a teambuilding event. The background to the research, problem statement, aims, research model, paradigm perspective, research design, research method and chapter division were presented.

In Phase 1 (Chapters 2, 3 and the Integration) the conceptualisations of teambuilding and group dynamics, based on the relevant literature, will be formulated. These formulations will be integrated in an attempt to ascertain the linkages between the two concepts.

## **CHAPTER 2: TEAMBUILDING**

The aim of chapter 2 is to offer a literature review on teambuilding within the Humanistic paradigm. This will be done with specific reference to the conceptualisation of teambuilding, teambuilding models, dimensions of teambuilding, the organisational effects of teambuilding and the teambuilding consultant. Lastly, the literature review will offer an integrated teambuilding intervention model.

### **2.1. THE CONCEPTUALISATION OF TEAMBUILDING**

Teambuilding will be discussed as it is found in relevant literature.

#### **2.1.1 Background and development of teambuilding**

A breakthrough in organisation theory and practice came in the late 1920's and early 1930's with the now classic Hawthorne studies (Dyer, 1987:9). This research started out to test the hypothesis that work output is connected with work-area lighting or illumination. After much analysis, researchers agreed that the most significant factor was the building of a sense of group identity, a feeling of social support and cohesion that came with increased worker interaction. The Hawthorne study illustrates some of the elements essential for team effectiveness, because the research showed the possibility of taking random collection

of employees and building them into a highly productive team. The following critical factors were highlighted:

- The supervisor had personal interest in each person's achievement
- He took pride in the record of the group
- He helped the group work together to set its own conditions of work
- The group took pride in its own achievement and had the satisfaction of outsiders showing interest in what they did
- The group did not feel that they were pressured to change
- Before changes were made, the group was consulted, and
- The group developed a sense of confidence and candour.

Nearly sixty years later these conditions for developing an effective work team are still important considerations for managers. Interest in the behaviour of human groups in the workplace showed that knowledge of group dynamics could help people to understand themselves and others better when interacting in a group or team situation (Guest, 1986:6).

The late 1940's and 1950's saw the rise of sensitivity training through training groups (or T-groups) which led to the broader movement known as organisational development (Guest, 1986:6).

In time, companies found that instead of sending individual representatives off to training programs it was more effective to concentrate on groups or teams within the organisation (Liebowitz & De Meuse, 1982:4). Team training within an organisation began initially among workers and clerks, but soon became popular among managers

and executives. Teambuilding became only one among what Pasmore (1984, as cited by Guest, 1986:6) called “a jumble of techniques designed to improve interpersonal or inter-group relationships or a better fit between the needs of the people and the tasks they perform”.

This research compliments the earlier Hawthorne-studies in that the teambuilding intervention is a factor in the building of group identity, creating a feeling of social support and cohesion, which leads to increased worker interaction.

### **2.1.2 The rationale of teambuilding**

Ends and Page (1977:2) state that an organisation in its simplest form, consist of a group of people who is organised in a certain way in order to work together to deliver a product or service. The effectiveness of an organisation is determined by the quality of co-operation amongst the above-mentioned group of people. Francis and Young (1979:6) see the team approach as an effective way in reaching the organisational objectives by utilising the collective talent and energy of all team members optimally. Dyer (1987:19) mentions the omnipresence of teams in daily life and with specific reference to the co-operation by team members to reach goals.

From the above it is evident that any organisation, be it for a profit or service motive, use teams and teamwork to reach organisation goals. The difference between a normal group of people and a team is the fact

the team members in a team, function interdependently to reach objectives (Guest, 1986:29).

As many types of teams exist in an organisation they do not necessarily function effectively. Blake (1987:2) states that for a team to function effectively it should have a healthy culture, cohesion and motivation which leads to effective work performance.

Blake (1987:9) is of the opinion that the rationale of teambuilding is synergy. Individual members in groups have their own knowledge, skills, values and motivation. Collective interaction can however lead to positive input by the group because the whole is better than the individual parts. A team who operates in synergy contributes positively to the objectives of the organisation.

From the above literature it is possible to summarise the rationale of the teambuilding intervention as follows:

- Each organisation exists of individual members
- These individuals function interdependently in their teams in order to reach objectives
- A team with its own values, norms, standards and mutual dependence and trust or cohesion, is a synergised team
- This leads to a team which operates effectively with a clear goal in mind and reach organisation goals through excellent work performance, and
- Teamwork strengthens the underlying core conditions of any team.



This leads to the question of what the definition of teambuilding is.

### **2.1.3 A definition of teambuilding**

In order to reach a workable definition of the teambuilding intervention it is important to focus on the concepts of “team” and “build”.

#### **2.1.3.1 *The concept ‘team’***

A work team is a group of people varying in size, organised to promote the goals of the organisation and, simultaneously, to satisfy the needs and aspirations of the individual members. There are “natural” work teams and teams especially designed for particular purposes. Natural work teams are made up of people who interact with one another on a day-to-day basis, usually under the direction of a supervisor. What makes them a team is their dependency upon one another to complete a task (Guest, 1986:1).

Dyer (1987:4) defines the team as a collection of people who must rely on group collaboration if each member is to experience the optimum of success and goal achievement.

- Huszczo (1996:8) sees the team as the main structure available to “harvest” the input and provide the sense of meaningful involvement

in an organisation. However, what a team means to one organisation may differ to another. All teams share the same benefits which are (Huszczko, 1996:8):

- Providing an important form of stimulation
- Creating higher-quality solutions than most individuals working alone
- Providing structure that encourages a sense of involvement
- Serving as a vehicle for organisational development efforts
- Differing a sense of satisfying relationships/belonging needs and thus providing a source of satisfaction
- Providing a forum for constructive conflict resolution
- Providing an opportunity for people to develop their skills and fulfil personal needs
- Improving productivity through a more flexible approach to utilising the knowledge and skills of employees, and
- Bringing about a structure that helps employees address the fact that everyone needs to depend on each other in order for the organisation to succeed.

Hardingham and Royal (1994:14) define the team by looking at the opposite spectrum of teamwork. At one end of the spectrum, there is the win/lose team with characteristics like symbiosis, all for one and one for all, closed and stable membership. At the other end of the spectrum, which is more difficult to define, is the win/win concept. Traditionally, teams have operated more on the win/lose model than on the win/win concept, which is characterised by association, 'all for part and part for all', openness and fluid membership.

Stott and Walker (1995:25) critically evaluate the definitions of teams by Francis and Young, Johnson and Johnson, Lanza, Adair, Dyer, Anderson and Dunphy, and settle with a definition offered by Harris (1986, quoted by Stott & Walker, 1995:25):

a team is a workgroup or unit with a common purpose through which members develop mutual relationships for the achievement of common goals. Teamwork implies co-operative and co-ordinated effort by individuals working together in the interests of their common cause. It requires sharing of talent and leadership, the playing of multiple roles.

Besides the issues of teamness and structural demands, teams vary along a range of dimensions such as goals, targets, pressures, size, longevity, characteristics of members, intensity and frequency of interactions and the importance of the team to team members. It would appear that a high-intensity, high-interaction, long-term, very important team should be very concerned about making sure it is working together well and having the kind of impact needed on each team member (Dyer, 1987:19).

On teams, Babington, Smith and Klein (1956, as cited by Adair, 1986:99), distinguish between groups who do not think or create new ideas and individuals who think and create. The group accepts, modifies or rejects thinking - they may prompt and encourage but they do not create new ideas. As team researchers they warn against:

- Assuming that all tasks need teamwork - some are tackled best individually, and
- That all work groups are teams - committees are not the same as teams, although they are also task-oriented collections of individuals bound by a set of obvious rules.

The successful team embraces the following concepts (Varney, 1989:9):

- Team member roles are clear to each person as well as to others in the team
- Individuals have goals that they have agreed to
- Structure, practices, policies, and systems are understood and agreed to by all team members, and
- Good working relations are seen as an essential part of an effective team; therefore, they are discussed, and interpersonal problems are solved and not left to fester.

From the above a team can be defined as a group of people who must rely on group collaboration towards a common purpose or goal in a synergised manner.

### 2.1.3.2 *The concept "building"*

Kritzinger, Schoonees and Cronjé (1981:106) refer to the term "building" as construction, conformation and structure.

Building implicates a positive action or input. Patten (1981:262) states that a team can be built when the group understands and can analyse the working thereof. More important is when they are willing to evaluate their complex relations within the team, on an ongoing basis, in order to develop a permanent process of team evaluation.

### 2.1.3.3 *The concept "teambuilding"*

Teambuilding grew out of the group dynamics area of social psychology, incorporating much of the theory and research in small groups as well as the applied focus used in training groups, which were very strong in the 1950's and 1960's. In the beginning the focus was on the social interaction and relationships between people. During the late 1950's and early 1960's, management theory centred on the works of McGregor, Likert, Blake and Mouton. These writers began to emphasise the apparent advantages of participative management over more traditional authoritarian approaches (Dyer, 1987:20).

The methodology that was available at the time to help in the transformation was the training group, also called the T-group, sensitivity group, encounter group, or basic group. The purposes of such group training were to help participants examine group processes, experience group problem solving, openly share information, establish a highly cohesive group climate, and build norms of shared and collaborative action. These group-centred processes, developed usually in groups of strangers with a strong focus on the "here and

now”, resulted in sharing a good deal of feedback as to how group members experience each other. In time it became clear that the need was not just for feedback, but to help the work unit develop into a more effective, collaborative, problem-solving unit with work to get out and goals to achieve (Dyer, 1987:21).

The phrase “teambuilding exercise” has its origins as far back as the medieval tournaments. These provided knights with military training and the opportunity to make reputations. Individual jousting and hand-to-hand combat came first. Then there were team events where a group of knights fought against another group. These teams often stayed together and fought side-by-side in real battle. Team games today such as baseball, rugby and soccer are the distant descendants of such medieval tournaments (Adair, 1986:134).

A crucial event in the movement from being a group to becoming a team can be a teambuilding exercise or event. This can be based upon either:

- A substitute team task (e.g. a few days of outdoor activities) or
- A real task (e.g. going away for a weekend to plan a company strategy).

According to Adair (1986:134) the ideal teambuilding exercise would incorporate both dimensions where the substitute and real task are brought into relation with one another.

Anderson (1984, as cited by Stott & Walker, 1995:70) describes the areas in which teambuilding is used to improve team functioning:

- Identifying goals the team should be pursuing and its performance to date in reaching its goals
- Identifying the strengths and weaknesses of team performance, ways in which weaknesses can be eliminated, and ways in which strengths can be maximised
- Making the improvement in the group by focusing on its process, decision-making styles, and communication. The role and responsibilities of each person is clarified and the impact each person has on others is also explored, and
- Resolving conflict in the group. Teambuilding tries to build skills into the group so that conflict can be resolved within the group itself, without the help of outsiders.

Todryk (1990, as cited by Stott & Walker, 1995:70) identifies the following gains with teambuilding:

- Increased ability to respond to project needs
- Rapid and accurate responses
- Highly motivated teams
- Increased work and decision quality
- Increased collective team strength, leading to projects being completed on time, and
- Increased commitment to personal effectiveness on the part of team members.

From the above, it is clear that many benefits exist for organisations when introducing teambuilding interventions to their teams. These benefits ultimately increase work performance, which leads to profitability or service excellence.

The most significant change in the entire teambuilding concept has been the increased emphasis on helping teams achieve results. Today team leaders are looking at both sides: how people work together and how work is getting done. Both social processes and task processes are important to team success (Dyer, 1987:23).

Teambuilding is defined by Anantaraman (1984, as cited by Stott & Walker, 1995:71) as “a method under which groups experientially learn to increase their skills for effective teamwork by examining their structures, purposes, setting, procedures and interpersonal dynamics”.

Although reasonably clear definitions exist, they still lack the operational clarity to test the intervention and this is indeed a difficulty with most definitions of teambuilding (Stott & Walker, 1995:71). This lack of one clear definition is exacerbated by the fact that there are several models of teambuilding, which will be discussed later in this chapter.

#### **2.1.4 The aim of teambuilding**

According to Clark (1997:5) teambuilding is a structured attempt to improve/develop the effectiveness of a group who work (temporarily or

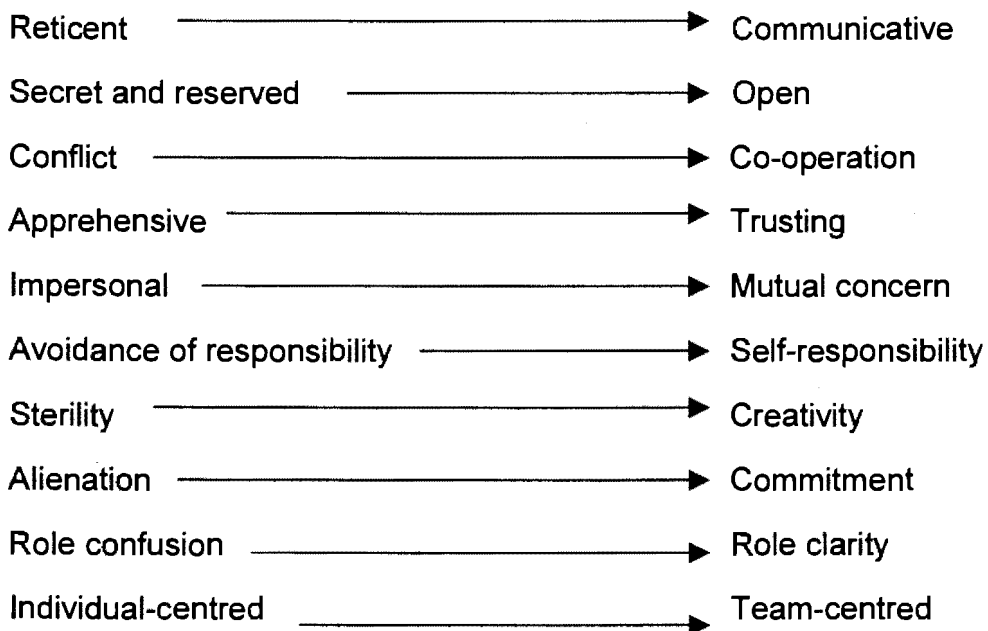


permanent) together. This improvement or development may be particularly focused in terms of outputs, for example the quality of relationships and greater co-operation. What most teambuilding approaches aim to develop in behavioural terms can be summarised in the Figure 1.

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**Figure 1**

*Behavioural Aims In Teambuilding (Clark, 1997:5)*



Teambuilding begins when a certain concern, problem, issue or set of symptoms leads the manager to believe that the effectiveness of the staff or work unit is not up to par. The following symptoms or conditions

usually provoke the development of a teambuilding event (Dyer, 1987:39):

- Loss of production or unit output
- Increase of grievances or complaints from staff
- Evidence of conflicts or hostility among staff
- Confusion about assignments and unclear relationships
- Decisions misunderstood or not carried through properly
- Apathy and general lack of interest or involvement of staff
- Lack of initiation, imagination and innovation
- Ineffective staff meetings, low participation, minimal effective decisions
- Start up of a new group that needs to develop quickly into a working team
- High dependency or negative reactions to the manager
- Complaints from users or customers about quality of service, and
- Continued unaccounted increase of costs.

Successful teambuilding intervention results are the following (Patten, 1979:26):

- Improvement in the members' understanding of the way control and power affect problem-solving
- Clarification of the team's purpose in establishing short-term and long-term objectives, and
- Facilitation of role negotiations between team members and other interfacing organisational units.

In the South African context, teambuilding is focused on identifying and removing “blockages” to team-effectiveness. These can include intercultural mistrust, poor styles of supervision and low work motivation. During actual teambuilding sessions it has been found useful to address blockages by helping teams to define rules for future behaviour (McNamara, 1992:21).

In conclusion it can be said that the teambuilding intervention is based on the health of teams or groups within organisations. Should these teams or groups not co-operate effectively their team leaders or managers can rely on the teambuilding intervention as a vehicle to improve work performance.

## **2.2 TEAMBUILDING MODELS**

Many teambuilding models, theories and approaches exist in the literature. One of the difficulties experienced by the consultant is the choice of an appropriate model for the kind of team and stage of the team development (Clark, 1994:29). A brief discussion on relevant models, theories and approaches of teambuilding interventions from the literature will follow.

### **2.2.1 John Adair's model of teambuilding**

The basis of this theory is that the group, like the individual, is unique (Adair, 1986:9). Therefore, what is relevant for one group may not be relevant to another.

All groups share three common needs, namely,

- To achieve a task - the task is what the group do or talk about, and is usually in terms of things rather than people
- To build a team - the maintenance need of the group which is primarily concerned with the relationships between people, and
- To meet the needs of individuals - should these needs not be satisfied it will impair the effective working of the group.

The strength of this model is its clarity, its simplicity and its use for identifying and practising team skills (Clark, 1994:31). However, it does not have the scope to deal with the two levels of task skills and relationship problems. The involved inter-relationship between the three goals of the model is not dealt with adequately by Adair. This research is based on the interrelationship between the three needs of the task, the team and the individual, and does not offer a satisfactory model for teambuilding.

### **2.2.2 Meredith Belbin's team role model**

Participants in management games were studied and a comparison was made between those teams that were successful and those teams that were unsuccessful in completing the game (Belbin, 1981:6). Belbin identified eight team roles i.e. company worker, chairman, shaper, plant, resource investigator, monitor/evaluator, team worker and completer/finisher.

Belbin places high emphasis on the selection of teams with little focus on the development of the team (Clark, 1994:33). The use of psychometric tests is an integral part of the model, which leads to many of practical and theoretical problems. For the purpose of this research psychometric testing and specific team roles were not relevant to this teambuilding intervention.

### **2.2.3 Edgar Schein's teambuilding model**

Schein's (1988:34) basic model, like Adair's, states that an effective team is one that recognises and addresses three fundamental needs:

- Behaviours associated with attempting to achieve the task
- Group behaviours which ensures maintenance of good relationships amongst members, and
- Individual behaviours - where individuals are likely to take the risk of openly expressing their needs, interests and feelings.

The difference between Schein (1988:34) and Adair's (1986:9) model lies in the fact that Adair's model ignores the process and stays with the level of skills.

Central to Schein's (1988:34) view of teams is the belief that the effectiveness of teams is determined not by the level of task skills, available to leaders and members, but by their awareness and skills in the process. Therefore, the consultant may need to address process issues at either the group or individual level during the teambuilding intervention. These process issues are brought by the members to the group and if not addressed, could lead to frustration, anxiety and tension.

Schein's (1988:41) model focuses on the stages of team development in order to understand the process (behaviour) of members in the team. The first stage is characterised by dependency on the leader. Once the reality of differences dawn on the members, conflict is inevitable. If the conflict is not handled effectively, the team will fragment. Schein refers to this stage as counter-dependency. A team who works through this conflict often develops rules and norms of behaviour and then reaches a stage of cohesion. The final stage, interdependence, is signalled by the awareness and acknowledgement of individuality.

Although Schein's model implies a continuing movement in team development, Clark (1994:40) mentions that in reality most teams get stuck in the first two stages.

Schein's (1988:34) model has relevance to this research in that it highlights the process of the team. However, it does not offer a holistic model for the teambuilding intervention, in that the preparation, follow-up and feedback of the process as it has taken place, has not been fed back to management. The value of understanding the process and the information derived from it, should increase the bottom-line of an organisation (Penson, 1996:90).

#### **2.2.4 Outdoor teambuilding**

There are a number of consultants who use outdoor teambuilding interventions as a method of learning (Clark, 1994:31). Peckham (1993:17) classifies four different outdoor teambuilding interventions:

- The “mountain top” experience - an approach that combines use of the outdoors with reviews, which are generally introspective and process-orientated. The emphasis being on personal development
- “Now get out of that” - the resolving of difficult outdoor tasks with little attempt to relate to the work situation
- Games and simulations - a combination of task problem solving, in-depth reviews and theory reviews, and
- Equilibrium - this approach provides meaningful learning opportunities combined with theory input and reviews.

Clark (1994:32) states that outdoor teambuilding interventions are likely to seduce the team through the task and find it difficult to translate what

has been learned so it can be used in the workplace. The great advantage of this approach is the development of team-spirit that occurs as a result of the achievement of tasks.

Outdoor training with specific focus on resolving difficult outdoor tasks, forms the basis of this research. Literature does not offer a model on the outdoor teambuilding intervention and thus creates a gap in the field of Industrial Psychology, specifically in the training and development discipline.

### **2.2.5 A force-field analysis**

Lewin's (1951, as cited by Stott & Walker, 1995:85) well-known concept of force field analysis, a diagnostic technique useful in decoding confusing and complex situations, is a helpful way of conceptualising the process of team development. Lewin proposed that successful organisational change should follow three phases. The first involved "unfreezing" the status quo and moving to a new state, and then "refreezing" the change to make it lasting. Lewin saw change as a balance of forces working in opposite directions. The status quo was a state of equilibrium resulting from a combination or balance of forces pushing against one another. If change is to happen, the facilitator must manipulate the current equilibrium of forces. This can be done by increasing the driving forces, decreasing the resisting forces or by combining the two approaches.



The team can be thought of as being in a state of balance, which is a result of driving forces pushing for change in one direction, and restraining forces that push in the opposite direction. The analysis of these forces, to determine whether they help or obstruct progress, breaks down perceptual barriers and provides a clearer view of where the deficiencies are and of how to reach predetermined goals (Stott & Walker, 1995:86). Anantaraman (1984, as cited by Stott & Walker, 1995:86) concludes this theory by describing teambuilding as “the deliberate working through of all blockages to progress until a working group becomes an effective team. These blockages may exist in the domain of leadership, goal-setting, role clarification, interpersonal relations or inter-group relations”.

Lewin’s force-field analysis is significant to this research in that the teambuilding intervention used for this research, was regarded as an “unfreezing” of the team in order to prepare them for leadership development, which followed after the teambuilding intervention and constitutes the move to the “new state”. A project given to members after the training, had the objective of “refreezing” the new changed behaviours.

## **2.2.6 A multidimensional model**

Stott and Walker (1995:80) propose a multidimensional model on teambuilding which emerges from a distillation of available literature on

team development in organisations. This model offers the following five major propositions:

- Team development is best seen as a multidimensional construct, where the conditions in one dimension critically affect the conditions in other dimensions
- For effective team development to take place, attempts must be made to consciously optimise the conditions in each dimension
- Teams need to identify those dimensions that are in need of attention and to employ appropriate development strategies. Performance will depend on accurate diagnosis
- Relative emphasis in dimensional development will be determined in part by the development level of the team, and
- Responsibility for team development should lie largely with the team itself.

The first proposition suggests that these dimensions are inextricably linked. They each have a significant impact on the other. If, for example, the team is unsystematic in its efforts to process tasks and thereby experiencing little success, team morale and relationships amongst members may suffer.

The second proposition states that teams need to have satisfactory conditions in each of the above dimensions. Teams that address multiple forces (task, interpersonal and organisational) may outperform those teams that address only one set of forces.

The third proposition implies that teams must give attention to dimensions selectively. The team's success may hinge in part on identifying needs accurately and applying development efforts to the right dimensions.

The fourth proposition is that the variations in dimensional development needs may be attributed partly to the level of development of the team. The degree of maturity of the team as a group is a factor to keep in mind especially if the composition of membership is not equal (young vs older members of the team).

The fifth proposition assumes that the team in itself is often in the best position to identify and decide upon its own developmental focus, especially with regard to the task and organisational dimensions. This does not exclude outside assistance or advice but rather the acceptance of ownership for own team development.

These dimensions are not mutually exclusive because the activities that contribute to a particular aspect of development are often related to improvements in other dimensions. It is necessary to accept large areas of overlap amongst dimensions.

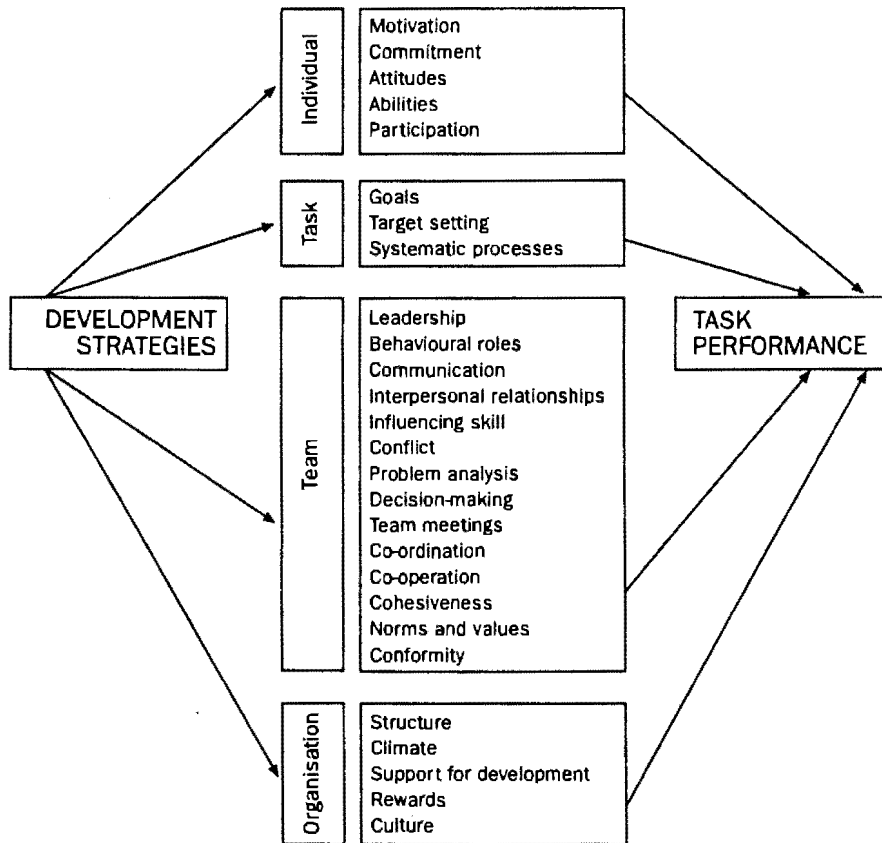
This model accepts the force field conceptualisation, in that by recognising and dealing with those forces that interfere most with performance, the team may have the most significant impact on performance improvement. This model includes a temporal or maturity dimension. Teams may progress through a series of development stages. They start off as relatively non-cohesive and immature and

progress to a point of being outstanding in their work. The needs for development may vary according to the development level of the team. A team that is mature and effective will require different development emphases to one that is newly formed. The model accounts for these differences and suggests those areas that might need more attention at any given stage. The model does however not stipulate how to determine the maturity level of a team and with regard to this research, it is imperative to understand the development and maturity level of the team.

The four dimensions and items are shown in figure 2 and the model itself is shown in figure 3.

**Figure 2**

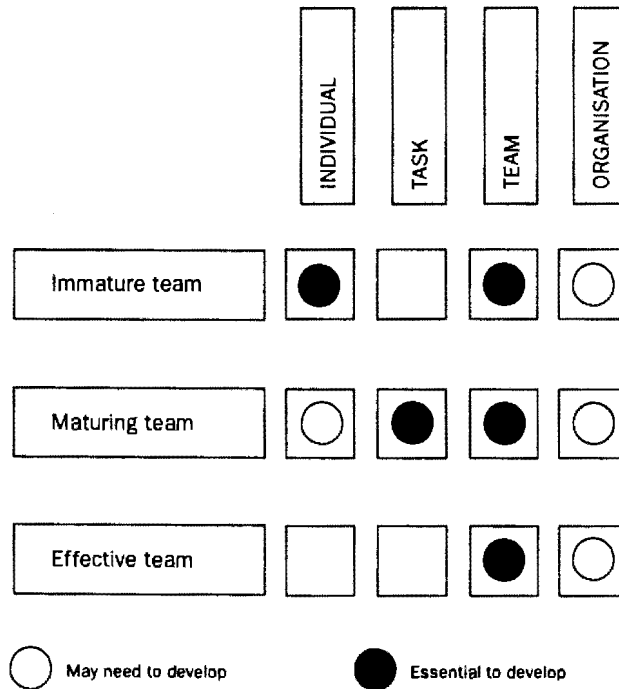
*The Four Dimensions and Items (Stott & Walker, 1995:84)*



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**Figure 3**

*The Model Of Team Development According To Team Maturity Levels  
(Stott & Walker, 1995:85)*



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The multidimensional model by Stott and Walker (1995:84) adds a fourth dimension, the organisation, which has not been mentioned by previous theorists. This dimension offers valuable information in the preparation for a teambuilding intervention in that it focuses on climate and culture of the organisation. It however does not offer a framework on the development strategies of the individual, task, team and organisation.

All of the above models, theories and approaches have value in the design of a teambuilding intervention. There is however no one model, theory or approach that underlies the teambuilding intervention relevant to this research. It is therefore imperative to develop a model that would combine the above literature. The pre-conditions of a teambuilding intervention, a program design and the role of the consultant should be studied in order to provide a holistic model for the teambuilding intervention.

### **2.3 DIMENSIONS OF TEAMBUILDING**

Unlike a knowledge- or skills-based training program the input in a teambuilding intervention comes from the participants, and the skill from the facilitator creating a simple framework and a climate that will encourage open and constructive debate. A clumsy design or poorly facilitated session can cause damage to the team or to members within it. Any mistakes made will be carried back into the working environment and will effect ongoing relationships within the team (Moxon, 1993:39).

The following dimensions will embrace the pre-conditions for launching a teambuilding, principles for choosing a teambuilding design, teambuilding approaches and designs, and lessons learnt from teambuilding.

### **2.3.1 Preconditions for launching a teambuilding**

Before considering a teambuilding, certain conditions must be present (Patten, 1979:22):

- The team must have a natural reason to be together
- The members must be mutually dependant on one another's experiences, abilities and commitment
- The members must be convinced that working together as a team leads to more efficient decisions, and
- The group must be accountable as a functional unit to perform its task within the context of a larger organisation.

Since teams are different, the kind of teambuilding that is required, varies. It is important to make a good diagnosis of the conditions that affect the team and the kinds of problems the team faces before launching into a teambuilding program (Dyer, 1987:19).

Patten (1979:24) states that communication, singleness of mission, and a willingness to co-operate are the essential ingredients of an effective team of managers, where others can meet in a learning setting to attain the kind of interactive skills needed for accomplishing tasks.

Management must realise that a teambuilding intervention is a process that takes time (Guest, 1986:7). Teams are sometimes sent to a two-, three- or even five-day teambuilding and the organisation expects that years of habits will be changed for years to come - this is an example of



the expectation that training will create magic. Teambuilding programs are bought and treated as programs. As a result people see a beginning and end to the team development, and then it is back to business as usual. Real development occurs across time and must be nurtured - it is actually never completed. It is a continuous developmental process (Huszczko, 1996:55).

Management must be prepared to allocate funds to pay for consultants who are qualified to deal with highly sensitive issues of human feelings (Guest, 1986:7).

A sound diagnosis of the organisational climate must be introduced, before using the teambuilding intervention. Corporate culture is the pattern of shared values in an organisation. They are often unwritten and not always articulated to everyone in the organisation. The importance of understanding the corporate culture is that it can set real limits on teambuilding activities. Some of these limits help develop high-performance teams others don't. Sometimes it may even be necessary to change the corporate culture as part of the long-term process of moving towards high involvement of teams (Wright & Brauchle, 1994:69).

Dugmore (1989:57) advises team leaders to consider the following before embarking on a teambuilding exercise:

- Do the people who claim to be a team have common goals or tasks that they work together on?

- If actions or decisions are made, do these decisions or actions impact on the total group or at least two or more of the group?
- Is the work that the team do of such a nature that it can be done most effectively by the members working together or is the work of such a nature that members can work more effectively by doing it alone?
- How much time does the group spend together in order to take action?
- How interdependent are members in terms of territory, technology and social values and interests?

In the South African context, McNamara (1992:20) states that unnecessary limits are placed on the scope of teambuilding and therefore the following conditions are important:

- Teambuilding should not be restricted to top management teams or special project groups
- There is little value in giving supervisors separate training in principles of teamwork and human relations without the rest of their team
- Managers and trainers often impose set standards on workgroups, leaving little scope for teams to find their own solutions
- Work-teams need the time and opportunity to find their own solutions to workplace problems
- An experienced facilitator is required to manage, debate, assist in finding practical remedies and build problem-solving skills
- Top-line management needs to be fully committed and actively involved to address problems outside the team's control, and

- Union representatives should be fully informed of the methods of teambuilding.

In summary, it is important to understand company climate and management's objective for a teambuilding intervention. Management should be prepared before, during and after the teambuilding intervention as it is a process and not a one or two day intervention. The pre-conditions relevant to this research were:

- To ensure management's involvement
- To perform a diagnosis of the organisational climate
- To determine the common goals and tasks of the team
- To determine the relationship between supervisors and their teams, and
- To determine the individual development needs of team members.

The method used in this research to collect the above information was through interviews and questionnaires. This offered valuable information as preparation to the design of the teambuilding intervention.

### **2.3.2 Principles of choosing a teambuilding design**

In choosing a teambuilding design Moxon (1993:46) offers the following principles:

- There is no right design
- Structure and design is only a framework; quality of discussion is more important
- Chosen exercises are only a means to an end - go for simplicity and flexibility
- Design and exercise choice should encourage openness and reduce perceived risk
- The group will need to warm up; the design and content should reflect this
- Teambuilding is not done *to* people but *with* them; set realistic objectives, and
- The design must reflect the diagnosis and the current stage of the group's development.

The above-mentioned principles are vital to the successful development of a teambuilding design and therefore requires adequate preparation time.

Mahoney (1981:36) offers guidelines in the choice of an appropriate teambuilding design:

- The general purpose to be achieved by the teambuilding intervention
- The amount of involvement desired
- The 'tightness' of the team involved
- The complexity of the work to be done, and
- The specific criteria for the use of a particular method.

These guidelines require ample time from the consultant in studying and interviewing employees in order to understand the above guidelines.

Huszczko (1996:58) states that the following principles would help in the design of interesting teambuildings:

- Conducting a systematic assessment of the team
- Creating a disciplined design for each session that includes diagnosis, planning, experimentation and reinforcement
- Placing an emphasis on experience as the “real teacher” and thus providing the team with time to talk through issues and decide what to do rather than listen to lectures delivered by the trainer
- Continually using the key relationship-building skills of sharing, listening and providing feedback
- Holding sessions off-site, away from job distractions
- Allowing ample opportunities for leaders within teams to practice their skills by facilitating the discussions, rather than being led by an external instructor
- Allowing ample opportunities to receive feedback regarding the team’s dynamic as observed by the trainer
- Using a measurement instrument to assist the team in monitoring its own progress in the months ahead, and
- Making clear statements about the objectives and ground rules that will focus the team training session.

Moxon (1993:39) states that the first question to be asked is *why* the teambuilding seems to be the desired solution. A full diagnosis of the

situation and team will determine if teambuilding is the right answer to the team's problem. Certain questions can be asked in order to determine the manager's initial thinking. The answers to these questions should indicate the appropriateness and type teambuilding.

With regard to this research, the questions asked to management formed the basis of the type of teambuilding. As team members are team leaders with their own teams in the working environment, a teambuilding which would facilitate team-spirit, was chosen for this research. The investigation of principles mentioned by Moxon (1993:46) and Huszco (1996:58) led to the decision of an outdoor teambuilding for this research.

### **2.3.3 Teambuilding approaches and designs**

Hardingham and Royal (1994:91) discuss teambuilding activities that have evolved from 'therapeutic' interventions. These interventions are derived from T-groups, behaviour therapy and psychodrama. Many people are suspicious of these types of intervention, which can feel uncomfortably like manipulation to them.

Moxon (1993:40) offers a more 'acceptable' design for teambuilding which includes four stages:

Step 1 Diagnosis

Step 2 Design and planning

Step 3 Running the session

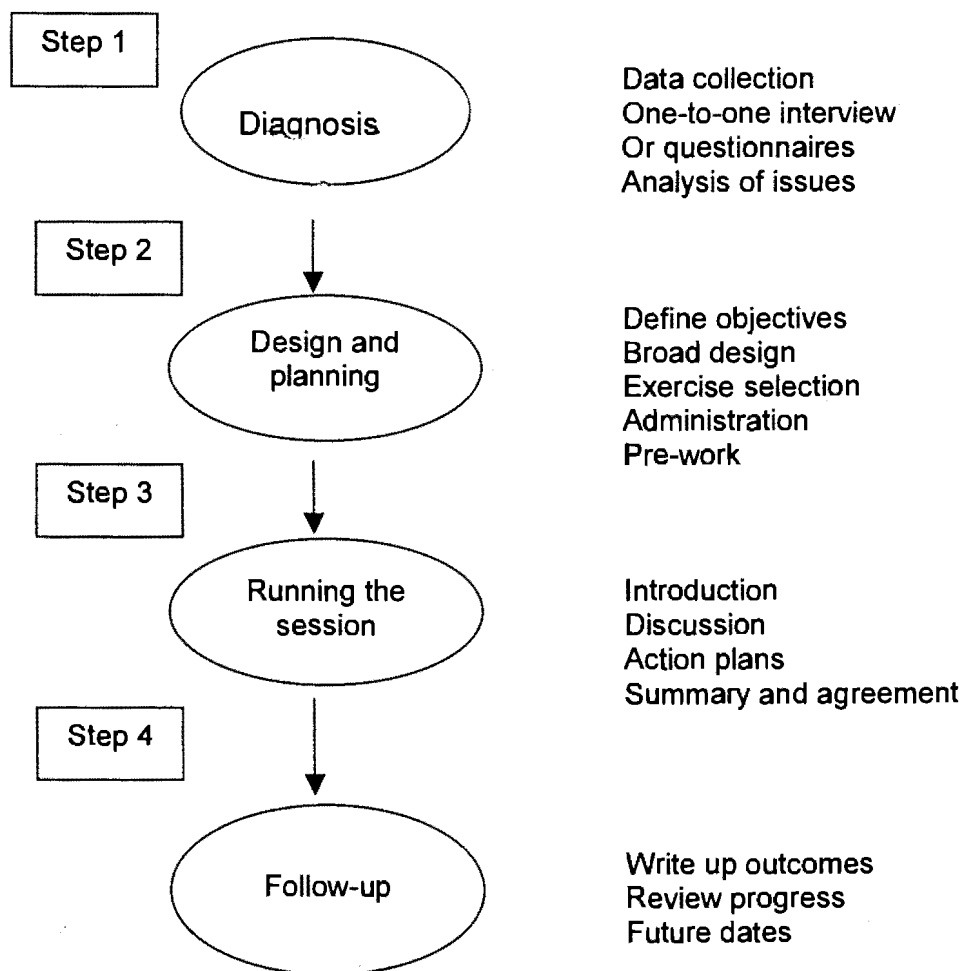
Step 4 Follow-up

Figure 4 summarises the four stages of a teambuilding, as proposed by Moxon (1993:41).

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**Figure 4**

*Designing And Running Workshops (Moxon, 1993: 41)*



Step 1 (the diagnosis) will highlight the issues that need to be addressed by the teambuilding. Five sets of activities are important in the diagnosis, namely:

- Deciding the objectives and broad content
- Mapping out the design
- Exercise selection
- Administration, and
- Pre-work.

Stathan (1994, as cited by Van Zyl, 1994:15) states that diagnosis would include the identification of strengths and weaknesses of the team by the team leader and its team. This could be done through a structured questionnaire or interviews (Clark, 1994:53; Dyer, 1987:42; Hardingham, 1994:78).

Step 2 (design and planning) embraces the length of the session needed, whether the session is on-site or off-site, and the broad timetable and basic design.

During step 3 (running the session) the aim of the consultant is to create an environment in which individuals will open up and increase their own self-awareness by accepting feedback - an environment in which people feel helped rather than attacked.

Step 4 (follow-up) entails three essential areas to consider:

- Action plans and future sessions



- Recording the outcomes, and
- Follow-up of individuals.

Moxon's (1993:41) teambuilding design offers a basis for this research in that the four steps were executed in this teambuilding. It however lacks the involvement of management involvement and feedback as a step in the design process of a teambuilding.

Dyer (1987:53) proposes a teambuilding cycle or program, which starts with a problem. Before or during the teambuilding event, data is gathered to determine the causes of the problem. Following the diagnosis, appropriate planning and problem-solving takes place. Actions are planned and assignments made. The plans are then put into action and the results evaluated.

Kliem and Anderson (1996:41) developed a tool to facilitate the teambuilding process. It focuses on how people process information, decide on a course of action, and approach matters in a work situation that involves teambuilding. This tool is not a psychological test but rather a sociological tool emphasising complimentary skills and compatibility.

Armour (1995:127) implemented a facilitated teambuilding exercise to develop a code of personal conduct in an attempt to tap the positive creative energy of workers and supervisors to bring about a less stressful, more productive working environment. The Code of Conduct is a process, the end result of which is an agreement by all members of a team about how they will treat each other and hold each other

accountable for their behaviour. The voluntary nature of the code provides a safe, open and a better working atmosphere for the team. The Code of Conduct process has three separate stages: creating the Code, living with the Code, and monitoring the Code.

The type of teambuilding which forms the basis of this research, is the outdoor or experiential teambuilding event. Literature on these interventions are scarce, although Dyer (1987:27) has named them as "new variations of teambuilding applications". Stott and Walker (1995:79) states that outdoor teambuilding provides a powerful and stimulating tool for learning, where the effects of decisions are felt immediately. It uses outdoor exercises to help participants develop teamwork skills. By putting people in problem situations, which are very real in themselves, the effects of decisions are felt in a real way. Outdoor training is concerned with collective performance - an understanding of colleagues' behaviour in high-pressure situations will help members and managers understand one another better at work when difficult tasks are handled.

Teambuilding facilitators at Lockheed Martin, have had significant success with a new process to improve the performance of teams (Dew & Johnson, 1997:79). They are using a process called 'reflective practice' to create opportunities for work groups to identify and improve behaviours that contribute to the teams' excellence and to identify and address behaviours that are inhibiting performance. A reflective practice teambuilding sessions starts with exercises and ideas that help people use out-of-the-box thinking to find new revelations about how the team functions on a daily basis. A sports metaphor (eg football) is

used to encourage participants to look at their current behaviour from a different perspective. Reflective practice creates sudden, often unexpected, opportunity for people to express their feelings about issues that usually go un-addressed.

Petrini and Thomas (1995:9) discuss the outdoor activity of Paintball where employees at major corporations are using paintball to provide a new, exciting, and fun way to develop work teams, decrease stress and raise morale. Outcomes are notable namely real life experience handling textbook concepts for developing business strategy, teams and consensus - while mixing up corporate hierarchies in the process!

Stott and Walker (1995:80) find one problem with outdoor teambuilding events in that there may be greater emphasis on the physical activities themselves than the learning which should take place in relation to team development. Using a suitable framework may go some way to diverting attention away from the physical activity (used as the vehicle for learning) and more towards the transfer of learning to the practice of teamwork.

Hardingham and Royal (1994:84) highlight the downside of outdoor teambuilding:

- There are unspoken limits to what people expect to be exposed to in the course of their work, and outdoor teambuilding events may go beyond those limits
- Outdoor events are costly, and

- Do these outdoor exercises really have relevance to the day-to-day work of the team member?

With regard to this research, Moxon's design is coupled with an outdoor intervention where 'reflective practice' (Dew & Johnson, 1997:79) and an opportunity to understand the value of teamwork in a fun way, whilst decreasing stress and raising morale (Petrini & Thomas, 1995:9), are offered.

#### **2.3.4 Lessons for teambuilding**

A study by Tippett and Peters (1995:29) on project managers and critical teambuilding principles showed the following lessons to be learnt from teambuilding:

- Ensure that team members develop an awareness of the contributions being made by their team members to team goals
- Thoroughly brief each team member about what is expected of them in terms of specific responsibilities and the standards by which their performance will be judged
- Practice participatory decision-making and provide advance warning of and explanations for changes, and
- Give team members an input into how rewards are given, what rewards are given, and to whom; seek out effective vehicles for rewarding teamwork.

In summary, it is imperative to have the involvement of all members in the teambuilding. With regards to this research, awareness of responsibilities, a briefing on performance expectations, participative decision-making and a transparent reward system were ensured.

## **2.4 THE TEAMBUILDING CONSULTANT**

Huczczco (1996:211) states that a team or organisation who has an internal person to champion the teambuilding, who has the time, credibility and expertise, should conduct the session. Sometimes the consultant will only say what already is known, but the organisational members need to hear it from an outside source. A consultant should be able to save the organisation time and money, but the team and its members must fully own the process of teambuilding or its development.

Adair (1986:136) sees the consultant as a catalyst who should not usurp the role of the leader but rather compliment it. Huczczco (1996:58) confirms this by saying that the consultant must build an alliance with the team leader and only provide information, state instructions for group exercises, facilitate discussions and provide process observations. Consultants should help the leader enhance his or her abilities to fulfil the leadership role within the team.

Utilising consultants in a process of problem-solving can help to avoid dangers of 'groupthink' where team members become complacent

through strong feelings of cohesiveness (Stott & Walker, 1995:452). In cross-cultural teambuilding sessions the consultant's role is to create a sufficiently informal discussion forum to work actively on the language barriers as they arise. Listening must be rigorous to detect misunderstandings and to ensure that those with less developed language skills are given their say. This means acting as a referee to ensure fair play in the arena of communication (Berger, 1996:183).

Stott and Walker (1995:89) criticise certain consultants who have preferences in terms of teambuilding models. There is little diagnosis and problems may be tackled that do not really exist. For example, those with a preference for interpersonal models will tend to work on interpersonal issues whether or not they realistically demand attention.

Kolodny (1996:1227) reviews Neumann, Holti and Standing's book *Change everything at once! The Tavistock Institute's guide to developing teamwork in manufacturing* (1995). The role of the consultant is discussed and showed that it is crucial to longitudinal and large scale change within organisations' teams. Miller (1993:31) discusses the need by the Tavistock Institute to offer consultancy training. This training would include the evaluation of organisational change, consultancy competencies and psychodynamic perspectives relevant to these themes.

Guest (1986:7) evaluates the role of consultants and recommends that managers would do well to check with other companies that have used a particular consulting organisation.

With reference to this research, the teambuilding consultant is a catalyst who states instructions for team exercises and facilitates discussions. The consultant can however only be as good as the quality of the model she bases her intervention on.

As literature has shown, the consultant has many models to choose from. As mentioned before, no single model has offered the writer a holistic model for the teambuilding relevant to this research. The researcher as consultant, will conduct and study the group dynamics of the teambuilding event, as is relevant to this research.

An integrated model of the teambuilding intervention will be presented from the above-mentioned literature.

## **2.5 INTEGRATED MODEL OF THE TEAMBUILDING EVENT**

Based on the literature review, an integrated teambuilding model will be presented below. This model is based on the multidimensional model of Stott and Walker (1995:84) and Moxon's design model (1993:40). Organisations must be informed of the process quality of the teambuilding intervention, as proposed by Schein (Clark, 1994:40). Management commitment to feedback and action of problems outside the team's control (McNamara, 1992: 20) is vital to the success of this integrated model.

The integrated teambuilding intervention model consist of six steps:

Step 1: Internal detection - to collect information in terms of the team member, the task and team responsibilities and the organisation climate and culture. This is done through interviews and questionnaires. Main themes or issues are organised for a presentation to management or the team leader.

Step 2: Management presentation - a presentation of main themes and issues which were identified in the interviews and questionnaires followed by recommendation of type of teambuilding intervention.

Step 3: Design and planning - define objectives of the teambuilding, identify appropriate exercises and administrate the teambuilding for example bookings, catering, invitations, schedules. Prepare a comment schedule which will offer a framework for the consultant to note behaviours and insights during the teambuilding intervention

Step 4: Running the intervention – introduction, requirements for exercises and discussions, monitoring and capturing of team behaviour and comments as expressed by team members, and observation of team development in terms of their maturity level . This information is valuable for the team in understanding their own behaviour. Create action plans, summaries and find agreement on team responsibilities. Introduce a project which will give team members the opportunity to reinforce new skills, behaviour and knowledge in the work environment.



Step 5: Follow-up session - preferably one month after the teambuilding, team members present their completed projects where questions and problem areas are discussed.

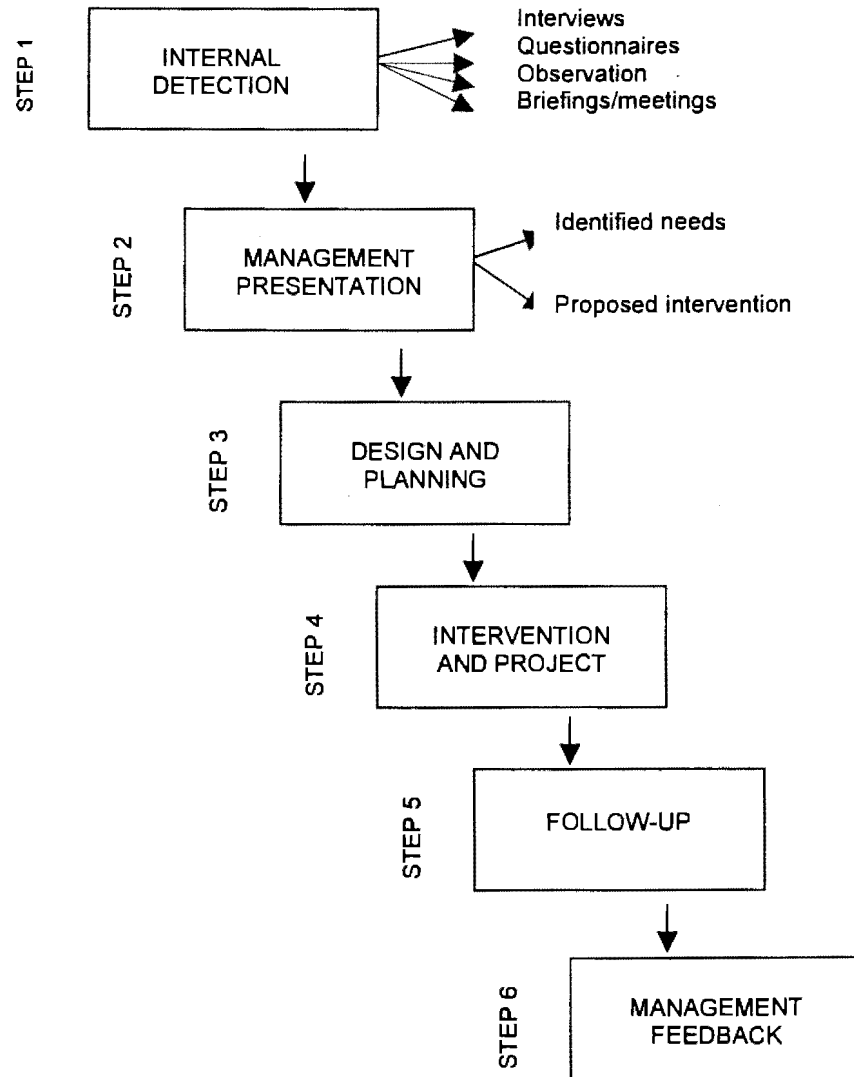
Step 6: Management feedback – consultant offers feedback, recommendations and information based on the completed process of the teambuilding.

Figure 4 represents the Integrated Model of Teambuilding.

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**Figure 4**

*Integrated Model of Teambuilding*



The activities and exercises in step 4 represent the 'unfreezing' of behaviours as mentioned by Lewin (Stott & Walker, 1995:85), whilst the project facilitates the movement to a 'new state'. The follow-up in step 5 constitutes the 'freezing' of new behaviours, skills and knowledge.

This model offered a holistic basis for the teambuilding intervention relevant to this research. The process, as mentioned by Schein (Clark, 1994:40), which offers insight in the development of the group, needs further investigation for this review.

## **2.6 CHAPTER SUMMARY**

In this chapter, the conceptualisation of teambuilding was discussed, as well as various teambuilding models. This was followed by dimensions of teambuilding and the role of the teambuilding consultant. Due to the lack of an appropriate teambuilding model in literature, an integrated model was designed and offered. The next chapter will discuss group dynamics as is relevant to this research.

## **CHAPTER 3: GROUP DYNAMICS**

The aim of chapter 3 is to offer a literature review on group dynamics within a psychodynamic paradigm. A discussion on the conceptualization of group dynamics will include a literature review on the background and development of group dynamics, the concept of group and dynamics and the history of small groups. Thereafter the models and theories on group dynamics will be discussed with Bion's approach as the basis of this literature. This will be followed by a discussion on the dynamics of group dynamics. The role of the group therapist will be discussed. An integrated model from literature is developed in order to address the second literature objective i.e. the development of a theoretical model based on relevant psychodynamic assumptions in which to study group behaviour. The chapter is then concluded with a summary.

### **3.1 THE CONCEPTUALISATION OF GROUP DYNAMICS**

Group dynamics will be discussed with specific reference to the background and development of group dynamics, the concept of group dynamics and the history of small groups.

### **3.1.1 Background and development of group dynamics**

Throughout history people have joined together in groups to accomplish a wide range of purposes. Men and women form personal relationships to procreate, to raise families, and to make the business of day-to-day living more interesting and meaningful (Shaw, 1981:1). These family groups are among the oldest and most basic types of groups.

These family groups are extended to organisations and business groups in order to improve quality of decisions or to reduce the probability of defective products and decisions. According to Hanson (1981:3) human relations training arose from the study of behaviour in small groups which developed into a wider focus on human interactions in many settings.

To understand human interactions within groups, it is important to look at the growth of the study of group dynamics.

### **3.1.2 The rationale of group dynamics**

The functioning or non-functioning of groups is recognized increasingly as one of society's major problems. The weakening and disintegration of the family, the inter-group conflict between management and labor and among religious and ethnic groups, and the operation of juvenile

gangs, is a troublesome obstacle in attempts to understand group functioning (Cartwright and Zander, 1968:4).

Forsyth (1990:2) states that people live most of their lives in groups, which involves the moving in and out of those groups, and they become so accustomed to them (the groups) that the influence of groups on their behaviour goes by unnoticed.

As these groups and their membership continuously change, it has to adjust its relationship with reference to one another. This dynamic environment is therefore the consequence of the efforts of its members to solve their problems and satisfy their needs (Bonner, 1959:5). A dynamic group is thus in a continuous process of restructuring, adjusting and readjusting members to one another for the purpose of reducing the tensions, eliminating the conflicts, and solving the problems which its members have in common (Bonner, 1959:5).

Thus, if we wish to understand ourselves, or our society, we must understand groups. The student of group dynamics is interested in acquiring knowledge about the nature of groups and especially about the psychological and social forces associated with groups (Cartwright and Zander, 1968:4).

What then is group dynamics and what is its relevance to this study?

### **3.1.3 The definition of group dynamics**

In order to define group dynamics it is important to understand the terms 'group' and 'dynamics' as it finds relevancy to this research.

#### **3.1.3.1 *The concept 'group'***

People are born into a group, which is called 'the family' and even if the child is not raised by its parents, a child must be raised by *somebody* (Ridgeway, 1983:12). The child therefore depends for his very survival on being a member of a group made up of at least the baby and its caretaker. It is the child's physical and emotional dependence on its care-taking group, its family, which sets the stage for people's lifelong involvement in small groups.

According to Ridgeway (1983:12) children, in the course of growing up, learn to rely on groups for two basic needs: emotional sustenance, and assistance in managing tasks that they cannot accomplish alone. After a few years, children are skilled to go out into the world, carrying with them those habits of using groups to help them deal with their lives. Groups are thus the most powerful tool the individual has, for managing the physical and emotional uncertainties of adult life.

Many theorists have defined the concept of the 'group'. According to Shaw (1981:7) all these definitions are correct in that each one points to

some important aspect(s) of the concept 'group' and/or delimits it in some way. Different theorists look at different dimensions of the group, and each assumes that his or her view reveals its essential characteristics.

For purposes of this review the following definition by Shaw (1981:8) will form the basis of this research on 'group':

*A group is defined as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.*

### 3.1.3.2 *The concept 'dynamics'*

Hanson (1981:3) mentions that the term 'dynamics' was borrowed from physics, and refers to the branch of physics dealing with the action of forces on bodies either at rest or in motion. The *World Book Dictionary* (1973, cited by Hanson, 1981:3) defines 'dynamics' as the forces, physical or moral, at work in any field. Plug et al (1988:64) define the term 'dynamics' as "powers working in any field for example motives, incentives and instincts of the human being."



### 3.1.3.3 *The concept 'group dynamics'*

The study of group dynamics focuses on the forces operating in a group (the field) that affect individual behaviour in that group (Hanson, 1981:3). It also is concerned with how individual behaviour affects the group.

Every group moves through a number of dynamic stages as it evolves toward becoming a more open system. Group dynamics implicate emotion and motivation-laden interactive moments in a group's development, which have very great functional significance (Kissen, 1982:270).

Loeser (1976:36) explores a number of broad issues of group dynamics and processes and identifies five aspects which determines the operation of the group:

- Dynamic interaction among members - if deeply unconscious, attitudes and reactions are based on transference factors; if more conscious rapport, empathy, love and hate is more involved in the group
- The common goal - a collection of people can only function in the presence of a common goal. The absence of a common goal is destructive to group functioning; a loosely defined goal is threatening and a clearly established goal is facilitating

- Size and function - groups of certain sizes are best equipped to carry out certain functions and any disproportion of a serious degree reduces the efficient functioning of the group
- Volition and consent - an efficient group functions only in terms of volition and consent of its members, except under most unusual conditions for example captivity, and
- A capacity for self-direction - every group inherently has a capacity, willingness or intent to govern, control or to direct the destiny of the group in terms of self-direction.

For the purpose of this research the definition of Plug et al (1988:129) will suffice:

*group dynamics as the cause-and-result relationship which exists in a group and the study of its development.*

It also relates to the techniques used to change the interpersonal relationships and attitudes within the group.

As this study relates to a small group, it is important to understand the group dynamics of a small group.

### **3.1.4 The history of small groups**

Scientific exploration of the effects of the group on an individual began as early as 1895 when Gustav LeBon referred to the phenomenon of

the 'group mind' (Rutan & Stone, 1993:9). LeBon hypothesized that a type of hypnotic power engulfs individuals and causes behavioural change once they become part of a crowd. Individuals lose their sense of responsibility, and a group mind assumes control.

William McDougall, (Rutan & Stone, 1993:10) contributed a new notion on groups: he agrees that groups have the potential for degrading the level of civilized behaviour of individuals, but groups also have the potential to enhance individual behaviour. McDougall is perhaps the first theorist to see the potential of groups as a means of helping people change their behaviour for the better.

Most theories on groups can be clustered around Freud's approaches in his book *Group Psychology and the Analysis of the Ego* (Shambaugh, 1989:29). He was intrigued by the effect of the group on the individual, and his study of group dynamics was a step in his further conceptualisation of the superego. Rutan and Stone (1993:11) mention that Freud suggested that groups form when members develop libidinal ties to the leader and to one another. The nature of these ties between the members and the leader, differs. Freud speculated that group members identify with one another as a result of their libidinal ties to the leader.

Inherent in this formulation of identification between members is a regression and dedifferentiation of each individual, who is no longer seen as having individuality except to meet a common goal (Rutan & Stone, 1993:11). This phenomenon helps to explain some of the fears experienced in entering group life.

A second dynamic emerging from Freud's formulations concerns the process by which an individual relinquishes his ego ideal and accepts the group leader's goals and ideals (Shambaugh, 1989:30). This dynamic is characterised by increasingly mature transference's to the leader or by shared unconscious fantasies of the leader.

The third dynamic is symbolic or cultural (Shambaugh, 1989:30). Freud postulates that all groups are revivals of the primal horde, a prehistoric band of brothers that rose up, slew their despotic father, and replaced him by the totemic law. These covert, shared symbols model group interaction and development, which forms the basis of small group literature. Freud, according to Rutan and Stone (1993:12) links this to the regression that takes place within groups, which enables individuals to learn about their own emotional life and the emotional life of others.

The conceptualisation of group dynamics form the basis for the various group dynamic models, which will be presented in the following part.

### **3.2 GROUP DYNAMIC MODELS**

A diverse range of group dynamic models exist. Some are based on reflection or speculation and others on extensive statistical analyses of observational data or other information. The group dynamic models are concerned with observation rather than experimentation and from personal experience rather than objective measurement (Gaskell & Seally, 1976:36). The seeds of this approach to the study of groups

were sown by Freud, who used analogy in analyzing the small social group and using the analysis to comment on the organisation or society at large. According to De Board (1978:13) main concepts from the psychoanalytic theory on group life are identification, anxiety, defense mechanisms and the unconscious.

The theory and models of Freud, Bennis and Sheppard on group dynamics will be discussed. It is however the approach by Bion that forms the basis of this literature review and research.

### **3.2.1 Freud's model**

The psychoanalytic orientation is concerned with motivational and defensive processes of the individual as related to group life (Shaw, 1981:13). Group life for Freud stems from individual libidinal impulses which are transformed through membership of a group (Gaskell & Seally, 1976:36). Freud argued that the links between people in groups are essentially motivated by libidinal or sexual impulses and due to nature of personalities and culture, these impulses have to be inhibited. Once inhibited, the initial objects of the impulses have to be replaced and therefore become intensified. New identification figures emerge in the form of leaders of small groups on to whom all this libidinal energy is attached.

Freud's main contribution according to Gaskell and Seally (1976:37) was to suggest that in group experience there is both an overt and

articulated level, and an unconscious and conflict-ridden level. The articulated level implicates group structure, articulated norms and conscious identification with the group. The conflict-ridden level is exemplified by the apparently inexplicable intrusions of emotion into a group's activities, often rendering the group divided, inefficient or positively perverse in its behaviour and decisions.

### **3.2.2 Bennis and Sheppard model**

Bennis and Sheppard (1956, as cited by Mabry & Barnes, 1980:198) worked from a set of assumptions about how personality affects individual participation and group progress. At the core of their theory is the proposition that personality dynamics affect 'valid communication' between members.

Central to their theory is an assumption that people react to unstructured experiences according to the prominence of one or both personality dimensions (Mabry & Barnes, 1980:199). Being dependant, counter-dependent, over personal, or counter-personal is a reaction to the uncomfortable feeling of being in an unfamiliar and ambiguous setting.

Bennis and Sheppard view group maturity as a process of establishing valid communication between members (Mabry & Barnes, 1980:201). Two major personal attributes of members may block progress - orientations toward authority and intimacy. Groups progress through

primary phases that focus on concerns for authority and intimacy, respectively.

Another approach, described by Lifton (1972:150) as probably one of the most comprehensive descriptions on group life, can be found in a series of articles by Bion. His analysis has stood the test of time and therefore forms the basis of this literature review.

### **3.2.3 Bion's model**

During the decade of the 1940's, when World War II and its aftermath were still vivid in everyone's mind, Wilfred Bion came forward with a number of ideas which changed the face of social psychiatry (Trist, 1985:1). As with Freud, Bion's dedication was to the human condition, and what he observed in the group and within the psychoanalytic situation manifested a binocular vision of the same phenomena (Sutherland, 1985:53).

Bion (Sutherland, 1985:79) mentions that the term "group psychotherapy" is in itself ambiguous as to whether it means therapy of the group conceived as an entity or whether its purpose is therapy of the individuals within the group. In psychoanalysis Bion had a framework to build on. In the study of groups he had none. He had to build his own as he went along and in so doing, he was particular to describe it independently of psychoanalytic concepts. The group had to be studied and investigated "*sui generis*" (Trist, 1985:1).

It is however important to note that Bion's group theory arrived concurrently with Lewin's and others' group dynamic approaches. Developments in ego-psychology and systems theory took hold shortly thereafter. Schermer (1985:140) mentions that these multifaceted approaches must have consciously or unconsciously influenced Bion's concepts of the group mentality or culture and of the basic assumptions. There are thus two ways of interpreting Bion's group theory: to view Bion *in context* and the other is to free him *from* it.

Gaskell and Seally (1976:37) emphasize two points at the outset: Bion's ideas on the dynamics of group life are based on observation, but they were based on groups of committed people who often paid for the privilege of membership. In this sense the observations may have an external validity lacking in experiments carried out on subjects. Secondly, the observations are both objective - watching how people respond to particular group situations, and subjective - observing one's own response as group leader to the group's behaviour. Bion has expressed how he came to some of his conclusions by observing and questioning his own reactions for example absorption, passivity, hostility, or dependence.

According to Sutherland (1985:57) Bion projected remarkable courage from his convictions, in that he showed that a psychoanalytic approach permitted the exposure of unrecognised, irrational and powerful relationships that were specific to the group situation.

Bion (Shapiro & Carr, 1991:67) studied groups of strangers who were given the task of studying themselves. This led to the uncovering of



generalised themes about group life that apply both to families and organisations. His study was directed towards relatively healthy people wishing to learn more about group dynamics, especially as they involve problems of leadership within bureaucratic organisations. The theory that he eventually arrived at attempted to establish universal laws of group behaviour and group development. He viewed groups as characterised by a delicate balance between progressive and regressive forces (Shaffer & Galinsky, 1974:164).

These forces defined as basic assumptions, were seen by Bion as replicas of the emotions with which the infant related to the mother and later, to the family. Although they provided a convenient way of ordering some of the phenomena in the groups, they were the product of a complex fusion of emotions and ideas. Avoidance of any learning was strikingly evident when these forces were dominant in the group. Bion felt these forces and reactions in the primitive processes of group therapy matched closely to the early processes as revealed in the fantasy play and behavioural difficulties of very young children, as experienced by Melanie Klein (Sutherland, 1985:54).

Bion hypothesized that a human group, like an individual, functions at two complementary levels. The first level is 'work' where the individual or group functions with a conscious rational activity. This is where the group faces up to the task of studying its own behaviour and does so without making irrational based assumptions (Smith, 1980:126). The second level, 'emotionality', implies irrational and unconscious motivations which takes one of three forms, each of which involves the importation of basic assumptions about the group, which have no basis

in reality (Smith, 1980:126). Most of the time, these levels are in uneasy tension and when they come into conflict, they lead to potentially disastrous results (Shapiro & Carr, 1991:68). When these levels are however in harmony, then it results into organisationally effective working and personally satisfying living conditions.

As a British army officer, Bion was given responsibility for selecting candidates for officer training and for heading a hospital unit of psychiatric patients. His experience led to the idea of a small study group, whose primary task was to study its own behaviour. This led Bion to propose and describe certain group dynamics, which were the basic foundation of the Tavistock Model (Shaffer & Galinsky, 1974:165).

Bion, according to Sutherland (1985:57) was explicit on the highly subjective nature of his method, especially in its use of counter-transference feelings and in the detection of projective identification processes wherein the therapist picks up the feelings of the members through what he senses they are projecting to him. As in psychoanalysis, the observer learns to focus on two levels of mental activity: the manifest conscious and the latent sub-conscious and unconscious.

As the group dynamics or key-concepts of the Tavistock model, as proposed by Bion, form the basis for this research, they are defined and described below.

Bion saw any group as simultaneously consisting of two groups: the work group and the basic assumption group. The group's behaviour expresses some sort of balance between the two groups where neither one is operating in a pure culture (Shaffer & Galinsky, 1974:179).

### 3.2.3.1 *The work group and the basic assumption group*

The work group refers to the real task of the group (Rioch, 1976:123; Shambaugh, 1989:31). In order to achieve the task all members of the group need to co-operate. In the basic assumption groups there is the underlying belief that an individual is fully equipped by instinct to play a full part in the group's activity. The individual in the work group, however, have to learn and develop these skills, both personal and interpersonal, before they can make a full contribution. These individuals realise thus that development results from taking part in such a group (De Board, 1978:42).

Rutan and Stone (1993:15) quote Bion's view in that 'the work group is constantly perturbed by influences which come from other mental phenomena'. These phenomena are to be the basic assumptions, which represent a second level of group functioning.

The largest difference between the work group and the basic assumption group lies in the fact that the work group results in growth and development and the basic assumption group in stagnation and regression. The work group operates with reality and as an open-

system. The basic assumption group operates as a closed system, ignoring external reality and defending itself from it (De Board, 1978:42).

The basic assumption group differs from the work group in the way which people relate to each other. People relate in a spontaneous and instinctive way, requiring no effort and it appears to be an inherent part of human behaviour. In the work group a conscious effort has to be made by each individual to understand the other person as they work together implying thus the development of a skill in human relations (De Board, 1978:42).

Bion's group theory combines the concept of work and basic assumption groups and demonstrates that a group is able to function as a work group where members achieve a common task and because they are in touch with reality, and develop and change as they succeed. It is also possible for the same group to operate as an assumption group manifesting pairing, fight/flight and dependency. The group uses its energy in this mode to defend itself from its own internal fears and anxieties, and consequently neither develops nor achieves any effective output (De Board, 1978:43).

What made Bion's study so remarkable is that the work group and the basic assumption groups are not different groups containing different members, but are the same individuals working in different modes. It proves the influence of emotions associated with each of the three assumptions, which can override the more rational working of the group

at any time. Thus conflict arises the clash between the basic group and the work group (De Board, 1978:43).

### 3.2.3.2 *The basic assumptions*

According to Bion the basic assumption states are the 'heart of darkness' of any group. These states have a mysterious, unspoken quality about them and due to primitive splitting mechanisms inherent in social institutions, these basic assumptions lead to group psychosis, war, religious fanaticism and mindless bureaucracies (Schermer, 1985:146). Bion emphasises the primitives of the emotional states underlying the basic assumption phenomena: " The basic assumptions emerge now as formations secondary to an extremely early primal scene worked out on a level of part objects - for example, the fantasy that mother's breast or body might contain parts of father - and thus associated with psychotic anxiety and mechanisms of splitting and projective identification such as Melanie Klein has described as characteristic of the paranoid-schizoid and depressive positions" (Miller, 1993:244).

Group life is organised around defenses against the anxieties and chaos which, in turn, produce myths. When an individual joins a group it triggers off in his memory models of his own past behaviour patterns and experiences in a similar situation. Therefore there will always be the possibility that the individual will in the here and now, project past experiences into the group. The past represents something familiar,

controllable and secure. It provides a good opportunity to escape from the uncertainties of the moment. In basic assumption groups this happens frequently (Lawrence, 1979:10).

Basic assumptions are oriented toward the way we would like to see reality rather than toward the way it actually is; therefore, it constitutes resistance to the rational task of the work group (Shaffer & Galinsky, 1974:179).

These basic assumption states do not emerge in an absolute total way. Some members may be operating more in accordance with a particular kind of basic assumption, whilst others with another. With careful attention to the group process one basic assumption will be evidenced at any one time, although it can change three or four times in one hour or persist for a few months (De Board, 1978:38).

#### A *Basic assumption dependency*

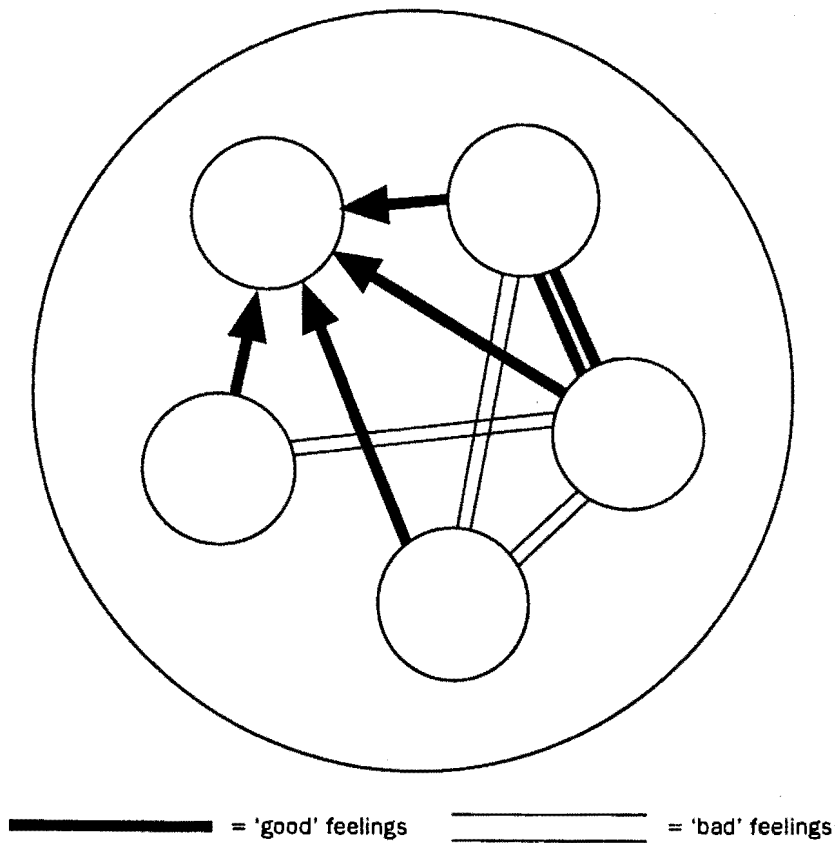
When a group is in a basic assumption state of dependence, it (the group) lives for and through its leader. It is most typically expressed through the belief that the leader is the one with the wisdom and who has the ability to guide the group through all difficulties. The leader is expected to look after, protect and sustain the members of the group, to make them feel good, and not to face them with the demands of the group's real task or work. The leader serves as a focus for a pathological form of dependency, which inhibits growth and

development. Kissen (1982:272) summarises this dependency in the following quote of the leader: " You all seem to feel that I am a powerful magician who can cure all of your ills." Shapiro and Carr (1991:68) find this basic assumption not very controversial but rather the most familiar and most powerful dynamic in groups. Basic assumption dependency is illustrated in the following Figure 6.

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**Figure 6**

*An Illustration of The Basic Assumption of Dependence (Brown, 1985:202)*



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When group members relate in a greedy and demanding way, and since their infantile expectations are not met, considerable jealousy, disappointment and resentment are activated, however much suppressed. Members in this dependant position will continue to make



excessive demands on the leader and others and may become angry and anxious when their demands are not met or satisfied. It may even lead to depression within the group.

De Board (1978:39) mentions that the group may at this stage reject its leader because it fails to meet their expectations. They appoint another leader who is in many cases the sickest member of the group: 'a thorough-going psychiatric case'. The same process will happen again and the group will demote that leader and attempt to reinstate the former leader. This leads to a highly emotional and explosive situation that may not be able to be contained within the group. This may only cease when enough other members or groups are drawn into this group. The group may also split into two sub-groups and each sub-group will try to manipulate the leader to join their group. The objectives of both groups are however the same: to prevent reality intruding into their fantasies.

A typical departmental meeting suffice as a good example, where the same difficult issue is avoided by the leader. The members regard the leader as the one with wisdom and knowledge to solve the problem. Therefor they silently watch as the issue is being pushed 'off the table'. After numerous meetings with the same result, members become disgruntled and disappointed in the leader for not taking this problem away for them. In their dependant state they never think of solving it themselves. The members may then take the problem to a higher authority or worse, the department may split into sub-groups, whereby they will try to manipulate the leader to join their sub-group. The original problem, which is the reality, is still unsolved.

*B Basic assumption fight/flight*

When the basic assumption of fight/flight is dominant, the primary focus is the preservation of the group through some kind of action, either flight or fight. The assumption is that there is some kind of danger or enemy which the group should either fight or flight from. Members look at the leader for some form of action and their task is merely to follow. It is prepared to do either indifferently because it is according to Bion, the only two techniques of self-preservation that is known to the group (De Board, 1978:41).

In this state, the group will ignore all other activities, suppress it or just run away from them. This provides a sense of togetherness, while also serving to avoid facing the difficulties of the work itself (Oberholzer & Roberts, 1994:21). This feeling of togetherness provides a degree of group identity and cohesiveness and when aroused, the group acts as a strong force, with the result that members struggle to preserve the group.

This fight/flight group can also be ruthless in this state in that, according to Shaffer and Gallinsky (1974:180), it may "fight" one of its own members at times. This 'scapegoat' serves then as a receptacle for projections of unacceptable impulses and blame. This in itself relieves tension in the group due to intrapsychic conflict and justifies displaced aggression. Scapegoating is a one-way transaction, from the group to the individual. The scapegoat is an innocent victim, a passive recipient of projections (Eagle & Newton, 1981:284).

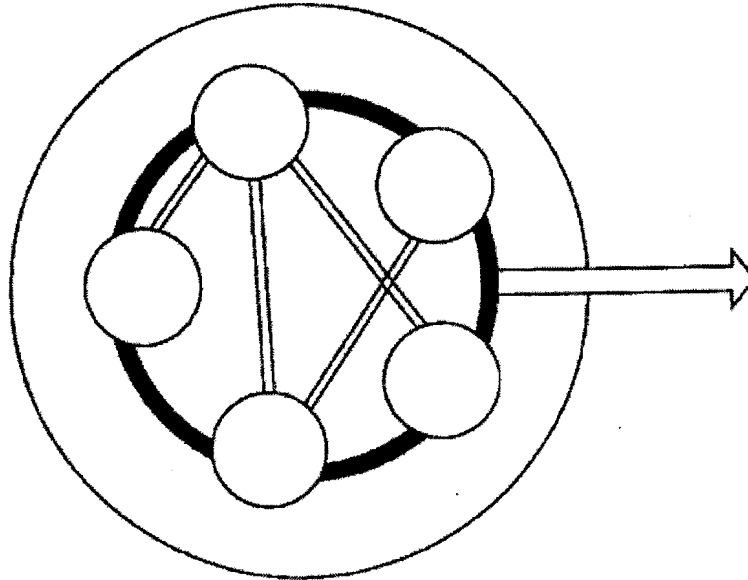
The fantasy element in any fight/flight group is that whatever the real purpose and situation may be, the individuals survival and that of the group are completely synonymous and codetermined, and that the individual will die if the group should die. Shaffer and Galinsky (1974:181) link this to the family where when one is very young, one consistently and most consciously perceive one's survival as inextricably linked to the survival of one's small group, the family. This illustrates most strongly the archaic pull of the fight/flight assumption.

Within a group 'fight' is expressed in the assumption that involvement, attack, and questioning are the best way for the group to solve its problems. In 'flight' the assumption is that evasion and denial will best preserve the group. Individuals who are caught up in this assumption are volatile and ambitious and contribute to making groups creative and exhilarating (Shapiro & Carr, 1991:68). Figure 7 illustrates the fight/flight assumption.

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**Figure 7**

*The Basic Assumption of Fight/Flight (Brown, 1985:203)*



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The leader in a fight/flight group must be prepared to lead the group against the common enemy and, where it does not exist, to create one (De Board, 1978:41). He is expected to motivate the members to courage and self-sacrifice against the enemy. This leadership is however based on paranoia because the leader focuses on the enemy as 'they' who must be destroyed and attacked because it is endangering 'us'. Once this danger is passed, the leader is ignored by the members, especially if the danger had nothing to do with fight/flight. Bion regards this leader as the 'creature of the group' because he keeps reality deliberately away from the group, otherwise the group

would have to deal with the frightening realisation that the enemy is not outside the group, but inside the group (De Board, 1978:41).

An example of this assumption is where a group discusses a sensitive topic and one member makes insensitive remarks. The group may attack (fight) this individual whereby the individual responds either by flight or fight.

### C *Basic assumption of pairing*

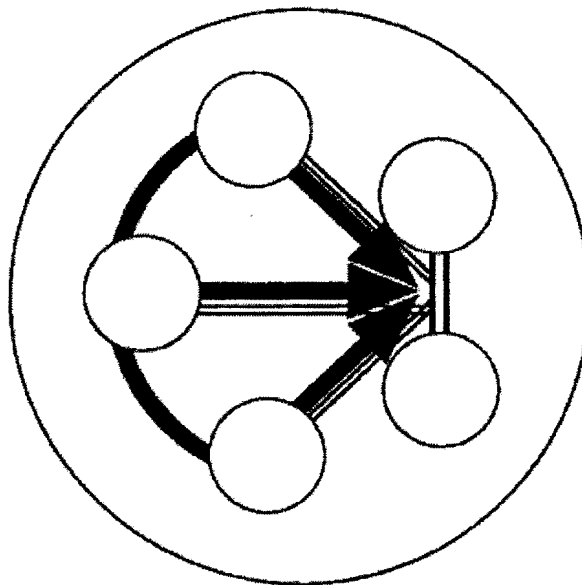
According to Rutan and Stone (1993:16) pairing is the assumption that the group's problems may be overcome by turning the group into a series of paired relationships. The group behaves 'as if' they have met in order that two people can pair off and create a new leader. This hope is essentially sexual, although the sex of the pair is unimportant. The pairing assumption is characterised by hope that a Messiah will be born to deliver them from their anxieties and fears. This hope however, turns into disappointment because the ideal 'hoped-for' person will inevitably fail to deliver the group from their own fears.

This basic assumption is essentially a defense mechanism of the group because fears arise from within the group and include emotions such as destructiveness, hatred and despair. This basic assumption then prevents the group from dealing with reality, allowing fantasies of what may happen, in order to obscure what is really happening in the group (De Board, 1978:40). Figure 8 by Brown (1985:203) illustrates the basic assumption of pairing.

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**Figure 8**

*The Basic Assumption of Pairing (Brown, 1985: 204)*



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Within organisations and its many groups and departments, the basic assumption of pairing is most evident. On a conscious level it is part of many rumours within groups when two people pair off - even from the same sex or gender. The focus and hope that this pair embodies prevent the group or department to deal with their real work problems and frustrations (De Board, 1978: 40).

Brown (1985:203) summarises these assumptions with the following hypothesis: "the group dominated by a basic assumption is one which

avoids reality testing of those elements in it which embody creative strength and self-reliance, as well as those involving hatred and despair. In the dependency group strength resides in the leader, in the fight/flight group badness resides in the outside enemy, and in the pairing group rage and despair are kept at bay only by hopeful illusion."

Basic assumptions do not conflict with one another - they rather change from the one to the other. Conflict only occurs between the basic assumptions and the work group (Sutherland, 1985:60).

In summary, the implication is that a breakdown in the effectiveness of a work group, created by internal factors and relationships between the organisation and the environment, leads to regressive group processes followed by regression in the functioning of the leadership. If these group processes remains unattended, the result will be primitive, inadequate leadership and more specifically, negative results of the leader's personality on the organisation (Schermer, 1985:142).

Bion's assumptions form the basis of this research in that the manifestation of these assumptions was studied in the research group. Other group dynamic dimensions are included in this research. These dimensions are mentioned in Bion's approach and therefore need further discussion. The relevant dimensions are leadership, authority and power, anxiety, aggression and conflict and boundaries.

### **3.3 DIMENSIONS OF GROUP DYNAMICS**

Forsyth (1990:21) identified five broad, over-lapping categories that support the dimensions of group dynamics:

- Orientation and methods for example studying groups
- Group formation and development e.g. group development
- Influence and interaction for example power and leadership
- Group performance for example performance within groups
- Issues and application for example conflict and categorisation.

For the purpose of this research the dimensions of group development, leadership, authority, power, anxiety, aggression, conflict and boundaries will be discussed below.

#### **3.3.1 Group development**

Group development is a product of the individual members and their interactions among themselves and the leader (Rutan & Stone, 1993:30). Accurate assessment of the developmental level of the group can be of help to the therapist or facilitator. The traditional linking of individual psychodynamics to group dynamics led to identification of stages of group development which do not do justice to the complex phenomena observable in groups.



Theoreticians are at variance on many points of the morass of theoretical models dealing with group development. Most assume that groups pass through several phases, or stages, as they develop. The number and names of the stages vary among theorists. Most models include the basic stages of forming, storming, norming, performing and adjourning (Forsyth, 1990:77).

Rutan and Stone (1993:32) state that one of the tasks for members is to determine what will make their efforts in the group most useful. When a new group forms, tasks are unknown to the members. Through trial and error they discover which tasks, roles, and norms will create a safe environment and serve to accomplish their goals. Learning is reflected in shifts in how the members relate and examine themselves and in the nature of their relationships to each other and to the leader.

An individual's attainment of goals and fulfillment of emotional needs are central considerations in understanding group development.

In summary, it can be said that the development stages of groups as described by Rutan and Stone (1993) offers valuable structure in the studying of group dynamics. As the focus of this research is on group dynamics and not group development, a distinction between the two concepts is imperative.

### **3.3.2 Leadership, authority and power**

Leadership can be characterised by the primary task of managing the relations between parts of the group and the whole, and between the whole and the environment, in such a way as to obtain performance of the primary task of the group (Miller & Gwynne, 1972:196; Phillips & Erickson, 1970:65; Shaw, 1981:317). Leadership may be filled by a single individual or distributed between members of the group.

According to Lifton (1972:164) all groups depend on a catalyst to merge the individuals into a cohesive unit. The steps in achieving cohesion are very much a function of how the initial leadership in the group develops. The basic responsibility of the initial group leader according to Lifton (1972:10), is to be responsive to the real goals of the group. Since the security of the group members depends on clearly defined limits, the group leader defines the initial purpose of the group. When under stress people tend to be unable to communicate and is it the leader's role to help the group develop and use their resources to provide support to the group.

Durkin (1976:26) states that leader distribution in a group increases gradually as the members become free enough from their neurotic unconscious motivation to carry on themselves.

Psychoanalytic writers studying groups, have described members' relationships with the group leader as a particularly salient source of conflict and anxiety (Morrison, Greene & Tischler, 1985:602). Members

look at the leader for support and stability among the conflicting pulls of group life and thus empower the leader with projected strengths to ensure the availability of support. This empowerment to the leader is experienced by members as a lessening of their own personal resources, which may lead to feelings of envy, resentment and hatred towards the leader (Morrison, Greene & Tischler, 1985:602).

Gaskell and Seally (1976:29) states that the behaviour dynamist is automatically the leader in a therapeutic group - someone whom unhappy people have approached for some relief of their unhappiness. The behaviour dynamist is the leader who is in possession of knowledge and skills that others wish to benefit from. The therapist role in the therapeutic group is manipulating and of authoritative leadership. This implicates that the therapist can make an interpretation of what he thinks the group is doing, and sometimes to actually put his position as a leader in jeopardy by inviting a challenge to it.

According to Czander (1993:279) three types of authority relations may exist within a group. The first type is a single, highly controllable super-ordinate constellation. The group member hopes that the leader will free him from his personal anxieties by being subservient and obedient and the member is left with the choice of rebellion or conforming to these pressures for control and conformity.

The second type is built around the perception of the leader as a maternal-nurturant leader (Czander, 1993:279). This causes anxiety with the leader for fear of not being able to meet all the realistic and unrealistic needs of the group members. The leader may see his

followers as demanding and no longer finds it gratifying to nurture them. Sibling-type rivalry may occur as members try to seek nurturance from each other. Should the leader try to pursue his own goals and gratify himself, the members may exhibit aggression and destructive behaviour.

The third type of authority is characterised by friendliness and may implicate that the leader is avoiding the understanding or working through of primitive dynamics that occur in the two other authority constellations. This actually creates an artificial form of friendliness and democracy but covertly strikes fear and dependency in the minds of the group members (Czander, 1993:279).

The power of the leader is closely tied up with the power the group members exert over one another and over the leader (Ridgeway, 1983:225). Thus will the power of the leader vary in many degrees. McCaughan (1978:50) mentions that leadership in a group is not so much a heroic performance as an ability to show others that he, with the other members of the group, have something that they may find useful in coping with their difficulties.

Shaw (1981:294) refers to power as social influence and defines it in terms of leadership, which is the exercise of power in particular situations, as by the occupant of a particular position in the group structure.

Mabry and Barnes (1980:154) summarise the above as follows: leadership depends upon authority, which stems from the combination

of power vested in a leader and consent of other group members to be led. When the leader's activities lead to the change of member behaviour or attitude, it can be regarded as influence. If the leader is capable of influencing members, the leader has power over the members.

### **3.3.3 Anxiety, aggression and conflict**

When a group is formed there is an initial period of unfamiliarity, which soon leads to attention or focus on those with power within the group (Napier & Gershenfeld, 1985:461). The central importance here is that members want to be liked by those with power and influence. When issues like freedom and power come into play these leaders become objects of criticism. This may lead to suspicion and mistrust which eventually leads to intra-group alliances. Issues become polarised as members take definite stands. Instead of working with problems in terms of data and facts, they use it as testing ground for personal influence and prestige. Hostility becomes legitimised and tentativeness disappears. With expectations not being met, a wide range of affective behaviours occur. These behaviours include anxiety, aggression and conflict.

Freud interprets anxiety as being aroused by innocuous stimuli that are subjectively upsetting but not related to objectively dangerous stimuli in the environment (Gaskell & Seally, 1976:19; Middlebrook, 1980:253; Shaw, 1981:199). When anxieties are aroused people become concerned with the restoration of their inner self-control. Since anxious

persons may be concerned about the appropriateness of their feelings, they are reluctant to communicate their feelings to others who, they think, do not have similar reactions and, as a result, might ridicule their feelings. In contrast, in a fearful situation most people realise that others share their feelings and thus they can communicate with them. Therefore, when anxiety is aroused, people would be expected to seek solitude, but when fear is aroused, they should seek affiliation.

Intolerance for ambiguity or uncertainty in a group raises a person's level of anxiety (Burgoon, Heston & McCroskey, 1974:37). Members become rigid and threatened when the correct choice among alternatives is not immediately apparent. Therefore, the extent to which the group allows or encourages ambiguity may hamper or increase its effectiveness in persuasion.

Kissen (1976:57) states that members feel threatened in the earliest part of group development due to the ambiguity and lack of structure implicit in the group situation. A feeling of anxiety is evident in the silences and hesitant verbal interactions occur.

Bion, according to Rioch (1976:132), states that the anxiety that members tend to feel in groups, and the difficulties with which group membership faces them, stem from the double danger of being isolated from the 'total body which may be amputated', or being swallowed up by the total body and losing himself. When the basic assumption group is strong, the individual tends to feel either in danger of being victimised and extruded, or swallowed up in the anonymous unanimity of group

feeling. The individual has an uneasy sense that he is in a dilemma out of which he can find no right way.

In his theoretical writings Freud saw aggression as an innate primary drive representative of the death instinct. Life consists of an eternal conflict between two innate drives: a creative or growth force and a destructive force (Meyer, Moore & Viljoen, 1989:50).

Individuals in groups would inevitably experience constraints and frustrations, which would perpetually activate aggression. From research the following conclusions were made (Middlebrook, 1980:311):

- Personal attack results in more aggression than environmental blocking
- Arbitrary frustrations are more likely to result in aggression than frustrations imposed for a good reason
- Expected unpleasant situations are much less frustrating than unexpected ones
- The presence of certain objects for example guns, can significantly increase the level of aggression, and
- The anticipated results of aggression determine whether it is expressed directly, indirectly or displaced to others.

In every group lies the potential for competition and conflict (Mabry & Barnes, 1980:184). Competition can be healthy and conflict beneficial. The results of both determine the value of their presence in a group. Conflict can however be destructive to group growth and development.

Gaskell and Seally (1976:60) states that the tensions that underlie conflict are more often than not increased by hostilities. The mere possibility of a threat or interference offers sufficient justification for the instigation of hostilities. Conflict can be defined as behaviour that seriously disrupts a situation and make groups dysfunctional or threatens their continued existence as a group.

Competition is regarded as the seeking of scarce resources according to established rules amongst group members (Burgoon, Heston & McCroskey, 1974:68).

Most conflict in a small group is face-to-face which has to be directly dealt with by interpersonal communication. This conflict is thus much more subjective and personal (Burgoon, Heston & McCroskey, 1974:70). Conflict can be beneficial in that it can lead to better group cohesion and a stronger group identity. Once a group has successfully resolved conflict in one situation, it is more likely to be able to establish norms for avoiding future dysfunctional conflict.

In summary, anxiety, aggression and conflict can be detrimental to the growth and development of a group if not handled correctly by the group leader or members. Member's response to these dynamics in a group is relevant to this research in that this information offers valuable insight into group behaviour.



### **3.3.4 Boundaries**

Shapiro and Zinner (1979:153) define boundaries as demarcations which are crucial to the definition of any system, in that they separate it from its environment and from other systems in the environment. Boundaries are thus central in the individual personality system, the family system and the group. Boundaries are also constructs that resemble relationships between parts of a system and thus provides an essential framework for aspects of psychological processes within the individual, family or group.

Clark (1994:23) discusses the relation between internal and external boundaries of a group. The nature of internal boundaries vary, but some are fairly common e.g. age, openness, expression of needs and feelings, closeness, safety and support. The external boundary of a group is represented by the environment and its management.

Rutan and Stone (1993:151) interpret the space of the therapeutic group as boundaries. A particular important aspect of the group space is the door, a boundary that must be regulated predictably by the therapeutic group. An open door impacts upon member's sense of freedom and privacy and symbolises an open acceptance of tardiness.

Boundaries define a system in that it separates it from its environment (Rutan & Stone, 1993:152). Group dynamics become evident as group members make an effort to protect their boundaries. These dynamics are relevant to this research as many subsystems play a role in the environment of this study.

In summary, it can be said that the group dynamic dimensions of development, leadership, authority, power, anxiety, aggression, conflict and boundaries play a vital role in the dynamics of each group. With reference to this literature study, it is important to ask the question where the dimensions fit into Bion's approach, as discussed earlier in this chapter.

An aspect that needs further clarification is the behaviourist, who studies the group. His various roles and activities are important to this research.

### **3.4 THE GROUP DYNAMIC CONSULTANT**

Buford Junker (1960, as cited in Dunphy, 1972) suggests four basic options for the group dynamic consultant, which lie along a continuum from complete participation in the group to detached observation of it.

#### **3.4.1 The complete participant**

The group dynamic consultant becomes a full participant of the group he is investigating, and hopes to share its most guarded secrets (Junker, as cited in Dunphy, 1972). This is relevant with groups who make a sharp distinction between outsiders and have strong barriers against outside penetration. As investigation has to take place covertly,

it impacts on the systematic data gathering of the research. Another disadvantage is the limited freedom to observe the relationships between the group and the larger society, as the membership role of the observer tends to bias his observations. In order to maintain an objective viewpoint of the group the observer should severely limit his own expressions. The more he attempts to express himself as a group member, the more he runs the risk of 'over-identification'. Once the study is completed the observer has to reveal his identity through publication. This could lead to the risk of being blamed for unethical behaviour. Therefore this role is only appropriate in a minority of research situations and should be used with a clear conscience of ethical issues involved.

#### **3.4.2 The complete observer**

In this role the researcher observes the group but does not participate (Junker, as cited in Dunphy, 1972). One-way viewing screens and sound facilities are used to minimise personal contact between researcher and the group under observation. These methods would not be successful in field settings, although the observer can adopt the role of a casual bystander. Interviews and questionnaire methods have to be abandoned if the role is interpreted to mean no contact with the group.

### **3.4.3 The participant-as-observer**

This role implicates a greater participant role within the group, than an observer role (Junker, as cited in Dunphy, 1972). However, the observer role would be a more insistent role as a researcher, in order to avert the gaps in data gathering and recording, which is part of the complete participant role. This role is often found with researchers undertaking community studies.

### **3.4.3 The observer-as-participant**

This role makes the observer role more prominent than the participant role. This allows the researcher to communicate his research goals and activities to the group (Junker, as cited in Dunphy, 1972). Such a role may alienate the researcher from some of the group's carefully guarded secrets, unless he has nurtured a relationship of trust.

For the purpose of this research, the complete observer role is significant.

The literature review on group dynamics do not offer a model that integrates the above in one framework. The author will attempt to offer such an integrated group dynamic model based on the approach by Bion (see 3.2.3) and the dimensions of group dynamics (see 3.3).

### **3.5 INTEGRATED MODEL OF GROUP DYNAMICS**

The following model is presented from literature dealing with the approach by Bion and the dimensions of group dynamics. As these dimensions are theoretically discussed above, no references will be provided in the following integrated model.

The objective of the integrated model is to provide a framework within which group dynamics can be studied. This model is based on two levels of group behaviour: the work group and the basic assumption group.

#### **3.5.1 The work group**

The work group refers to the real task of the group through learnt skills, both personally and interpersonally. The work group operates with reality and as an open-system by working together through conscious effort.

#### **3.5.2 The basic assumption group**

The basic assumption group as mentioned by Bion (as cited in Schermer, 1985:146), is the 'heart of darkness' of a group. Group life

is organised around defenses against the anxieties and chaos, which in turn produce myths. When an individual joins a group, it triggers off in his memory, models of his own past behaviour patterns and experiences in similar situations. This past experience provides a good opportunity to escape from the uncertainties of the moment. Therefore basic assumptions are oriented toward the way we would like to see reality rather than toward the way it actually is - it therefore constitutes resistance to the rational task of the work group.

For purposes of this model, the integration of Bion's approach, and dimensions of group dynamics, will be structured as follows:

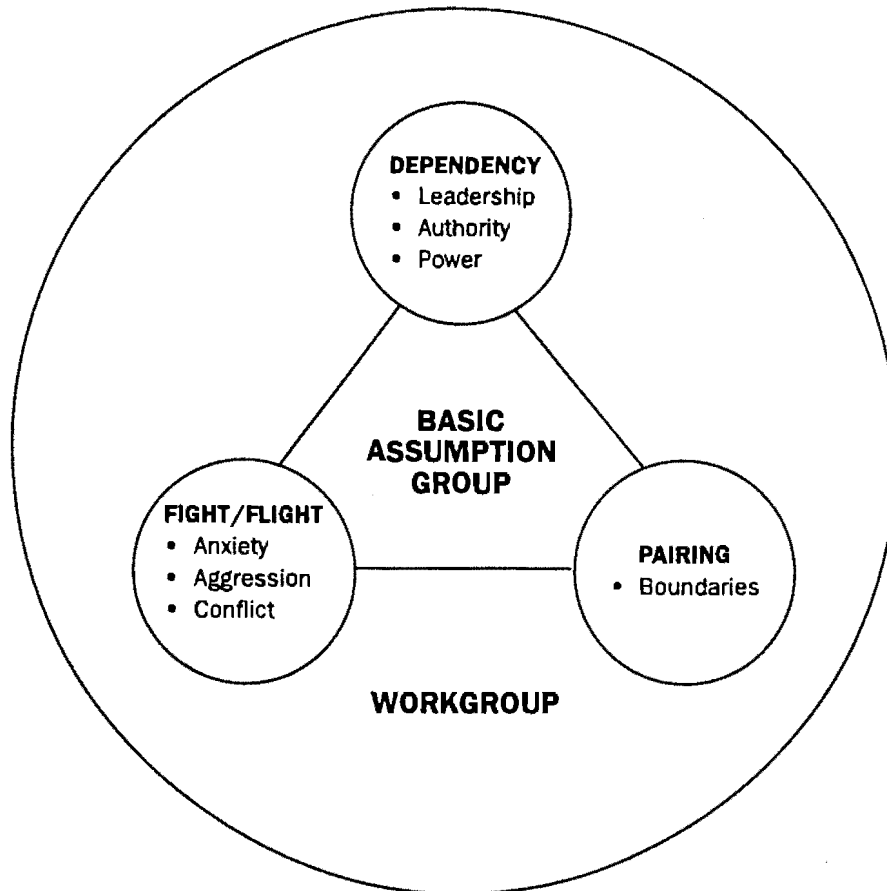
- The basic assumption of dependency will be integrated with the role of the leader, authority and power
- The basic assumption of fight and flight will be integrated with the group dynamic dimensions of anxiety, aggression and conflict, and
- The basic assumption of pairing will be integrated with the group dynamic dimension of boundaries.

The integration of these phases is illustrated in Figure 9 below.

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**Figure 9**

*The Integration of Group Dynamics*



### 3.5.2.1 *The basic assumption of dependency*

Individuals approach groups with their own history, developmental needs, and conflicts. They have to orientate themselves in an unstructured situation, which stimulates regression. Each person tends to regress to a personally important developmental stage, which gives insight in the individual's manner of managing stress. Each member approaches the unknown with his or her own fantasies and mechanisms to defense and mastery.

Whatever the level of regression, tension develops which stimulate a need to belong to an organised group with a common goal. Unconscious and conscious responses are activated in the members and subliminal agreements are reached which help members to contain their fears and anxieties.

Members typically look at the leader to determine how they should behave in order to be accepted. They expect the leader to protect, look after and sustain the members in the group in order to make them feel good and not to make them face the demands of the group's real task. The group lives for and through the leader and sees him as the one with the wisdom and ability to guide them through the group's difficulties. The leader, in the basic assumption group of dependence, serves as a focus for a pathological form of dependency, which inhibits growth and development.



The leader is regarded as the catalyst who merges the individuals into a cohesive unit. The therapist is usually the automatic leader in a therapeutic group - someone who will bring relief and happiness to unhappy people. The leader can be regarded as manipulating and with an authoritative leadership, which implicates that he can make an interpretation of what he thinks the group, as a group is doing and sometimes to actually put his position in jeopardy by inviting a challenge to it.

The group member may see the leader as one of three leaders: firstly, the group member hopes that the leader will free him from his personal anxieties by being subservient and obedient. Secondly, to perceive the leader as a maternal-nurturant individual, which could lead to sibling-rivalry as members try to seek nurturance from the leader. Thirdly, the leader can be characterised by friendliness, and may implicate that the leader is avoiding the understanding or working through of primitive dynamics in the group, which actually creates an artificial form of friendliness and leads to fear and dependency in the minds of the group members. When the leader's activities lead to change of behaviour and attitude among group members, the leader is capable of influencing his members and thus have power over his members.

Members' relationship with the leader is a particular salient source of conflict and anxiety. Members in the dependent state will continue to make excessive demands on the leader and others may become angry and anxious if their demands are not met or satisfied. This empowerment to the leader is experienced by the members as a lessening of their own personal resources, which may lead to feelings

of envy, resentment and hatred towards the leader. If their infantile expectations are not met, considerable jealousy, disappointment and resentment are activated, however much suppressed. This may lead to depression in the group.

The group at this stage may reject the leader because it fails to meet their expectations. They appoint another leader who is many cases the sickest member of the group. This same process will happen again and the group will demote that leader and attempt to reinstate the former leader. This is a highly emotional and explosive situation that may not be able to be contained in the group. The group may also split into sub-groups and each sub-group will try to manipulate the leader to join their group. The objectives of both groups are however the same: to prevent reality intruding into their fantasies.

Once members have the ability to trust themselves and others in the group the distribution of leadership will gradually increase as members become free enough from their neurotic unconscious motivation to carry on themselves.

#### 3.5.2.2 *The basic assumption of fight and flight*

When this basic assumption is dominant, the primary focus is the preservation of the group through some kind of action, be it fight or flight. The assumption is then that there is some kind of danger or enemy, which the group should either fight or flight from. In this state

the group will ignore all other activities, suppress it or just run away from them. This provides a sense of togetherness, while also serving to avoid facing the difficulties of the work itself. The fantasy element in the fight or flight group is that whatever the real purpose and situation may be, the individuals' survival and that of the group are completely synonymous and codetermined, and that the group will die if the group should die. This is linked to the family, where when one is young, one consistently and consciously perceives one's survival as inextricably linked to the survival of one's small group, the family. And in this one can see the archaic pull of the fight or flight culture.

In flight the assumption is that evasion and denial will best preserve the group and members project an ambitious and volatile behaviour which makes groups creative and exhilarating. Intolerance for ambiguity or uncertainty in a group raises a person's level of anxiety. When anxiety is aroused people become concerned with the restoration of their inner self-control. Since anxious individuals may be concerned about the appropriateness of their feelings, they are reluctant to communicate their feelings. This is evident in silences, seeking of solitude and hesitant verbal communication in member behaviour. In a fearful situation most people realise that others share their feelings and thus they can express it to the group, thus seeking affiliation.

Anxiety may also be seen as the double danger of being separated or isolated from the "total body" or swallowed by the total body. When this basic assumption is strong in the group, the individual tends to feel either in danger of being victimised or extruded, or swallowed up in the

anonymous unanimity of group feeling. The individual experiences an unease, which he feels that he cannot get away from.

This could lead to frustration, which could activate aggression. Freud regards aggression as an innate primary drive representative of the death instinct. This threat or interference offers sufficient "justification" for the instigation of hostilities. This leads to the basic assumption of fighting to preserve the group or member, which manifests in attack, questioning and involvement by group members.

During this state members focus on their individuality in the group which creates emotional outbursts and unevenness of commitment to the group. Members try to exert their individual mark on the group and the potential for competition is prominent. Should the competition become unhealthy it could lead to destructive conflict amongst members.

Conflict can seriously disrupt a group and threaten their existence as a group. In a small group conflict has to be dealt with face-to-face which has to be directly dealt with by interpersonal communication. If not dealt with, members may show hurt, disappointment, withdrawal, compliancy or passivity. Many members do not have direct access to more active forms of aggression and will use passive aggression instead.

The fighting group can also be ruthless in this state in that they may even 'fight' their own members. Rebellion and hostility may be concentrated exclusively in one or two members, while remaining members seem peaceful and even scornful of the troublesome

member. This scapegoated member serves then as a receptacle for projections and unacceptable impulses and blame. In order to maintain the appearances of togetherness, thereby protecting themselves against retaliation or rejection, angry members try to recruit others to their point of view. This conflict amongst members may be displacement of anger felt toward the leader rather than the scapegoated member.

In the basic assumption group of fight and flight the leader must be prepared to lead the group against the common enemy, and where it does not exist, to create one. He is expected to motivate and encourage the members against the enemy. This leadership is however based on paranoia because the leader focuses on the enemy as 'they' who must be destroyed and attacked, because it is endangering 'us'. Once the danger passes, the leader is ignored. Bion regards the leader as the 'creature' of the group because he keeps reality deliberately away from the group, otherwise the group would have to deal with the frightening realisation that the enemy is not outside the group, but inside the group.

For the group dynamic consultant, this state in the group brings about a crisis in the group. The harmonious group initially has suddenly become an uncomfortable, affect-laden group that occasionally calls his credentials and experience into question. It is however important to know that the release of these affects represent a sign of progress for the group.

### 3.5.2.3 *The basic assumption of pairing*

Pairing is the basic assumption that the group's problems may be overcome by turning the group into a series of pair relationships. These relationships form their own boundaries within the group and are carefully and eagerly watched by the other members of the group. An atmosphere of hopefulness pervades the group.

The hope exists that the pair will provide the group with a Messiah that would free them from their anxieties and fears. This hope however turns into disappointment because the ideal 'hoped for' person will inevitably fail to deliver the group from their own fears. The basic assumption of pairing is essentially a defense mechanism of the group, which prevents the group to deal with reality, and rather allowing for fantasies of what may happen within the group.

The pairing "couple" in the group is one example of a boundary that could exist in the group. Boundaries being the demarcations that defines a system from others is also evident in the relation between group and environment. These boundaries may be external to the group, e.g. the environment, or internal, in that the boundary may represent age, openness, safety and support.

In the mature stage of the group's development phase, boundaries have a close balance between open and closed boundaries. Boundaries that are too open do not protect the individual sufficiently,

and boundaries that are too closed stop the necessary exchanges of information and feelings.

The termination stage of group development represents the imminent ending of the group.

This integrated model will offer a basic framework for the study of group dynamics in a teambuilding.

### **3.6 CHAPTER SUMMARY**

In this chapter the background and development of group dynamics were discussed. This included the concept of group dynamics, group dynamic models, and the approach of Bion with group functions termed the work group and the basic assumption group. This was followed by the dimensions of group dynamics and the role of the group dynamic consultant. An integrated model was presented, based on the approach by Bion and the dimensions of group dynamics.

## **INTEGRATION**

### **A GROUP DYNAMIC TEAMBUILD MODEL - INTEGRATION OF THE TEAMBUILDING MODEL AND THE MODEL OF GROUP DYNAMICS**

In this section both the teambuilding model and the group dynamic model will be integrated into a group dynamic teambuild model, which forms the basis of this research.

Among many other definitions, teambuilding refers to a method that is implied within groups to enable them to develop their skills for effective teamwork experientially by examining their structure, purposes, setting, procedures and interpersonal dynamics. The availability of a variety of theoretical teambuilding models caused difficulties for consultants when choosing an appropriate teambuilding.

The models of Adair, Belbin, Schein, outdoor teambuilding interventions, the forcefield analysis of Lewin and the multidimensional model of Stott and Walker were discussed. Their limitations were used as guidelines in the development of an integrated model of teambuilding.

This was coupled with Moxon's design model on teambuilding, which offers a four-step process. This offers the basis for the teambuilding design used in this research.

McNamara emphasizes certain conditions in order to enlarge the scope of the teambuilding. These conditions include the involvement of



management in the teambuilding before, during and after the teambuilding. This feedback serves as a facilitating tool for the individual development needs of team members.

The integrated model of a teambuilding is based on Stott and Walker's multidimensional model, Moxon's design, Schein's models and McNamara's feedback to management.

The integrated teambuilding model consists of six steps:

- Step 1 – Internal detection
- Step 2 – Management presentation
- Sep 3 – Design and planning
- Step 4 – Running the intervention
- Step 5 – Follow-up session
- Step 6 – Management feedback

Two models of group dynamics were discussed. Bennis and Sheppard view group maturity as a process of establishing valid communication between members. Authority and intimacy block this progress and groups move through primary phases.

A delicate balance between progressive and regressive forces in a group characterizes Bion's model. Bion saw any group as simultaneously consisting of two groups: the workgroup and the basic assumption group. Certain group dimensions, mentioned briefly in Bion's approach, warrant a more thorough consideration in understanding group behaviour.

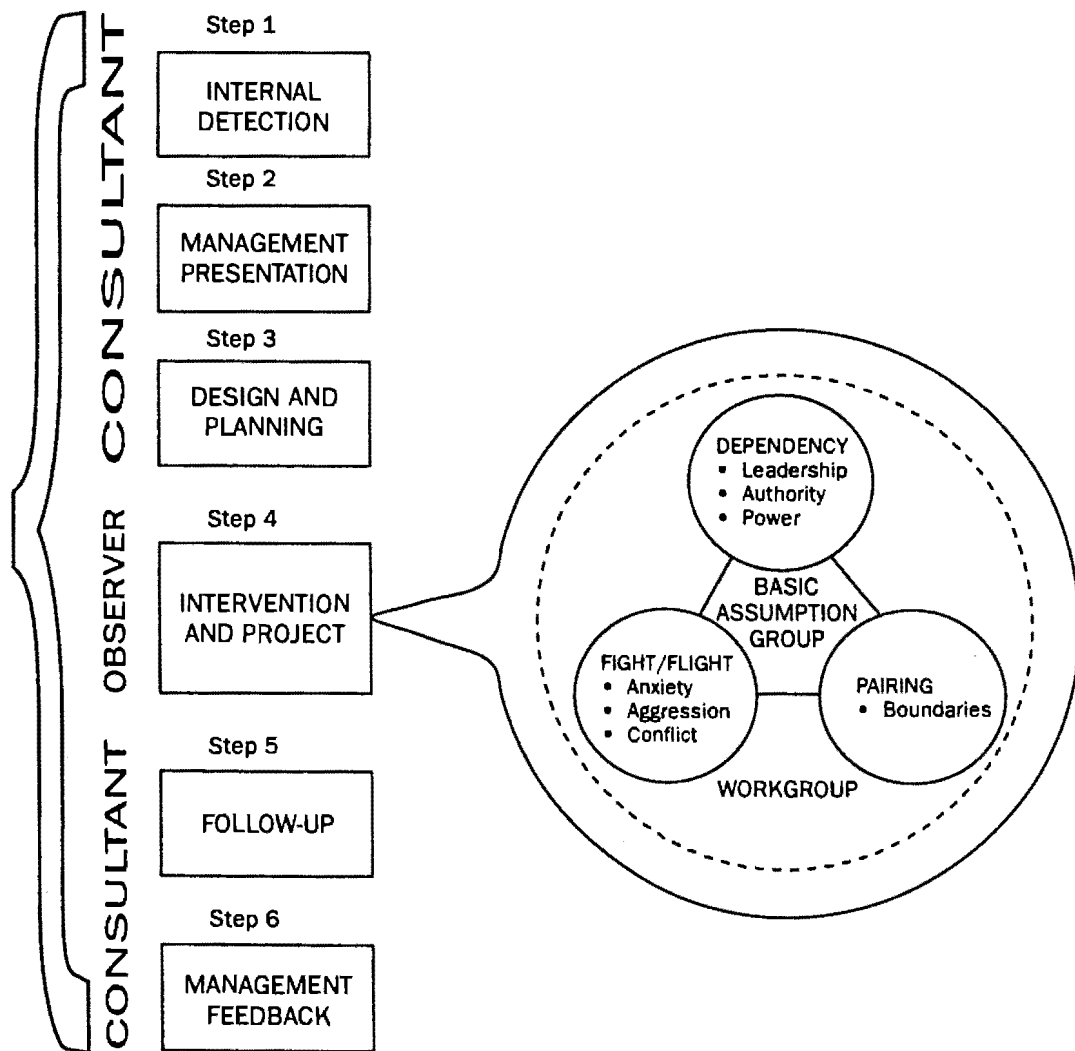
These dimensions are leadership, authority, power, aggression, conflict and boundaries.

The literature review did not offer a model integrating the above group dynamics in a coherent flow. The integrated model of group dynamics was presented (see 3.5).

The integration of these models identified in the literature as relevant for the purposes of this research, led to the following model:

**Figure 10**

*The Group Dynamic Teambuilding Model*



Step 1 involves internal detection in terms of the collection of the information provided by team members, the identification of the task and the team's responsibilities, and the organisational climate and culture.

Step 2 involves the presentation of the main themes and issues which were identified in the interviews and questionnaires to management, followed by a recommendation of the type of teambuilding that would be appropriate to the needs of the team.

Step 3 involves design and planning, where the objectives of the teambuilding are identified, appropriate exercises are designed and the organisation of the teambuilding is undertaken.

Step 4 involves the running of the teambuilding where the group completes the actual exercises.

The group is studied on two levels: the workgroup and the basic assumption group.

## **THE WORKGROUP**

The workgroup refers to the real task of the group that is undertaken by means of acquired skills, both personally and interpersonally. The workgroup operates within the reality and as an open system by working together through conscious effort.

## THE BASIC ASSUMPTION GROUP

Group life is organized around defenses against real and imagined anxieties. The following basic assumptions are studied within group life:

- The basic assumption of 'dependency' during the group formation phase and the role of the leader, authority and power
- The basic assumption of 'fight and flight' during the reactive phase of group development and the group dimensions of anxiety, aggression and conflict, and
- The basic assumption of 'pairing' that is integrated with the mature phase of group development and the dimension of boundaries.

A project is given to the group, which gives the team members the opportunity to reinforce their new skills, behavior and knowledge in the work environment.

Step 5 involves the follow-up session, one-month after the teambuilding, where team members present their projects.

Step 6 involves feedback to management where recommendations and information based on the completed process of the teambuilding are presented.

The role of the consultant is dual in that he manages the process during step 1 – 3. During step 4, the consultant becomes the complete observer to the process, while another consultant conducts the actual

teambuilding. From step 5 onwards, the consultant facilitates the remaining process to the end.

## **SUMMARY**

This integration presented the findings of the literature review, as well as the integrated teambuilding model which was derived from the existing models and which attempted to overcome the shortcomings of these models.

## **CHAPTER 4: CASE STUDY**

This chapter has the specific aim to describe the case study in terms of the population used, measuring instruments, data gathering and data processing. The case study will be discussed according to steps 1 to 4 as mentioned in Chapter 1.

### **4.1 STEP 1: DESCRIPTION OF THE SAMPLE**

The population for this study consist of airline cabin controllers in South Africa. From this a sample of 40 cabin controllers from one South African airline was used in this case study. As this study is based on a teambuilding event, the full compliment of cabin controllers in this company were involved.

All cabin controllers were female and their ages ranged from 21 to 60 years old.

All cabin controllers had to comply with the following pre-conditions:

- A drivers license
- Reasonable fitness
- Willingness to partake in outdoor and adventurous activities, and
- Dress according to set requirements (hat, sunblock, outdoor shoes, old clothes, bathing suit and dry clothes for the return trip).

All participants had to accept exposure to sun, water and the lifting of objects before attending the teambuild. The ability to swim was not a prerequisite for this teambuild event.

## **4.2 STEP 2: THE TEAMBUILDING EVENT**

The teambuilding event is discussed with reference to the rationale, aim, dimensions of the teambuilding, the administration of the teambuilding, interpretation of the schedule, validity and reliability of the teambuilding as a case study and justification for inclusion.

### **4.2.1 Rationale of the teambuilding**

The rationale of the teambuilding is that the exposure of participants to an outdoor teambuilding experience will enable the researcher to observe, record, analyse and interpret the group dynamic behaviour, with specific reference to dependency, fight/flight and pairing.

### **4.2.2 The aim of the teambuilding**

The aim of the teambuilding is as follows:



- To offer a teambuilding event that would address the objectives as stated by the client (see 4.2.4.1)
- To offer a teambuilding event that would offer the opportunity to study the manifestation of group dynamics, which are dependency, fight or flight and pairing
- To offer simulated situations that have direct bearing on the workplace, where the perception of fear or danger forces the group out of its comfort zone, and thereby providing the opportunity to study the manifesting of group dynamics, and
- To record group dynamics within the group during the teambuilding event for interpretation.

#### **4.2.3 The dimensions of the teambuilding**

The dimensions relevant to this teambuilding constitute the group dynamics as described in chapter 3. Based on the Group Dynamic Teambuild Model, step 4 implies the implementation of the intervention where exercises and discussions are introduced to the team. While the team is executing their tasks (the work group), the researcher focuses her attention on the group dynamics. This implies the observation of basic assumptions for example dependency, fight or flight and pairing as it manifests in the teambuilding group.

Each assumption will be briefly discussed with its relevance to the teambuilding event. The primary focus will be those dimensions which illustrate the manifestation of the basic assumptions.

#### 4.2.3.1 *The basic assumption of dependency*

As defined in Chapter 3, dependency is most typically expressed through the belief that the leader is the one with the wisdom and who has the ability to guide the group through all difficulties. The leader is expected to protect the group from the demands of the real task or work. This pathological dependency inhibits growth and development of the group. This implies the importance of leadership, authority and power in the group.

The following dimensions of the teambuilding offered situations where dependency could manifest itself:

- The uncertainty about the nature of the teambuilding, as members were only requested to bring along old clothes and sun-protection
- The behaviours and discussions before and during the introduction of the nature of the teambuilding
- The behaviours toward the researcher and the 4X4 instructors
- The dynamics in terms of the 4X4 vehicle as a protection against the threatening experiences
- The dynamics toward team members who volunteered to risk the exercises first eg driving the vehicle, going through obstacles first, and
- The dynamics toward more senior team members who hold senior positions in the working environment.

Simultaneously with the observations of the other basic assumptions, all attempts are made during the above stages of the teambuild to note the occurrences of dependency. The result of these observations is reported in Chapter 5.

#### 4.2.3.2 *The basic assumption of fight/flight*

Fight or flight is the preservation of the group through some kind of action, either by flight or fight as discussed in the integrated teambuild model (see Chapter 3). In this state, the group will attempt to ignore, run away or suppress the activities that are a threat to them. A group in the fighting state will be involved, attack and questioning in an effort to preserve the group. The state of flight would manifest in behaviours of denial and evasion of reality. This could lead to feelings of anxiety, aggression or conflict.

The following dimensions of the teambuilding offer situations where fight and flight could manifest:

- The dynamics of the group as each exercise in the teambuilding intervention pose a potential threat to the group
- Signing of the indemnity form prior to the start of the teambuilding intervention
- Dynamics of the group during the introduction of the teambuilding intervention
- Dynamics of the group when confronted with the 4X4 vehicle, and

- Dynamics of the group toward the researcher and the 4X4 instructors given the threat of the teambuilding exercises.

During the course of the intervention, attempts were made to observe the manifestation of the basic assumption of fight or flight in the above dimensions of the teambuild. The results of these observations are reported in Chapter 5.

#### 4.2.3.3 *The basic assumption of pairing*

Pairing is the assumption of the group that their problems may be overcome by turning the group into a series of paired relationships. This is characterised by the hope that someone will be borne from the pair who will protect them from their anxieties and fears. This hope turns into disappointment because this “someone” inevitably fails to deliver them from their own fears. Boundaries of the group to the pair, and the group to the environment is significant when in this state.

The following dimensions of the teambuild offer situations where the basic assumption of pairing could manifest:

- The dynamics of members toward the researcher and/or 4X4 instructors, and
- The dynamics of group and sub-groups in dealing with their boundaries during the teambuilding intervention.

Attempts were made to observe the manifestation of the basic assumption of pairing in the above-mentioned dimensions of the teambuilding intervention. The results of these observations are reported in Chapter 5.

#### **4.2.4 Administration of the teambuilding**

This case study is based on the integrated teambuild model as discussed in Chapter 3. The model consists of six steps and its administration will be discussed in this section.

##### **4.2.4.1 Step 1 - Internal detection**

The client requested a teambuild for its cabin controllers, which would form part of a leadership development programme. As cabin controllers seldom have the opportunity to interact with one another, a need to build team spirit in order to develop a culture of support and trust was identified.

Through discussion with management, the following objectives were identified for the teambuild:

- To create a high performance synergy that is effective
- To promote teamwork and co-operation

- To set goals and renew outdated team processes
- To establish team trust and interdependence
- To build group cohesion
- To develop problem-solving skills
- To increase information flow
- To resolve conflicts, and
- To enable management to manage more effectively and efficiently.

In order to understand the culture and climate of the organisation, a process of internal detection was undertaken which focused on the areas below:

#### *A Interviews with cabin controllers*

An unstructured interview is conducted with cabin controllers, which is guided by three questions:

- What are you paid to do? (culture of the organisation)
- What do you enjoy doing the most? (climate of the organisation), and
- What frustrates you the most in your work? (climate of the organisation).

Comments are compiled in a document for management (see Appendix 1).

## *B Questionnaires*

A structured questionnaire is distributed to cabin attendants and flight deck crew (See Appendices 2 and 3). The responses are captured in terms of their relevancy to the development of teambuilding skills.

Both cabin attendants and flight deck crew indicated that cabin controllers lack the ability to develop or manage effective teams. They also emphasised the level of inconsistency among cabin controllers and suggested a forum where their actions could be discussed and standardised.

The teambuilding is offered as a tool to create a network, while a leadership programme would encourage and facilitate the standardisation of actions.

## *C Briefing session*

A cabin controller conducts a briefing session where relevant information about the flight(s) is shared. The objective of a briefing session is to refresh the crew's knowledge of onboard working procedures, information about special meals, unaccompanied children and disabled passengers. Suggestions from cabin crew members on dealing with such passengers are discussed.

The researcher attended a briefing session as an observer to determine the level of participation of the group and the ability of the team leader to manage team spirit.

*D Flying as a passenger (observer)*

The researcher accompanies the crew from Inflight Services to the aircraft, observe their preparation procedures, their inflight service and landing procedures.

The researcher's objective is to observe the role of the team leader and their ability to manage their group. During quiet time on board, team leaders are interviewed on their need for a teambuilding, team development skills and their frustrations with managing the group (cabin crew). This information was used to ensure that the teambuilding and leadership development programme is relevant to their needs.

*E Crew meeting*

Crew meetings are held every two weeks where information is provided to cabin crew by management on certain procedures and company directions.



The researcher attends such a meeting as an observer in order to study the interaction between management and cabin crew. The following behaviours are observed:

- Reception of management instruction by cabin crew
- Management's response to criticism or feedback
- Management's approachability in terms of suggestions and comments, and
- Cabin crew's ability to participate and contribute constructively.

The above information is organised and summarised in the following categories:

- Summary of teambuilding needs, and
- Critical areas in leadership development.

#### 4.2.4.2 *Step 2 - Management presentation*

A presentation based on information collected from the internal detection is delivered to management. Two main issues were discussed:

- The need for a teambuilding event, and
- Leadership skills as a critical area for development.

## A *The need for a teambuilding event*

As cabin controllers do not work with each other onboard, they do meet every four weeks for a workshop. The need for greater cohesion and support in order to make these workshops more effective was expressed. As cabin controllers were almost strangers to one another, it was necessary to develop better relationships.

Management decided that the nature of the teambuild should be experiential and outdoors. A classroom action-based teambuild event would be futile, as these people do not work together as a team, but rather as 'a group of people'.

Three possible experiential interventions were proposed to management:

- A 4X4 vehicle teambuild at Gerotek Driving Range in the Magaliesberg
- A bungee-jump at Gourits, and
- An obstacle course at Rose Sands.

Management preferred not to incur extensive travelling and accommodation costs, and therefore chose the 4X4 vehicle teambuild at Gerotek Driving Range in Magaliesberg.

## *B Leadership skills development programme*

A leadership development programme is proposed as a follow-up to the teambuild event, where certain leadership dimensions are addressed, as identified during the internal detection phase. As the focus of this study is not on the leadership development programme, its details will not be discussed. However, there are certain leadership dimensions that are relevant to the teambuilding:

- Trust or dependency
- Fear or fight/flight, and
- Cohesion or pairing.

The inclusion of these dimensions in the teambuild carried management's approval.

The management presentation is followed by a formal proposal on duration, costing, and the objectives as discussed.

### *4.2.4.3 Step 3 - Design and planning of teambuilding intervention*

Once the client confirms the appropriate experiential intervention, which was the 4X4 vehicle teambuild, outdoor specialists are consulted. They organised the venue, 4X4 instructors, vehicles and logistics.

The researcher investigated the venue at Gerotek Driving Range in the Magaliesberg in order to customise the exercises for the cabin controllers by relating the experiences to their work life. For example, when they got stuck in the sandtrap, the importance of crew cohesion and support would be highlighted.

As the exercises are standardised it was left to the researcher (as consultant) to indicate where trust, fear and cohesion would manifest in the exercises.

- The sandtrap, trust exercise, tin-crush and planks offered opportunities for trust or dependency to manifest
- The gradients, mudtrap and gorge offered the manifestation of fear, and
- The gradients and the onion-hug offered opportunities for cohesion to manifest within the group.

A map, timeframes, cost, duration and refreshments were discussed with the consultants. This offers a framework for the invitation to all cabin controllers for the teambuilding event.

In order to create group cohesion and enthusiasm, a riddle is attached to the invitation. Team members who guess the nature of the teambuilding correctly, are rewarded on the bus to the event. This is organised by the client.

Cabin controllers are requested to wear old clothes, use sunblock and bring bathing suits along. This adds to the mystery of the event.

The forty cabin controllers were divided randomly in four groups and interventions were spread over four consecutive Saturdays.

Transportation to and from the venue is organised by the client. A video recording was made from the moment the group arrived at the departure point at their office premises, until the end of the intervention. This recording was made by a cameraman, which was organised by the researcher.

The researcher designed a comment schedule (see Appendix 4) in order to capture responses from the cabin controllers as she observed them. This schedule is attached to a clipboard for easy use during the day.

#### 4.2.4.4 *Step 4 - Running the session*

The dual role of the researcher changed from consultant to researcher (or observer), during the teambuilding (see 3.4.4). Once the instruction of each activity is given as a consultant, the observer role of the researcher becomes prominent. The assistance of the 4X4 instructors during the teambuilding event are crucial in maintaining the complexity of the dual roles of the researcher-consultant.

The activities are conducted in the following sequence. Each exercise will be described in terms of its objectives and those behaviours that

needed to be observed. These behaviours could offer the researcher the opportunity to understand them from a group dynamic perspective:

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**Table 1***Schedule for The Teambuilding Event:*

<b>TIME</b>	<b>ACTIVITY</b>	<b>DESCRIPTION, OBJECTIVE AND BEHAVIOURS</b>
08H30	Arrival	<ul style="list-style-type: none"><li>• To arrive at venue, offer delegates coffee and give them the opportunity to dress appropriately</li></ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"><li>• Observe comments when they get out of bus, especially when they see the 4X4 vehicles</li><li>• Observe 'groups' within the group</li><li>• Observe smoking and bathroom behaviour</li></ul>
09h00	Introduction	<ul style="list-style-type: none"><li>• To introduce consultants and 4X4 instructors</li><li>• To sign indemnity forms and explain that careful attention to consultants and 4X4 instructors is crucial to an accident-free teambuilding</li></ul> <p>Behaviour(s)</p> <ul style="list-style-type: none"><li>• Observe responses to consultants and 4X4 instructors</li><li>• Observe behaviour upon hearing request to sign indemnity form</li><li>• Observe behaviour when possibility of vehicle accidents are discussed</li></ul>
09h15	Ice-breaker	<ul style="list-style-type: none"><li>• An exercise which would let the group relax and laugh</li><li>• To illustrate the effect of teamwork, cohesion and empathy</li><li>• A bicycle tube had to move quickly through the group while they were holding hands. Record was kept of the time it took to complete the exercise. Thereafter the group had the opportunity to repeat the exercise and improve on their previous record.</li></ul>

		<p>Behaviour(s)</p> <ul style="list-style-type: none"> <li>• Observe comments and grouping of members</li> <li>• Observe participation in terms of support, leadership and involvement</li> <li>• Observe willingness to participate in a team environment</li> </ul>
09h30	Sandtrap	<ul style="list-style-type: none"> <li>• To have two groups drive the 4X4 vehicles to the sandtrap</li> <li>• To divide themselves into two teams for the rest of the day</li> <li>• To introduce them to Kalahari sand</li> <li>• To give them the opportunity to drive through the sand without informing them that the vehicle is in 2X2 and need to be changed to 4X4 (the hubs)</li> <li>• To observe their behaviour when they get stuck in the sand</li> <li>• To explain teamwork in terms of dependency, support and trust</li> </ul> <p>Behaviour(s)</p> <ul style="list-style-type: none"> <li>• Observe confidence in driving 4X4 vehicle to sandtrap</li> <li>• Observe leadership in terms of who drives the vehicles</li> <li>• Observe positions of members of the 4X4 vehicle (front and back)</li> <li>• Observe the division of group members into separate teams and how they protect their boundaries</li> <li>• Observe responses when sandtrap is introduced</li> <li>• Observe behaviours when 4X4 vehicle gets stuck in sand</li> <li>• Observe who does what to get the vehicle unstuck</li> <li>• Note the support for suggestions given by team members</li> <li>• Observe driver's behaviour once vehicle gets stuck</li> <li>• Observe behaviour towards consultant and 4X4 instructors in asking for help to get unstuck</li> <li>• Note behaviour towards 4X4 instructors when solution (the hubs) to problem is offered</li> <li>• Observe behaviour when group successfully drives through the sandtrap</li> </ul>



		<ul style="list-style-type: none"> <li>• Observe behaviour when group returns to consultants</li> </ul>
11h00	Gradients	<ul style="list-style-type: none"> <li>• To challenge groups on their perceptions of threats of fear gradients (heights)</li> <li>• To teach them how to drive through a gradient</li> <li>• To support them in challenging their personal fears and solutions on how to overcome them</li> <li>• Each team member had the opportunity to drive down the gradients. They started with a 60° gradient and then a steeper gradient of 75°. A 4X4 instructor accompanied each team member in the passenger seat of the 4X4 vehicle</li> <li>• A picture was taken of team members when they successfully completed the exercise. Those members who did not want to or could not (no driver's license) perform the exercise, were not forced to participate</li> <li>• Cold drinks were offered after the exercise</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe behaviour and comments when team members see the gradients</li> <li>• Observe the responses (comments/behaviour)</li> <li>• Observe grouping (pairing) of team members</li> <li>• Observe level of support for those who refuse to perform the exercise</li> <li>• Observe level of attention given to 4X4 instructors when they go down the gradients</li> <li>• Observe behaviours once they have completed the exercise</li> </ul>
12h30	Trust exercise	<ul style="list-style-type: none"> <li>• To illustrate initial trust and how group support can create trust</li> <li>• To blindfold a team member and create a human support 'pillow'; the team member then asked to stand on the edge of the 4X4 vehicle and fall backward onto the 'human pillow'</li> <li>• To create awareness of support in order to create trust</li> </ul>

		<p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe team members behaviour blindfolded member is told what to do</li> <li>• Observe group members' behaviour when they receive their instruction to catch their team member safely</li> <li>• Observe group involvement in planning their 'human pillow'</li> <li>• Observe the behaviour of the blindfolded team member while she waits for the group to finalise their action plan</li> <li>• Observe the group behaviour when team member falls backward</li> <li>• Observe team member's behaviour when she emerges from their arms and when the blindfold is taken off</li> <li>• Observe the group's behaviour when the consultant explains the dynamics of trust and how it could be relevant to cabin crew when operating onboard</li> </ul>
13h00	Lunch	<ul style="list-style-type: none"> <li>• Group was driven to a boma where lunch was served, consisting of a lunch box with bread rolls, fruit and chocolates. Cold drinks were available throughout the day</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe behaviour and note comments after morning exercises</li> <li>• Observe grouping of team members while they enjoy their lunch</li> </ul>
13h45	Mudtrap	<ul style="list-style-type: none"> <li>• To give the group the opportunity to implement their new 4X4 driving skills by instructing them to drive through a deep mudpool. The vehicle will invariably get stuck in the mudpool.</li> <li>• To teach the group that one should first explore any obstacle on foot before attempting to drive through it</li> <li>• To illustrate to them that, as cabin controllers, they should be willing to do exactly what they ask their crew to perform onboard</li> </ul>

		<p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Note comments when group sees the mudtrap</li> <li>• Note comments when they are asked to first walk through the mudtrap</li> <li>• Observe positioning on the 4X4 vehicle when they drive through the mudpool</li> <li>• Note who drives through the mudpool</li> <li>• Note comments as they drive through the mudpool</li> <li>• Observe behaviours when they successfully emerge from the other side of the mudtrap</li> </ul>
14h30	War-cry	<ul style="list-style-type: none"> <li>• To offer teams the opportunity to illustrate their boundaries, creativity and cohesion through a war cry</li> <li>• Teams had five minutes to design a war cry – no criteria were set</li> <li>• The 4X4 instructors were to choose the best war cry</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe group interaction</li> <li>• Observe level of competition and secrecy in developing respective war cries</li> <li>• Note content of war cries</li> <li>• Observe comments of teams once their war cries have been performed</li> <li>• Observe group interaction while other teams are performing their war cries</li> </ul>
14h45	Tin-crush	<ul style="list-style-type: none"> <li>• To offer the teams the opportunity to work together as a team while competing with the other team</li> <li>• Tins were placed on a concrete surface, the driver was blindfolded, and the passenger could instruct the driver where to drive. A navigator stood in front of the vehicle and could only indicate through hand signals where the vehicle should be driving.</li> <li>• Two team members were at the back of the 4X4 vehicle with</li> </ul>

		<p>water buckets filled to the rim with water</p> <ul style="list-style-type: none"> <li>• The amount of water spilt from the buckets would indicate the driver and her assistants' level of awareness for the plight of the rest of the team</li> <li>• The teams were competing against time frames and the amount of tins crushed tins indicate the winning team</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe the behaviour in choosing a driver, navigator, passenger and bucket holders in each team</li> <li>• Observe the driver's level of frustration and note comments</li> <li>• Observe the passenger's frustration and note comments</li> <li>• Observe the navigator's frustration and note comments</li> <li>• Observe the bucket holder's behaviour when water spill on them</li> <li>• Observe the relationship between passenger and driver</li> <li>• Observe the behaviour of the group members when they vehicle successfully crushes the tins</li> <li>• Observe the behaviour and note comments from the group watching the other team complete the exercise</li> </ul>
15h15	Planks	<ul style="list-style-type: none"> <li>• To create cohesion within the team in an effort to beat the other team in this exercise</li> <li>• The observe the team functioning when put under pressure</li> <li>• To relate the exercise to the functioning of the onboard crew when placed under pressure and to highlight the importance of briefing sessions</li> <li>• Each team was given five two-metre planks. The instruction was to mobilise the 4X4 vehicle over a thirty-metre concrete slab without the wheels touching the concrete. The vehicle had a driver but was switched off and therefore had to be pushed forward once the wheels were on the planks</li> <li>• If the wheels touched the concrete the team would lose points</li> <li>• The teams were competing against each other in terms of</li> </ul>

		<p>points and time taken to complete the exercise</p> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe the level of briefing or discussion prior to the exercise taking place within each group</li> <li>• Observe the level of team participation</li> <li>• Note comments made out of frustration of physical exhaustion</li> <li>• Observe how the group chooses a driver</li> <li>• Observe how the group eventually finds a method that works for them while trying to get the vehicle to the other side</li> <li>• Observe behaviour of winning and losing team</li> </ul>
15h45	The gorge	<ul style="list-style-type: none"> <li>• The last exercise is a final challenge to team members to illustrate their 4X4 vehicle skills</li> <li>• The gorge is a one-kilometre dirt road, riddled with dangerous dongas, holes and mudpools</li> <li>• Teams were to drive through the gorge after walking through the obstacle</li> <li>• They were assisted by the 4X4 instructors who sat next to them in the vehicle and talked them through every move</li> <li>• Team members were requested to join as passengers in order to demonstrate support</li> <li>• The exercise started with a serious discussion on the dangers of a 4X4 vehicle capsizing. Team members were urged to concentrate and listen to the instruction of the 4X4 instructors</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe behaviour of group when they see the gorge</li> <li>• Observe behaviour toward 4X4 instructors when capsizing is discussed</li> <li>• Observe behaviour of group toward 4X4 instructors when driving through the gorge</li> <li>• Observe behaviour of team members who volunteer to join</li> </ul>

		<p>the drive as passengers</p> <ul style="list-style-type: none"> <li>• Note who volunteers to drive through the gorge first</li> <li>• Note behaviour of each team member once the exercise is completed</li> <li>• Observe behaviour of group members who are waiting for their turn or who already had driven through the gorge</li> <li>• Observe behaviour, such as smoking, nervous talking or addressing nature's calls</li> </ul>
17h00	Onion-hug	<ul style="list-style-type: none"> <li>• To demonstrate cohesion as a group</li> <li>• To break the competition between the groups and diffuse the boundaries</li> <li>• To reaffirm each other as colleagues</li> <li>• Place one individual – who was identified during the day by the group as the one who has 'grown' the most in dealing with the day's challenges – in the middle and ask the rest of the group to hug around her and each other</li> <li>• They were requested to catch someone's eyes and say out loud: "You are a great support!"</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe group response to the individual who is chosen to stand in the middle</li> <li>• Observe the level of comfort in hugging each other so closely</li> <li>• Observe the level of participation in making the comment to another team member</li> </ul>
17h10	Closing of experiential exercises	<ul style="list-style-type: none"> <li>• To bring final closure to the experiential exercises of the teambuild</li> <li>• Groups were requested to pose on the 4X4 vehicles for group pictures</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe positioning on the vehicles</li> </ul>

17h20	Project	<ul style="list-style-type: none"> <li>• Observe relationship with consultant 4X4 instructors</li> <li>• To give the group the opportunity to illustrate their understanding of teambuilding and its importance</li> <li>• Cabin controllers were requested to investigate their onboard ability to create cohesion and participation with their crew members</li> <li>• They were to deliver a presentation one month later on their critical areas of improvement or need for support, in order to develop their crews into effective teams</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• Observe response or comments to project</li> </ul>
17h30	Forfeits	<ul style="list-style-type: none"> <li>• To celebrate the survival of the day's physical and personal challenges</li> <li>• to relax and have fun with each other as a tired but successful group</li> <li>• the consultant made notes of comments made by each team member during the day's events</li> <li>• when each team member was rewarded a gift these anecdotes were shared with the group</li> </ul> <p>Behaviour(s):</p> <ul style="list-style-type: none"> <li>• observe the relationship amongst team members, the 4X4 instructors, consultant and observer</li> <li>• observe behaviour of jubilation and pride amongst team members.</li> </ul>

Time frames on this schedule vary according to the size of the group. This schedule is ideal for a group of twelve to sixteen members with two 4X4 vehicles, from 0900-1800.

The above schedule forms the framework for studying the group dynamics of a teambuilding event.

#### *4.2.4.5 Step 5 - Follow-up session*

The researcher returns to the role of consultant by sending reminders of the project session to the client. Team leaders are informed of their respective dates for the follow-up session by management. A training venue and refreshments are confirmed and finalised.

Each team leader presents her project to the group by highlighting the areas of improvement for team cohesion in her own group. This is discussed within the group.

The researcher notes feedback and comments on the teambuilding event and the project. Watching the video of each group's respective teambuilding event concludes the session. Certificates are handed to each team member.



#### **4.2.4.6 Step 6 - Management feedback**

A meeting with management is conducted where insights on team dynamics, team member information and work problems are discussed as it surfaced during the teambuilding.

Feedback on each group's participation and involvement during the teambuilding is given. Issues regarding trust, fear and cohesion are discussed on a confidential basis.

The quality of the project is discussed and feedback is offered based on the comments and suggestions made by the cabin controllers. This leads to recommendations for the future leadership programme and a possible repetition of the same event in twelve month's time.

#### **4.2.5 Interpretation of the schedule**

During the teambuild all comments made by team members are noted on a comment schedule (see Appendix 4) by the researcher. Due to the size of each group (ten or more team members) it is not possible to note every comment made by them. The comments heard by the researcher, either personally or in the video, are noted on the comment schedule.

After all four teambuildings are conducted the comment schedules are studied. This is supported by the video footage of all four teambuildings. As this method is prone to subjectivity, all interpretations are discussed with behaviourists and psychologists.

For example, the 'Jaws' - theme that was sung by a team member when the challenge of the gorge exercise was explained to them, was interpreted as a manifestation of fear. The response of the rest of the group to the singing team member and the nervous laughter that followed, offered material for interpretations and assumptions.

These comments are studied in terms of the group dynamics or dimensions as discussed in 4.2.3. The interpretations of these comments will be discussed in Chapter 5.

#### **4.2.6 Validity of the teambuilding as a case study**

This study is based on subjective observation of human behaviour in a teambuilding event.

The only constant factors are the exercises as reflected in the teambuilding schedule and the venue, which were at the Gerotek Driving Range.

The researcher made an effort to ensure validity through discussions with psychologists on the meaning of comments and behaviour. This

was supported through the studying of the video material and comment schedule as compiled by the researcher.

#### **4.2.7 Reliability of the teambuilding as a case study**

As the teambuilding schedule is a standard format the execution thereof was repeated in exactly the same way for four consecutive groups.

The only constants in the research, which could be controlled and ensured, were the venue, type of 4X4 vehicles, the camera man and 4X4 instructors, whom were exactly the same for all four teambuildings.

The reliability of the teambuilding event is evident in the feedback from the client, in that all four groups reached the objective of establishing trust, eliminating fear and creating cohesion.

The reliability of the teambuilding event is monitored by a video taken of each of the four teambuildings.

The different dimensions did not occur at exactly the same time or in the same exercises. For example, pairing manifested only twice in all the teambuilding events.

#### **4.2.8 Justification for inclusion**

In Chapter 3, group dynamics were discussed in depth. One of the aims of this research is to offer group dynamic interpretations of a teambuilding event. The group dynamics that were included in this research correlates with the activities of the teambuilding schedule, in that group dynamics manifest in any group activity – be it a teambuild or not.

The group dynamics relevant to this research are as follows:

- The basic assumption of 'dependency' during the group formation phase and the role of the leader, authority and power
- The basic assumption of 'fight/flight' during the reactive phase of group development and the group dimensions of anxiety, aggression and conflict, and
- The basic assumption of 'pairing' that is integrated with the mature phase of group development and the dimension of boundaries.

These dimensions also reflect the group dynamics within the Behaviouristic Paradigm.

The activities as reflected in the teambuilding schedule forms the basis of a structured outdoor and experiential teambuilding. The choice of exercises was therefore minimal as the client made the choice of the type of teambuilding they require (see 4.2.4.2).

### **4.3 STEP 3 – DATA GATHERING**

During this step the development of a comment schedule and the noting of comments will be discussed. Data is gathered from four separate teambuildings at the Gerotek Driving Range at Magaliesburg. All four teams are exposed to exactly the same teambuilding schedule, which is evident from the comment schedules.

#### **4.3.1 Development of comment schedule**

This step refers to the data collection in the research design, which according to Mouton and Marais (1992: 75) poses a great challenge to social science research because of the rational, historic and normative characteristics of human beings.

It is important to note that data gathering was focussed on Step 4 of the Group Dynamic Teambuild Model, which involves the running of the teambuilding, where the group completes the actual teambuilding exercises (see Chapter 3).

As this is a case study and no standardised instrument exists for the gathering of data, the researcher had to develop a schedule where comments can be noted.

This comment schedule follows the teambuilding event in terms of time and activity in order to ensure reliability between the four teambuildings. The schedule reflects time, activity and comments (see Appendix 4).

The objective of the schedule is to note any comments made by the group or group members, during each activity.

#### **4.3.2 Noting the data on the comment schedule**

As the teambuilding event is of an outdoor nature the researcher must consider the following:

- A process that would ensure easy gathering of data in outdoor circumstances e.g. wind and rain, and
- A process that would not harness suspicion from team members.

A pen and a clipboard are used to support the noting of data on the comment schedules. Copies of the comment schedule are placed in a plastic pouch and attached to the clipboard. This ensures protection against rain and wind elements.

The researcher notes every comment audible to her in the comment column of the schedule. As team members are moving around during the teambuilding exercises, it is not possible to note every comment of each team member.

During the introduction of each of the four teambuilding events, the researcher explains to the group that she is gathering data for research purposes. It is stressed to the group that group dynamics are the objective and that no names are noted. In order to develop trust and transparency, the group and its members are invited to look at the notes if they wish. With the exception of one team member who wanted to know what the researcher was writing down at one specific activity (the gradients) no other team members were concerned about the gathering of data.

The video material has the objective of supporting the comments that are noted. As not all comments are audible on the video, it serves the purpose of identifying positioning of team members in and on the vehicle, participation, body language, facial expressions and movements to and from the group by individual team members.

The researcher utilises a cameraman who captures the behaviour as specified in the teambuilding schedule (see Table 4.1). Before each teambuilding, both the researcher and cameraman discuss the activities and behaviour to be captured on video.

As the teambuilding is outdoors the recharge of camera batteries are limited. This forces the cameraman to capture only the teambuilding activities in progress, and not when the group moves between these activities.

#### 4.4 STEP 4 – DATA PROCESSING

Step 4 of the Group Dynamic Teambuild Model in Chapter 4, refers to the studying of the work on two levels: the workgroup and the basic assumption group.

The workgroup refers to the real task that the team has to perform. The Teambuilding schedule (see Table 4.1) offers the group parameters and structure. The workgroup and its activities, comply to the brief as received from the client (as stipulated in 4.2.4.1).

This research is however concerned with the group dynamics of a group during a teambuild event, with specific reference to the Basic Assumption Group. Group life is seen as being organised around defences against real and imagined anxieties.

The data processing was done in this context, which was in light of the three basic assumptions as discussed in Chapter 3. They are as follows:

- The basic assumption of 'dependency' and the group dimensions of leadership, authority and power
- The basic assumption of 'fight and flight' and the group dimensions of anxiety, aggression and conflict, and
- The basic assumption of 'pairing' and the group dimensions of boundaries.



Data from four different teambuildings are processed. The following section will illustrate a few examples of comments or behaviours noted with each activity:

**Table 2**

*Example of Comments Processed With Each Activity:*

<b>TIME</b>	<b>ACTIVITY</b>	<b>COMMENTS/BEHAVIOUR</b>
0830	Arrival	<ul style="list-style-type: none"> <li>- please tell us what you are going to do to us!</li> <li>- Hey, let's grab the next bus back home!</li> <li>- I had the funniest passenger on my flight last night.....</li> </ul>
0900	Introduction	<ul style="list-style-type: none"> <li>- Can we go to the bathroom?</li> <li>- Smoking</li> </ul>
0915	Ice-breaker	<ul style="list-style-type: none"> <li>- Group members sit down on grass, without instruction</li> </ul>
0930	Sandtrap	<ul style="list-style-type: none"> <li>- Oh my goodness!</li> <li>- Must we leopard crawl in this sand?</li> <li>- Age and beauty will determine the two groups!</li> <li>- Let's steal their car mats!</li> </ul>
1100	Gradients	<ul style="list-style-type: none"> <li>- I'll go only if Paul is with me</li> <li>- I'm not going down, I refuse!</li> <li>- I've missed half my chances in life by being scared and saying I won't do it!</li> </ul>
1230	Trust exercise	<ul style="list-style-type: none"> <li>- I've put on weight!</li> <li>- Are you going to throw me?</li> </ul>
1300	Lunch	<ul style="list-style-type: none"> <li>- talking about their passengers on previous flights</li> </ul>
1345	Mudtrap	<ul style="list-style-type: none"> <li>- Are there Annacondas in the water?</li> </ul>

		<ul style="list-style-type: none"> <li>- We feel like Camel woman</li> <li>- Are we going to build a float?</li> <li>- My toenails are not painted</li> </ul>
1430	War-cry	<ul style="list-style-type: none"> <li>- We are smoking hot!</li> <li>- You are U-G-L-Y! as a war-cry to another team</li> </ul>
1445	Tin-crush	<ul style="list-style-type: none"> <li>- I'm uncomfortable</li> <li>- So if we don't crack this we won't be cabin controllers any longer?</li> <li>- You give stupid directions!</li> </ul>
1515	Planks	<ul style="list-style-type: none"> <li>- Do you say it to help or to confuse us?</li> <li>- I'll pull a hamstring</li> <li>- Length does matter, pal!</li> </ul>
1545	The gorge	<ul style="list-style-type: none"> <li>- I must smoke first!</li> <li>- I can't even get myself through this gorge, how will I get a 4X4 through this</li> <li>- Do we need snorkel and goggles for this exercise?</li> </ul>
1700	Onion-hug	<ul style="list-style-type: none"> <li>- You don't smell too well!</li> <li>- Hey, you are wet and smelly</li> </ul>
1710	Closing	<ul style="list-style-type: none"> <li>- Oh, look at my hair</li> </ul>
1720	Project	<ul style="list-style-type: none"> <li>- Oh dear, here comes reality again!</li> </ul>
1730	Forfeits	<ul style="list-style-type: none"> <li>- Let's get the Camel boys!</li> </ul>

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Each activity and its comments are studied in terms of the three basic assumptions. The researcher read each comment and interpreted it according to one of the three basic assumptions (with its group dimensions). A note was made by writing a D, F or P at each comment. The following key was used for this process:

D = Basic assumption of dependency

F = Basic assumption of fight/flight

P = Basic assumption of pairing.

Comments were then grouped according to the above-mentioned key. The researcher took each group (D,F or P) and organised them according to the sequence of the teambuilding activities, as they took place during the day (see Table 4.1). This is done across all four teambuilding events, with no specific reference in which group any comments were made.

The researcher interprets the comments based on the literature review as found in chapter 3 on group dynamics.

The results and interpretations of these observations will be discussed in Chapter 5.

#### **4.5. CHAPTER SUMMARY**

In this Chapter, the research methodology was discussed in four different, but related steps. The selection and description of the population and sample, the selection and description of the measuring instruments, data gathering and data processing. With these four steps the case study is concluded. The following chapter will deal with the results and the integration as indicated in step 6 of the introductory chapter.

## **CHAPTER 5: RESULTS**

The aim of chapter 5 is to report and interpret the results of step 4 of the Group Dynamic Teambuild model, as discussed in chapter 3. This implicates the dimensions of dependency, fight and flight and pairing, also known as the basic assumptions of group dynamics.

The manifestation of these dimensions will be reported and interpreted within the framework of the activities of the teambuilding event.

### **5.1 STEP 5 - REPORTING OF RESULTS**

Reporting of results will follow the sequence of activities that took place during the teambuilding event. The dimensions as identified in chapter 4 will offer the structure for the reporting process. This can be seen as a summary of the behaviour in all the four teambuilding events.

#### **5.1.1 The basic assumption of dependency**

In the dependency group, behaviour is *as if* the members could gain security and protection from one individual, the leader, who is omnipotent and omniscient. Although this fantasy is unrealisable, the members act *as if* they really can create a situation that will conform to their wishes (Rutan & Stone, 1993: 16).

In this research the dependency for security and protection was found in three dimensions of the teambuilding event for example the researcher and 4X4 instructors, the vehicle, and any member who showed willingness to lead the group.

The basic assumption of dependency will be discussed according to the abovementioned three dimensions with specific reference to the teambuilding activity where the basic assumption of dependency manifested.

#### *5.1.1.1 The researcher and the 4X4 instructors*

Group dynamics of dependency toward the researcher and 4X4 instructors manifested in the following teambuilding activities:

##### *a Arrival*

As team members were kept in suspense over the nature of the teambuilding event they immediately asked questions, even begged the researcher and 4X4 instructors, for some information. They were unsure about what they had to take with them for example sunblock, dry clothes and hats, and continuously asked questions about their belongings.

Some team members made light-hearted remarks and someone referred to her veldschool experience.

Their focus for the first few minutes after their arrival, was to lather themselves with sunblock and protective clothing. As the change room was very small the rest of the group gathered outside in the corridor, and not where the researcher and 4X4 instructors were waiting for them.

*b*                      *The introduction*

During the introduction, coffee was served and smokers were anxiously smoking cigarettes. Not much talking took place amongst the team members, which is unusual for this organisation's culture.

The researcher and 4X4 instructors ("Camel Boys") were introduced to the team. Nervous comments were made when it became clear what the day will consist of. That was followed again by questions on the appropriateness of their clothing and sun protection.

*c*                      *The sandtrap*

As the group got stuck in the sand they attempted to free themselves. This proved to be unsuccessful and the group asked the researcher and 4X4 instructors to assist them. The refusal to assist them, led to shocked expressions on their faces. Some team members watched the researcher and 4X4 instructors' behaviour in order to listen to any comments they would make to one another. Other team members threw their hands in the air and turned their attention to the stuck vehicle.

Once the “secret” of the hubs were explained to the team, comments like “but we trusted you”, “how are we supposed to know that?” and “that’s not fair” were heard.

*d*                      *The gradients*

When taken to the gradients many group members said they will only go down if one of the 4X4 instructors drove with them. Occupants supported and motivated the driver with nervous talk in the cabin. The group even made a ritual of kissing the other 4X4 instructor “goodbye” before going down the gradient.

During this activity, one Performance Supervisor challenged the researcher on the “ridiculous” nature of the activity. The group immediately pulled away from her and had her walking for the rest of the activities. By joining the smoking group after lunch did she only become part of the group again.

*e*                      *The mudtrap*

With one of the groups a mudfight broke out in the mudtrap and everyone was hardly recognisable from caked mud. A comment was made of “ now we also look like Camel girls!”

After the mudtrap exercise they asked the researcher if they may put their shoes back on again.

*f*                      *The tin-crush*

When one of the 4X4 instructors supported one of the teams with their exercise, the other team immediately said "Sam is on *their* side". One team member became aggressive with the "unfair" interference of the 4X4 instructor and insisted that he also helps them with their challenge of crushing the tins.

*g*                      *The gorge*

When the challenge of the gorge was explained to the group they insisted that the 4X4 instructors accompany them. Their careful attention to the driving instructions was noted.

5.1.1.2                      *The vehicle*

Group dynamics of dependency toward the researcher and 4X4 instructors manifested in the following teambuilding activities:

*a*                      *The sandtrap*

When the instruction of this activity was given to the group, questions were asked about the safest seat or position in the vehicle. In their efforts to free themselves from the sandtrap no heed was given to the burning of tyres or the clutch of the vehicle. Once they were told about the "hubs" and the 4X4 range of the vehicle, the group were obsessed



about the status of the vehicle as they did not trust the 4X4 instructors anymore.

*b                    The gradients*

When the gradient activity was explained to the group they immediately asked questions about the validity of the service records of the vehicle. Once the vehicle transported the group safely down the gradients, they showed concern and respect for the vehicle. Many comments were heard on the desire to own the same vehicle brand. Thereafter the vehicle was protected against unnecessary hard driving by the group.

*5.1.1.3                    The team leader*

Group dynamics of dependency toward the team leader manifested in the following teambuilding activities:

*a                    The introduction*

The Performance Supervisors were asked before the teambuilding intervention to play a low profile in the group in order to give team members the opportunity to take the lead. This led to confusion by the group as they expected the Performance Supervisors to lead the teams.

During the introduction of the teambuilding intervention group members asked the Performance Supervisors if they knew the nature of the teambuilding intervention. Their negative response was confusing to the group.

*B                      The sandtrap*

In the sandtrap the driver who volunteered to take the vehicle through the sand, were congratulated by the group for taking the risk and responsibility to take them through safely. When the vehicle inevitably got stuck, the driver chastised herself and the group were shocked at the non-performance. They frantically tried to free the vehicle from the sand and once they had a plan they screamed instructions at the driver, who were not included in the planning of their attempts.

These “leaders” never came forward to volunteer for following exercises during the day, until the last challenge at the gorge, when they boldly took the wheel and successfully overcame the obstacle.

Once they successfully drove through the sandtrap cheering and jubilation were heard. One driver said “now I feel much better!”.

When they were asked to repeat the exercise with a new driver, a long briefing was given by the previous driver. The whole group was paying attention as they thought that they all had to perform behind the wheel.

*c*                      *The gradients*

At the gradient activity one team member in one group refused to partake in any of the exercises. As she was a Performance Supervisor the group saw that she disapproves of the teambuilding intervention, and they became sullen and controlled in their response to the exercises. This lasted until the gorge exercise when team members decided to ignore her and give way to their emotions and excitement.

This Performance supervisor tried to influence a colleague against the teambuilding exercises, and failed as the colleague overtly expressed her excitement at the gradient challenge.

*d*                      *The mudtrap*

Once the mudtrap challenge was explained to the group certain team members immediately instructed the group to stand in formation. Their instructions were closely followed by the group.

*e*                      *The tin-crush*

In the frustration to get the vehicle to crush the tins through her arm movements and directions, one navigator started performing the makareina, a popular group dance.

During the crushing of tins, one verbally strong member who was blindfolded behind the wheel, and experienced a difficult navigation by

her colleague, expressed her disappointment loud and clear: “you give @\$&?! directions!”

During the last teambuilding intervention the Senior Manager for Cabin Services joined the team. As she wanted the group to relax and be normal, she portrayed a level of friendliness and openness. The team members however kept their distance and did not ridicule her like they did each other during the day.

The abovementioned results were reported as a manifestation of the group’s dependency toward the researcher, the 4X4 instructors, the vehicle and the team leader.

### **5.1.2 The basic assumption of Fight/Flight**

In the fight-flight group, behaviour is *as if* the members could gain security and preserve the group through battle or escape. Action is essential and individual needs may be sacrificed in order to preserve the group (Rutan & Stone, 1993: 16).

In this research the fight or flight for security or preservation of the group was found in three dimensions of the teambuilding intervention: towards teambuilding activities, the leaders (researcher, 4X4 instructors and team leader) and toward other group members.

### 5.1.2.1

### *Teambuilding activities*

Group dynamics of fight/flight toward the teambuilding activities manifested as follows:

#### *a The introduction*

When the group arrived and had coffee, they had to sign an indemnity form before driving the 4X4 vehicles. When they understood what the day would entail a comment was made of “hey girls, the next bus home is waiting outside!”.

Before instructions were given about the tube exercise, the team members immediately seated themselves on chairs in the boma. Their verbal interaction was based on work related issues.

As they were led to the vehicle there was consternation amongst themselves on where the safest place would be to travel in the vehicle - in the cabin or back of the 4X4 vehicle. Questions like “are we going to drive this *thing?*” were asked.

#### *b The sandtrap*

When the doors of the hanger (the sandtrap) were opened, someone asked “are we going to leopard crawl on the sand?” When they heard the instruction to run blindfolded in the sandtrap, they were shocked.

Some stepped on to the sand and felt the texture of the imported Namib sand, whilst others stayed on the edge of the hanger or sandtrap.

When the teams got stuck in the sand with their vehicles they tried all methods to release the cars from the sandtrap. In their effort to compete and get unstuck first, one team said "let's steal their car mats to place under our wheels!" When they were asked by the researcher if they need any help, they refused loudly.

After they accepted the assistance from the 4X4 instructors, and they changed to 4X4 drive, the teams drove through the sandtrap without difficulty. As they got to the other side of the hanger they were cheering and took off with their vehicles to the other side of Gerotek. Eventually they returned and could not wait for the next challenge.

*c*                      *The gradients*

When team members saw what was expected of them, the comments and behaviour were in two clear categories: the first group responded by saying "yes, I love it!" and "let's get it over with!" whilst the other group showed shock and even moved away from the edge of the gradients. A few women requested to go to the restrooms. One lady who refused point blank to go down the gradients made negative comments about the company wasting money and that this does not constitute a teambuilding event. She insisted to walk a kilometre to restrooms in the main building. Other comments were: "You must be joking!", "NO-NO-NO-NO-NO!", "I'm scared", "what's for lunch?", "I'm going to rip my driver's license!", "I'm going to write my resignation letter

as cabin controller,” and “I’m not going down, leave me alone, I’ll watch”.

By the end of the exercise all women went down the gradients with exception of the one who went to the main building. Once they overcame their fear by driving down, their elation was evident in the cheering and hooting in the vehicle. One comment was made: “ I’ve missed half my chances in life by being scared and saying I won’t do it - and now, look what I did. I can’t wait to phone everyone tonight and tell them!”

*d*                      *The trust exercise*

During the trust exercise one woman made the comment of “I’ve gained a lot of weight lately!”

*e*                      *The gorge*

The reactions of team members when they saw the gorge, was of shock and disbelief. “I can’t even take myself through it, how can I take a 4X4 through this?” was heard. The cigarettes popped up and non-smokers were even taking a draw. The most hesitant took shelter under a tree and talked them selves through the challenge. Once again, many team members disappeared into the bush to address nature’s call.

All 40 cabin controllers went through the gorge with exception of the one who refused to do any of the exercises of the day.

### 5.1.2.2 *The leaders (researcher, 4X4 instructors and team leader)*

Group dynamics of fight/flight toward the researcher, 4X4 instructors and team leader manifested in the following teambuilding activities:

#### *a The mudtrap*

Once the team saw the next exercise - the mudtrap - they turned around in shock and asked "are we going to build a raft?" When they were asked to run a relay in the mud comments were made about toenails that are not painted, possible anacondas in the water and the need for snorkels and "goggles".

Whilst wading through the mud to look for obstacles on the bed of the dam, they all held hands and with screaming and moaning walked through the mudtrap. Thereafter they were asked to take the vehicles through the mud with everyone on the vehicles. Protests were made when they were told that they had to first 'walk the obstacle' before they put the vehicle through it. They even suggested that one or two members do the mud-walking while the other wait on the edge of the mudtrap.

A sarcastic comment was made by the team member who refused to go down the gradients: "I didn't know that we need a 4X4 license to be cabin controllers!" Three ladies in one group chose to watch the rest of the team go through the mudtrap -refusing to join their team.



During the last teambuilding intervention the whole group got involved in a mud-fight between the teams. When they were almost unrecognisable they attacked the researcher, specifically the 4X4 instructors. This trend continued for the rest of the day.

*b The tin-crush*

When they were told by the researcher to crush the tins with a blindfolded driver, they asked: "if we don't crack this will we not be cabin controller's anymore?"

The Performance Supervisor who did not want to partake in the activities soon realised that she was the only one who refuses to go through the obstacles. She became negative and tried to surround herself with team members who are willing to voice her own anxiety. As she failed in her search, she became an outsider, who waited under tree cover while the rest of the group completed their exercises.

*c The Plank exercise*

The group complained to the researcher about "hamstrings which will tear" if they had to run around with the planks. The researcher and 4X4 instructors ignored the complaint, and the team turned toward their challenge.

When one of the 4X4 instructors gave advice to one team, one team member from the opposite team, demanded the same support and

advice. Her voice tone reflected the possibility of anger, but was soon resolved by the jovial personality of the 4X4 instructor.

The abovementioned results were reported as a manifestation of the basic assumption fight-flight within the group.

### **5.1.3 The basic assumption of pairing**

The pairing group operates *as if* it were to produce a messiah. The hope is that what is produced will save the group from the intense feelings in the present (Rutan & Stone, 1993: 16).

#### **5.1.3.1 *The researcher and the 4X4 instructors***

Group dynamics of pairing toward the researcher and the 4X4 instructors manifested in the following teambuilding activities:

##### ***a The arrival and introduction***

The initial boundary evident was during the arrival and introduction session where the work team reflected clear demarcations from those of the consultants. Throughout the day the boundary between the team and the researcher was respected, whilst those of the 4X4 instructors were broken by the end of the days activities by team members. This

was evident in the hugging and kissing of the 4X4 instructors at the end of the teambuilding.

With each group one of the female team members were “coupled” to one or both of the 4X4 instructors. Remarks and comments were made by other team members within the group. Initially the comments were made amongst themselves, and as the day drew on, the comments were made overtly to everyone who was interested in their conclusions about the pairing.

#### *5.1. 3. 2 Group dynamics of pairing within the group*

Another clear boundary was between team smokers and non-smokers during rest or stressful events. Smokers were focusing inward toward the group whilst non-smokers focused outward toward the challenge.

A boundary of “can do” and “can’t do” was evident as the team moved through the obstacles. They even tried to match the competence of the 4X4 instructors by comparing themselves as Camel girls after successfully completing the obstacles.

When teams were formed from the large group, members were very protective of their boundaries. When the vehicles head for lunch, “foreign” team members were called “aliens” and told to drive in their own teams’ vehicle.

Developing and performing war-cries by each team strengthened boundaries of smaller teams.

The abovementioned results were reported as a manifestation of the group's pairing toward the researcher, the 4X4 instructors and within the group.

## **5.2 INTERPRETATION OF RESULTS**

The following interpretation is based on the results as observed by the researcher and the literature study as presented in chapter 2 and 3.

### **5.2.1 The basic assumption of dependency**

The basic assumption of dependency manifested in three dimensions of the teambuilding intervention. They are the dependency toward the researcher and 4X4 instructors, the vehicle and toward team leaders in the group. The following interpretation will be discussed according to the teambuilding activities as is reported in 5.1 of this chapter.

### 5.2.1.1 *The researcher and the 4X4 instructors*

The group dynamics of dependency toward the researcher and 4X4 instructors are interpreted according to the following teambuilding activities:

#### *a The arrival*

As team members were kept in the dark about the nature of the teambuilding intervention, they were unsure and anxious. Some hid their fear behind jokes and funny comments. A comment was made that the anxiousness made her feel like veldschool again. As Lawrence (1979: 10) states, when an individual joins a group, it triggers off in his memory models of his own past behaviour patterns and experiences in similar situations. It is perhaps as if the team member is carrying the insecurity of adolescence on behalf of the group. She may also carry the insecurity of the 'Ab Initio' training (training for new cabin crew) on behalf of the group.

As Kissen (1982: 272) states, the leader is the one with wisdom and who has the ability to guide the group through difficult times. Prior to the teambuild intervention members and specifically the Performance Supervisors were asked if they knew what was going to happen with the group. They were bombarded with questions and became the group's hope for survival. When they discovered that these team members did not really know anything about the nature of the teambuilding intervention, they were disappointed and became more

confused and disgruntled with the leaderlessness or direction. They immediately rejected the leadership of these Performance Supervisors. It was as if a form of depression took hold of the group in that they did not show any enthusiasm for the teambuild. It's as if they wanted the leaders to feel guilty for not giving them any direction.

Their next strategy was to lather themselves with sunblock for protection from the sun. This could perhaps give them a false hope of protection against the mysterious threat for survival. They perhaps even fantasised about the protection of the aircraft cabin from the hot sun when flying the skies.

When the team arrived at the teambuilding venue at Gerotek the smoking team members immediately lighted their cigarettes. They perhaps smoked on behalf of the group in order to relieve some tension of the unknown. The envy from the non-smokers was evident in that they huddled together with other non-smokers in order to create their own strength against the unknown. It's as if their survival could only be determined by the safety of a group who also does not know what's going to happen to them.

*b The introduction*

Once the nature of the teambuild intervention came to light a sigh of relief was heard from the group. Even more so, when the researcher and 4X4 instructors were introduced and the possibility of someone to lead and protect them emerged. They started to ask questions, which confirmed their dependency. De Board (1978: 39) states that members

in this stage make excessive demands on the leader. The questions of the group revolved around their dress code for the event, should they change their shoes, jeans, bags and hats. It was as if they wanted the researcher and 4X4 instructors to make decisions on their behalf and should their answers prove to be wrong, then they themselves are not to blame for getting hurt. They could perhaps entertain the fantasy that the researcher and 4X4 instructors resemble the same protection as the airline flight crew who safely transport them from point A to point B.

*c The sandtrap*

Once the "secret" of the hub-locks on the wheels were explained to the group they were disappointed at the vehicle and the 4X4 instructors who 'misled and tricked' them. This alienated the group from the 4X4 instructors and were expressed with comments like, "that's not fair". It's as if the 4X4 instructors got a negative rating as opposed to the airline flight crew, because their fantasy that cockpit protects them and would never let them get "stuck" in mid-air and endanger their survival of flying, was still intact. Their silence immediately after the exercise may perhaps indicate the depressive state of the group. De Board (1978: 39) states that if the leader does not meet the demands of the group, the group may become depressed.

*d The gradients*

It was when the 4X4 instructors explained and demonstrated with screeching tyres, how to manoeuvre the vehicle down the gradient, that their dependency truly manifested towards the 4X4 instructors. As the

instructor promised to sit next to them as a passenger, while they drive down the gradient, the group considered trusting him again. It is as if they feel, that should the vehicle have an accident at the bottom of the hill, they would not be blamed, should they still be alive! The group was also confused within themselves because they were not sure whom to trust in this 'life and death' experience. This was evident in the frenetic greeting and kissing of team members and the 4X4 instructors before they went down the slope. It was as if they have given up the fight for survival and put their lives in the hands (or wheels?) of the assistant and vehicle. Their jubilation after surviving the gradients confirmed their belief in the vehicle and 4X4 instructors. It is as if they wanted to say that they would obey and follow every instruction and command for the day. Perhaps they were confirming their own dependency in the hands of the flight deck and aircraft that they work in.

e     *The mudtrap*

After the mudfight in the trap, the group compared themselves with the "Camel Boys" by calling themselves the "Camel Girls". Perhaps they were fantasising about owning the 4X4 instructors' skills, experience and status - especially amongst the opposite gender. It is as if they were looking for sexual partners in order to survive the day. This confirms the fantasy that was expressed by a few team members when they were asked prior to the intervention about the nature of the programme: "I don't know what is going to happen, but I hope I can catch a Camel Boy for the day!" This statement proved their dependency on the 4X4 instructors.



Their request to put their shoes back on again, after the exercise, is according to Czander (1993: 279), an expression of the first type of authority relation, where the group member hopes that the leader will free them from their personal anxieties by being subservient and obedient. It is as if the group want to show their full acceptance of the researcher and 4x4 instructors as their leaders. Perhaps they are hoping that their obedience would temper the researcher and 4X4 instructors in their instructions with further activities. Maybe they could be saved from further daunting and unknown experiences if they behave and show their commitment to the leadership. This could perhaps also reflect the obedience that is so necessary onboard, when the airline captain offers instructions and commands. This dependency surely leads to survival in their minds.

*f The tin-crush*

The competition amongst the teams led to jealousy for the favour of the 4X4 instructors. De Board (1978: 39) states that members relate in a greedy way and since their infantile expectations are not met, they become considerably jealous, disappointed and resentful. Some team members were willing to give up the apparent harmony of the group in order to seduce the assistants. This sign of destructive dependency threatened to kill the teams. It is as if members regarded the possible pro-creation with a 4X4 instructor more important than the survival of the group. This could perhaps also relate to the romantic desire of seducing an airline captain as a cabin controller.

*g The gorge*

Czander (1993: 279) identifies one type of authority, which is characterised by group members hoping that the leader will free him from their personal anxieties by being subservient and obedient.

The gorge exercise required the 4X4 instructor to accompany the driver through the challenge. As the obstacle (gorge) had the potential to overturn the vehicle, the dependency level of the team on the 4X4 instructor deepened. Total obedience and concentration by the driver was shown to the instructions of the 4X4 instructor as the vehicle proceeded through the gorge. It is as if they feared the possibility of rejection by the 4X4 instructor, should they overturn the vehicle, which would endanger their survival as a team.

The power of the leader is closely tied up with the power the group members exert over one another and over the leader (McCaughan, 1978: 50).

When the teambuilding intervention started it was obvious that the researcher as consultant was the leader of the group. The researcher had the power to make the group perform activities like the tube exercise and the sandtrap relay, because the group gave her the power to do so. This may unconsciously have reminded them of the authority of the flight deck who had the power to save or kill them as cabin controllers.

Once they realised that the researcher was responsible for their feelings of fear and anxiety they became concerned about the survival of their team. When the 4X4 instructors emerged as their 'saviours' from the sandtrap, the team immediately handed them the power to lead the group. Perhaps this reminded them of both the airline captain and his co-pilot in the cockpit, whom they initially try to please with refreshments, following of instructions and offering information on passengers. Once they see that either the captain or co-pilot ignore their expression of obedience, they focus their attention on the other. It is as if they cannot survive the flight without the expression of dependency and obedience to either the captain or co-pilot.

Perhaps the researcher knew too much of their working environment and had the power to bring them back to the reality of their working life. As the 4X4 instructors had no knowledge of the dynamics of flying as cabin controllers, they perhaps were regarded as a safer option to have power over the group. Perhaps they thought that the 4X4 instructors did not have the power to destroy them but rather give them direction in their flight from reality.

The dependency toward the researcher and the 4X4 instructors could perhaps be directly related to the unconscious dependency of the group to the airline flight crew as they are regarded as the leader of the group during the flight.

### 5.2.1.2 *The vehicle*

The group dynamics of dependency toward the vehicle is interpreted according to the following teambuilding activities:

#### *a The sandtrap*

The group was confused about the non-direction and leaderlessness of their group and even more so when they were instructed to drive the vehicle through the sandtrap without assistance from the researcher and the 4X4 instructors. Their questions about the safest position in the vehicle, is as if they feel that the vehicle will protect them from the reality of the sandtrap.

This manifestation of dependency indicates the refusal of the group to regard the group as a form of protection. Their refusal to find a leader within the group who can protect them, is perhaps a projection of their denial or mistrust of each other.

#### *b The gradients*

Their concern for the car was raised when they saw the steep gradients the vehicle had to descend. This did not last long as they requested to see the latest service records of the vehicles. As they did not insist to see the records it can be hypothesised that they fear the reality of bad service records. This could perhaps indicate the denial of the status of

aircraft maintenance records. This led to the dependency for protection back in the hands of either the researcher or the 4X4 instructors.

#### 5.2.1.3 *The team leader*

The group dynamics of dependency toward the team leader is interpreted according to the following teambuilding activities:

##### *a The introduction*

The leadership role of Performance Supervisors was not evident in the execution of the exercises as they were asked to keep a low profile for the day. The group did not award them any authority either and probably enjoyed to reject their power as leaders of the work group. They rather entertained the fantasy of new leaders, regardless of what they expected from them as a group. They were even willing to risk the survival of the group by choosing and accepting new leaders.

##### *B The sandtrap*

The group was surprised when they realised that their leaders are not going to save them, but rather threaten their survival as a group. They became confused within and started to protect their own individuality. This was evident when they were asked who would want to drive the vehicle first. This decision was not given to the group to consider, but grabbed by a team member who was trying to anchor her confusion

within the group. It is as if she wanted to take over the leadership position in order to create stability and direction. The group did not hesitate to follow her by getting on the vehicle and trusting her to get them safely through the sandtrap.

When she caused them to get stuck the leadership was taken from her by the group and placed on the shoulders of the 4X4 instructors. Thereafter the consultants had to work through the 4x4 instructors for the rest of the day as they have lost their power as leaders.

When the group had the opportunity to drive through the sandtrap successfully their loud jubilation was evident. It is as if they said to the 4X4 instructors that they don't need them anymore - they unravelled the secret and no one can touch or endanger them anymore. Their knowledge of the vehicle's secret (the hubs) made them also more dependent on the car as an object of protection. It is as if they could hide inside it's cabin from the potential threat posed by the consultants and the devious 4X4 instructors. This was evident in the careful way they treated the vehicle for the rest of the day.

### *C The gradients*

De Board (1978: 39) mentions that once group reject its leader, they appoint another leader who is in many cases the sickest member of the group. If this leader does not direct them as they expect, they demote the leader and attempt to reinstate the former leader. This leads to a highly emotional and explosive situation that may not be contained within the group.

This was evident in the Performance Supervisor's behaviour in that the group became sullen with her rejection of the teambuilding activities. It was as if the group wanted to follow her leadership, and walk away from the teambuilding, but also being pulled toward the expectation of the former leaders, which was the researcher and 4X4 consultants.

Efforts to have the group follow her leadership made the group depressed, in that she could not save them from the teambuilding event. Perhaps they thought that if the one colleague's allegiance to the Performance Supervisor would save them, they would all follow suit. As she could not live up to this expectation, the group turned towards the researcher and 4X4 instructors for leadership.

#### *D The mudtrap*

As the group realised that by midday they were surviving their confidence in themselves improved. This was evident in the immediate obedience to certain team members who instructed the group to stand in formation at the mudtrap. It was as if they realised that they will survive if they follow the leadership within their own group. Perhaps they were challenging the leadership of the researcher and 4X4 instructors in an effort to express their independence. Maybe they could prevent the reality of further threatening exercises to intrude their fantasies of safety and survival.

## *E The tin-crush*

During the crushing of tins, it was obvious that team members did not base their dependency on each other, as an accusation from the blindfolded driver stated that the navigator gave 'bad' instructions. It is as if the blindfolded driver challenged the leadership of the navigator in that she was threatening their survival as a group. Perhaps she was expressing her own frustration in not being able to save the group from herself, as she was blindfolded. Maybe she was projecting her inadequacy to lead the group onto the navigator, who's directions she could not even see herself.

Perhaps she also made this statement on behalf of the rest of the team in wanting to re-instate the leadership of the researcher and 4X4 instructors. The consequent lack of leadership from the researcher and 4X4 instructors led to a highly emotional and explosive situation that further threatened the survival of the group.

Those teams that won the competition in crushing the most tins congratulated their blindfolded drivers from saving them from embarrassment. It is as if these team leaders gave them hope for the following teambuilding activities. Perhaps if they stayed obedient to these team leaders they may be saved from the activities.

It was noticeable that these blindfolded drivers were the first to climb in the driver seat for the next exercise, the gorge. Once they saw the magnitude of the challenge, their new-found leadership status was placed squarely on the shoulders of the 4X4 instructors. Perhaps they



questioned their own ability to save the group from the gorge, as they questioned their own survival through the exercise.

Czander (1993: 279) identifies three types of authority of which the consultants in the teambuilding intervention resembled the first type. This type of authority is a single, highly controllable super-ordinate constellation where the group member hopes that the leader will free her from her personal anxieties by being subservient and obedient. The team member is then left with the choice of rebellion or conformation to these pressures for control and conformity. Rebellion to the pressure of conforming, was shown by the one member who refused to partake in any of the exercises.

The second type of authority according to Czander (1993: 279) is characterised by friendliness and democracy and may strike fear and dependency in the minds of the group members. This was evident during the last teambuilding intervention when the Senior Manager for Cabin Services attended the program. She was treated friendly by the group and found it easy to be part of the work group. The team understood the power she possessed in the workplace and therefore showed their dependence in order to be accepted by her. Perhaps they felt manipulated by the friendliness of the manager and therefore harboured feelings of fear and resentment.

## **5.2.2 The basic assumption of fight-flight**

The interpretation of results will be discussed according to the dimensions as reported in 5.1.2. This involves fight and flight dynamics toward the teambuilding activities and toward the researcher and 4X4 instructors.

### **5.2.2.1 *The teambuilding activities***

When fight or flight is dominant the primary focus is the preservation of the group through some kind of action. The assumption is that there is some kind of danger or enemy which the group should either fight or flight from (De Board, 1978: 41).

This research is based on a teambuilding event that is rife with threats, fear and challenge. Every exercise led to some form of fight or flight behaviour by the team members.

#### **a *The introduction***

Comments about taking the next bus home after the indemnity forms were introduced, is perhaps a fantasy that home would protect the group from the unknown. It would also safe them perhaps from their feelings of adolescence, inadequacies and choice, which maybe threatened their self-preservation as individuals (De Board, 1978: 41).

Shaffer and Galinsky (1974: 181) link this fantasy to the family, where one link one's survival inextricably to the survival of one's small group, the family. This archaic pull could perhaps be reflected in the signing of the indemnity form, which could perhaps represent the referendum seven years ago, for a new government in the New South Africa, where it implicated and 'unknown future'. The bus back home perhaps resembles the old South Africa, where life was predictable and stable for some.

Once the team was informed of the nature of the teambuilding one would expect that their discussions would be filled with prospect and excitement. It however consisted only of work related issues, especially those cabin controllers who conducted a flight the previous day. It was as if this talk helped them to forget about the potential threat that lied ahead of them as a group. Perhaps they could fly away from the problem, just as they fly away from their personal problems to some destination on a day-to-day basis.

Being very focused on their own survival and not the group's, some team members begged to know where the safest seat in the 4X4 vehicle is - in the cabin or on the back of the vehicle. With no response from the researcher or the 4X4 instructors, they ran to the seat they regarded as personally the safest. It is as if they realised that no leader is going to decide on their behalf and that they had to fight the enemy by themselves. Those team members who hesitated with most of the exercises, were invariably those who took their seats inside the cabin. It is as if they will die if the group would die, therefore they chose the 'safest' position in the vehicle in order to stay with the group. Shaffer

and Galinsky (1974: 181) state that whatever the real purpose and situation of the group may be, the individual's survival is completely synonymous and co-determined with the survival of the group.

### *B The sandtrap*

Once introduced to the sandtrap, most team members approached the sand, whilst a few stayed on the edge of the sandtrap. Those members who stepped onto the sand perhaps declared their wish to fight the sandtrap. It is as if they wanted to show their victory over the threat, by stepping on the imported Namib sand. A few team members who regarded the sandtrap as a threat stayed on the edge of the hanger, not touching the sand with their feet. It is as if they would have loved to be in that bus going home! When they realised that the threat lies not with the sand but elsewhere, they joined the rest of their team.

By asking if they were going to have to "leopard crawl" through the sandtrap it perhaps reflected their suspicion of the role of the researcher and instructors - who is stalking and who is the hunted one? This was confirmed when they heard the instruction of the next exercise - the blindfolded relay in the sand! Their stunned silence was as if they were considering 'fighting' the exercise, or fleeing from it. Their participation, and therefore their fighting of the exercise, was perhaps an effort to preserve the group's survival. This also provides a sense of togetherness, while also serving to avoid facing the difficulties of the exercise itself (Oberholzer & Roberts, 1994: 21).

In their efforts to get the vehicle unstuck from the sand, one team member made the suggestion stealing the other teams' car mats. Shapiro and Carr (1991: 68) define that 'fight' within a group is expressed in the assumption that involvement, attack and questioning, is the best way for the group to solve its problems. Perhaps this team member entertained the fantasy that she could save the group from their fruitless efforts, of fighting the exercise, by stealing the other teams' car mats. As the group knew that the researcher and 4X4 instructors were watching them, they did not give in to the 'seduction' of stealing. Perhaps they felt that fighting one obstacle (the exercise) was enough survival for the group to handle - fighting the researcher and 4X4 instructors would destroy the group.

Given the knowledge of the hub-locks, team members got back into the vehicle and drove through the sandtrap successfully. Their elation about their victory over the threat was evident in the driving off with the vehicle. This feeling of togetherness provides a degree of group identity and cohesiveness and when aroused, the group acts as a strong force (Oberholzer & Roberts, 1994: 21). It was as if they had to "taxi" themselves out of the hanger like a Boeing aircraft, secure in the knowledge of a safety check, which would guarantee the survival of the flight. Perhaps the group entertained the fantasy of being the flight deck (the group), where they could dictate and guide the aircraft (the 4X4 vehicle) to its destination (future exercises).

By refusing assistance from the researcher and instructors, they illustrated their need to fight the sandtrap and save the vehicle on their own. Shapiro and Carr (1991: 68) mention that a group who is caught

up in the assumption of fight or flight, become volatile and ambitious in their efforts to survive. Perhaps the group thought that by ambitiously saving the car from the sandtrap, they might improve their status as survivors and conquerors. This could diminish any adolescent feelings they entertained earlier.

Unfortunately, no team discovered the hub-locks or had knowledge of its existence - even though some members were proud to say that their husbands drove the same type of car. Once the researcher had to stop the "fighting" of the exercise, and declare their defeat, did adolescent behaviour come to the fore in comments like, "you never told us" and "that is so unfair". It is as if they depended on the researcher and instructors to support them in their fight. Bion (De Board, 1978:41) states that the leader deliberately keeps reality away from the group, otherwise the group would have to deal with the frightening realisation that the enemy is not outside the group, but inside the group. Perhaps they were not fighting the exercise but rather the researcher and 4X4 instructors.

### *c The gradients*

The ambiguous response to the gradients reflected a mix of fight and flight reactions. Burgoon, Heston & McCroskey (1974:37) state that members become rigid and threatened when the correct choice among alternatives are not immediately apparent. This leads to anxiety that members feel within a group, which stem from the double danger of being either isolated from the 'total body which may be amputated', or being swallowed up by the total body and losing itself (Rioch, 1976:132).

The illustration by the 4X4 instructors, on how not to drive down the gradients, resulted in unanimous resistance toward the exercise. Perhaps the exercise reminded the group of their daily fear of a plunging aircraft and being out of control. This real-life fear brought about the strongest resistance to the exercise. As Shapiro and Carr (1991:68) states: in flight the assumption is that evasion and denial will best preserve the group. Its as if they knew that there was no way that they could save themselves or the group from a definite death.

Once the first team members decided to fight the exercise, the reluctant team members watched with relief as they drove down the gradients. It was as if the brave team members fought the exercise on behalf of the rest of the group. Perhaps their relief reflected the hope of being saved from the exercise.

The team member who walked away from the exercise clearly displayed her anxiety and 'flight' of the exercise. Anxious people are concerned about the appropriateness of their feelings, and therefore are reluctant to communicate their feelings to others who, they think, do not have similar reactions and, as a result, might feel ridiculed. Therefore when anxiety is aroused, people would be expected to seek solitude (Middlebrook, 1980: 253). Her solitude seeking was represented in the long walk to the restrooms in the main building. Perhaps she was hoping that the exercise would disappear if she returned from her long walk. Its as if she was carrying the anxiety of the exercise on behalf of the group.

Her aggressive comments about the nature of the teambuilding exercise, can be explained by Freud (Meyer, Moore & Viljoen, 1989: 50) as an innate primary drive representative of the death instinct.

The elation after everyone, but the one specific team member, completed the exercise, was an expression of relief and victory from a perceived threat that was fought and concurred. It is as if their ability to save the group from this exercise, gave them the confidence to 'fight' further exercises.

#### *D The trust-exercise*

Flight responses and comments were made when the group saw the blindfold emerge again from the researcher's pockets. A response from one team member - "I've gained some weight lately," - was a feeble effort to get out of the threatening exercise. It was as if she wanted to save the group from the exercise, by convincing the researcher that the exercise is impossible. This 'flight' response proved to be futile and the group began to plan their actions of saving her from falling on the ground. It is as if her survival would implicate the group's survival.

#### *e The gorge*

The dangerous and threatening U-shape of the gorge, which was not completely visible to the group, created reactions of shock and disbelief. It is as if the road would swallow the group and thus threaten their survival. Their unanimous reactions of resistance, provided them a sense of togetherness. This offers a degree of group identity and



cohesiveness, and when aroused, the group could act as a strong force, with the result that the members struggle to preserve the group (Oberholzer & Roberts, 1994:21).

This was reflected in the group splitting into those who wanted to 'fight' the exercise by climbing into the vehicle, those who took shelter under a tree and those who addressed nature's call. Perhaps the trees would offer them the protection the group could not offer them anymore.

Smokers 'seduced' non-smokers in their effort to save themselves from the exercise. It is as if the smoking would make the group invisible from the threatening exercise. They may even be able to attract the rest of the group behind the clouds of smoke, and therefore offer protection to the group against the exercise.

The seduction proved fruitless, in that some team members chose to 'fight' the exercise.

Once the group saw that the gorge spit them out on the other side, they were more willing to 'fight' the challenge. Perhaps it resembled the risk of flying an aircraft and safely landing on the other side. It is as if they first had to witness the survival of their team members, before they assisted the group in its fight against the exercise.

### 5.2.2.2 *The researcher and 4X4 instructors*

The mixed feelings of fight and or flight within the group threatened its survival. The researcher and 4X4 instructors, as self-imposed leaders of the group, motivated those team members who struggled to accept the threat of the exercises. It is as if they wanted to save the group from disintegration and destruction.

#### *A The mudtrap*

The comment about building a raft through the mudtrap was as if the group wanted to row away from their fears and the threatening exercise. Perhaps it also reflected their reality, where a flight was often considered as a release from a complicated personal or home-life. It is as if 'flight' from fears and discomfort is easier to deal with than fighting it.

Walking the obstacle implicated wading through the mud, which led to resistance and complaints. It is as if the group did not want to risk the possible injury from anacondas and other dark and hidden obstacles under the water. Maybe they feared being swallowed by the mudtrap and never to be found again.

In an attempt to nominate certain team members to do the 'mud-walking', the group were looking for leadership that would fight the obstacle on their behalf (De Board, 1978:41). As this was not going to happen, the group realised that risking (or fighting) the mudtrap together, they could possibly save themselves as a group.

The comment by the Performance Supervisor on the relevancy of a 4X4 licence and the position of a cabin controller, is perhaps a fight for survival on behalf of the group. It is as if she took the fear of the group on her shoulders and single-handedly tried to protect the group.

The mudfight reflected a desperate effort to 'fight' the exercise as well as the researcher and 4X4 instructors. It is as if the group saw that they survived the 'mud walking' and therefore had the courage to risk a mudfight.

*b      The tin-crush*

The group threatened the researcher with regard to their job positions and ability to drive a 4X4 vehicle. Gaskell and Seally (1976:60) state that a mere possibility of a threat or interference offers sufficient justification for the instigation of hostilities. Perhaps their hostility would derail the researcher's instruction, with regard to the threatening exercise, and therefore offer an opportunity to fight his authority. It is as if their wish to challenge or fight the authority of the airline captain is reflected in this fantasy.

The reaction of the Performance Supervisor to surround herself with other team members, was an effort to 'fight' the researcher and 4X4 instructors. It is as if she wanted to take control of the group herself in an effort to save the group from certain destruction. This leadership is based on paranoia because the leader focuses on the enemy as 'they' who must be destroyed, because it is endangering 'us'. Bion (De

Board, 1978:41) calls this leader the 'creature of the group' because he keeps the reality deliberately away from the group. It is as if her behaviour might distract the researcher and 4X4 instructors, and hopefully result in freedom for the group.

As the group did not follow her efforts to save them, she became removed and excluded from their activities. In a fight or flight group, the group can become ruthless in that it may 'fight' one of its own members. This 'scapegoat' serves then as a receptacle for projections of unacceptable impulses and blame (Shaffer & Galinsky, 1974: 180). This was evident in the emphasis on teamwork, as a topic of discussion during the teambuilding. It is as if the group was not ready to 'fight' the researcher and 4X4 instructors directly. Perhaps they saw them as the flight-deck crew who would determine their survival as a group.

### *c The planks exercise*

Threatening complaints about torn hamstrings during the plank - exercise was an indication of the wish to get away from the researcher and 4X4 instructors. Perhaps the group felt that the threat of physical inflictions would have more power in fighting the researcher and 4X4 instructors. It is as if potential accidents could fight on behalf of the group and therefore save the group from its inability to save itself. Maybe the group could even flee, while the physical inflictions could be held against the researcher and 4X4 instructors. This fantasy is tempting to the survival of the group.

Competition is regarded as the seeking of scarce resources (Burgoon, Heston & McCroskey, 1974:68). When the one team responded to the support and advice the 4X4 instructor gave another team, it was as if the one group was worried that they might not survive without the same information. They directed their anger toward the 4x4 instructor and not the team who received the support and advice. It is as if they would not survive it if the group was fighting itself.

### **5.2.3 The basic assumption of pairing**

As pairing prevents the group from dealing with reality, it allows fantasies of what may happen, in order to obscure what is really happening in the group (De Board, 1978:40).

#### **5.2.3.1 *The researcher and the 4X4 instructors***

The interpretation of the group dynamics of pairing are as follows:

##### ***a The arrival and introduction***

The pairing of team members with 4X4 instructors helped the group to forget about the reality of the teambuilding intervention. Their fantasies about relationships and a possible love affair had the group watching every movement and interaction of the couple or pair carefully. Perhaps

their fixation was the hope for a new leader or Messiah that would save them from their current leaders (or researcher and 4X4 instructors), who constantly threatened their survival as a group.

Boundaries resemble primary processes where the group search in futility for harmony whilst denying this distinction between task and emotional gratification, between the individual and the group (Shaffer & Galinsky, 1974: 184).

Many boundaries existed in the work groups of the teambuilding interventions. The first main boundary manifested in the “them” and “us” boundary between researcher and 4X4 instructors as the “them” and the work group as “us”. It was as if the work group provided the initial feeling of safety that was needed to survive as a group. Perhaps the safety of the familiar group (the work group) subconsciously reminded them of the safety of their family groups

#### 5.2.3.2 *The pairing within the group*

The smokers and non-smokers provided another boundary as the smokers were relieving tension on behalf of the non-smokers. Until the non-smokers were seduced by the smokers during the last intervention - the gorge. Perhaps the smokers found the strain too much and wanted the non-smokers to assist them in their effort to save the group.

When the team members tried to compare themselves with the 'Camel Boys' by calling themselves 'Camel Girls', they were trying to break through the demarcations of the boundaries in order to create harmony. Perhaps the fantasy of being a 'Camel girl' would eliminate any feelings of inadequacy – almost like a graduation into the 'Camel world', where it is safe and secure. It is as if the group is hoping to be saved by a Messiah, which would be born from a 'Camel' couple, which would be their new leader and protect them from their threatening environment. This hope turns into disappointment, because the ideal hoped-for person will inevitably fail to deliver the group from their own fears (Rutan & Stone, 1993:16).

Team members were protecting their boundaries by not allowing "aliens" into their vehicle. It is as if some members found it comfortable to 'own' a group, whereby they could protect its boundaries. Shapiro and Zinner (1979:153) state that boundaries are constructs that resemble relationships between parts of a system and thus provides and essential framework for aspects of psychological processes within the individual. This explains the setting of boundaries within the larger group, whereby the smaller group perhaps were easier to protect than the larger group. Perhaps the smaller group also reflect the family, which offers a frame of reference in this threatening and insecure environment.

Clear boundaries were form when the larger teams had to break up into two separate teams. They marked their boundaries by performing war-cries in order to signal their survival as small teams from the larger team. Their shyness and embarrassment during the performance of

the war-cries could perhaps be the guilt of unfaithfulness to the larger group.



## **STEP 6 - INTEGRATION**

Based on the case study, information was obtained about the manifestation of group dynamics in a teambuilding event. An attempt will be made to integrate the interpretation of the results as found in the group dynamics of dependency, fight and flight, and pairing.

Dependency manifested in each teambuilding activity, to various people or objects. As most activities were initially threatening, it caused uncertainty within the group, which led the group to seek safety and protection. This need for safety and protection is not always met which causes frustration and a feeling of loss amongst the group.

In this case study the group projected their dependency on the researcher and 4X4 instructors, the vehicle and certain team members. As group dynamics cannot always be predicted, it requires careful observation of how and where dependency manifests.

The unsatisfied need of the group to feel safe and protected, is continuously replaced with substitutions, who did not always provide a feeling of survival to the group. This threatening or unsafe feeling leads to different behaviours and responses amongst group members, which could further deteriorate the functioning of the group.

As the group in this case study, realised that their dependency on the researcher and 4X4 instructors would not offer the protection they are looking for, the group turned to a less responsive object, namely the

4X4 vehicle. It is as if their dependence on an object, would prevent them from being rejected, and therefore ensure the survival of the group. Perhaps they were projecting their dependence on the aircraft, toward the 4X4 vehicle. This proved fruitless, as the group were seeking a leader who could take their fears away from them. This in itself proves the lack of confidence and trust that group members have of themselves, in saving the group. Therefore looking outside of themselves to a 'saviour'.

Dependency toward any group member who offered them leadership was of a temporary nature. It is as if the group trusted the leader only for the duration of the specific activity. It is as if the group projected their dependency on the temporary leader role of a cabin controller, which ultimately lies with the flight deck crew. Perhaps the group felt uncomfortable with their own reality as cabin controllers, in that their own survival and that of the cabin crew, lies with the flight deck crew. If the flight deck crew can't do it right behind the controls, then no one else can – and that will surely mean death.

This subconscious belief and dependence in a leader for survival manifests clearly in this case study. Shaffer and Galinsky (1974: 181) state that one's survival is inextricably linked to the survival of one's small group, the family. Perhaps the group's need to be dependant on someone or something, could be understood from their subconscious need to be protected by their family unit. This protection proved to be successful for them as children, and therefore the unconscious need to replace that same protection from their fears and anxieties.

As parents offered leadership, authority and power in the family group, the adult as group member, seeks the same direction in other groups. This need for leadership, authority and power manifests dependency in teambuilding groups.

The basic assumption of fight and flight manifested in the teambuilding event toward the teambuilding activities, the researcher and 4X4 instructors.

In order for the group to deal with its anxiety, it continuously moved through responses of fight and flight. It as if they could not find the appropriate response in dealing with their fear, which caused feelings of frustration and doubt. This probably confirmed their need for a leader who could save them from their anxieties, as they are used to in their everyday environment. The group does not trust its own ability to deal with its threats and therefore depend on someone to fight or flight the threat on their behalf.

In fighting or fighting the teambuilding activities, the group entertained many fantasies, in order to protect them from the activities. Driving away (with the vehicle) from the threatening unknown may also reflect a group's inability to deal with its own problems, thereby confirming its need for a 'saviour'.

The physical behaviour displayed in fighting the activities, was 'louder' than their verbal behaviour. Perhaps the group was not ready to verbalise their vulnerability. Projecting it in their body language is perhaps a safer option than admitting to the group one's inability.

Maybe they feared rejection or exclusion from the group if they expressed their fear, and that would surely threaten the group's survival.

The group's fear and anxieties were projected onto certain team leaders to do the fighting on behalf of the group. And should it seem that they were successful, the rest of the group would follow suit. It is as if the group did not trust their collective effort, and that they'd only trust their group leaders once they (the team leaders) have saved the group. If the team leader failed they (the group) would not have to be excluded or rejected, and will still be safe. This could also indicate the disloyal membership of a group which serves as a threat to everyone within the group.

Threats and accusations toward the researcher and 4X4 instructors reflected the fighting response of the group. It is as if their anger toward the researcher and 4X4 instructors were easier to project than their fear toward the activities. It is as if the group would not survive, if they directed their fear and anger within the group. This means that groups are not comfortable with handling fear, criticism and rejection, and would almost always look for a culprit outside of the group boundaries. Perhaps this fantasy would preserve the group's integrity and give it the confidence to complete its teambuilding tasks.

This confirms the subconscious need for a group to be protected against any threat to the group, their anxieties, aggression and conflict, as this threatens the survival of the group. Group behaviour then manifests in a fight/flight response and is seen as a desperate, and

sometimes an immature way, of dealing with the threat. This behaviour is evident in teambuilding activities which pose a threat to the group.

The basic assumption of pairing manifested toward the researcher and 4X4 instructors and within the group. It was as if pairing helped the group to forget about their reality, namely the teambuilding activities. Perhaps groups are subconsciously so immature that a fantasy world has become the only tool for survival. This 'immaturity' of dependence, fight/flight and pairing has considerable effects on how business and the world conducts itself.

Pairing of group members with the researcher and/or 4X4 instructors is a group dynamic which draws remarkable energy from the group. It is as if the group is hoping that they will be saved from whoever is born from the pairing. Perhaps the group is hoping that the pair would elevate their status, if coupled to either a researcher or a 4X4 instructor. The fantasy then exist that this would ensure survival of the group. Team members watch and comment hopefully about this pairing. At times the fantasy became real in that the team member seduced the leaders for information, which assisted the group in surviving the activities. It is as if the Messiah manifested in information or knowledge of the teambuilding activities.

Pairing amongst team members manifested in war cries and smoking groups. It is as if the pairing and its boundaries offered members a feeling of belonging. Perhaps it reminded them of their own family experience, where the pairing of parents and the boundaries of the family unit, offered safety and protection.

These boundaries are guarded by group members and should pairing manifest across these boundaries, the group becomes confused and threatened. Once the group realise that the pairing could possibly protect and save them, they support the particular pairing and widen their boundaries for new-comers to the group.

The disappointment of the group when the 'hoped for person' does not save them from their fears, causes frustration and even false accusations. This was evident in this case study as the pairing with the 4X4 instructors caused group members to make remarks about the real reason for the pairing.

Maybe the group was hoping for the 'new parent' to protect them and take the anxious feelings of a 'divorced' family away from them. If the two 'parents' could stand together, they will be able to save and protect the 'family' from themselves.

This need for pairing within the group manifested in the teambuilding event and offer an understanding of the behaviour and comments made during the teambuilding activities.

These basic assumptions of dependence, fight/flight and pairing in a teambuilding event offer interpretations, which can be used in organisations and on a macro-level, within the Industrial Psychology.

## **CHAPTER SUMMARY**

Chapter 5 saw the reporting of results as observed during the teambuilding event. The dimensions or basic assumptions offered a framework whereby the activities gave structure to the information. This was followed by the interpretation of the results, whereby the chapter was concluded with an integration. Chapter 6 will offer a conclusion, recommendations and limitations of the case study.

## **CHAPTER 6**

### **CONCLUSION, LIMITATIONS AND RECOMMENDATIONS**

The aim of chapter 6 is to formulate conclusions based on the literature review, the results of the case study, and the integration of the literature and case study. This will be followed with a discussion on the limitations of this research, which will be followed by recommendations for Industrial psychology. The chapter will be concluded with a summary.

#### **6.1. STEP 7: CONCLUSIONS**

Conclusions will be made in terms of the literature review as well as of the case study. This will be followed with conclusions in terms of the relation between the literature review and the case study results.

##### **6.1.1 Conclusions in terms of the literature review**

In chapter 2 the definition of the teambuilding event was theoretically confirmed as a method under which groups experientially learn to increase their skills for effective teamwork by examining their structures, purposes, setting, procedures and interpersonal dynamics. In terms of confirmed hypothesised theoretical assumptions and results from previous research, it can be accepted that the integrated teambuilding model can be viewed as a viable point of departure for teambuilding interventions. The integrated teambuilding model offers six steps, of which step 4, the implementation of



the intervention itself, forms the basis of this research. The following conclusions can be made from the literature review found in chapter 2.

The assumption that the teambuilding event under which groups experientially learn to increase their skills for effective teamwork by examining their structures, purposes, setting, procedures and interpersonal dynamics, is confirmed. The teambuilding event implies the internal detection and development of the team member, the task, the team as a whole and the organisation culture. Proof exists that the proposed teambuilding event can be implemented in organisations.

In chapter 3, group dynamics has been studied from literature. This led to the development of an integrated model on group dynamics from a psychodynamic perspective. In terms of hypothesised theoretical assumptions and results from previous research, it can be accepted that the integrated model of group dynamics, can be viewed as a viable point of departure for studying group dynamics. It seems that groups can be studied and assessed as a workgroup, striving to accomplish team tasks, and as basic assumption groups in terms of dependency, fight and flight and pairing. The following conclusions can be made from the literature review in chapter 3.

The assumption of group dynamics as the cause-and-result relationship has been confirmed. The proposed integrated group dynamic model offers a viable tool in the studying of dynamics within in groups.

The integration of the two concepts, the teambuilding event and group dynamics, confirms the assumption that group dynamics can be used to

understand behaviour in teambuilding events. The integrated model of teambuilding events and the integrated model of group dynamics, flow well into a group dynamic teambuild model for the studying of group behaviour in teambuilding events.

### **6.1.2 Conclusions in terms of the case study**

Group dynamics is clearly identified in the case study in terms of the group as operating on two levels at any one time. The levels, the workgroup and the basic assumption group, can be studied in a teambuilding event. The conclusion is therefore that the group can be studied from a group dynamic perspective during teambuilding events.

The integration of the teambuilding intervention and group dynamics, lead to the conclusion that group dynamics in a teambuilding event can be studied and understood.

This confirms the case study aim that a teambuilding event can be interpreted from a group dynamic perspective.

## **6.2 STEP 8 – LIMITATIONS OF THE RESEARCH**

Although an attempt was made in this research to plan an effective research design and research method (see 1.6 and 1.7), certain limitations exist. The focus will only be on the most important ones.

### **6.2.1 Limitations in terms of the literature review**

- Very little literature on teambuilding events is available. Existing literature was limited to American and British based teambuilding events and offered little information on the outdoor teambuilding event. No such South African literature exist.
- No literature was found on a 4X4 teambuilding event that could support the case study, internationally or locally.
- Literature on group dynamics was widely available and formed a strong basis for the studying of a teambuilding event from a group dynamic perspective. No literature was however found on the group dynamics of a teambuilding event.

### **6.2.2 Limitations in terms of the case study**

- The sample of the case study is all female. It could be said that male representation may have had an influence in the results, given the nature of the teambuilding event. The cultural diversity was uneven, as

three of the 40 team members were black. This could also have had an influence on the results in that cultural differences may have influenced the group dynamics.

- The researcher had to note manifesting behaviour during the teambuild activities on a comment schedule. This made certain members suspicious. This could have an influence on the results in that team members refrained from spontaneously expressing their thoughts and ideas.
- As this is a case study, objectivity is limited. This research could have been interpreted in another manner, but the researcher attempted subjectivity through lengthy discussions with group dynamic and psychodynamic specialists.
- The outdoor teambuilding event could not be captured on a video in its entirety, as recharging of batteries were not always possible. This led to video footage of certain moments of each teambuild activity.

### **6.3 STEP 9 - RECOMMENDATIONS**

The recommendations deriving from the results of this research can be grouped into three categories, namely, those concerning the conceptualisation of constructs investigated, future research efforts aimed at the studying of group dynamic interpretations in a structured teambuilding

event, and regarding the practical implementation of a structured teambuilding event from a group dynamic perspective.

### **6.3.1 Recommendations concerning the conceptualisation of constructs of teambuilding and group dynamics**

The literature survey on teambuilding events resulted in the development of an integrated teambuilding model. As this model was derived from a variety of team and workshop models (McNamara, 1992: 20; Moxon, 1993: 40; Schein, 1994: 40; Stott & Walker, 1995:84), it became clear that no one model on teambuilding exists. Further research is necessary to identify and study, on a theoretical and scientific level, the basic paradigms and metaphors related to teambuilding models. It is also necessary to implement these models and monitor its effectiveness with relation to organisations.

The concept of group dynamics is widely researched and published within the industrial and organisational psychology, and it can therefore be accepted that the construct of group dynamics has been thoroughly defined and conceptualised. The further constructs of group dynamics, namely basic assumption of dependency, basic assumption of flight or flight, and the basic assumption of pairing, proved differently in the literature survey. It was found that definitions offered on these constructs were similar, but with no reference to groups within organisations. The literature survey proved that the focus was on therapy and counselling groups. It seems necessary to study the above-mentioned assumptions within organisational groups. Further research could also assist the organisational manager in identifying

the manifestation of these assumptions in his team, and how to respond to them.

It should also be noted that the available literature on these assumptions are dated, with one of the latest contribution being from Oberholzer and Roberts (1994:21), which refers only to the basic assumption of fight and flight. It is therefore necessary to study these constructs within the relevant time frame of the 21<sup>st</sup> century.

### **6.3.2 Recommendations with respect to future research efforts aimed at studying group dynamic interpretations in a teambuilding event**

In view of the above-mentioned limitations of this research, further investigation is deemed necessary with other types of teambuilding events. As various outdoor activities exist within the realm of teambuilding events, it would be valuable to Industrial Psychology in that it offers more options to support the well being of organisations. Different outdoor teambuilding activities include obstacle courses, abseiling, orienteering, adventure races, white water-rafting etc. It should be emphasised that these teambuilding activities should focus on the group and not on individuals, as many teambuild activities tend to highlight the individual's strength and physical abilities. For example, if the abseiling teambuild event is not about the group supporting the team member down the cliff, it is of no value to this relevant research.

Future research could also study the methods consultants or management can use, to interpret group dynamics in their teambuilding events. These methods could assist them to feed the manifested group dynamics back to the group, in a non-threatening manner. This would support and motivate the team to develop more effective ways of working together, thereby changing dysfunctional team or group behaviour.

### **6.3.3 Recommendations regarding the practical implementation of a teambuilding event from a group dynamic perspective**

As the focus of this research was on Step 4 of the Group Dynamic Teambuilding model (see chapter 3), the following recommendations are relevant:

- To ensure physical fitness of all team members in terms of physical disability e.g. blindness, terminal illness etc. The nature of the teambuilding event will determine the level of physical fitness, and should be clearly communicated to team members before the event. Team members who cannot do a teambuilding activity should not be ignored, as the dynamics of support speaks volumes to the observer or researcher, with regard to group dynamics.

Examples would be a team member who is still in bandages having had a minor operation, a limb in a cast or loss of contact lenses.

- For the purpose of a 4X4 teambuilding event a motor vehicle license is a requirement and should be communicated to the team. It did however also have a different effect in this research in that it was not communicated to the teams, and certain non-licensed individuals did partake, with the support from the rest of the group. The dynamics in the group with regard to these individuals were valuable to this research. Other requirements may be the ability to swim, but care should be taken in that it does not divide the group
- Ensure that the cameraman, the 4X4 instructors and the venue are the same when conducting a teambuilding event for research purposes, as different personalities could impact on the dynamics of the group. The important role of the 4X4 instructors could have a diverse effect on the group should the personalities differ from one event to the other
- A group dynamic teambuilding event should not be conducted in exclusion of the other steps as represented in the Group Dynamic Teambuilding model. The interpretations of group dynamics during such a teambuilding event, is valuable intellectual capital, which can be fed back to the group. This can be done during follow-up training or workshops, where teambuilding activities and its interpretations, can offer learning opportunities for the group. This would assist the group in changing their behaviour should it prove to be dysfunctional.
- When using the group dynamic interpretations for a learning experience, psychologist should convey the information, as ethical and sensitive information could disrupt the functioning of the group.



These recommendations offer guidelines in practically implementing a teambuilding event from a group dynamic perspective.

#### **6.4 CHAPTER SUMMARY**

In this chapter, conclusions based on the research were made, followed by limitations of the research. This chapter was concluded with recommendations on the conceptualisation of group dynamics and teambuilding, future research and recommendations regarding the implementation of a structured teambuilding event from a group dynamic perspective.

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## **APPENDIX 1**

### **MANAGEMENT FEEDBACK**

What are you paid to do?

- Manage cabin crew
- Ensure safety and effective service conditions onboard
- Ensure continuous communication flow from management to crew and back

What do you enjoy doing most?

- Serving business class passengers
- The lifestyle and working hours
- Taking care of my crew

What frustrates you the most in your job?

- Difficult passengers
- Incorrect loading of meals or equipment
- Lazy and negative cabin crew

Recommendations

- Awareness of their leadership skills
- Development of teambuilding skills among their cabin crew
- Developing a support network among cabin controllers.

## **APPENDIX 2**

### **QUESTIONNAIRE: CABIN ATTENDANTS**

Dear cabin attendant,

In our process to identify the "ideal" cabin controller we have to rely on your input and expectations. Please be so kind to assist us in this regard (anonymously) by completing these questions on the paper supplied.

1. When my cabin controller conducts the briefing session I expect from her the following..
2. When we prepare the cabin for passengers I expect the following from the cabin controller..
3. When I deal with a difficult passenger and need the cabin controller's help, I expect the following from her..
4. When we debrief after a flight I expect from my cabin controller..
5. I cannot handle cabin controllers who...(irritations)
6. I admire a certain cabin controller because she...
7. I believe cabin controllers should have knowledge of...
8. If I become a cabin controller one day, I will do the following for my crew...

Thank you for your valuable input.

## **APPENDIX 3**

### **QUESTIONNAIRE: FLIGHT DECK CREW**

Dear Flight deck crew,

In our efforts to have a smooth onboard practice, we value your input and expectations in terms of our CABIN CONTROLLERS. Please be so kind to complete the following questions on the paper supplied:

1. Whilst preparing the aircraft, before boarding of passengers, I expect the following from the cabin controllers....
2. During boarding and seating of passengers I expect cabin controllers to...
3. During taxi I expect the following from the cabin controller...
4. During the flight I expect the following from the cabin controller...
5. During turbulence I expect the following from the cabin controller...
6. During and after disembarkation I expect the following from the cabin controller...
7. A competent cabin controller should also ... (any other comments that would be able to assist us in our research?)

Thank you for time and valuable input.