



Senior Management Teams:  
Member Roles and Team Effectiveness  
within Large Hospitality Organisations

**Master of Business by Research and Major Thesis**

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## **Declaration**

I certify that this thesis contains no material which has been accepted for an award of any other degree or diploma in any institute, college or university, and that, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

**Kathryn Zammit**

**January, 2006**

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## **1.0 Introduction to the Thesis**

### **1.1 Background to the Research**

Over the years many scholars have undertaken extensive research to demonstrate the necessary qualities needed by a manager to achieve success (Proehl, 1997). These studies have identified principles such as academic qualifications, industrial experience and personal achievements as the common tools contributing to managerial success.

As the dynamics of doing business has evolved, organisations today are forming work teams as a new approach in working towards the achievement of goals. Teamwork has emerged as a new managerial concept as individuals can not possibly carry out the broad range of skills and functions needed for managerial success. Therefore, a team of individuals can be more effective than an individual due to their combination of strengths in varying roles (Proehl, 1997).

### **1.2 Context of Research**

The purpose of this research is to identify the attributes and characteristics of senior management teams, at both the individual and team level in a hospitality environment, that impact upon team performance. Given the changing environment in which hospitality organisations operate, there is a continuing need for managers to develop, progress and embrace change (Gilmore, 1998). At the same time, there is a pressing need to further explore team composition and how the roles of team members affect or impact on team performance (Belbin, 1996).

Teams are the primary unit of improving organisational performance by bringing together individuals with a variety skills, experience and knowledge to perform work and solve problems. The urgency to understand team functioning is at the forefront of business today as it is not practical for individual managers to make decisions in isolation (Proehl, 1997).

By defining and understanding the roles of managers within the team, an organisation can structure, compose or realign teams to improve individual, team and business performance. Furthermore, by improving the alignment of an individual's personal characteristics, such as psychological type and natural team role, to their formal team role, the effectiveness and efficiency of the team can be enhanced (Belbin, 1996).

### **1.3 The Research**

There have been few studies that have established a clear connection between team composition and higher performance (Trent, 2003). It is logical to assume that high-performing teams should produce outcomes that significantly outweigh their costs. Furthermore, poor performing teams will create an environment of great distress (Trent, 2003).

Groesbeck and Van Aken (2001) point out that effective team design and implementation is only the beginning to achieving goals and improving performance; "as a team develops, it can progress from being a loosely formed collection of individuals to a collective with compatible, shared mental methods" (Groesbeck and Van Aken, 2001, p2).

Laske and Maynes (2001) suggest there is a focus on understanding the mental ability of managers to be able to predict the logic of their decisions. During the 1980s Belbin (1981) conducted a series of 'action research projects' with participants from the Cranfield Business School participating in its Executive Development Program. During these courses, Belbin formed the participants into teams based upon an experimental design measuring their



intelligence (via the Watson Glaser Critical Thinking Appraisal instrument) and personality (measured via Cattell's 16PF).

Based upon this work, Belbin hypothesised that there were eight archetypical, but informal roles to be adopted by team members for the team to be effective. Further, he suggested that team members filled both formal and informal roles as a function of the comparative intelligence and personality which impacted upon the performance of the team. Implicit in this research is the assumption that the closer the fit between the formal and informal roles, and the greater the coverage of the requisite eight roles, the more effective the team will be. Therefore, an appropriate combination of members within the team will allow for different strengths and characteristics to complement one another and to be used to full advantage (Belbin, 1996). Belbin's theory has become one of the most widely used approaches for forming teams today (Baruch & Lesson, 2000).

In a similar fashion, Briggs Myers and Myers (1980) and their followers conducted extensive research into the relationship between psychological type and workplace and team behaviour (Bak, Vogt, George and Greentree, 1994) (Bradley and Herbert, 1997) (Church, 1982) (Church & Alie, 1986) (Church and Waclawski, 1998) (Hartmann and Patrickson, 1998) (Jessup, 2002). Whilst some of the work is inconclusive, there is sufficient evidence to indicate that there are significant parallels between an individual's psychological type and their behaviour in a team and the team's performance.

The psychological type model developed by Myer and Myer Briggs consists of 16 profiles formed by the combinations of four bi-polar dimensions. The four dimensions deal with the 'orientation of one's energy' (Introversion or Extraversion), the way one prefers to receive information (Sensing or Intuition), the way one prefers to express information (Thinking or Feeling) and one's bias for order and action (Judging or Perceiving).

To date, no research has explicitly sought to establish the correlation between the Belbin Team Role Model and the Myer Briggs Type Indicator (MBTI).

Dulewicz and Higgs (1999), in developing an Emotional Intelligence instrument, used both the Belbin Team Roles Inventory and the MBTI (as well as the 16PF) to establish the validity of their instrument. However, they did not seek to compare the Belbin and MBTI models. Whilst the eight Belbin Team Roles were significantly correlated with the eight elements of the Emotional Intelligence model achieving 31 out of 64 outcomes, the MBTI was significant only 5 times out of a possible 64. This disparity might suggest that they are not highly correlated.

#### **1.4 Expected Outcomes**

The aim of the proposed research is to:

- Develop an understanding of individual behaviour in a senior management team in the hospitality industry within a framework of team roles (as conceived by Belbin (1980) and operationalised by Cattell and Watson and Glaser), psychological type (as conceived by Jung and operationalised by Myers and Briggs (1980));
- Evaluate the efficacy of senior management teams in the hospitality industry in the light of their composition within the Belbin and Myers Briggs framework; and
- Identify and evaluate the experience of members within a team in light of an individual's informal and formal team role and psychological type.

#### **1.5 Acknowledgments**

I would like to acknowledge Victoria University and my employer at the time for granting me the opportunity to actively participate in the inaugural scholarship program by completing a Masters of Business by Research and Major Thesis.

In particular, I wish to acknowledge and thank Paul Whitelaw and Laura Christie who provided support, guidance and mentoring in developing a coherent piece of literature.

## **2.0 Literature Review**

### **2.1 Managerial Functions and Roles**

This chapter will introduce the reader to managerial roles and functions within medium to large organisations. A review of the different types and levels of management will provide clarity on how these roles contribute in working towards organisational goals.

The Boston Consulting Group and Mintzberg provide frameworks for interpreting the skills and roles managers apply and adopt in their approach to achieving managerial effectiveness.

#### **2.1.1 Management Functions**

Management is the process of "...control, coordination and development of economic activities, encompassing operational (internal) and external (strategic) domains" (Hampson & Morgan 2001, p135) or simply "management is generally defined as the art of getting things done through and with people in formally organised groups" (McKenna, 2001, p35). Organisations employ managers to plan, organise, lead and control resources to the best of their ability in order to facilitate the achievement of goals through the use of staff. The individual characteristics of the manager will influence the approach in which they plan and complete work.

Organisations develop management structures to support the organisation's direction. The lines of managers range from Front Line to Senior Managers and are defined below.

### **2.1.1.1 Front Line Managers**

Front Line Managers are commonly referred to as Supervisors or Team Leaders and comprise the initial tier of the wider managerial framework. Primarily, Front Line Managers are responsible for the basic work of the organisation by coordinating the work of line staff in accordance to the standards, which have been set by higher management. The chosen candidate for this position is usually appointed for their ability to work (in the form of the technical tasks involved in front line operations) and communicate with people. Front Line Managers must endeavour to work closely with their direct reports and peers to ensure work is completed in a timely manner (Bartol et al, 1998).

### **2.1.1.2 Middle Managers**

Middle Managers are known in industry as Department Managers. Primarily, these managers are required to carry out the actions set by Senior Management by planning, organising, leading and controlling the work activities of business units. Department Managers provide support and leadership to Front Line Managers in ensuring work is completed (Bartol et al, 1998).

### **2.1.1.3 Senior Managers**

Senior Managers are responsible for the performance and functioning of the entire operation and are directly accountable to the owners of the organisation. Their main responsibility is to set strategy, make decisions and ensure that these actions are executed and implemented within the business by the Department Heads (Bartol, 1998).

Just as Department Managers are dependent on Front Line Managers to carry out tasks, Senior Managers are heavily reliant on Department Heads to ensure the plans and objectives are being carried out and achieved. Therefore, the senior manager's ability to demonstrate strength in leadership

and foster discipline will ensure these plans are carried out and hence improve organisational performance.

### **2.1.2 Managerial Knowledge, Skills and Performance**

Ivancevich (2002) articulates that 'successful managers' need to adopt a range of skills to perform a managerial role. "A skill is the ability to engage in a set of behaviours functionally related to one another and that lead to a desired performance level in a given situation" (Bartol et al, 2002, p21). Many theorists would argue that depending on the level of management, the degree to which certain skills are necessary would differ (Ivancevich et al, 2002).

Many people find managerial positions challenging due to the broad and extensive range of skills required to be an effective manager (The Faculty of Business and Law, 2003). The personal characteristics and traits of the manager will contribute to the approach adopted in working towards the completion of tasks. These skills are defined below.

#### **2.1.2.1 Technical Skills**

Technical skills involve the use of specific knowledge, techniques and resources in performing work. These skills are most important for Front Line Managers as they are responsible for resolving daily problems. For example: customer complaints may relate to the product or service being provided. Therefore, a Front Line Manager's knowledge of the work being performed and ability to immediately correct it will assist in reaching a satisfactory solution which benefits both the customer and the organisation (Bartol et al, 1998).

### **2.1.2.2 Analytical Skills**

Analytical skills "...involve using scientific approaches or techniques to solve management problems" (Ivancevich et al, 2002, p46). Managers with strong analytical skills are able to identify the main issues in a given situation when determining an appropriate course of action.

For example: a manager is confronted with a situation which requires an assessment of many competing variables. Their ability to understand the problem and its components by evaluating the situation will assist in developing a plan of action. Analytical skills are highly important to management roles and are critical for long term managerial success (Ivancevich et al, 2002).

### **2.1.2.3 Decision-Making Skills**

Knowledge of the work environment is critical for making sound decisions. A manager's interpretation of the situation will influence the choices which are selected. Poor analytical skills will impact on the quality of the decision, which could have a major negative impact upon the performance of the organisation (Ivancevich et al, 2002).

### **2.1.2.4 Computer Skills**

Apart from operational processes, organisations are highly reliant on computers as a source of information. Computers and software can aid managers in increasing productivity as they assist in: Financial Management, Human Resource Management and can perform 'what if?' scenario analysis to support effective business decision-making (Ivancevich et al, 2002).

### **2.1.2.5 Human Relation Skills**

A common key performance indicator of managers is achieving work goals through the use of staff. This skill is important at all levels of management as the ability to liaise and interact with people contributes significantly to forming positive working relationships and hence strengthening business opportunities (Bartol et al, 1998).

### **2.1.2.6 Communication Skills**

All managerial positions share the objective of getting tasks completed through people. Communication at all levels is critical, essential and important in order for employees to understand satisfactory standards of performance.

For example: for a manager to ensure that a task is carried out, the manager will endeavour to assign the task to an employee. Communicating effectively with the staff member (i.e. verbal, written), will ensure that a common understanding of the objectives trying to be achieved is understood and that the task is completed to the standards which have been specified.

### **2.1.2.7 Conceptual Skills**

Conceptual skills refer to a manager's ability to view an organisation in its entirety and to understand the functioning of the business units. These skills allow for continual improvements to business processes to remain competitive in the industry (Bartol et al, 1998).

The skills mentioned above are incorporated in the roles of all managers within an organisation. The ability to perform these skills effectively in working towards improving organisational performance is influenced and characterised by manager's individuality (personality and cognitive intelligence) and hence the type of managerial position held.

### 2.1.3 Managerial Roles – Mintzberg's Study

“The roles that managers play in performing their jobs and the relationship of managerial roles to managerial effectiveness and performance are the foci of considerable research interest” (Bartlett & Mount, 1999, p160). Over the years, research has focused on the ways in which managers carry out their jobs. Initially, research concentrated on understanding what managers do by observing how they do their job and with whom they spend time. As studies progressed, particular attention was paid to the specific roles performed by managers. Research today is trying to understand the constraints, demands and pressures that impact upon managerial performance (Barlett & Mount, 1999).

During the 1980's, Mintzberg conducted a study to describe what managers actually did and focussed on how they spent their time and the tasks which were performed. From his research, Mintzberg observed two distinct concepts. He concluded that managers:

- Carry out the traditional functions of planning, organising, coordinating and controlling, and
- Perform ten closely related roles, which constitute three main categories. These are: interpersonal roles (figurehead, leader and liaison roles), informational roles (monitor, disseminator and spokesperson roles) and decisional roles (entrepreneur, disturbance handler, negotiator and resource allocatur roles) (Barlett & Mount, 1999).

Mintzberg pointed out that managerial positions are generally similar and therefore the ten identified roles are applicable to all levels of managers. The importance of each role will change depending on the manager's functional role and position (Barlett & Mount, 1999). Mintzberg further suggested that recognising these functions provides context and scope to the extensive roles which a manager is required to fulfil. He continued that teams of employees cannot function effectively if any of these roles performed by the manager are overlooked, as each role needs to be performed consistently (The Faculty of Business and Law, 2003).



Bartlett and Mount (1999) conducted research by focusing on Mintzberg's study among three levels of hotel managers. Level 1 managers were identified as reporting directly to the General Manager (senior managers), Level 2 managers were direct reports to level 1 (middle managers) and Level 3 managers were direct reports to level 2 (front line managers).

Bartlett and Mount's (1999) research concluded that generally, role effectiveness and frequency decreased as performance decreased and varied at each level of management. There was no significant difference in effectiveness in role performance and it can be assumed that effectiveness in role performance will increase, as managerial status increases within an organisation.

#### **2.1.4 Successful Managers – Boston Consulting Group Research**

A company's effectiveness hinges on the quality of its employees, therefore, for an organisation to operate successfully and to sustain longevity, employees need to be nurtured and led by successful managers.

A study prepared by the **Boston Consulting Group** (BCG) identified ten generic attributes which define a successful manager. "The profile seems to fit managers regardless of age, sex, industry, size of the organisation or the corporate culture" (Ivancevich, et al, 2002, p 44). These attributes are defined below:

1. **Provides clear direction:** by establishing clear goals and standards for employees. They involve staff in setting goals and communicate both group and individual expectations by delegating responsibility.

2. **Encourage open communication:** by demonstrating sincerity in their relations with people by being honest and open with information and displaying an element of trust amongst staff.
3. **Coaches and supports people:** by creating a positive working environment which fosters support and encouragement in the satisfactory completion of work. They're able to coach staff when performance challenges arise and are able to defend subordinates in discussions with senior management.
4. **Provides objective recognition:** by recognising and rewarding employees for outstanding performance and by positively encouraging and motivating staff to continually produce outstanding results.
5. **Establishes ongoing controls:** by addressing concerns expressed by employees and providing feedback on issue resolution.
6. **Selects the right people to staff the organisation:** by planning and defining the job description needed in pursuit of the organisation's goals. The manager defines the parameters and scope for recruitment and development of the position by ensuring the right candidate is appointed.
7. **Understands the financial implications of decisions:** by understanding the importance of fiscal management and how their business unit contributes to the results generated on the bottom line.
8. **Encourages innovation and new ideas:** by allowing staff to actively participate in idea generation and new initiatives.
9. **Gives subordinates clear-cut decisions when they are needed:** by listening to the ideas generated and brings all suggestions together in reaching a fair and equitable decision

10. **Consistently demonstrates a high level of integrity:** by creating an environment which fosters respect and integrity for all staff

The ten attributes identified by the BCG have not only provided an overview of the skills and attributes necessary for successful managers but have contributed to the discussion on the importance of developing an effective manager.

#### **2.1.5 Comparison between Boston Consulting Group and Mintzberg's Theory**

The research offered by the BCG focussed on a manager's ability to develop and strengthen interpersonal relationships with staff. The theory referred to a manager's ability to create a safe and responsive work environment by nurturing the employee's commitment, dedication and contribution to the organisation (recruitment, selection, learning and development, appraisal, recognition for performance).

Mintzberg's theory takes a different approach which examines the functional roles carried out by a manager and their ability to make decisions and share information both internally and externally to the group. His study has been subject to some criticism as no apparent link has been made to managerial effectiveness (Barlett & Mount, 1999).

Both Mintzberg's study and the research conducted by the BCG have provided two different perspectives on managerial behaviour and practice. It can be assumed that an effective manager would need to recognise and acquire the qualities identified by the BCG in order to utilise Mintzberg's model effectively. Their research has given credibility and an opportunity to appreciate the array of activities which are confronted by managers today.

### **2.1.6 Summary of Managerial Functions and Roles**

This chapter introduced the roles and functions of managers. Organisations today are typically characterised by a managerial framework, which is responsible and accountable for the performance of specific tasks and actions. The three distinct levels of managers include; Front Line Managers (focussed on coordinating the work of line staff), Department Heads (responsible for managing the work activities of business units), and Senior Managers (concentrate on the overall functioning and performance of the business).

The chapter progressed to discuss the specific skills which are essential for managers to carry out their role and responsibilities. The manager's ability to use these skills directly impacts on their performance and hence organisational success. The main skills identified include technical, analytical, decision-making, computer, human relations, communication and conceptual skills.

As an understanding of the fundamentals of management began to emerge, research conducted by BCG described the attributes of an effective manager which concentrated on nurturing the employee lifecycle (recruitment, selection, learning and development, appraisal, recognition for performance).

The work of Mintzberg took a different approach by identifying a review of managerial roles. His study concluded that managers spent their time focussing on three main roles, which include interpersonal, informational and decisional roles. Bartlett and Mount (1999) utilised Mintzberg's study among hotel managers and identified that the frequency and effectiveness of managerial roles tended to decrease as performance decreased.

This introductory chapter demonstrated the role and importance of a manager within an organisation. Furthermore, the approach and manner by which a manager is able to demonstrate and apply these skills effectively is characterised by their individuality, namely in the form of personality and cognitive intelligence.

The thesis shall now progress to look at teams and individual behaviours within them.

## **2.2 Groups and Teams**

As chapter 2.1 looked at the functions and roles of managers within organisations, this chapter will introduce the concepts of groups and teams, which are commonly used by organisations today. An understanding of the nature of groups and stages of development in particular Tuckman's Five Stage Model and Gersick's Punctuated Equilibrium Model will be discussed at length and in detail.

The chapter will seek to distinguish between groups and teams particularly with regard to characteristics such as composition, member roles, size, norms, cohesion and development. As an understanding of the differing characteristics begins to emerge, we recognise and appreciate how these influence member behaviour and consequently impact upon the team's overall performance.

The importance and structures of teams will be discussed by specifically detailing the four types of teams commonly created (problem-solving, cross-functional, virtual and self managed teams) and will be further advanced by understanding the importance of fostering and promoting team effectiveness.

Furthermore, the interactions between members will be discussed by reviewing positive and negative consequences of intra-group conflict (relationship, task and process). In addition, possible solutions to stimulate and manage conflict within teams to promote operational effectiveness and performance will be explored.

### **2.2.1 Groups and Teams Defined**

Research has suggested that organisations today operate their business by recruiting highly skilled individuals in order to use their skills, knowledge and experience to work in groups or teams. Ingram and Desombre (1999) noted that recent literature discusses the importance and value of staff as they create and develop effective contacts in different groups or teams.

Each member of the group or team brings their skills, knowledge and experience to the group in the pursuit of achieving its goals and objectives. The collective interaction between members of the group or team is what defines the organisation's behaviour and performance. An organisation's behaviour is not defined by individual employees alone but is a reflection of the total workforce employed. Logically, it can be assumed that managers who develop an understanding of group and team dynamics will be able to positively influence employee behaviour and thus develop high standards in performance which can contribute to improving organisational effectiveness (The Faculty of Business and Law, 2003).

Groups can be defined as "...two or more interdependent individuals interacting and influencing each other in collective pursuit of a common goal" (Bartol et al, 1998, p601). In contrast, "a team is a temporary or ongoing task group whose members work together to identify problems, form a consensus about what should be done, and implement necessary actions for a particular task or organisational area" (Bartol et al, 1998, p603). These differences are outlined below in table 1: Groups and Teams: Key Characteristics.

Table 1: Groups and Teams Key Characteristics

Groups	Team
<ul style="list-style-type: none"> <li>- Work on common goals</li> <li>- Accountable to a manager</li> <li>- Skill levels are often random</li> <li>- Performance is evaluated by a leader</li> <li>- Culture is one of change and conflict</li> <li>- Performance can be positive, neutral or negative</li> <li>- Success is defined by the leader's aspirations</li> </ul>	<ul style="list-style-type: none"> <li>- Total commitment to common goals</li> <li>- Accountable to team members</li> <li>- Skill levels are often complementary</li> <li>- Performance is evaluated by members as well as leaders</li> <li>- Culture is based on collaboration and total commitment to common goals</li> <li>- Performance can be greater than the sum of members contribution or synergistic</li> <li>- Success is defined by the members' aspirations</li> </ul>

(Ivancevich &amp; Matteson, 2002)

It is important to note that the terms groups and teams are not the same and shouldn't be used interchangeably although some writer's do. Members of groups are individuals who may have varied skills but who share common norms and expectations of performance. They join the group in order to achieve a common goal although they are not interdependent on each other (The Faculty of Business and Law, 2003).

Teams can be distinguished from groups by their high level of interdependency and commitment. Team members are responsible and accountable to their colleagues in working towards the achievement of goals. As the team progresses towards achieving these objectives, the team develops synergies that are greater than if members work independent of each other (The Faculty of Business and Law, 2003). Quite distinctly, teams share a stronger sense of belonging and foster a sharing in "...culture, processes and philosophy of working together" (Ivancevich & Matteson, 2002,



p328) than groups. The difference between teams and groups will be further explored throughout this chapter.

### **2.2.2 Nature of Groups**

*Formal groups* are the most common type of groups and are intentionally established by the organisation where employees are a part of the specific group based on their position or role. A *command group* is a type of formal group wherein staff are specifically chosen to complete a piece of work and report to a direct supervisor. *Task groups* are also a subset of a formal group and are characterised by employees working closely together to complete specific tasks or projects. These three types of groups are developed within the organisation because they are the best approach to achieving goals (Bartol et al, 1998).

Employees who associate with one another regularly develop *informal groups* that are said to evolve “naturally”. A type of informal group is an *interest group* which is comprised of employees who bring their skills together to achieve a shared purpose. *Friendship groups* are also developed within the business when individuals identify and share common interests. These friendships can be held both in the workplace and socially (Bartol et al, 1998).

### **2.2.3 Stages of Group Development**

Groups learn just as individuals do. The performance of a group depends both on individual learning and how well the members learn to work with one another. Two models can be used to describe the development process of groups which present different perspectives on the dynamics of group development – Tuckman’s Five Stage Model and Gersick’s Punctuated Equilibrium Model.

### 2.2.3.1 Tuckman's Five Stage Model

Tuckman's five stages of group development provides a framework to describe and analyse the phases through which a group grows over time. Cacioppe (2001) points out that Tuckman's framework does not sufficiently describe the development of a team but merely describes the processes through which a group works in completing objectives. These phases can be difficult to determine at a particular point in time but nevertheless it is important to understand the group behaviour that inevitably contributes to the group's end result. The stages include forming, storming, norming, performing and adjourning and are defined below.

Initially group members need to form an understanding of the group's intent or purpose, composition and leadership style. This stage is called the *forming stage* and is the commencement of defining roles, objectives and tasks by clarifying the group's mission and purpose. As individuals start to view themselves as part of the group, the forming stage has concluded (Kur, 1996).

As the group clarifies tasks and job functions, it progresses to what is referred to as the *storming stage*. Members of the group are generally confronted with conflict during this stage as decisions are made to allocate assignments, privileges and responsibilities. Each member's personal intentions for what the group might become could be different from what it actually is. The discomfort experienced in the group helps to strengthen the group's position, commitment and goals. It is critically important for the group during the storming stage to manage the conflict experienced rather than stifle it and to determine group member's commitment and effectiveness. If common ground cannot be reached, members may leave the group at this stage (Kur, 1996).

The *norming stage* follows the storming stage and is when group members collaborate and cooperate with one another as they exchange information by being open to opinions and actively working towards the agreement of common goals. Members freely accept opinions to ensure the group feels

positive synergy. Behavioural norms are established (ie. leadership, written and unwritten rules, standards of behaviour, performance standards) and accepted at this stage of group development as the cohesion of the group starts to strengthen (Kur, 1996).

As the group becomes active and functional in its intent, and the structure of the group confirmed, the group's status is defined as the *performing stage*. Members of the group are focussed on achieving goals; therefore the outcomes achieved are a direct result of the effort and effectiveness of the group's performance. Group members may change individual roles to reflect changes within the group and may seek other's opinions when completing tasks (Kur, 1996).

As the group achieves its goals it is said to be *adjourning*. Members may feel a sense of pride for achieving goals and accomplishing what was intended as others may feel a sense of loss. It is common for organisations to create temporary groups for project work. However, in many instances, groups may never experience the adjourning stage, as they are permanently grouped to achieve the company's objectives (Ivancevich & Matteson, 2002).

### **2.2.3.2 Gersick's Punctuated Equilibrium Model**

Gersick's Punctuated Equilibrium Model suggests that the working life of a group can be divided into three stages. Initially, the group engages in relatively unfocused activity and makes minimal progress on tasks. At the 'midpoint' of the project, the group reconvenes and develops or refines the strategy to work towards the achievement of goals. The third stage sees the group focussing on the achievement of predefined goals. The model is explained below.

- *Stage 1 - Inertia*

During the Inertia stage, the group is engaged in ad hoc activity. The group commences to determine norms and roles, which guide the group through the first half of its existence. The inertia stage allows members of the group to define the tasks and strategies for completing projects (Ivancevich et al, 1997).

- *Stage 2 - Mid Point*

As the group has reached half way, the group assesses its progress and new goals are determined to assist in the achievement of objectives. As the completion of its work approaches, the group becomes primarily focussed on time constraints and commences to test solutions with people outside the group. Once the group agrees on new goals, it works towards achieving them (Ivancevich et al, 1997).

- *Stage 3 -Redirection*

The group is now dedicated to working to the agreed action plan by becoming task orientated. The group does not attempt to modify the strategy but uses it as a guideline for achieving goals (Ivancevich et al, 1997).

### **2.2.3.3 Comparison between Tuckman's Five Stage Model and Gersick's Punctuated Equilibrium Model**

These two models have demonstrated two approaches to group development. Tuckman's five-stage model suggests that it takes time for groups to function effectively and provides a basic understanding of group development. Ivancevich et al (1997) point out that the Tuckman model doesn't provide clarity on what critical events move a group through the stages as it neglects to consider the external environment.

In contrast, Gersick's Punctuated Equilibrium Model provides greater insight to the development of groups as it analyses project teams and how they function ie: performance strategies, relationships between group members

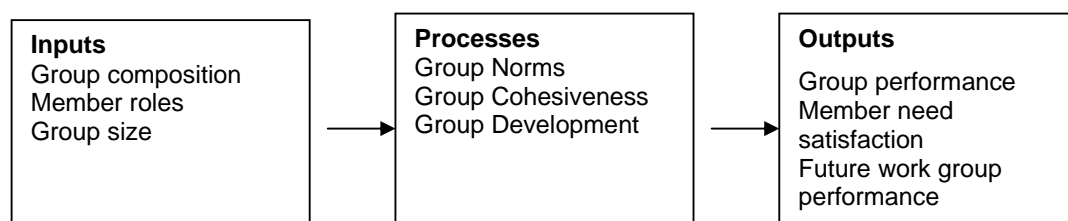
and referral to people outside the group (refer table 2: Similarities and differences of Gersick's Punctuated Equilibrium Model (GPEM) and Tuckman's Model).

Table 2: Similarities and differences of Gersick's Punctuated Equilibrium Model (GPEM) and Tuckman's Model

Similarities	Differences
Defining goals, objectives, norms, responsibilities and accountabilities that occur during the initial stages of both models.	Tuckman's model doesn't provide clarity on what critical events move a group through the stages.
Both actively work towards the achievement of goals.	During the midpoint, the GPEM reassess and evaluate their direction.
Experience differences of personal opinion when defining goals and norms.	Although both models focus on achieving goals as the GPEM reassess their position their achievement of goals may be higher due to effectively ensuring they are achieving what is expected.
May have differing views of what is satisfactory performance.	

#### 2.2.4 Characteristics of Groups

As groups grow, they develop particular characteristics which make the group and its working style unique. These characteristics ultimately affect the performance and effectiveness of the team. To analyse these concepts, a group can be regarded as a system. For example: a group requires resources to engage in a transformational process in order to produce an output as outlined and further described in the model below (Bartol et al, 1998).



#### **2.2.4.1 Composition**

“Group composition relates to the extent to which group members are alike” (Ivancevich & Matteson, 2002, p319). Due to changing demands, groups are becoming more diverse with members having varying skills, knowledge and attributes. This enables the group to be better positioned by maximising each member’s strengths. Hackman (1987) suggests that managers need to consider three important issues when developing groups. These include, to appoint individuals; with task-relevant expertise, with interpersonal skills, and with an element of diversity. Although it is a time and energy consuming process, it is necessary for managers to develop an understanding of group composition as it can influence group and individual performance and behavioural outcomes (Bartol et al, 1998).

#### **2.2.4.2 Member Roles**

Within a group, individuals typically fulfill several roles, primarily their functional role and a role that is associated with expected behaviours of performance. For example, a functional role of a secretary is to distribute the agenda prior to the meeting (Bartol et al, 1998).

The roles of individuals can become distorted when employees are faced with conflicting role expectations or varied expectations due to their membership of more than one group (The Faculty of Business and Law, 2003). This is known as role conflict. Role clarity and definition assist in eliminating role conflict and confusion and providing direction for members in achieving the intended purpose of each group (Ivancevich & Matteson, 2002). Member’s roles within teams will be further explored throughout the thesis.

### **2.2.4.3 Group Size**

The number of individuals in a group will impact on how the members interact with each other. For example, a group of two people may not be able to adequately resolve problems due to the limited idea generating resources of two people. A group of five to seven members may assist in working towards the achievement of goals especially when group interaction and idea generation is needed. Groups with ten or more members tend to make group work difficult as the ability to actively participate is weakened due to too many individuals being in the group (Bartol et al, 1998). Group size has an impact on group performance. As more people enter the group, the group's productivity generally increases until it reaches its optimum size. Once the group reaches beyond its optimum size for the task being performed and more people become involved, the group's productivity and hence performance will decrease (Bartol et al, 1998).

### **2.2.4.4 Work Group Processes**

Why do some groups achieve little whilst other groups are highly productive? By looking at the 'inner' workings of the group, an understanding of performance and productivity can be developed. As individuals work towards the achievement of goals, energy needs to be dedicated to the group itself in order to ensure that the group is maximising its resources. This is defined as group synergy which is "the ability of the whole to equal more than the sum of the parts" (Bartol et al, 1998, p880). When positive synergy occurs, the group is making the best use of available resources to achieve goals. The three major issues affecting group performance are defined below and are known as group norms, group cohesiveness and group think.

### 2.2.4.5 Group Norms

When a group is formed, guidelines are established in order for members to develop a common understanding about accepted behaviour. “Norms are standards shared by members of a group, and they have certain characteristics that are important to group members” (Ivancevich & Matteson, 2002, p322). According to Tuckman, group norms are established during the *norming stage* whilst Gersick’s model suggests that norms are developed in the initial stage of group formation known as *inertia*. These norms become more evident as the group begins to establish acceptable standards of performance and behaviour amongst group members.

It is quite common for norms to be informally communicated but still clearly understood, accepted and observed by members. Generally, norms are based on productivity expectations that define the acceptable level of performance (Bartol et al, 1998).

Depending on the level of importance, norms can be fully or partially accepted by group members. For example: what may be accepted as a norm by staff may differ from what is accepted by the leader. These differences in perception may cause confusion and uncertainty amongst the group as the accepted standards of behaviour are viewed quite differently (Bartol et al, 1998).

It is becoming increasingly important for managers to understand why members of a group conform to particular behaviours and standards. An understanding of norm conformity could explain why certain employees perform above or below service standards. These norms can be formed by:

- personal characteristics – which suggests that individuals with high intelligence may be less likely to conform to group norms;
- situational factors – such as group size and structure can impact on group norms in that the smaller the group the stronger and more explicit the norms; and



- intergroup relationships - such as the pressures which arise within the group that can impact on the group's ability to develop uniform norms (Ivancevich & Matteson, 2002).

#### **2.2.4.6 Group Cohesiveness**

Group cohesiveness can be defined as the strength of "...the degree to which members are attracted to a group, are motivated to remain in it...and are mutually influenced by one another" (Bartol et al, 1998, p613). Therefore, a highly cohesive group comprises individuals who are motivated to work together and produce positive and effective results. Consequently, a group that is low in cohesion is unlikely to perform to its full potential.

Improving the cohesion of groups may bring about improvements in performance. Managers endeavouring to alter the team need to be mindful that the group may see this as a threat and be reluctant to improve performance. Also, as cohesiveness improves, members of the group are more likely to conform to the group norms (Ivancevich & Matteson, 2002).

#### **2.2.4.7 Group Think**

Group think can have a negative effect on the performance and behaviour of the group. It is the "...tendency for group when making decisions to seek consensus rather than explore alternative courses for action" (Vecchio, Hearn and Southey, 1996, p366). According to Vecchio et al (1996), Group Think can cause groups to:

- ignore issues that could affect the group or organisation,
- not contemplate issues which differ from group consensus,
- think they are self righteous, and
- provide pressure for individuals to conform.

Vecchio et al (1996) suggest that members of the group should be encouraged to ask questions in order to consider all options and alternatives prior to making a final decision. The personal strengths of the individual will

determine their likelihood to conform to Group Think and can be addressed when a manager can realise the importance of facilitating open discussion to solicit comprehensive decisions (The Faculty of Business and Law, 2003).

Research in the area of Group Think, suggests that highly cohesive groups are not subject to the elements of Group Think if the group is composed of strong individuals who can overcome the problem (Ivancevich & Matteson, 2002).

### **2.2.5 Teams**

As mentioned previously, groups and teams are not the same and can be distinguished from one another. Teams are highly interdependent and committed and as members work together they develop synergies that are greater than if members worked independently.

Larson and LeFast (1989) suggest that “a team has two or more people, it has a specific performance objective or recognisable goal to be attained and that co-ordination of activity among the members is required for the attainment of the team goal or objective” (Ingram and Desombre, 1999, p17). Other scholars view teams as having committed members who develop team consciousness and have a shared sense of purpose (Ingram & Desombre, 1999).

Teams exist for different purposes and the type of team can be categorised and identified based on “...the size, composition, organisational level, duration, objectives, and potential contribution to organisational performance...” (Ivancevich & Matteson, 2002, p329). When reviewing the methods in which managers plan for work to be completed, it is common to conclude that there is a reliance on teams (Trent, 2003) as managers can no longer individually deal with the complexities which confront them (Proehl, 1997).

Cacioppe (2001) suggest that managers need to form and develop teams due to:

- Downsizing where teams are formed to make better use of employee skills with shrinking resources,
- Changing social values which appreciate group work moving away from directive and hierarchical leadership structures to flatter, more democratic structures - a move from groups to teams, and
- Changing customer requirements, where technology and competition require the business to be highly responsive and adaptive (Cacioppe, 2001).

Organisations need to ensure that the right people are utilised in forming teams in order for individual and team satisfaction/performance to be achieved (Ingram & Desombre, 1999). Examples of common teams within organisations are discussed below.

#### **2.2.5.1 Problem Solving Teams**

Problem solving teams are designed to deal with problems. These teams are usually temporary and can last anywhere between a few days to a few months. Members of a problem solving team are usually dedicated to identifying the issue, making a recommendation and solving the problem (Ivancevich & Matteson, 2002).

#### **2.2.5.2 Cross Functional Teams**

In recent times, many medium to large sized organisations have begun to operate using small cross-functional management teams because of their ability to solve problems, make informed decisions and manage the operation (Belbin, 1996: Proehl, 1997: Trent, 2003). These teams enable managers to combine their skills, knowledge, experience and competencies in order to operate a successful business and promptly respond to performance issues and pressures (Proehl, 1997).

Although cross-functional teams are essential for the operation of a business, they tend to be the most difficult to run (Proehl, 1997). Employees usually represent a variety of different departmental and functional roles. Ivancevich and Matteson (2002) point out that it may be challenging for cross-functional teams to become effective due to previous impressions, attitudes and relationships that are developed prior to the team coming together.

Cross-functional management teams are constituted to assist in effectively using the expertise and functions of different areas within the business (Proehl, 1997). Parker (1994) suggests that organisations today create management cross-functional teams to:

- develop new products,
- re-engineer organisational processes,
- improve customer relationships, and
- improve organisational performance.

The success of a cross-functional team is highly dependent on the members' motivation to achieve the best possible results. The team must have an experienced team leader who is authorised to make decisions and accomplish tasks. Management's support in providing resources to effectively achieve goals is critically important to the success of the team (Proehl, 1997).

### **2.2.5.3 Self Managed Teams**

A Self Managed team (SMT) "is a work group given responsibility for a task without day to day supervision and with authority to influence and control group membership and behaviour" (Bartol et al, 1998, p625). Prior to the implementation of SMT's, it is beneficial for an organisation to ensure the team's direction is consistent with the business' requirements, values and goals. The success of the team hinges on the support and commitment of management. This will verify to employees that the managers value and recognise the importance of the team's position within the organisation (Ivancevich & Matteson, 2002).

### 2.2.6 Team Effectiveness

Successful teams are reliant on the ability of their members and leaders to perform and achieve the desired results. It is important to note that team performance and effectiveness are not the only criteria by which to evaluate a team. To develop and ensure that a team performs to the standards set by management and achieves its intended purpose, several factors need to be considered. Hackman (1990) identified three main principles for evaluating team performance. These are:

- the outputs meet the required quantity, quality and timeliness of the end user,
- the degree to which the work of the group enables members to work interdependently in the future, and
- the degree to which the work of the group influences the professional development of its members (The Faculty of Business and Law, 2003).

Several researchers have suggested that using teams to improve organisation performance is very common. Castka et al (2001) suggest that teams produce higher quality results than individuals when:

- the task is involved and complex,
- there is clear direction,
- there is a pressing need for creativity,
- the use of resources is necessary,
- the need to learn immediately is pressing,
- commitment of the team is high,
- implementation requires support from members, and
- tasks require cross-functional skills (Castka et al, 2001).

Groesbeck and Van Aken (2001) point out that effective team design and implementation is only the start to achieving goals and improving

performance. “As a team develops, it can progress from being a loosely formed collection of individuals to a collective with compatible, shared mental methods” (Groesbeck and Van Aken, 2001, p.2).

Through the literature, five common factors have been constantly identified as contributing to the success of teams (Proehl, 1997). These are:

- team composition (functional representation, open-minded, highly-motivated members and representation of the end users),
- skilled team leaders,
- authority and accountability to accomplish tasks,
- management support and adequate resources, and
- adequate internal and external communications.

To develop an understanding of team effectiveness, the main factors impacting on team performance are outlined below.

#### **2.2.6.1 Characteristics to Promote Team Effectiveness**

Members are appointed to a team for their ability and skills in carrying out a specified role. In conjunction with their functional role, it is highly critical that team members can work and liaise with other people especially in a team environment.

- *Training*

Training for members of the team is dependant on the purpose and aim of the team, specific training courses may relate to problem solving, creative thinking and the development of interpersonal skills. Developing teams without proper training is a recipe for managers spending more time making poor quality decisions (The Faculty of Business and Law, 2003).

- *Communications*

The development of a team increases the need for more information to be circulated. Managers may be reluctant to share information particularly if it can be regarded as confidential. Managers who are opposed to sharing information contribute to the ineffective performance of the team (The Faculty of Business and Law, 2003).

- *Empowerment*

Team empowerment gives the team the authority and responsibility to make decisions to improve the team's position. The empowerment of the team is directly related to management's support and trust in their efforts to succeed in the task at hand (The Faculty of Business and Law, 2003).

- *Rewards*

Effective and positive team performance should be recognised and rewarded by management. The team should be rewarded and recognised for its ability to work towards the achievement of goals and attainment of high performance. The effort to increase performance leads to improved productivity and members' satisfaction within the team (The Faculty of Business and Law, 2003).

- *External Conditions & Organisational Context*

The organisation's strategy and culture impacts significantly on the team and the resources provided to the team. The organisation's ability to allocate resources and technology to support the direction of the team will assist in the achievement of goals (The Faculty of Business and Law, 2003).

## **2.2.7 Team Conflict**

Organisations are continuously searching for opportunities to become increasingly flexible, efficient and competitive. They do this by creating work teams to complete work rather than assigning individuals to projects (Harris et al, 2003).

“Teams bring assets – adding knowledge and creativity, increasing the understanding and acceptance of ideas, and improving commitment and motivation” (Jehn, 2001, p238). Although teams are implemented to capitalise on the various skills and knowledge of members to perform work, they can also be detrimental to organisational success when intragroup conflict emerges.

“Conflict is awareness on the part of the parties involved of discrepancies, incompatible wishes, or irreconcilable desires” (Jehn et al, 2001, p239). In general, members of teams can experience differing levels of conflict which in turn can influence the team’s performance.

Early research regarding conflict suggested that it hindered performance and therefore resolution was necessary to ensure problems had been addressed. Recent literature has suggested that conflict can contribute to improving team performance in certain situations (Harris et al, 2003). Three main types of intra-team conflict have been identified in work teams, these are relationship, task and process conflict (Jehn, 2001).

### **2.2.7.1 Types of Conflict**

#### **2.2.7.1.1 Relationship Conflict**

Relationship Conflict (RC) can be described as disagreements which occur between members, which are not directly related to the tasks which the group performs. For example, personality and behavioural clashes among team members (Harris et al, 2003).



Research has indicated that RC within a team can adversely affect performance, as the tension and friction between members due to their individual differences impacts upon the team's ability to work together and hence achieve optimal results (Harris et al, 2003). The negativity experienced by the team can cause team members to feel rejected and to develop low morale as they begin to dislike being a part of the wider team (Jehn, 1995).

Studies have continued to demonstrate that as the hostility between team members ferments, the team becomes distracted from the tasks at hand therefore jeopardising the team's performance (Jehn et al, 2001). As most of the team's efforts are focussed on personal conflict, the team becomes less receptive to new ideas and tensions begin to mount amongst team members.

It is evident that RC would not benefit a team at any stage of its development. However, low levels of RC help a team to work cohesively towards the team goals and tasks and develop appropriate behavioural patterns i.e. managing disagreements (Robbins et al, 2003).

According to Tuckman's theory of group development, during the storming stage, if group consensus cannot be reached, a negative pattern of behaviour is likely to occur. Gersick's study also noted that teams who developed RC early in their formation generally developed more difficulties between members and achieved lower task performance (Jehn et al, 2001).

#### **2.2.7.1.2 Task Conflict**

Task Conflict (TC) can be described as disagreements which occur amongst team members regarding differing ideas, opinions and suggestions related to group tasks (Harris et al, 2003).

TC and team effectiveness contributes to the performance of the team. Open and honest debate about differing views and opinions provide the team with an ability to generate many ideas due to the varying experience of team

members. These differences encourage the team to enhance the quality of their decisions by evaluating the range of alternatives (Robbins et al, 2003).

Research has continued to point out that variables such as the types of tasks, norms, team size and friendships contribute to the interaction between team performance and TC. These variables can provide insight as to why some teams are able to utilise TC in a positive and proactive manner. Jehn (2001) points out that teams who are stable and have low levels of RC are able to utilise TC constructively without personally attacking other team members.

As TC enhances the performance of the team, the time taken to make decisions can lead to distracting members from working towards goals and hence implementing projects.

According to Gersick's model, during the 'midpoint' of the group development stage, the team concentrates on adopting new approaches to completing work and discusses the strategy to ensure work is completed. As the team debates the implementation plan, they experience an element of TC (Jehn, 2001).

#### **2.2.7.1.3 Process Conflict**

Recent research has identified a new conflict scenario known as Process Conflict (PC) which is concerned with debate in regards to how tasks will be completed. PC focuses on resolving responsibilities and accountabilities in order to complete certain tasks (Robbins et al, 2003).

The PC stage assumes that as the roles and duties of members are discussed, uncertainty and disagreement may arise. The tension experienced within the team may cause members to want to resign from the team's work effort (Jehn, 2001).

During the initial stages of team formation, PC may be experienced as work norms are determined and agreed upon. According to Tuckman's model, PC

will be evident in the norming stage as responsibilities and deadlines are decided. Gersick's model experiences PC during the first stage as processes, plans and timelines are discussed (Jehn, 2001).

### **2.2.7.2 Summary of Team Conflict**

It is widely accepted that conflict is neither absolutely good nor bad but is an issue that cannot be avoided. High levels of conflict can have a negative effect on performance due to the ineffective use of time and other resources. Alternatively, not enough conflict can also have a negative effect on performance as the drive for change and innovation is seen as less important than team harmony. Bearing this in mind, research suggests that conflict can lead to improved decisions due to the critical evaluation of alternatives and ideas that occur during this time.

As can be seen, conflict is unavoidable and inevitable in the workplace today. Managers need to understand the dynamics of conflict and its subsequent impact on organisational performance. Developing an understanding of conflict in the workplace will provide managers with an opportunity to proactively confront the issue and manage it rather than suppress it and jeopardise future opportunities.

### **2.2.8 Summary - Groups and Teams**

This chapter articulated the roles of groups and teams within organisations and explained why organisations create groups and teams to perform work. Groups and teams share similarities such as; member interaction to complete work, fulfilment of technical roles, solving specific problems, and achieving common goals. Teams can be distinguished from groups in that they have a higher level of member interdependence and foster a stronger sense of culture, processes and accountabilities.

The chapter proceeded to review the nature of groups and the stages which groups move through to complete work based on Tuckman's Five Stage Model and Gersick's Punctuated Equilibrium model. It was found that Tuckman's model doesn't provide clarity on what critical events move a group through the five stages. Alternatively Gersick's model provided clearer insight as it analysed project teams and how they function. The chapter continued to review the different characteristics which impact upon team performance such as composition, member roles, group size, work group process, group norms, norm conformity, group think and cohesiveness. Table 3: Intra-group conflict experienced at the relevant stages of group development below provides a comparative overview of Tuckman's and Gersick's model and identifies examples of intra-group conflict experienced at the relevant stages of group development.

Table 3: Intra-group conflict experienced at the relevant stages of group development

<b>Tuckman's Five Stage Model</b>	<b>Gersick's Punctuated Equilibrium Model</b>	<b>Examples of intra-group conflict experienced</b>
<p><i>Stage 1 – Forming</i> Stage defining roles, objectives and tasks by clarifying the groups mission</p> <p><i>Stage 2 – Storming</i> Allocate assignments, responsibilities and accountabilities</p> <p><i>Stage 3 – Norming</i> Actively work towards the agreement of common goals, determine norms</p>	<p><i>Stage 1 – Inertia</i> Determine roles, norms and define tasks and strategy</p>	<ul style="list-style-type: none"> <li>- Differing views of the groups intent and mission</li> <li>- Relationship Conflict - Resistance to working with certain individuals within the group</li> <li>- Personal intentions of what the group should be may differ from the holistic group</li> <li>- Differing perceptions on group norms and standards of behaviour</li> <li>- Task conflict – differing ideas, opinions and suggestions</li> </ul>
<p><i>Stage 4- Performing</i> Focussed on achieving goals and accomplishing what was intended</p>	<p><i>Stage 2 – Midpoint</i> Reassess the plan and determines new strategy if necessary to facilitate work</p>	<ul style="list-style-type: none"> <li>- Plans and approach may not be commonly accepted by all members to achieve the defined goals</li> <li>- Process conflict – how tasks will be completed</li> </ul>
<p><i>Stage 5 - Adjourning</i> Group achieves goals and accomplishes what was intended</p>	<p><i>Stage 3 – Redirection</i> Group is dedicated to working on the agreed plan, no changes to plans are made</p>	<ul style="list-style-type: none"> <li>- Differing views on the standards to define satisfactory achievement of goals</li> </ul>

As the chapter progressed, a specific understanding of teams was explored and the importance of fostering and promoting team effectiveness was emphasised. The chapter focussed on conflict environments and concluded that negative conflict can create an environment of great distress. However, conflict can be stimulated to generate positive results by moving the team towards change and innovation.

The essence and importance of team development emerged by concentrating on the main reasons why organisations create teams in the first instance. Problem – solving, cross functional and self managed teams were seen as the main team types established in organisations today.

It can be recognised and appreciated that team and/or group performance is dependent upon many variables such as structure, composition, stages of development and general team dynamics (composition, roles size etc). However, this does not explain what makes a team unique and highly effective?

It is reasonable to assume that although individuals who comprise the team contribute to its performance based on their skills, knowledge and experience, their individual differences, in terms of personality, intelligence and other personal characteristics, will influence their contribution to the functioning of the team.

The following chapter will develop a discussion of individual characteristics and individual differences which impact upon an employee's ability to perform and hence their ability to contribute to team performance and outcomes.

## **2.3 Individual Differences and Managerial Behaviour**

To develop a thorough understanding of organisational behaviour, it is imperative to consider the importance of staff and their individual differences. Ivancevich and Matteson (2002) suggest that because an organisation comprises unique individuals, these individuals combine to define the organisation's culture and determine subsequent success.

Whilst the previous chapters focussed on the fundamentals of managers, groups and teams, this chapter will endeavour to explore the individuals (and their individuality) in the group or team. It is the individuals who contribute to the uniqueness and performance outcomes of the team (Belbin, 1980). Therefore, analysing individual differences amongst team members will assist in explaining why some teams are better performers than others. For example: if managers develop an appreciation for the differences in individual behaviour, their ability to understand the different individual traits of, and interactions amongst, their team members will enhance their efforts to work towards improved performance.

### **2.3.1 Understanding Individual Differences**

Organisations employ staff to assist in the completion of work and therefore the organisation's performance will be influenced by the individuals employed to complete the tasks at hand. People are unique for many reasons and their individual differences are brought about by: cultural background, personal characteristics, education and training, beliefs and behavioural patterns. These factors, which distinguish individuals from one another, consequently affect the approaches to completing work both individually and as a team member. Furthermore, beliefs of what is and isn't acceptable will influence responses given the circumstances of what is expected. Therefore it is logical to assume that our personality will have a bearing on the work relationships developed with managers, colleagues, subordinates and customers. Consequently, a manager's understanding of individual differences will aid in

assessing the ways in which people behave and execute their tasks thus enabling him/her to better construct and manage his/her work groups or teams.

The attraction-selection-attrition framework (ASAF) provides organisations with a model for understanding the importance of individual differences in the workplace. The ASAF, which can be defined as the “...attraction to an organisation, selection by it and attrition from it...” (Ivancevich and Matteson, 2002, p108), helps determine organisation behaviour. In simple terms, it is the cycle of events an employee moves through when entering and exiting an organisation. The stages are defined as:

- commencing when an individual is *attracted* to an organisation because of their preference and perceived ability in fulfilling a role;
- progresses when a decision to *select* and appoint individuals based on set criteria which supports the organisation’s intent to achieve goals; and
- concludes when an employee resigns or the organisation no longer supports the individual’s role and termination occurs – known as *attrition*.

The cycle of the ASAF provides a platform for recognising and appreciating individual differences and behavioural patterns and their impact on team and job performance. An understanding of individual differences will provide clarity as to why some people are better suited to a position, role or function, than others. Ignorance displayed by managers towards individual differences will directly limit opportunities in maximising organisational and personal performance (Ivancevich & Matteson, 2002).

### **2.3.2 Understanding Work Behaviour**

Effective management can be achieved by understanding individual differences and their relationship with work behaviour. Work behaviour can be defined as “...anything a person does in the work environment” (Ivancevich and Matteson, 2002, p110) which contributes to the effectiveness of workplace productivity.



Woods et al (1998) and Ivancevich and Matteson (2002) identified five common traits in two separate models, which have a bearing on workplace behaviour. Although the five stages have different names, the elements of the models are consistent and are defined below in table 4: Traits Having A Bearing On Workplace Behaviour.

Table 4: Traits Having A Bearing On Workplace Behaviour

<b>Ivancevich and Matteson (2002)</b>	<b>Woods et al (1998)</b>
Hereditary characteristics	Biographical characteristics
Abilities and Skills	Competency characteristics
Perception	Values
Attitudes	Attitudes and perception
Personality	Personality characteristics

The traits which are identified in table 4: traits having a bearing on workplace behaviour are defined below:

### **2.3.2.1 Hereditary / Biographical Characteristics**

Hereditary factors provide justification of some human differences that may impact on work behaviour. Some of these factors include age, gender, ethnic background and seniority. Particular focus is targeted towards gender differences in the workplace with regard to professional and managerial careers (Ivancevich and Matteson, 2002).

### **2.3.2.2 Abilities and Skills / Competency Characteristics**

An employee's behaviour is distinguished by their ability and skill to perform certain tasks. An ability can be defined as "a person's talent to perform a mental or physical task", furthermore a "skill is a learned talent that a person has acquired to perform a task" (Ivancevich and Matteson, 2002, p111).

A manager's ability to pro-actively plan and identify the competence of the position including a review of behaviours, responsibilities, and formal qualifications will ensure that the right incumbent has been appointed to the position (Ivancevich and Matteson, 2002). This process will ensure that the standards of performance are achieved as the individual's technical ability is best matched to the demands of the job (The Faculty of Business and Law, 2003).

### **2.3.2.3 Perception / Values**

This element is the differing point of view between the Wood et al (1998) and Ivancevich and Matteson (2002) models although one could argue it's a difference in terminology. Perception is "...the process that organises sensations into meaningful patterns" (Sdorow, 1998, p152), and "... an individual's values are determined by their attitudes (The Faculty of Business and Law, 2003, p5). Therefore it is logical to assume that an individual's values will influence their perception of the situation and vice a versa.

Perceptions are developed by one's own attitudes, motives, interests, past experiences and expectations (The Faculty of Business and Law, 2003). Individuals try to make sense of situations by observing, selecting and translating the environment to form attitudes which then influence their behaviour.

Further to perceptions in the workplace, Ivancevich and Matteson (2002) articulate that "what an employee perceives to be real is in fact reality for the employee" (Ivancevich & Matteson, 2002, p 116). As personal interpretations of events influence our life experiences, it is no surprise that our perceptual processes contribute to the way in which we behave in different situations. These differences in perception place pressure on managers when conflicting perceptions are held by and between group members.

"Attribution Theory (AT) focuses on process by which individuals interpret events around them as being caused by a relatively stable portion of the

environment” (Ivancevich & Matteson, 2002, p116). AT assists in recognising and appreciating why people interpret certain situations differently and their subsequent behaviour.

In the workplace, AT can provide managers with a mechanism for understanding the behaviours of employees. Conclusions can be drawn by looking at the extent to which a person behaves similarly in different situations (distinctiveness), the extent to which a person engages in the same behaviour at different times (consistency) and the extent to which other people are engaging in the same behaviour (consensus) (Ivancevich & Matteson, 2002). An understanding of these phenomena will provide a holistic view of the behavioural patterns of employees in differing situations.

#### **2.3.2.4 Attitudes**

An attitude can be defined as “...a mental state of readiness learned and organised through experience, exerting a specific influence on a person’s response to people, objects and situations to which it is related” (Ivancevich and Matteson, 2002, p118). Our attitudes encompass perception, personality, feelings and motivation all of which combine to shape our behaviour.

In the workplace, managers are confronted with changing attitudes on a regular basis. Given the impact of attitudes on performance, it would be best practice for managers to monitor and promote positive attitudes within the working environment to ensure performance is not hampered. A positive example of an attitude in the workplace is job satisfaction, is the extent to which an individual is satisfied with their job. This attitude is derived from the individual’s perceptions and the extent to which the individual’s goals and organisation’s goals coincide.

### **2.3.2.5 Personality**

Ivancevich and Matteson (2002) suggest that our personality is one of the most complex and difficult aspects of our individuality to understand. Personality can be described as "...an individual's unique, relatively constant pattern of thinking, feeling and behaving" (Sdorow, 1998, 442).

Personality traits are an element of our individual differences. Traits are "...consistent personality characteristics that are inferred from a person's behaviour" (Sdorow, 1998, p453). Recent research on personality has taken into consideration unconscious motivations, learning abilities, cognitive processes, experience and biological factors (Sdorow, 1998). Personality inventories will be discussed later in this chapter.

### **2.3.3 Characteristics influencing managerial behaviour**

Ivancevich and Matteson (2002) point out that individuals commonly use themselves as a point of reference in the process of perceiving others. Therefore one will be accepting of those individuals who have similar traits.

In turn, managers tend to evaluate employees' differences based on themselves as a point of reference. If managers recognise and understand that their own traits and values influence their perception, it is more than likely that they will be able to make a more accurate evaluation on their employees.

### **2.3.4 Emotional Intelligence**

The emergence of emotional intelligence as a field of study has become an increasingly interesting phenomenon to academics and practitioners. "Dynamic environments and increasing demands on businesses to outperform the competition can serve as catalysts for organisations to view competitive advantage as an ability to marshal and leverage their human resources" (Murensky, 2000, p1).

Our understanding of Emotional Intelligence has developed from reviews of social intelligence and the urgency to understand and manage people (Thorndike & Stein, 1973). Goleman (1998b) has researched the concept of emotional intelligence and defines it as a "...capacity for recognising our own feelings and those of others, to differentiate between them and to apply this information to guide personal thoughts and behaviours" (Murensky, 2000, p2).

Staff are influenced by the behaviour and leadership styles portrayed by their managers. Therefore, it is an important skill for a manager to control and display emotions constructively. The department of the manager will emphasise the desired ambience of the work environment by setting an example to employees. Murensky (2000) suggests that those managers who understand their emotions and how they affect themselves and other employees (colleagues, superiors, line staff) have a high level of self-awareness which allows for the positive working atmosphere to be developed and maintained.

Mayer and Salovey (1993) suggest that managers with high levels of emotional intelligence are able to better manage their emotions because they have an understanding and appreciation for what motivates and guides their behaviour. Due to this awareness, these managers are able to effectively manage their moods and come to terms with difficult situations quickly. Furthermore, managers who are able to understand the emotions of employees may be better placed to effectively achieve organisational goals. Managers who are promoted primarily on technical ability ultimately may not succeed because their ability to deal with 'emotional' behaviour may be weak. As the individual rises through the ranks, these emotional intelligence skills become increasingly important (Murensky, 2000).

An individual's awareness of their emotions will impact on their ability to perform tasks and duties. A manager's ability to assess the situation and better manage their emotions will allow them to focus on the task at hand. Alternatively, a manager's inability to control their emotions may contribute to

a negative effect on performance, altering the way in which they respond to individual, group or team goals.

### **2.3.5 Stereotyping**

“Stereotyping is a translation step in the perceptual process employed to assist individuals in dealing with massive information processing demands” (Ivancevich and Matteson, 2002, p115). In reality, stereotyping is useful for quickly making sense of the environment although it can lead to errors in perception particularly with regard to employees’ ineffectiveness and inefficiencies.

Therefore, managers need to be mindful of stereotyping as it can lead to social injustice, restricted decision making, limit innovation and/or under utilisation of employees.

At this stage it can be noted that a manager’s ability to minimise the role of stereotyping and make best use of their emotional intelligence will guarantee a stronger position when achieving outcomes and hence outputs. Individual differences between employees and the characteristics influencing managerial behaviour can have consequential bearings on the development and performance of a team. Therefore it is vital for a manager to recognise that developing an understanding of and appreciation for these differences will not only positively impact upon the interpersonal relations between individuals. In turn this will help avoid low levels of motivation, morale and job satisfaction that could hinder the performance of the collective team which can have both short term and long term implications. Consequently, if the team is lead by a manager who understands and ensures that the team comprises a balance of employees with differing traits (identified by Woods et al, 1998 and Ivancevich and Matteson, 2002) attitudes, values and personalities, then the leader will be able to draw upon the resources of the group due to the availability and wide range of skills, knowledge, attitudes and

experiences. The thesis will now progress to look at some of these differences.

### **2.3.6 Measures of Personal Differences**

This section will introduce some of the instruments used to measure differences in personality, psychological type, cognitive intelligence, and team roles.

As mentioned earlier, personality can be defined as "...an individual's unique relatively constant pattern on thinking, feeling and behaving" (Sdorow, 1998 p. 442). Personality inventories are commonly used to operationalise differing personality types and traits. Many organisations, psychologists and counsellors use these instruments to recognise and appreciate how and why employees differ from one another and how these differences impact on organisational performance (Martin,1997). They are typically incorporated as part of the recruitment and selection process and for building and improving team performance.

Myer Briggs Type Indicator (MBTI) and Cattell's 16 Personality Factors (PF) are two very common inventories (Sdorow, 1998). They, and their underlying theories, will be discussed in turn.

#### **2.3.6.1 Myers Briggs Type Indicator**

The Myers Briggs Type Indicator (MBTI) is one of the leading inventories which is based on Jung's psychological theory (Sdorow, 1998). The indicator is non-judgmental and allows people to gain an understanding of their differences, particularly with respect to energy source, information gathering, decision-making and lifestyle patterns based on our psychological type (Martin, 1997).

"Type is about psychological preferences...they represent consistent and enduring patterns of how we use our minds" (Martin, 1997, p1). The psychological type model developed by Myer Briggs consists of 16 profiles formed by the combinations of four bi-polar dimensions. The four dimensions



deal with the 'orientation of one's energy' (**I**ntraversion or **E**xtraversion), the way one prefers to receive information (**S**ensing or **I**ntuition), the way one prefers to express information (**T**hinking or **F**eeling) and one's bias for order and action (**J**udging or **P**erceiving). Therefore one's psychological type is represented using one of the four pairs of bolded letters.

"As we act on our preferences, our behaviour and personality come to reflect our unique approach to the world and relationships" (Martin, 1997, p2). There is no right or wrong 'type' preference although our choices clearly demonstrate that individuals have different interests, behavioural patterns and views of the world (Martin, 1997). This in turn suggests that individuals will have preferences for different types of work, tasks and roles. The bi-polar dimensions are further defined below.

#### **2.3.6.1.1 Bi-polar Dimensions**

- Bi-polar Dimension 1a: **Extraversion**

Individuals who have extraverted characteristics enjoy being actively involved in an array of activities. They enjoy being around people and tend to have an energising effect on others. Extraverts like to make things happen and feel content within the wider environment. When associated with the world around them, extraverts find comfort in talking aloud and assessing what others think of the problem.

Due to their colourful persona, extraverts tend to enjoy working in teams and have an extensive range of acquaintances and friends. As they are constantly involved in many activities, they may forget to pause and reflect on the aims and meaning of activities (Martin, 1997).

- Bi-polar Dimension 1b: **Introversion**

Individuals who are introverted enjoy deep personal involvement with their ideas, images, and memories. In contrast to extraverts, introverts like spending time by themselves and tend to have one or two close colleagues in the workplace, unlike the extraverts who tend to have a broad network of

colleagues. Introverts tend to thoroughly think about ideas to clarify the outer world and often become so enveloped in their own ideas that they forget reality. They are seen as calm and reserved individuals who spend the majority of their time reflecting (Martin, 1997).

In a team environment the extroverted leader would possess qualities that encourage group discussion and involvement from all team members in order to facilitate greater worker productivity. In contrast the introvert would take a passive approach by reflecting on the situation and sifting through information before a decision can be reached (Kroeger & Thuesen, 1988). These differences would ultimately impact on the performance of the team.

- Bi-polar Dimension 2a:           **Sensing**

The sensing characters look towards their five senses for gathering information and are concerned with what is actual, present and real. They have a great memory for detail and excel when working with data. They approach situations by looking for facts and see the practicality of ideas. Their ability to learn flourishes when they can identify the relevance of what is being taught. They tend to rely on their experiences to understand situations and solve problems by paying attention to precise details (Martin, 1997).

- Bi-polar Dimension 2b:           **INtuition**

The intuitive type prefers to accept information through insight rather than through practical experience. Intuitive types enjoy looking at new approaches and methods and are oriented towards the future.

Their memories of events are often an impression of what they thought was the meaning of the event rather than a memory of the practical experience of the event. Intuitive people can solve problems through quick insight and are often interested in doing things that are new and different. They tend to work from looking at the bigger picture and then work their way towards the facts. As the intuitive type enjoys focusing on new possibilities, they may tend to lose sight of the practical approach (Martin, 1997).

In a team situation, the differences in intuitive and sensing characters can pose real problems for a leader. The leader will need to understand that team members may prefer to understand the facts as others may take a more random approach to information gathering. An appreciation for these differences will allow the leader to capitalise on each member's strengths and hence improve performance (Kroeger & Thuesen, 1988).

- Bi-polar Dimension 3a: **Thinking**

Thinking types are primarily concerned with understanding the logic in a situation. They believe that they can make the best decisions by focusing on the facts and paying no attention to personal issues. The thinking individual looks for logical consistency when analysing a situation and utilises their strength in logical analysis to determine the best possible outcome.

As the thinking type is focused on facts and truth, they notice inconsistencies and make logical and balanced decisions. They have a strong belief that telling the truth is more important than being tactful. The thinker, due to their task-oriented approach, may forget the importance and value of people (Martin, 1997).

- Bi-polar Dimension 3b: **Feeling**

The feeling character adopts a more personal approach when making decisions as they feel that an understanding of what people care about and value can contribute to the effectiveness of their decision. They are primarily concerned with relationships between people and maintaining harmony.

Due to their people orientation, they appear warm, caring and tactful in situations. They have a genuine concern for others and focus on what is important to other people. They tend to make decisions with their hearts and truly believe that being tactful is more important than telling the truth (Martin, 1997).

In terms of team leadership, an understanding of the preference type thinking/feeling will encourage improved decision making as thinkers bring objectivity to the group whilst the feelers bring an awareness of how the decision will impact upon and be received by others (Kroeger & Thuesen, 1988).

- Bi-polar Dimension 4a: **Judging**

The Judging character prefers a planned and orderly approach to life. They appreciate organised environments and feel at ease when decisions are made as it brings an element of stability to their lives.

The Judging type adopts a task-oriented approach to completing duties and appreciates the use of checklists to ensure all tasks are finished. They plan and prioritise to avoid rushing just before deadlines are due. They prefer to complete their work before socialising and may tend to make quick decisions without enough information (Martin, 1997).

- Bi-polar Dimension 4b: **Perceiving**

Perceiving types take a more flexible and spontaneous approach to life as they tend to appreciate and adapt to changes as being a part of new experiences. The perceiving person likes to be aware of the environment in order to respond to whatever is happening around them. They take a casual approach to situations and enjoy mixing work and play together. They tend to work in bursts of energy and thrive on rushing just before deadlines.

Their tendency to stay open to new information allows for thorough decisions to be made. However, their casual approach and the time spent on searching for new information can restrict their ability to focus on a direction or plan (Martin, 1997).

In a team environment, a good combination of these roles would bring stability to the team as perceivers bring excitement to the group whilst the judgers bring the skills necessary to follow through on projects (Kroeger & Thuesen, 1988). Therefore, the leader's ability to integrate these preferences will ultimately improve the team's performance.

#### **2.3.6.1.2 The Sixteen Type Combinations**

The results achieved on these four preference scales provide the individual with a four-letter pattern which characterises their psychological type. The four preferences interact in a dynamic and complex way which provides a generic profile of how individuals approach the world (Kroeger & Thuesen, 1988). These are defined below in table 5: Myer Briggs 16 Types (Briggs Myers, 1980).

Table 5: Myer Briggs 16 Types

<p><b>ISTJ</b></p> <p>Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organised. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.</p>	<p><b>ISFJ</b></p> <p>Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.</p>	<p><b>INFJ</b></p> <p>Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honoured and followed for their clear convictions as to how best to serve the common good.</p>	<p><b>INTJ</b></p> <p>Usually have great minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organise a job and carry it though with or without help. Sceptical, critical, independent, determined sometimes stubborn. Must learn to yield less important points in order to win the most important.</p>
<p><b>ISTP</b></p> <p>Cool onlookers – quite reserved, observing and analysing life with detached curiosity and unexpected flashes of original humour. Usually interested in cause and effect, how and why mechanical things work and in organising facts using logical principles.</p>	<p><b>ISFP</b></p> <p>Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion.</p>	<p><b>INFP</b></p> <p>Full on enthusiasm and loyalties, but seldom talk about these until they know you well. Care about learning, ideas, language and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.</p>	<p><b>INTP</b></p> <p>Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.</p>
<p><b>ESTP</b></p> <p>Good at on the spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.</p>	<p><b>ESFP</b></p> <p>Outgoing, easy going, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.</p>	<p><b>ENFP</b></p> <p>Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.</p>	<p><b>ENTP</b></p> <p>Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skilful in finding logical reasons for what they want.</p>
<p><b>ESTJ</b></p> <p>Practical, realistic, matter of fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organise and run activities. May make good administrators, especially if they remember to consider other feelings and points of view.</p>	<p><b>ESFJ</b></p> <p>Warm-hearted, talkative, popular, conscientious, born co-operators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.</p>	<p><b>ENFJ</b></p> <p>Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.</p>	<p><b>ENTJ</b></p> <p>Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding in their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants. (Briggs, Myer, 1980)</p>

### 2.3.6.1.3 MBTI and the Hospitality Manager

There exists a near universal stereotype of the typical hospitality worker, particularly with regards to those dealing directly with guests and customers. Discussions about the development of the hospitality curriculum, the hospitality industry and the practice of hospitality management have suggested, and continue to suggest, that the typical hospitality worker exhibits a number of traits and characteristics, irrespective of their racial and cultural background. These characteristics, which can be conceptually aligned to the underlying concepts of the MBTI, tend to reinforce the position description of hospitality occupations; friendly and outgoing (**E**xtraverted), task oriented (**S**ensing) empathetic and naturally civil, courteous with a strong desire to be of service and to please (**F**eeling), and with a strong bias for action (**J**udging) or to use the four letter code **ESFJ**. Many of the behaviours desired in hospitality workers can be attributed to the fundamental personality and psychological types of the individual (Gillet and Whitelaw 2003; Whitelaw and Morda 2004; Whitelaw and Morda 2005).

The sixteen different combinations of psychological type explains behavioural style and how the interaction of these preferences combine to influence the needs, interests and relationships of someone categorised to that type (Martin, 1997). The MBTI preference scale will be used in conjunction with Cattell's 16PF which will be defined below to develop an understanding of individual and team performance.

Although the MBTI is becoming increasingly popular when developing teams and evaluating the possibilities of differing personalities comprising the teams, MBTI is also used for the professional development of senior managers either one on one or within a group. Furnham and Strongfield (1993) suggest that the MBTI helps managers to understand differences in team building exercises, improving customer service, reconciling group differences, adapting to change, analysing troublesome behaviour between employees and facilitating strategic thinking.

### **2.3.6.2 Cattell's 16PF**

The 16PF Personality Factor questionnaire is another commonly used method for assessing personality traits. The questionnaire was designed by Raymond Cattell who utilised factor analysis to identify 16 basic traits. The questionnaire contains 182 multiple-choice questions which are plotted on a bar graph to determine the individual's personality profile. Researchers have utilised this personality trait measure to identify if trait characteristics are common amongst the same profession (Sdorow, 1998). The 16PF is one instrument which is used to operationalise the Big Five Model of personality – also known as the Five Factor Theory, which is discussed below.

#### **2.3.6.2.1 Five Factor Theory**

The Five Factor Theory personality model developed by Costa and McCrae in 1990 describes five broad traits that describe an individual's personality. These have been revised from Cattell's 16PF and are known as Big Five Factors. The Five Factors are:

The *Extroversion* trait measures the level of social engagement preferred by an individual. At one extreme of the scale, a person with a high extroversion score can be described as being sociable, talkative and friendly. In contrast, at the other extreme of the scale, someone with a low extroversion score can be described as being quiet and reserved. Generally, a person with a high extroversion score would be seeking a position where there is a high level of human interaction as they have a strong desire for companionship and social interaction. In contrast, a person with a low extroversion score would seek a job where contact with other people, particularly customers would be minimised (McCrae & Costa, 1999)

The *Neuroticism* personality trait measures the level of anxiety and disposition to worry of an individual. At one extreme, a person high on the neuroticism scale can be described as an individual who has a tendency to suffer from extreme anxiety, sadness or hopelessness. They often experience low self



esteem and tend to hold a pessimistic view. Alternatively, an individual who is low on neuroticism experiences positive emotions and tends to feel psychologically secure and calm (McCrae & Costa, 1999).

The *Agreeable* personality trait measures the level of interpersonal agreeableness of an individual. At one extreme, the highly agreeable person is appreciated by others for their ability to develop and maintain interpersonal relationships, although they can develop a reputation for being a push over. Alternatively, a person with a very low agreeable score will be seen as highly independent, inflexible and taciturn (McCrae & Costa, 1999).

The *Conscientious* personality trait measures the level of a person's commitment and dependability. At one extreme, the highly conscientious person can be described as dependable, organised, and hard working with a strong sense of achievement. They have a desire to strive by having long term plans. Their strength in technical expertise can assist in working towards their plans. In contrast, a person with low levels of conscientiousness will have difficulty applying themselves and persevering at challenging tasks (McCrae & Costa, 1999).

The *Openness to experiences* trait measures the willingness of an individual to contemplate new ideas or experience new opportunities. At one extreme, the extremely open person enjoys taking risks, is broad minded, imaginative and often very intelligent. They have a fond interest in travel and are characterised by their diverse vocational interests. In contrast, the person with low levels of openness to experience will tend to prefer routine, tradition and strict observance of the rules (McCrae & Costa, 1999).

In summary, the Five Factor Theory provides organisations with useful information when developing or creating high performing teams. The ability of the team to perform effectively would be based on the balance of various team members possessing moderately distinctive scores on each of the five traits.

For example: it would be reasonable to assume that a team who acquired a leader who was high in extroversion, low in neuroticism, balanced in agreeance, highly conscientious and open to new experiences would lead a team that was collaborative, innovative and highly motivated in setting out to achieve predefined goals and objectives. Therefore, the leader would draw upon the strengths, skills, knowledge and experience of team members within the team to achieve the best possible outcome.

Alternatively a team who possessed a leader who scored low extroversion, high anxiety would focus on adhering to rules and routines therefore being stagnant in their approach, unaccepting of new ideas and limited to innovative approaches to improving the collective team performance.

### **2.3.6.3 Multifactor Leadership Questionnaire**

Leadership can be defined as the process of influencing a group towards the achievement of goals (Robbins et al, 2003, p534). There are two main forms of leadership transactional and transformational leadership.

Transactional leaders guide and motivate their staff by establishing goals and clarifying task and role requirements. Transformational leadership hinges on transactional leadership but provides individualised consideration, intellectual stimulation and charisma to the work environment. Renowned business leaders who demonstrate transformational leadership tendencies include Dame Anita Roddick (founder of The Body Shop) and Richard Branson (Virgin Group) (Robbins et al, 2003).

Bass & Avolio (1985) developed the Multifactor Leadership Questionnaire (MLQ) which was designed to measure both transactional and transformational leader behaviour and to investigate the nature of the relationship between leader styles, work effectiveness and satisfaction (Lowe et al, 1996).

The MLQ will be utilised in this study to assess the performance of the team in terms of three key elements proposed by Bass and Avolio which are effectiveness, satisfaction and extra effort.

### **2.3.7 Positive use of Personality Inventories**

Because the MBTI and Cattell's 16PF, which is used to operationalise the Big Five, help in understanding the differences between individuals, organisations can benefit from these tools. They provide managers with feedback in regards to the differing elements and characteristics (there are only differences with the MBTI – no strengths or weaknesses). These differences can assist organisations to:

- identify specific roles to which individuals are most suited,
- develop comprehensive training and development programs to assist with professional and personal development opportunities for staff,
- improve performance review and planning both individually and at a department level,
- assist in workforce planning including skills, knowledge and abilities,
- identify different approaches to working and solving problems,
- improve communication between staff,
- build effective teams,
- solve problems and resolve conflict, and
- better understand and appreciate different leadership and management styles (Martin, 1997).

Furthermore, an understanding of the different personality types of individuals will provide clarity as to the type of people needed to fulfil the different roles. For example: a team comprising a highly introverted leader and extraverted members may develop issues with regards to high performance (and vice versa) because the introverted leader, who has a preference for solitude, may find the gregariousness of the extraverted team members a challenge to his authority. Furthermore, the domineering presence of extraverted team members may make it challenging for the introverted leader to facilitate discussion and make decisions.

### 2.3.8 Importance of Understanding Individual Differences

Managers who endeavour to understand the complexities and importance of human behaviour and individual differences should be able to use this knowledge to improve business performance by:

- improving and making informed decisions when recruiting selecting and appointing individuals;
- understanding how potential employees handle, deal and relate to stressful situations;
- appreciating how people work in teams and respond to differences in leadership styles; and
- improving performance of the team by blending complementary personality styles (The Faculty of Business and Law, 2003).

Managers have minimal control over an individual's personality (Ivancevich and Matteson, 2002). Furthermore, in the workplace managers are not concerned with an employee's personality but rather the way in which it impacts upon their work (Murensky, 2000). Therefore, an understanding of the personal variations in individuals provides managers with an opportunity for personality styles to be matched to the tasks at hand in order to increase effective performance (McCrae and Costa, 1999). "Managers who ignore the importance of these variables do themselves, employees and organisations a disservice" (Ivancevich and Matteson, 2002, p131).

It can be concluded that an individual's personality can be described by a unique set of personal characteristics. Although similarities exist between individuals, it is important to remember that the differing combinations of these characteristics is what makes individuals different from one another (Murensky, 2000). A mismatch of these personality types can create problems within the team. For example: individuals who have strength in tough mindedness may be resistant to new ideas and strategy development.

Ensuring that a blend of open-minded individuals is present will encourage the team to take these issues into consideration. Therefore, neglecting personality types may cause the team to ignore new and differing work approaches which may contribute to improving the performance.

### **2.3.9 Summary – Individual Differences and Managerial Behaviour**

This chapter introduced the concepts of the individual as a team member and how individual differences make an important contribution to managerial, team and group performance. Ivancevich and Matteson (2002) and Wood et al (1998) developed two similar models which include elements hypothesised to have a bearing on workplace performance including hereditary/biographical characteristics, abilities and skills, perception, attitudes and personality.

The chapter progressed to discuss how managerial behaviour can influence and challenge the status quo in the work environment. Emotional Intelligence and Stereotyping emerged as being relevant to behaviour which can influence managerial performance.

Two models of individual differences, psychological type (operationalised by the MBTI) and the big five of personality (operationalised by Cattell's 16PF) were identified and used to develop an understanding of differences, particularly with respect to energy, information gathering, decision making and lifestyle work patterns as well as extroversion, neuroticism, agreeableness, conscientiousness and openness to experiences. Therefore it is imperative to note that along with the principles of group dynamics which were identified in a previous chapter, both personality and psychological type plays a major role in determining preferred team role.

In closing, understanding individual differences provides managers with further insight as to why the functioning of teams in any organisational setting change when different individuals are assigned to the roles. Therefore, it is not just the management function that determines the outcomes, rather, it is the individual that occupies the role or position, which influences the outcomes. Understanding individual differences fosters an appreciation as to why individuals excel in certain roles and settings and not in others.

## **2.4 Belbin's Team Role Model**

Whilst the previous chapters focussed on managerial behaviour, team and group composition and the importance of recognising individual difference which impact upon team performance, this chapter will introduce and detail Belbin's Team Role Model.

The chapter will define and discuss the eight team roles for developing a successful and effective team. These roles are Chairman (CH), Company Worker (CW), Monitor Evaluator (ME), Plant (PL), Resource Investigator (RI), Shaper (SH), Team Worker (TW) and Complete Finisher (CF).

Whilst Belbin's team role model is widely accepted and acknowledged, Furnham et al (1993), provides a detailed critique of Belbin's team effectiveness theory.

### **2.4.1 Defining Belbin's Team Role Model**

During the 1980's Belbin studied management teams and developed a theory which endeavoured to draw logical conclusions about what constitutes a successful and effective team. Belbin's work in this area has made a significant contribution as most prior research focussed on individual managers rather than teams (Belbin, 1996).

Belbin's research was one of the most rigorous and extensive studies completed on team building and the model has become one of the most widely used approaches in forming teams today (Belbin, 1996). The study looked at the personality characteristics and critical thinking abilities of members in order to compare successful and unsuccessful teams (Dulewicz, 1995).

Belbin's extensive research suggests that within a team, individuals take on different roles that directly impact upon team effectiveness. Belbin identified the existence of eight key roles and defines a role "...as a pattern of behaviour characteristic of the way in which one team member interacts with another so as to facilitate the progress of the team as a whole" (Dulewicz, 1985, p82). More to the point, this interaction is a function of personality and intelligence.

Belbin suggests that an appropriate combination of these roles can form an effective team where the individuals' varying strengths and characteristics complement one another. Belbin's team composition theory enables the team to capitalise on the strengths and characteristics of the members in working towards optimal team performance (Belbin, 1996). Further, he suggested that the team members filled both formal and informal roles which impact upon the performance of the team. Implicit in this is the assumption that the closer the fit between the formal and informal roles, the greater the coverage of the requisite eight team roles.

From his study, eight clearly defined team roles for developing a successful and effective team were identified by using the 16 Personality Factor Model (16PF) and Watson Glaser Critical Thinking Appraisal models (WGCTA). Therefore, it can be concluded that a person who fulfils a specific team role will behave in a manner which is consistent with the personality and critical thinking ability expected of someone in that role (Dulewicz, 1995).

Belbin's eight defined team roles for developing a successful and effective team are described in detail below.



### **2.4.1.1 Chairman**

The Chairman (CH) “specifies controlling the way in which a team moves towards the group objectives by making the best use of team resources; recognising where the team’s strengths and weaknesses lie; and ensuring that the best use is made of each team member’s potential” (Belbin, 1981, p154).

The CH is primarily committed to achieving goals and objectives and can greatly enhance team performance by creating a positive working environment. Ideally, the team would be composed of individuals with varying levels of mental ability, personal attributes and defined team roles which allows the CH to work with the team's most appropriate contributors (depending upon the task at hand) by utilising their skills, knowledge and experience to make firm and sound decisions (Belbin, 1996). The CH is able to set the scene for the group by organising an agenda, selecting problems for consideration and establishing priorities. The CH establishes roles within the group and attempts to close gaps of performance by effectively drawing upon the team’s intellectual assets (Jay, 1980).

Within the group, the CH facilitates work activities by actively asking questions and encouraging discussion and will only ever exert authority in a manner that fosters improvements of performance. Their ability to bring the team together by asking all members to participate prior to a decision being made, is what characterises them as an effective CH (Jay, 1980).

The CH portrays a positive self image by thinking optimistically. The CH uses concepts to demonstrate approval for team members who have exerted substantial effort in the achievement of goals. The CH is continuously endeavouring to complete tasks in a practical manner and is genuinely enthused about the tasks at hand (Belbin, 1996).

The CH is renowned for having great interpersonal skills, whereby team members feel comfortable discussing issues. The CH has great trust in team members to carry out work that has been assigned and planned. If team members betray the maturity and independence of their role, the CH will intervene and assess the nature of the problem (Jay, 1980).

The typical CH can be described as being calm, confident and in control of situations. They encourage and reward team members on their merits without prejudice or unfairness (Belbin, 1996). Although the CH is not the smartest of the group, with an average IQ level, and is not particularly clever at generating new and innovative ideas, it is their inner strength which fosters team members and encourages those members to capitalise on their strengths, which enables the group to perform effectively (Jay, 1980).

#### **2.4.1.2 Company Worker**

The Company Worker (CW) “specifies turning concepts and plans into practical working procedures; carrying out agreed plans systematically and efficiently” (Belbin, 1981, p154). Management teams who acquire a CW tend to generate satisfactory results as the CW holds the company’s interests at heart and completes work in a practical and realistic manner.

The CW is usually a capable manager within an organisation who assumes great responsibility and holds a high rank within the organisational structure. Over time, the CW develops and enhances skills that are a real asset to a team. These skills contribute to strengthening their opportunities for career advancement because of their practical approach to completing jobs, including those that may be far from interesting and pleasant (Belbin, 1996).

The CW is the practical individual of the team who works towards turning decisions into feasible plans which the company can pursue. This individual has great strength of character and exerts strong and positive self-image (Jay, 1980).

The CW is heavily reliant on structure and systems to support the organisation's direction. As they appreciate plans and structure, any alterations to this model will disrupt their approach to completing work. As the CW is able to motivate the team and ensure the work performed is to a standard, it is logical to assume that if members need to clarify tasks they will approach the CW in the first instance (Jay, 1980).

The typical CW can be described as being well organised, disciplined yet tolerant, ensures all internal and external obligations to the organisation are taken into consideration and uses common sense when completing tasks. They portray themselves as having a strong sense of self image and are professional in their approach. Consequently, the CW can tend to be inflexible at times and may lack enthusiasm for unproven ideas because they are primarily focussed on getting the job done and achieving "achievable" goals effectively and efficiently (Belbin, 1996).

#### **2.4.1.3 Monitor Evaluator**

The Monitor Evaluator (ME) "specifies analysing problems and evaluating ideas and suggestions so that the team is better placed to take balanced decisions" (Belbin, 1996, p157).

The ME is the member of the group along with the Plant (PL) (defined later in this chapter) who is recognised as the "sheer genius". The ME is not renowned for generating new ideas but is able to assist the group by evaluating proposals and suggestions. Their attention to detail at evaluating all possibilities and alternatives ensures that the best possible decision is implemented (Jay, 1980). The ME takes time in making decisions or voicing their opinion as they judge the circumstances, weigh up the options and draw logical conclusions. The more frequent and diverse the suggestions from the team, the more important the role of the ME becomes. The ME assumes the role of a decision making specialist who can generally override the need for team agreement (Belbin, 1996).

They pride themselves on never being wrong and can defend their views in debate due to their ability to critically evaluate suggestions (Jay, 1980). The ME does not become aggravated by the time needed to make decisions but takes advantage of the ability to develop comprehensive solutions (Belbin, 1996).

The ME is typically an introvert, serious minded, “boring” and not highly motivated. Their ability to scrutinise, evaluate and analyse data can often dampen the morale of the team, as they tend to view issues from differing perspectives. As the ME has a dull and negative outlook on new initiatives, this can discourage members from generating new ideas for the group as they are conscious of the feedback from the ME (Jay, 1980).

As the ME generally tends to lack “bounce” and “energy”, the ME role is ineffective at inspiring and motivating other team members. The dull, dour and lifeless characteristics of the ME suggest that they aren’t a positive team player. Their ability to eliminate poor suggestions and make recommendations based on the best interests of the team is what makes the ME a valuable team role (Jay, 1980 and Belbin, 1996).

#### **2.4.1.4 Plant**

The Plant (PL) is the team role who “specifies advancing new ideas and strategies with special attention to major issues and looking for possible breaks in approach to the problems with which the group is confronted” (Belbin, 1996).

The PL is the creative member within the team who sits quietly thinking things through and sometimes generates winning ideas. Their skills and abilities tend to narrow their options for career advancement as they become involved in specialist technical positions (Belbin, 1996). Although other people contribute to the generation of ideas, it is the outrageous approach adopted by the PL which makes this role the ultimate ‘idea generator’. As suggested earlier, the PL is the most intelligent person in the group and the first member

to seek new approaches to resolve issues. Although they are intellectually smart and knowledgeable, they tend to be blasé at times and are likely to disregard practical details and protocols (Jay, 1980).

As the PL is continually working on creative ideas, the perceptions of other team members in regards to their contribution to the team is greatly reduced if they act 'out of line'. The development of the PL role is increasingly evident in newly formed organisations but is highly uncommon in secure and established firms (Belbin, 1996). The PL is primarily interested in the high level fundamentals of projects and therefore is susceptible to not paying particular attention to detail. The PL is inclined to offend people within the group if the ideas generated by members interfere with their ideas (Jay, 1980).

The major flaw of the PL is that they tend to lose focus of the team objectives when they are concentrating on developing new and innovative ideas. The PL tends to be poor at accepting criticism and is quick to get offended if the team rejects their ideas. Once they are offended, they're susceptible to sulking, abruptness and a reluctance to proactively contribute to the team. With the nurturing characteristics of the CH, the strengths of the PL can be restored (Jay, 1980).

The typical PL is individualistic, serious minded and eccentric in their demeanour. The PL is the brightest in the team in terms of imagination, intellect and knowledge although their casual approach can contribute to losing focus of the strategic objectives (Belbin, 1996).

#### **2.4.1.5 Resource Investigator**

The Resource Investigator (RI) is the team role who "specifies exploring and reporting on ideas, developments and resources outside the group; creates external contacts that may be useful to the team and conducts any subsequent negotiations" (Belbin, 1996, p159).

The RI is usually the team member, who is liked by all team members. They are relaxed, sociable, outgoing and have an extensive network of external contacts. The RI actively looks outside the team for news ideas, information and interesting development prospects. Their ability to liaise with external contacts provides opportunity for the RI to actively search for new phenomena to assist with enhancing the competitive position of the team (Jay, 1980). Without the interaction of other members, the RI can very easily become bored and ineffective due to their short attention span. As the RI is primarily interested in working with external contacts, they may tend to lose focus on the teams objectives (Jay, 1980).

The RI is the manager who is never in the office, but if so, will be on the phone. They possess the ability to do business (gift of the gab) and are fond of getting new initiatives started. The RI is well accepted in the management team and their "can do" approach to innovation encourages enhanced management performance (Belbin, 1996).

Typical features of the RI include extraverted characteristics that are enthusiastic and curious. They explore opportunities by talking with people and possess an ability to respond positively to challenge but are prone to losing interest in the initiative once the initial excitement has passed (Belbin, 1996).

The RI and PL in their own unique approach, possess the skills to bring about the innovation the team needs. The differing abilities and qualities of the RI and PL suggest that the roles may be taken by distinct individuals. However, in some circumstances, the brightness of the PL and the imaginative capabilities of the RI can be combined in one individual who can make effective use of their interpersonal and intellectual skills (Belbin, 1996).

#### **2.4.1.6 Shaper**

The Shaper (SH) “specifies shaping the way in which team effort is applied directing attention generally to the setting of objectives and priorities and seeking to impose some shape or pattern on group discussion and on the outcome of group activities” (Belbin, 1996, p160).

The SH is full of nervous energy, they are outgoing, emotional, impulsive, impatient, sometimes edgy and easily frustrated. Of all the team members, the SH is the most prone to paranoia and the first to sense there is a conspiracy against them (Jay, 1980). The SH is generally a disruption to a well balanced team. They are a part of the team who is likely to challenge and change the point of equilibrium which will enables the team to take on other opportunities which may have been bypassed. The SH is persistent and uses negotiating skills to alter the direction of the team’s decisions.

The SH is effective at guiding the implementation of slow moving systems to ensure that an end is reached. If the SH is successful in their ability to implement the system, they will have acquired skills which are highly desirable and thus be very promotable (Belbin, 1996).

The CH and SH often complement each other and bring coherence to a team. They can both operate effectively as leaders of the team provided one contains themselves or switches to another role within the team. Yet, it is common that a team may need these individuals at different times (Belbin, 1996). The SH is self-confident and relies upon factual results to review the performance of the team. In contrast to the CH, the SH tends to view the team as an extension of their self-image. The SH is personally competitive, intolerant of vagueness and likes strong direction. People outside the group often see this character as abrasive and arrogant. Further, they can make people within the team feel uncomfortable. Due to their strength in character, the SH is able to make things happen (Jay, 1980).

Typically, the SH is outgoing, dynamic and has an ambition to challenge disinterest and ineffectiveness to ensure that the team is well placed with their strategic direction. The SH tends to be prone to frustration and unsociability and becomes irritated and impatient (Belbin, 1996).

#### **2.4.1.7 Team Worker**

The Team Worker (TW) “specifies supporting members in their strengths; underpinning members in their shortcomings; improving communications between members and fostering team spirit generally” (Belbin, 1996, p161).

The TW is the member of the group who is genuinely concerned with the welfare of members. They have an ability to encourage people to generate ideas and show praise and recognition for people’s efforts within the team. The TW is seen to have an energising effect on the team as there is an increase in morale, cooperation and positive member interactions that manifest when the TW is present (Jay, 1980).

During times of great distress other team members value the sympathetic, understanding and supportive characteristics of the TW, because they are able to foster a nurturing environment. Due to their interactions with members of the team, the TW is renowned for being able to counter the tension within the team, which may be generated by the stronger team roles such as PL or SH (Jay, 1980). The TW is competent at listening to others suggestions, can involve difficult members in discussion and optimistically fosters positive team spirit which is above and beyond their own interest (Belbin, 1996).

As the name suggests, it is no wonder that the TW doesn’t enjoy competitive environments. Their concern with emotions and the well being of team members substantiates why they are inclined to being indecisive. Their reserved approach to making decisions may make them look like a ‘fence sitter’ as they do not want to offend members of the team (Jay, 1980).



As the TW is primarily concerned with the general well being of members, their direct contributions to the team's performance is not always evident. When the TW is not present, the team feels their absence as hostile interactions between members begin to emerge. Due to their ability to embrace the team members in working together, the TW can be regarded as the "team's backbone" for improving performance and team cohesion (Jay, 1980).

Teams which are led by TW create an environment where the tactful and observant skills of the TW become highly important to the team's performance (Belbin, 1996).

Typically, the TW is the "socialite" of the team and acquires the ability to promote positive team spirit amongst the members. However, because they are prone to being overwhelmed by events, they can freeze in urgent situations (Belbin, 1996).

#### **2.4.1.8 Complete Finisher**

The Complete Finisher (CF) can be defined as the team role who "specifies ensuring that the team is protected as far as possible from mistakes of both commission and omission, actively searching for aspects of work which need a more than usual degree of attention; and maintaining a sense of urgency within the team" (Belbin, 1996, p155).

The CF is the team member who follows through to the completion of projects, tasks or initiatives that have been assigned to the team. They do so comprehensively and to a high standard. The CF is reluctant to commence a project if they have doubts about its completion, therefore, they will prepare detailed plans to ensure that nothing has been overlooked and that the project will achieve the required goals and objectives (Belbin, 1996). The CF is constantly worried about things that can go wrong, and are never satisfied until every detail has been thoroughly checked. This 'worry or tension' is an example of their anxious persona (Jay, 1980).

Managers are usually skilful and capable but commonly lack the urgency to complete tasks once they have been commenced. The CF pays particular attention to detail and is well recognised and acknowledged by their colleagues for this contribution (Belbin, 1996).

The CF is known for maintaining a constant sense of urgency, has good self-control and cannot tolerate members who adopt a casual working approach. As the CF is focused on the completion of tasks, their constant worry can bring about low morale to the team environment and hence decrease performance. As many managers fail to follow through with projects, it is the rare trait of the CF, which promotes them as a real asset to the team (Jay, 1980).

The CF experiences personal satisfaction by their consistent and effective work effort to produce results. The role of CF is quite difficult for organisations to recruit for as the skill is not self evident in the recruitment and selection process (Belbin, 1996).

The typical CF has an orderly and conscientious approach with the capacity to follow through. As the CF is highly diligent, they may tend to worry about minor issues which may not be crucial to the completion of the project (Belbin, 1996).

The work of Belbin concludes that each member of the team carries a dual role which includes a functional role (specialised skills) and a team role. For example; if person A likes to resolve issues and person B likes to challenge the status quo, these traits which the team members possess will be evident in any team in which they are members. As a result of his research, Belbin has concluded that an individual's persona never changes and therefore will be evident in any team and situation they are in. He has substantiated his theory by demonstrating that the eight team roles will always need to be apparent for effective team work (Jay, 1980).

### 2.4.2 Insight to Belbin's Theory

Belbin's team role theory has become one of the most commonly used team building theories in business. The nine years of research supporting the theory provides organisations with confidence that is a valid and reliable instrument (Wong, 1998). His research in this area has provided academics and practitioners with compelling answers which have extended knowledge on how organisations work and how they can work more effectively by exploring topics such as team diversity, management behaviour and individual differences (Jay, 1980).

From the extensive research conducted, Belbin has determined five key factors that are necessary to create an effective team and produce consistently good results (Dulewicz, 1995; Wong, 1998). These are:

- each member works towards the achievement of goals and objectives by carrying out a functional role;
- a favourable equilibrium in a functional role and team role is needed although this is somewhat dependent on the goals and tasks;
- team effectiveness is reliant on each member's ability to accurately recognise and modify their contribution to the team;
- personality and mental abilities of members may limit their chances of fulfilling various team roles ; and
- a team can use its technical resources to full advantage only when it has the right balance and mix of team roles (Dulewicz, 1995).

Belbin encouraged many organisations to participate in his study which provided substantial data to hypothesise, test, revise, modify and retest the theory until a universal anatomy of teams was derived. Continual development of the theory confirmed and reiterated the importance of the roles in using the team to full advantage (Belbin, 1996).

Belbin points out that eight people are not essential for the effective performance of the team. If there are less than eight, some members may need to take on more than one team role to ensure the effectiveness of the

team is not diminished. Obviously, the absence of roles weakens the team's ability to perform. Similarly, too many roles of the same type may cause conflict and failure. An analysis of the team roles demonstrates that equal attention should be paid to the internal and external orientation of the roles which can influence the performance of the team (Jay, 1980). These roles are categorised below in table 6: Team Roles Characterised By Internal/ External Orientation.

Table 6: Team Roles Characterised By Internal /External Orientation

Internal Focus: Looks predominantly within the team	External Focus: Orientated to the world outside the team
<ul style="list-style-type: none"> <li>- Company Worker</li> <li>- Monitor-Evaluator</li> <li>- Team Worker</li> <li>- Completer Finisher</li> </ul>	<ul style="list-style-type: none"> <li>- Chairman</li> <li>- Plant</li> <li>- Resource Investigator</li> <li>- Shaper (Jay, 1980)</li> </ul>

It is important for organisations to recognise that:

- the composition of a team may need to differ as the organisations' objectives will vary;
- reorganising long established management teams doesn't happen overnight; and
- the introduction of team role evaluation in an organisation can take time with already established teams, although it may add instant value in creating project teams (Jay, 1980).

Belbin's research gave consideration to the development, training, qualifications and experience needed by teams to ensure that the strengths of individuals are optimised. His research provides organisations with an ability to review and assess the psychological, motivational, composition and behaviours needed by members to foster effective team work and hence improve operational performance (Jay, 1980).

As briefly mentioned earlier, no research to date has explored the relationship between Belbin's Team Role Model and MBTI. This comparison will be supported in the research later in the thesis.

Whilst Belbin's team role model has gained wide acknowledgment and acceptance by practitioners, his theory has also undergone criticisms which are noted below.

### **2.4.3 Criticisms of the Belbin Team Role Model**

Initially, Furnham and his colleagues understood Belbin's theory as one in which the various team roles that individuals fulfil in a team and the team's ability to function effectively is dependant on the team's composition (Furnham et al, 1993).

Furnham et al (1993) subsequently carried out three studies to verify the psychometric properties of Belbin's questionnaire as they harboured uncertainty about its reliability and validity. From their study, Furnham et al (1993) arrived at three conclusions with regard to the Belbin. These are:

- the test was ipsative (forced choice answer questionnaire which skews the respondent's choices in answering the questions);
- the sequence in which the questions were asked was too broad therefore losing specific focus on groups, and
- the measure was neither theoretically nor empirically derived.

Belbin countered Furnham et al's (1993) commentary on his instrument as he believes that the test is not a forced choice but a restricted choice questionnaire. He continues to suggest that Furnham's criticisms examine the team roles as if they were just personality traits although Belbin's book refers to team roles as a cluster of related traits (Dulewicz, 1995) such as; mental ability, current values, motivations, field constraints, experience and role learning, all of which have an effect on team behaviour (Wong, 1998). Further research by Broucek and Randell (1996) argue that what the

inventories lack in psychometric soundness could be related to deeper psychological issues rather than their psychometric properties. However, the critical point to note is that Furnham's criticisms were directed at the subsequent instrument and not the model, nor the foundation instruments, namely the WGCTA and 16PF which are used in this research.

As mentioned previously, Belbin's theory is broadly used in business in selecting, counselling and developing management teams (Furnham et al, 1993). Furnham et al's (1993) position on Belbin's theory is mindful of organisations applying it in making important decisions, training courses, team building and development exercises and therefore suggests that organisations would be disadvantaged to make decisions based on data from an unreliable instrument, despite the soundness of the fundamental model (Furnham et al, 1993).

#### **2.4.4 Comparing Belbin's Team Roles by Likely MBTI types**

Whilst this literature review has defined both MBTI and Belbin's Team Role model, to date no research has explicitly sought to establish the correlation between the two models. Table 7: Comparing Belbin's Team Roles By Likely MBTI Types identifies the likely MBTI trait combinations in relation to the specific team roles identified by Belbin. Due to the distinct characteristics portrayed by each team role, it may be reasonable to assume that the MBTI Belbin trait combinations will be supported in the research. These combinations are direct assumptions based on the individual team roles dominant characteristics.

Table 7: Comparing Belbin's Team Roles By Likely MBTI Types

Belbin's Team Roles	Dominant trait	Key elements of MBTI Type	Likely MBTI Types
Chairman – CH	Extroverted, strategic, decisive, self confident, controlled	ENxJ	<b>ENTJ, ENFJ</b>
Company Worker – CW	Attention to detail, conservative, dutiful, predictable	xSxx	<b>ISTJ, ISFJ, ISTP, ISFP</b>
Monitor Evaluator - ME	Intellectual, critical, logical, cautious	IxTJ	<b>INTJ, INTP</b>
Plant – PL	Intellectual, strategic, serious minded, eccentric	xNxP	<b>INTP, INFP, ENTP, ENFP</b>
Resource Investigator – RI	Extraverted, communicative, net -worker, decisive, enthusiastic	ESxJ	<b>ESTJ, ESFJ</b>
Shaper – SH	Attention to detail, decisive, challenging, logical, out-going	xSTJ	<b>ESTJ, ISTJ</b>
Team Worker – TW	Harmonious, socially oriented, sensitive, mild demeanour	ExFx	<b>ENFP, ENFJ, ESFJ, ESTP, ESFP, INFJ</b>
Completer Finisher – CF	Focussed, attention to details, orderly, decisive, conscientious, anxious	xSTJ	<b>ISTJ, ESTJ</b>

It should be noted that the categorisation of the 16 MBTI trait types does not mean an individual will always demonstrate consistent behaviour in relation to their type. The MBTI trait types imply and provide an explanation of the differing styles and preferences individuals adopt in the world in which they live.

Although individuals may well demonstrate behaviours of another type because of the situation, the most preferred approach to responding is categorised by their MBTI type. This suggests that individuals will respond naturally and most comfortably to the situation by using their dominant traits from the four bi-polar dimensions (**E**xtravert vs. **I**ntrovert, **T**hinking vs. **F**eeling, **S**ensing vs. **I**Ntuition, **P**erceiving vs. **J**udging).

#### **2.4.5 Summary – Belbin’s Team Role Model**

This chapter introduced the reader to Belbin’s Team Role Model which has added to the body of knowledge surrounding organisational management and hence the performance of teams. Belbin’s theory has become one of the most widely used instruments today by identifying eight key roles which contribute to creating an effective team working environment.

Whilst Belbin’s team role model is widely accepted and acknowledged amongst leading practitioners and insights to the theory are explored, Furnham et al (1993) pointed out criticisms of Belbin’s team effectiveness instrument suggesting that organisations should be mindful of utilising the instrument because of the aforementioned flaws.

The chapter progressed to identify likely MBTI trait combinations in relation to the specific team roles identified by Belbin based on the profiles and similarities of the two models. This comparison is the focus later in the thesis.



## **2.5 Characteristics of the Hospitality Industry**

An understanding of managerial behaviour, performance of groups and teams, and recognition of individual differences within organisations, with particular reference to the MBTI framework and Belbin's Team Role Model, has emerged through this literature review to report on a key factor which bears upon organisational effectiveness.

As the hospitality industry is the setting for this research, the characteristics and variables which define the industry will be explored. This will provide context for understanding the relationship between member roles and team effectiveness within large hospitality organisations which will be discussed later in this thesis.

This chapter will explore the general setting of the hospitality industry including communication barriers, defining hospitality managerial success, formal qualifications, characteristics of the workforce, tourism and travel and implications on service and business performance in a dynamic, challenging and ever changing industry.

As a holistic appreciation of the hospitality industry begins to emerge, a profile of a hospitality manager in relation to Belbin Team Role Model and MBTI will be discussed.

### **2.5.1 General Characteristics of the Hospitality Industry**

The hospitality industry, located within the service sector, is internationally characterised by small to medium sized organisations which service customers. The diversity in culinary expectations, service standards and cultures (for both service providers and customers) within a common framework of meeting the needs of customers makes the hospitality industry unique.

Generally, many medium to large sized hospitality organisations operate a twenty-four hour, seven day a week business (Hisle & Stevens, 1996). To meet the volatile operating demands of the business, management needs to establish flexible approaches in working towards the completion of tasks and jobs by ensuring sufficient resources are readily available to service clientele. These general characteristics of the hospitality industry are discussed in more detail.

*Nature of the workforce:* In meeting the operational demands of the business, it is common practice in the hospitality industry to employ a workforce characterised by part time and casual positions (Hisle & Stevens, 1996).

*Communication barriers:* The variation to the traditional approach of recruiting permanent full time employees places constraints on developing effective communication strategies as the work schedules of these employees usually reside outside the standard nine to five working arrangements (Hisle & Stevens, 1996).

*Diversity:* The hospitality industry employs and services many people from diverse backgrounds. Cross-cultural issues are a major concerns to providing services which meets the needs of all visitors, these include: language barriers, level of education, life experiences, cultural backgrounds, service standards and expectancies and many more (Hisle & Stevens, 1996).

## **2.5.2 Parameters to Hospitality Managerial Success**

Dependent on the nature and size of the establishment, researchers hold different views on what constitutes a successful manager in the hospitality industry.

Peacock (1995) suggests that the quality and success of a manager is commonly perceived as an objective measure which is subject to quantifiable analysis. These include:

- the ability to control costs;
- positive customer feedback and therefore a reduction in complaints;
- customer satisfaction resulting in increased volume and repeat business;
- effective and efficient processes to ensure the smooth running of the business;
- positive job satisfaction of the manager against their own performance standards;
- ability to retain staff, therefore reducing staff absenteeism and turnover hence recruitment costs;
- positive staff morale and feedback; and
- affirmation of performance by their direct manager (Peacock, 1995).

Peacock (1995) observes that managers who base their success on their interaction with staff are likely to be employed in larger hospitality organisations. These larger organisations usually develop managers who are focussed on relationships with staff and are likely to have implemented quality assurance programs to ensure consistent achievement of high performance (Peacock, 1995).

### **2.5.3 Formal Qualifications**

Compared to other professions, formal qualifications are not essential to hospitality managerial positions. Research suggests that managers who have a strong focus on staff, have usually completed a degree in Hospitality Management (Peacock, 1995).

Similarly, Practical or Operational Managers tend to have nationally accredited Hotel and Catering Diplomas. With many competing objectives confronting managers, they are mindful of utilising the time to build rapport and support line staff (Peacock, 1995).

As the industry progresses, hospitality managers are constantly looking for flexible approaches of providing staff with work based (on the job) education, coaching and training. These innovative approaches to learning and development are being adopted by organisations to encourage and support firms in moving away from traditional and inefficient working methods (Teare, 1996).

Due to no academic barriers to the Hospitality Industry it can be assumed that over representation of particular types, characters and roles will be evident in the Results section of this thesis.

To assess the critical thinking ability of the cohort the Watson Glaser Critical Thinking Appraisal (WGCTA) tool will be utilised. A former study utilised the WGCTA tool and concluded that MBA students scored 79.1 (out 100), Third Year Medical Students 79.9, Sales Representatives 71.5 and Police Officers 66.6. Given that Peacock (1995) outlined above the successful Hospitality Manager would focus on operational success it can be suggested that the cohort will demonstrate a WGCTA score of between 65 – 72 which will demonstrate consistency with the WGCTA study (Watson et al, 1980).

#### **2.5.4 Nature of the workforce**

“Effective Human Resource Management has become a vital component for creating and maintaining a competitive edge in today’s hospitality industry” (Blum, 1996, p20). The hospitality industry is regarded as being one of the lowest paid industries in the global economy and staff are renowned for developing low self esteem due to the simplicity and nature of the work. These negative attitudes and feelings expressed by employees contribute to the high levels of staff turnover experienced by the industry (Teare, 1996).

##### **2.5.4.1 Staff Turnover**

Staff turnover is a contentious and continuing problem faced by the hospitality industry. It is a major expense for any business as the cost of losing an

employee and appointing a replacement can place great strain on staff, the department and most importantly, the customer (Harbourne, 1995).

Harbourne (1995) notes that loyalty is lower and turnover is higher amongst younger workers in the industry. Two main reasons why these people depart include:

- they seek employment in the hospitality industry for a predefined time whilst they work towards their careers in different sectors; and
- people who are looking for a career in hospitality are mindful of the value of, and the importance in gaining, experience in other leading hospitality organisations.

### **2.5.4.2 Career Advancement**

The hospitality industry provides a range of employment opportunities that allows potential employees to seek a promising future of career development and allows others to 'just do their job'. An understanding of these two factors gives managers an ability to recruit for specific roles and functions (Harbourne, 1995).

The hospitality industry is also characterised by many positive and intriguing qualities which invite and encourage potential employees to sample employment particularly in regards to part time employment. These include:

- high level of job satisfaction – provides people with the opportunity to meet diverse people of differing backgrounds, origins and culinary experiences;
- teamwork – allows staff to work in a team environment where people are interdependent on one another to complete tasks which more than likely creates a positive atmosphere in the workplace;
- flexible working hours – provides staff with the ability to work various shifts over a rotating seven day roster;
- staff development – training and coaching exercises assists in improving job performance therefore improving job satisfaction; and
- Travel opportunities in a global economy (Harbourne, 1995).

### **2.5.5 Tourism Industry**

The hospitality industry is highly dependent on the tourism industry. The tourism industry brings in foreign revenue to a region, which contributes to its economic development and sustainability. The relationship between the hospitality and tourism industry places great emphasis on ensuring that transportation, infrastructure, hotel and restaurant facilities, safety and security requirements are sufficient to meet the demand for potential tourists (Teare, 1996).

The variety and choices of hospitality services provide customers with a range of alternatives in visiting particular establishments. Such alternatives include location, brand, image, ambience and amenities, all of which are quite difficult variables to measure. Therefore, it is critical for the organisation to understand and know how to reach their customer in order to maximise the opportunity of gaining and potentially increasing market share (Blum, 1996).

### **2.5.6 Service improvement and business performance**

The nature and expectations of the hospitality industry are constantly changing and therefore it is vital for establishments to remain competitive. It is logical to assume that for a hospitality organisation to remain competitive it must become more responsive to the change (Blum, 96).

“Changing customer needs, increased competition, technological advances and globalisation are all current patterns which will lead towards a system level redesign of tomorrow’s hospitality organisation” (Blum, 1996, p2). Organisations stay afloat by learning and adopting new practices, skills, attitudes and competencies to reflect changes in the industry (Teare, 1996).

Managers must continue to develop a clear understanding of the strategic direction the company is working towards to meet both internal and external challenges. As the industry moves forward, businesses and managers need to create an environment which views guests’ and employees’ safety and privacy as major legal compliance issues in order to be regarded as operating in an ethical manner (Blum, 1996).

### 2.5.7 Summary – Characteristics of the Hospitality Industry

In this chapter an understanding of the fundamental characteristics of the hospitality industry emerged. Many establishments within the hospitality industry operate a twenty-four hour seven day a week operation, which places constraints on staffing, communication, and product and service delivery.

The chapter progressed to discuss a range of characteristics which define managerial success in the hospitality industry. For example; cost reduction, low staff turnover, repeat business and increase in customer satisfaction. The method which managers determine their success is related to their individual characteristics in terms of performance.

Due to the dynamics of the hospitality industry it is seen to be unique mainly due to its flexible working hours, world wide travel opportunities, team work and different culinary standards and experiences. The chapter concluded that the hospitality industry is highly dependent on the tourism industry in order to bring about foreign revenue which will contribute to regional development and sustainability.

Although the hospitality industry is quite distinct from other formal industries (ie: law) Belbin's theory and MBTI can still be applied. Due to the high customer interaction it would reasonably expected that successful hospitality managers to be **E**xtraverted, **S**ensor, **F**eeling and **J**udging people according to MBTI and a Resource Investigator (RI) with reference to Belbin's team role. The essence of team performance and effectiveness of the hospitality industry is assumed to be the same as other industries although relying on differing skills to best management their business, therefore the application of Belbin and MBTI can benefit the hospitality industry just as all others.



### **3.0 Methodology**

The primary objective of this research was to develop an understanding of individual and team performance within a framework of critical thinking skills, psychological type and personality inventory of the team members. Well established psychometric instruments (two of which were used by Belbin) were used to test the personalities and critical thinking of the managers. These instruments have been identified based on the preliminary literature review.

Based upon the work of Belbin and Myer Briggs, three psychometrically sound instruments were used. These were:

- Watson Glaser Critical Thinking Appraisal (WGCTA) – critical thinking
- Cattell's 16 Personality Factor (16PF) personality
- Myer Briggs Type Indicator (MBTI) – psychological type

Each of these instruments are self complete, self reflective, closed choice instruments with well-documented analysis and prognosis algorithms. For example, the MBTI consists of 132 questions. Based upon the answers to these questions, the respondent is allocated into 1 of 16 groups.

These instruments were chosen because of their robustness, reliability and validity. Furthermore, the general acceptance in the academic and business community supported the use of these instruments.

In particular, the MBTI continues to be an important tool which is used within organisations and is primarily adopted to understand individual differences and personality preferences. It also assists in employee relation functions such as recruitment, selection, counselling, career progression programs and training and development (Gilligan, Treasure and Watts, 1996; Zemke, 1992).

The responses received were collated and entered into SPSS for analysis. As SPSS assists to quickly and easily produce the statistics from the data, attention can be focused on critically analysing and interpreting the results.

The various statistical techniques employed in this study were done to move the analysis beyond a simple description of the profile of the respondents to a more rigorous exploration. The MBTI classified respondents into groups based upon their type whilst the 16PF produces scores on an interval scale from one to ten. The WGCTA result is shown as a percentage score.

A statistical analysis method called cluster analysis was used to "...identify groups of cases, which share common characteristics" (Francis, 2001, p143). Using the results from the 16PF and the WGCTA, eight clusters were formed into which the respondents were allocated. This process allowed for the respondents to be allocated into naturally occurring groups based on their responses to the two instruments (WGCTA & 16PF). The emergent eight groups were then identified within the framework identified by Belbin to parallel the eight groups of Belbin's model. As a consequence, the members of each group were then identified in terms of their Belbin team role as determined by their team membership.

The data was further analysed using:

- frequency distributions - to determine patterns in answers,
- cross-tabulations - to relate variables together
- percentages - to give meaning to the data.

The research also utilised more sophisticated techniques such as MANOVA, ANOVA and t-tests to determine whether there was statistical significance based on two or more dependent variables (Francis, 2001) which are defined below.

- MANOVA function to test for the existence of Belbin's model from the Cattell's 16PF and WGCTA data.
- ANOVA function to test for the existence of a model across several groups being the 8 Belbin's team roles and the 16 MBTI trait types by

Cattell's 16PF and WGCTA one at a time (ie: Plant v Cattell's 16PF and WGCTA).

- t-test function to test for the difference between two groups (ie: Plant (PL) v Chairman (CH) in terms of Cattell's 16PF and the WGCTA.

A convenience population of 11 senior management teams in the Melbourne hospitality industry, incorporating 121 people were surveyed during May – July 2003 using the abovementioned instruments. The establishments from which these senior management teams were invited to participate in the study were company owned and were business orientated rather than focussing on leisure markets.

In addition to the abovementioned instruments the performance of the management team were assessed by a senior manager within each organisation.

Furthermore, a case study of one team was conducted. The purpose of the case study was to obtain a richer body of information to further support the data gathered by the structured self-complete questionnaires. The interviews focussed on member's experiences within the team, perceptions of others members within the team and how this impacted on the team's ability to perform; and general discussion in regards to their personal results from MBTI framework and Belbin's team role model.

The research was marked by five key stages. These were:

- Stage 1: Extensive literature review,
- Stage 2: Gathering of individual data by administering the three abovementioned psychometric tests,
- Stage 3: Assessment of team performance by interview with senior managers to whom each team reports,
- Stage 4: Detailed case study of one team, to provide indepth individual team discussions with team members. and
- Stage 5: Analysis of the results.

## **4.0 Results**

This chapter reports the results of the analysis. The section will progress to further analyse and interpret the results from the cohort. It will identify the commonalities between Belbin's Team Role Model and the MBTI, as well as the differences between the two models. Finally it will provide an explanation of how these gaps may prove problematic for the Hospitality Industry.

### **4.1 Quantitative Analysis**

#### **4.1.1 The Sample Frame**

##### **4.1.1.1 Cohort - Senior Management Teams Defined**

The senior management teams who participated in the study were drawn from the accommodation sector of the hospitality industry. The properties range from three to five star rating and are located in Melbourne.

To provide context to the data, the establishments can be categorised as small and large hotels. A small hotel has been defined for the purposes of the research as an establishment consisting of less than 200 accommodation rooms, and large establishments containing 201 or more rooms.

##### **4.1.1.1.1 Size of Establishment vs. Size of Senior Management Team**

Six small and five large management teams participated in the research to assist in defining member roles and team effectiveness with reference to Belbin's Team Role Model and MBTI. *Table 8: Size Of Property By Senior Management Team* identifies that smaller hotels comprise teams with approximately seven members. Alternatively, larger properties have an average of thirteen members per team. It could be assumed that senior management teams would be comprised mainly of men. Surprisingly 51.4% of participants were females with males representing 48.6% of the cohort.

Table 8: Size of Establishment vs. Size of Senior Management Team

		Number of respondents per team		
		Property Size		Total members per team
		Large 201 accommodation rooms and above	Small 200 accommodation rooms and below	
Establishment	A		4	4
	B	5		5
	C		8	8
	D		7	7
	E		14	14
	F	13		13
	G	26		26
	H		4	4
	I	10		10
	J	13		13
	K		7	7
	Total	67	44	111

#### 4.1.1.1.2 Accommodation Star Rating vs Size of Senior Management Team

The senior management teams participating in the study were further categorised based on their accommodation star rating. Table 9: Accommodation Star Rating by Establishment depicts the size of the senior management team based upon their accommodation star rating which generally suggests that the higher star rating, the larger the senior management team.

Table 9: Accommodation Star Rating by Establishment

		Number of Team Members					Total members per team
		Accommodation Star Rating					
		3 Star	3.5 Star	4 Star	4.5 Star	5 Star	
<b>Establishment</b>	<b>A</b>					4	4
	<b>B</b>	5					5
	<b>C</b>	8					8
	<b>D</b>		7				7
	<b>E</b>			14			14
	<b>F</b>				13		13
	<b>G</b>					26	26
	<b>H</b>		4				4
	<b>I</b>			10			10
	<b>J</b>					13	13
	<b>K</b>			7			7
	<b>Total</b>	13	11	31	13	43	111

#### 4.1.2 Descriptive Results

##### 4.1.2.1 Cohort - Hospitality Managers categorised by Belbin's Team Roles

In all 111 Hospitality Managers surveyed responded to the study thus showing a response rate of 91.7%. Of these 23.4% were categorised as Company Worker's (CW), followed by Shaper's (SH) 18.0%, Completer Finisher's (CF) 13.5% and Chairman (CH) 12.6% (*refer to table 10: Cohort – Hospitality Managers categorised by Belbin's Team Roles*). The Plant (PL) demonstrated low representation amongst the senior management teams with only 2.7% of respondents fulfilling this important role.

The Belbin Team Roles portrayed by the cohort are reflective of a typical hospitality management team which are generally composed of operational managers who are primarily focused on the front line functioning of the hotel.

The need to recruit employees who acquire the skills to efficiently and effectively service the needs and wants of their guests demonstrates why the majority of the cohort were classified as Company Workers (CW) (23.4%), Complete Finishers (CF) (13.5%) and Team Workers (TW) (11.7%) within Belbin's team role model (refer to 3.0 Methodology for how the clusters of Belbin's Team Roles were developed).

Table 10: Cohort – Hospitality Managers categorised by Belbin's team roles

<b>Belbin's Team Roles</b>	CH	Chairman	12.6%
	CW	Company Worker	23.4%
	ME	Monitor Evaluator	8.1%
	PL	Plant	2.7%
	RI	Resource Investigator	9.9%
	SH	Shaper	18.0%
	TW	Team Worker	11.7%
	CF	Completer Finisher	13.5%
	<b>Total</b>		100.0%

#### 4.1.2.2 Composition of Senior Management Teams based on Belbin's Team Roles

Each of the eleven senior management teams which participated in the study have identified different team compositions based on the model. From the results it is evident that:

- 55.0% of the eleven teams comprised an RI and ME,
- 73.0% of the teams had a TW, CH and SH present,
- 80.0% comprise a CW and CF, and
- 20.0% had a PL within their structure (refer to table 11: Composition of Senior Management Teams).

This would suggest 55.0% of the teams had an external networking role and an evaluator of alternatives; more than 70.0% of teams had a form of leadership whilst 80.0% of the teams had roles to carry out planned duties through to completion. A minimal 20.0% of teams had a PL who is considered the 'genius' of the team in developing innovative and entrepreneurial ideas.

#### **4.1.2.2.1 Self Perception Interviews with Formal Leaders**

In adding rigour to the research, the formal leaders of the senior management teams were interviewed to develop an understanding of the team's performance based on the formal leader's perception. In conducting the interviews the formal leaders identified areas of concern for their team.

Interestingly, their comments were consistent with the overall team results identified from the surveys. This included strengths and weaknesses of the team which can be attributed to the present and missing Belbin team roles. Findings from interviews conducted with Formal Leaders of teams A, B & H are discussed below.

##### **4.1.2.2.1.1 Team A**

Team A had four of Belbin's team roles represented including CW, ME, TW and CF. According to Belbin, the missing leadership roles CH and SH will hinder the group's ability to collectively use the skills of the team in order to work towards the achievement of goals (Belbin, 1996). Further, the team role shortage of the PL and RI limits the team's ability to generate logical yet outrageous ideas therefore minimising innovative and entrepreneurial performance.

When the formal leader was invited to comment on the team's performance in terms of effectiveness, satisfaction and extra effort, it was suggested that the team was comfortable with the daily operations of the hotel but lacked focus to drive new and innovative business. These comments reflected the team's lack of CH, SH, PL & RI. Therefore increased representation of these members' roles may assist in addressing these issues by introducing members who focus on strategic direction and hence improved operational performance.



#### **4.1.2.2.1.2 Team B**

Similarly, Team B also had four team roles present, these being CH, ME, CW and CF. In contrast to Team A, Team B possessed a CH to lead and draw upon the team's resources to complete work but didn't possess the role of a CW to ensure that the systems and procedures were in place to complete planned work. Similar to Team A, Team B is also deficient in the roles of the RI and PL which are considered important by Belbin in order to embrace new business challenges. Although the SH was not evident, the presence of the CH (the formal leader) compensated the Leadership role for this absence.

Team B's formal leader displayed charismatic tendencies and felt that the team demonstrated inconsistent patterns of performance. With the introduction of a CW, Team B could enhance team performance based on the CW ability to ensure work is carried out to plan and within a timely manner.

#### **4.1.2.2.1.3 Team H**

Interestingly Team H, possessed only a RI (75.0%) and TW (25.0%). The lack of the other six important member roles indicates that the team is deficient in leadership, radical idea generation, the ability to see projects through to completion, the capacity to critically evaluate ideas and the ability to ensure the work is carried out (Belbin, 1996). According to Belbin, the performance of this team based on their composition and team roles present will be less effective than that of teams who possess all eight team roles.

The formal leader's comments in regards to this team's performance was particularly focussed towards the business entity being under staffed and under resourced. In a similar fashion, the management team, whilst having sufficient members, is psychologically and intellectually under resourced according to Belbin's Team Role model.

Although team's A, B and H have differing patterns of role composition based on Belbin's model, improvements can be made to their performance. If the absent team roles were introduced it would be reasonable to assume that each team would demonstrate improvements based on the needs of the team. Further research into the impact of making changes to the composition of these teams would more fully assess the efficacy of Belbin's team role model in relation to the Hospitality Industry.

Table 11: Composition of Senior Management Teams

Est.	Chairman 12.6%	Company Worker 23.4%	Monitor Evaluator 8.1%	Plant 2.7%	Resource Investigator 9.9%	Shaper 18.0%	Team Worker 11.7%	Complete Finisher 13.5%	Total
A		25.0%	25.0%				25.0%	25.0%	100.0%
B	20.0%		20.0%				40.0%	20.0%	100.0%
C		25.0%			12.5%	12.5%	25.0%	25.0%	100.0%
D	14.3%	14.3%			14.3%	28.6%	28.6%		100.0%
E	7.1%	28.6%	7.1%		7.1%	21.5%	14.3%	14.3%	100.0%
F	15.4%	23.1%			30.7%	15.4%		15.4%	100.0%
G	15.4%	30.8%	11.5%			19.6%	7.7%	15.4%	100.0%
H					75.0%		25.0%		100.0%
I	10.0%	20.0%		20.0%		30.0%	10.0%	10.0%	100.0%
J	23.1%	23.1%	15.4%	7.7%	7.7%	15.3%		7.7%	100.0%
K	14.3%	28.6%	14.2%			28.6%		14.3%	100.0%

#### 4.1.2.2.2 Amalgamating Belbin's Team Roles

In relation to Belbin's model, an appropriate combination of the eight team roles can form an effective team wherein the individuals' varying strengths and characteristics complement one another (Belbin, 1996).

Belbin suggested that in some instances, particular team roles can compensate for others which are not present within the team. For example: the CH and SH are the leadership type roles within the team and therefore if the CH was not present, the SH could substitute the formal leadership position.

It is evident that team C could draw upon the resources of the SH to fulfil the absent role of the CH as opposed to teams A and H, who had neither roles. This lack of leadership in teams A and H may contribute to patterns of poor performance which will be identified subsequently in this thesis (refer to Table 12: Amalgamating Belbin's Team Roles). In interpreting Table 12, note that the bolded columns are those representing the combined roles.

Table 12: Amalgamating Belbin's Team Roles

<b>Est.</b>	<b>Chairman/ Shaper 30.6%</b>	<b>Company Worker 23.4%</b>	<b>Monitor Evaluator 8.1%</b>	<b>Plant/ Resource Investigator 12.6%</b>	<b>Team Worker 11.7%</b>	<b>Complete Finisher 13.5%</b>	<b>Total 100%</b>
<b>A</b>		25.0%	25.0%		25.0%	25.0%	100.0%
<b>B</b>	20.0%		20.0%		40.0%	20.0%	100.0%
<b>C</b>	12.5%	25.0%		12.5%	25.0%	25.0%	100.0%
<b>D</b>	42.9%	14.3%		14.3%	28.6%		100.0%
<b>E</b>	28.5%	28.6%	7.1%	7.1%	14.3%	14.3%	100.0%
<b>F</b>	30.8%	23.1%		30.8%		15.4%	100.0%
<b>G</b>	34.6%	30.8%	11.5%		7.7%	15.4%	100.0%
<b>H</b>				75.0%	25.0%		100.0%
<b>I</b>	40.0%	20.0%		20.0%	10.0%	10.0%	100.0%
<b>J</b>	38.5%	23.1%	15.4%	15.4%		7.7%	100.0%
<b>K</b>	42.9%	28.6%	14.3%			14.3%	100.0%

As can be seen, even with amalgamation of roles, some teams, particularly Team A is seriously deficient in two key roles.

#### 4.1.1.2.3 Hospitality Managers by Belbin's Team Role Model and MBTI

As identified previously, the Myers Briggs model consists of 16 profiles formed by the combinations of four bi-polar dimensions, which deal with the 'orientation of one's energy' and is used to determine the psychological types of the cohort.

Overall, the respondents were categorised as:

- 60.7% - Extraversion - 39.3% - Introversion;
- 49.8% - INtuition – 50.2% - Sensing;
- 70.4% - Feeling – 29.5% - Thinking
- 28.9% - Perceiving – 71.2% Judging

The most common trait combinations in the cohort were ISTJ (23.0%) followed closely by ESTJ (20.5%) which is not inconsistent with previous research in regards to MBTI and the Hospitality Industry (refer to table 13: 16 MBTI Profiles by Cohort).

Table 13: 16 MBTI Profiles by Cohort

<b>MBTI 16 Types</b>	<b>Total</b>
<b>ESTJ</b>	20.5%
<b>ESTP</b>	5.4%
<b>ESFJ</b>	6.3%
<b>ESFP</b>	2.7%
<b>ENTJ</b>	7.2%
<b>ENTP</b>	5.4%
<b>ENFJ</b>	8.1%
<b>ENFP</b>	3.6%
<b>ISTJ</b>	20.0%
<b>ISTP</b>	1.8%
<b>ISFJ</b>	2.7%
<b>ISFP</b>	2.7%
<b>INTJ</b>	2.7%
<b>INTP</b>	8.1%
<b>INFJ</b>	1.8%
<b>INFP</b>	0.9%
<b>Total</b>	100.0%

#### **4.1.2.4 Establishment Teams by MBTI**

In reference to table 14: Establishments by MBTI 16 Types it evident that 90.9% (ten teams) and 81.8% (nine teams) of establishments participating in the study have an ESTJ and ISTJ type present within their teams respectively. Establishment G in particular has 81.2% of the 16 types present therefore having a good representation of all bi-polar dimensions.

On average, Establishments had between five and seven types present with ESTJ (17.1%), ISTJ (23.4%), INTP (8.1%), ENFJ (8.1%), ENTJ (7.2%), and ESFJ (6.3%) being the most common. The least common types found in the Establishments were INFP (0.9%), INFJ (1.8%), ISTP (1.8%), and ESFP (2.7%). These finding demonstrate that the majority of teams are predominantly characterised by ExtJ types with low presence of the IxFP types.

The next section will further discuss the MBTI bi-polar dimensions and profiles and in reference to Belbin's Team Roles which were demonstrated by the cohort.

Table 14: Establishments by MBTI 16 Types

MBTI 16 Types	Establishments											TOTAL
	A	B	C	D	E	F	G	H	I	J	K	
ESTJ	50.0%	20.0%	37.5%	28.6%	7.1%	23.1%	3.8%	25.0%	20.0%	23.1%		20.5%
ESTP					14.3%	7.7%	3.8%			15.4%		5.4%
ESFJ						15.4%	3.8%		10.0%	23.1%		6.3%
ESFP							7.7%				14.3%	2.7%
ENTJ		20.0%		14.3%	21.4%	23.1%						7.2%
ENTP		20.0%				7.7%	3.8%	25.0%		7.7%	14.3%	5.4%
ENFJ				14.3%		7.7%	15.4%		20.0%	7.7%		8.1%
ENFP		20.0%	12.5%				7.7%					3.6%
ISTJ			37.5%	42.9%	14.3%	7.7%	26.9%	25.0%	50.0%	15.4%	28.6%	20.0%
ISTP					14.3%							1.8%
ISFJ			12.5%				3.8%				14.3%	2.7%
ISFP						7.7%	7.7%					2.7%
INTJ							7.7%	25.0%				2.7%
INTP	50.0%	20.0%			21.4%		3.8%			7.7%	14.3%	8.1%
INFJ							3.8%				14.3%	1.8%
INFP					7.1%							0.9%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

#### 4.1.2.5 Belbin's Team Role Model and MBTI Bi-polar Dimensions

Further to aligning MBTI trait combinations to particular Belbin Team Roles, it is interesting to note the similarities and differences from the bi-polar dimensions (refer to table 15: Bi-polar Dimensions vs. Belbin's Team Roles). These are discussed below:

#### 4.1.2.5.1 Belbin's Team Roles vs. Bi-polar Dimension 1

Bi-polar Dimension One concentrates on the direction to which individuals focus their energy and attention. Individuals can be classed as **Extraverted** or **Introverted** types. According to Belbin, the CH, RI, SH & TW demonstrate **Extraverted** characteristics. The cohort confirmed that the CH (78.6%) (that is, 78.6% of CH were **Extraverts**), RI (63.6%) and TW (76.9%) were **Extraverted** types. The SH results showed a close relationship between **Extravert** (55.0%) and **Introvert** (45.0%), which may be reflective of the limited respondents categorised as a SH.

Belbin's Team Role model also suggests that the ME & CF portray **Introverted** type characteristics. The ME (77.8%) was the only team role dominated by **Introverts**. The CF showed an equal representation as an **Introvert** (53.3%) and **Extravert** (46.7%).

In contrast, the PL were exclusively **Extraverts**. As the cohort consisted of hospitality managers, this may have skewed the results as hospitality employees are typically regarded as being somewhat **Extraverted** whilst PL are typically **Introverted** characters.

The CW demonstrated an even balance between **Extraversion** and **Introversion** and is reflective of Belbin's model suggesting that the CW can demonstrate equal use of this bi-polar dimension.

#### 4.1.2.5.2 Belbin's Team Roles vs. Bi-polar Dimension 2

Bi-polar Dimension Two concentrates on the approach people adopt to take in information and what kind of information they prefer to receive. These types are classed as **INT**uitive or **S**ensing types.

According to Belbin's team role model the CH, CW, PL, RI, TW, CF were identified as adopting a **Sensing** approach to receiving information. The CW (76.9%) PL (66.7%), RI (63.6%), TW (69.2%), CF, (73.3%), support Belbin's theory of utilising their **Sensory** preference type for absorbing information.

The cohort demonstrated that the Hospitality CH preferred to use their **Sensory** function (57.1%) to gather information more so than their **INtuitive** (42.9%). It would be assumed that the CH would be highly **INtuitive**, nevertheless the SH's predominant use of their **INtuitive** (60.0%) type can accommodate the CH weaknesses in this area.

The respondents also demonstrated that the ME was inclined to adopt an **INtuitive** approach (55.6%) to receiving information. As their position within the team is based on evaluating alternatives, it would be assumed that this type would have been predominantly higher within the cohort.

#### **4.1.2.5.3 Belbin's Team Roles vs. Bi-polar Dimension 3**

Bi-polar Dimension Three concentrates on the manner by which individuals like to make decisions or achieve closure with the information they have received. It is known within the MBTI framework as **Thinking** or **Feeling**.

Belbin's team role model illustrates that the majority of roles would revert to using their **Thinking** sense when making decisions. The cohort indicates that each team role had at least 66.7% of the respondents allocated to using their **Thinking** types to make decisions.

Belbin suggests that the TW is focused on the members of the group and has a genuine interest in the welfare of people. The respondents are not reflective of Belbin's theory in that 69.2% of TW respondents preferred to communicate with their **Thinking** function rather than their **Feeling** function. This difference could be due to the characteristics of the cohort as TW within the hospitality industry may be prone to utilising their **Thinking** ability to liaise with members of the team although in a highly nurturing manner.

#### 4.1.2.5.4 Belbin's Team Roles vs. Bi-polar Dimension 4

Bi-polar Dimension Four focuses on how individuals like to structure their lives. These traits are known as either **Judging** or **Perceiving**.

According to Belbin, six roles were identified as preferring **Judging** type characteristics. The data set supported this with PL (100.0%), RI (63.6%), CF (80.0%), SH (70.0%), CW (73.1%), ME (55.6%) preferring **Judging** tendencies.

It is interesting to note that the PL is characterised as the smartest of the team who takes a radical approach to their work. Therefore, in light of Belbin's theory, one would suggest that a PL would predominantly utilise their **Perceiving** function to make decisions and not their **Judging** function as **Judgers** tend to be very disciplined and conservative. It is reasonable to assume that this difference may be attributed to the Hospitality Industry's inability to sustain an undisciplined genius in the form of the PL.

The CH of respondent's equally utilised both their **Perceiving** and **Judging** preferences to make decisions. According to Belbin, the CH would be renowned for capitalising on using their **Judging** function to make decisions.

Belbin also suggests the TW would demonstrate balance amongst their perspective on the outer world although the data suggested that 76.9% were **Judging** characters. This difference can be attributed to the nature of the typical Hospitality Manager who would be primarily concerned with servicing the needs of the guests. In order to ensure that duties are carried out in a timely fashion, a possibly 'stern', but friendly individual may act as the Hospitality TW which is somewhat at odds with Belbin's traditional TW.



Table 15: Bi-polar Dimensions vs. Belbin's Team Roles

	<b>Chairman 12.6%</b>	<b>Company Worker 23.4%</b>	<b>Monitor Evaluator 8.1%</b>	<b>Plant 2.7%</b>	<b>Resource Investigator 9.9%</b>	<b>Shaper 18.0%</b>	<b>Team Worker 11.7%</b>	<b>Complete Finisher 13.5%</b>
<b>Introverts</b>	21.4%	57.7%	77.8%	0.0%	36.4%	45.0%	23.1%	53.3%
<b>Extraverts</b>	78.6%	42.3%	22.2%	100.0%	63.6%	55.0%	76.9%	46.7%
<b>Intuitive</b>	42.9%	23.1%	55.6%	33.3%	36.4%	60.0%	30.8%	26.7%
<b>Sensing</b>	57.1%	76.9%	44.4%	66.7%	63.6%	40.0%	69.2%	73.3%
<b>Feeling</b>	28.6%	26.9%	33.3%	33.3%	18.2%	25.0%	30.8%	40.0%
<b>Thinking</b>	71.4%	73.1%	66.7%	66.7%	81.8%	75.0%	69.2%	60.0%
<b>Perceiving</b>	50.0%	26.9%	44.4%	0.0%	36.4%	30.0%	23.1%	20.0%
<b>Judging</b>	50.0%	73.1%	55.6%	100.0%	63.6%	70.0%	76.9%	80.0%

#### 4.1.2.6 Belbin's Team Roles vs 16 MBTI Profiles

Based on the four bi-polar dimensions of the MBTI which were discussed within the literature review, it can be assumed that certain types within the MBTI framework will have a parallel type within the Belbin Team Roles Model. In reference to Table 16: Belbin's Team Roles vs. 16 MBTI Profiles, it is apparent that 50.0% of likely MBTI trait combinations were consistent and well matched with the results produced by the cohort being consistent with to the Belbin Team Role model. The MBTI trait combinations and Belbin Team Roles are discussed in detail below.

##### 4.1.2.6.1 Chairman – CH

Twenty one percent of respondents who were categorised as a CH were an **ENTJ** type. This result is supportive of the literature which suggests that a CH is predominantly characterised as an ENxJ which enables him or her to lead the team in being efficient and productive.

The next possible matches for a CH from the cohort, demonstrated **Extraverted, Feeling and Perceiving** traits for the role of a CH with **ESFP** (14.3%) and **ENFP** (14.3%). Although ENTJ reflected the true making of a CH if the next best possible match is an xxFP, the Hospitality Industry could be facing a real issue as the strength of xxTJ is what categorises them as a CH.

#### **4.1.2.6.2 Company Worker – CW**

The respondents who were categorised as a CW demonstrated consistent results with the literature with clearly identified **ISTJ** (30.8%) and **ESTJ** (23.1%) type combinations. Given that the CW is classified by Belbin as the team member who ensures plans are turned into practical working methods and are carried out to a strategy, the '**STJ**' characteristics demonstrate a disciplined and consistent individual which is typical of the traditional CW (Belbin, 1996).

#### **4.1.2.6.3 Monitor Evaluator – ME**

Respondents who were categorised as an ME team member (33.3%) typically presented as an **INTP**. According to the literature, the ME would be categorised as an **INTJ** or **ISTJ** as they are the members of the group who utilise their **Judging** characteristics to evaluate alternatives, ensure the team has considered all possibilities and then leads the group to make a decision (Belbin, 1996).

This inconsistency of results among respondents could be reflective of the missing PL as the ME ensures the radical ideas produced by the PL are given the attention needed for a proper functioning team.

#### **4.1.2.6.4 Plant – PL**

In contrast, the PL would typically be categorised as an xNxP. Belbin (1996) indicates the PL is the undeniable genius of the team who is highly intelligent and knowledgeable but is likely to also be undisciplined and somewhat eccentric. From the research, the PL was categorised as an ESTJ (66.7%) followed by an ENFJ (33.3%) both of which demonstrate a preference for the ExxJ type.

It should be noted that if the closest MBTI type combination hospitality can offer to a traditional PL is an ESTJ, then hospitality management teams may have acquired a set of unique characteristics compared to other professional industries. This could be due to the 'operational and hands on' focus which is adopted by managers within the hospitality industry instead of a highly elaborate, strategic and innovative focus.

Furthermore, the inconsistent type combinations of the PL (ESTJ) and ME (INTP) suggest that research is needed to better understand the typical characteristics of the ME & PL within the Hospitality Industry.

#### **4.1.2.6.5 Resource Investigator – RI**

Generally **ESTP** (27.3%) and **ISTJ** (27.3%) were the strongest MBTI trait combinations identified to fulfil the role of the RI. Their ability to utilise the **Sensing** and **Thinking** traits were commonly found as strengths of the RI. However, according to the literature, RI's should demonstrate ESxJ traits as they are the members of the team who network externally in order to develop and generate logical new ideas.

#### 4.1.2.6.6 Shaper – SH

With reference to Belbin (1996), the SH is concerned with changing the group's point of equilibrium. The research shows that **ISTJ** (25.0%) and **ENFJ** (20.0%) are the most representative of the SH character.

This is somewhat at odds with the theory. The ISTJ and ENFJ types are almost completely opposite people. A typical ISTJ is bound by rules and supports Belbin's (1996) view of the SH adopting an organised approach to ensuring work is carried out to plan as an ENFJ is a highly charismatic "rule breaker".

Although the ENFJ is not a representation of Belbin's conventional SH, this outcome could be unique for the Hospitality Industry. As mentioned earlier, the Hospitality cohort demonstrated xxFP characteristics for a CH, which could be attributed to weaknesses in Leadership qualities. Therefore, if Hospitality can not produce a traditional CH, the strength of the xxFJ demonstrated by the Hospitality SH may help overcome this deficiency in team role profile.

#### 4.1.2.6.7 Team Worker – TW

ESTJ (23.1%) and ISTJ (23.1%) were common to the role of the TW with the **Sensing** and **Judging** traits being the most common. According to Belbin, it would be assumed that the **Extraverted Feeling** (ExFx) characteristics would have been apparent as the TW has a genuine interest in people's feelings (Belbin, 1996).

Due to the nature of the Hospitality Industry, one would assume that the Industry would be dominated by xSFJ individuals, yet the cohort demonstrates minimal representation of this type.

#### 4.1.2.6.8 Complete Finisher - CF

The CF trait combinations were well represented by the **Sensing** and **Judging** characters with **ESTJ** (20.0%) and **ISTJ** (26.7%) representing the CF team role. This is an accurate reflection of Belbin's theory, suggesting that they appreciate a planned and organised approach and use their senses actively to understand the environment (Belbin, 1996). The MBTI trait combinations support these results as **ESTJ** and **ISTJ** represent the typical CF Belbin team role.

Table 16: Belbin's Team Roles vs. 16 MBTI Profiles

MBTI 16 Types	Chairman 12.6%	Company Worker 23.4%	Monitor Evaluator 8.1%	Plant 2.7%	Resource Investigator 9.9%	Shaper 18.0%	Team Worker 11.7%	Complete Finisher 13.5%	Total
<b>ESTJ</b>	14.3%	23.1%		66.7%		15.0%	23.1%	20.0%	20.5%
<b>ESTP</b>	7.1%	7.7%			27.3%				5.4%
<b>ESFJ</b>		3.8%	11.1%		9.1%		15.4%	13.3%	6.3%
<b>ESFP</b>	14.3%						7.7%		2.7%
<b>ENTJ</b>	21.4%				9.1%	5.0%	15.4%	6.7%	7.2%
<b>ENTP</b>	7.1%	3.8%			9.1%	10.0%	7.7%		5.4%
<b>ENFJ</b>		3.8%	11.1%	33.3%	9.1%	20.0%		6.7%	8.1%
<b>ENFP</b>	14.3%					5.0%	7.7%		3.6%
<b>ISTJ</b>	14.3%	30.8%	11.1%		27.3%	25.0%	23.1%	26.7%	20.0%
<b>ISTP</b>	7.1%		11.1%						1.8%
<b>ISFJ</b>		3.8%	11.1%					6.7%	2.7%
<b>ISFP</b>		7.7%						6.7%	2.7%
<b>INTJ</b>			11.1%		9.1%	5.0%			2.7%
<b>INTP</b>		7.7%	33.3%			15.0%		6.7%	8.1%
<b>INFJ</b>		7.7%							1.8%
<b>INFP</b>								6.7%	0.9%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

#### 4.1.2.7 Gender by Belbin's Team Roles and MBTI

##### 4.1.2.7.1 Gender by MBTI

Further analysis of the four bi-polar dimensions were categorised in reference to the gender of respondents. Table 17: Gender vs Bi-Polar Dimension, demonstrates relatively balanced use of each bi-polar dimension in relation to **Extravert vs. Introvert** and **INtuitive vs. Sensing** and **Thinking vs. Judging**.

Bi-polar dimensions **Feeling** and **Perceiving** showed a major difference between the genders with males (37.5%) and females (62.5%) respectively.

Table 17: Gender vs. Bi-polar Dimension

<b>MBTI Bi-polar Dimension</b>	<b>Male (48.6%)</b>	<b>Female (51.4%)</b>	<b>Total</b>
<b>Extravert</b>	43.5%	56.5%	100.0%
<b>Introvert</b>	55.3%	44.7%	100.0%
<b>INtuitive</b>	43.2%	56.8%	100.0%
<b>Sensing</b>	52.2%	47.8%	100.0%
<b>Thinking</b>	51.9%	48.1%	100.0%
<b>Feeling</b>	37.5%	62.5%	100.0%
<b>Judging</b>	53.2%	46.8%	100.0%
<b>Perceiving</b>	37.5%	62.5%	100.0%

#### 4.1.2.7.2 Gender by Belbin's Team Roles

In reference to the cohort, it is evident that both females and males compose the teams although 80.0% of the team roles were dominated by males within the sample. It is interesting to observe that 19.3% of females adopted the role of the CH, stereotypically it would be assumed that the role of the CH would be held by males (refer to table 18: Gender vs Belbin Team Roles).

As previously discussed, the PL accounted for 2.7% of the total respondents. Males dominated this role with 5.6% as no female PLs were identified.

According to Pearson's Chi Square (sig = .086) gender is not statistically significant amongst Belbin's eight defined team roles.

Table 18: Gender vs. Belbin's Team Roles

<b>Gender</b>	<b>Chairman 12.6%</b>	<b>Company Worker 23.4%</b>	<b>Monitor Evaluator 8.1%</b>	<b>Plant 2.7%</b>	<b>Resource Investigator 9.9%</b>	<b>Shaper 18.0%</b>	<b>Team Worker 11.7%</b>	<b>Complete Finisher 13.5%</b>	<b>Total</b>
Male	5.6%	25.9%	11.1%	5.6%	11.1%	20.4%	9.3%	11.1%	100.0%
Female	19.3%	21.1%	5.3%	0.0%	8.8%	15.8%	14.0%	15.8%	100.0%

Pearson's Chi square - sig = .086

This chapter will now progress to review the cohort in comparison to Cattell's 16PF, the relationship between Belbin's Team Roles and general Team Performance.

#### 4.1.2.8 Review of senior management teams based on Cattell's 16PF

As discussed in the methodology, Cattell's 16PF (personality) and the Watson Glaser Critical Thinking (WGCTA) (critical thinking) instruments were used to allocate respondents into the eight roles identified by Belbin by using cluster analysis. The responses from the cohort were assigned to a particular group, based upon these scores on these instruments which reflects the eight team roles identified by Belbin.

Table 19: Total Respondents Representing Belbin's Eight Team Roles provides a summary (mean scores) of the five personality factors and WGCTA amongst the eight roles. It was hypothesised in the literature review that the cohort would demonstrate a WGCTA score of between 65 – 72 (out of 100) given that a Sales Representative role revealed a WGCTA score of 71.5.

Table 19: Total Respondents' Underlying Personality Traits

	Mean	Standard Deviation
Extraversion (scale 1 – 10)	5.83	1.91
Anxiety	5.32	2.06
Tough Mindedness	5.31	1.91
Independence	6.44	1.67
Self Control	4.96	1.53
Watson Glaser Critical Thinking (scale %)	67.74	11.69

The MANOVA of Belbin's Team Roles for the six measures mentioned above (16PF and WGCTA) were statistically significant ( $F=4.813$ ,  $df=42$ ,  $sig=.000$ ) (refer to Table 20: ANOVA).

Using the mean scores of the eight groups based on the 16PF and WGCTA scores, it can be seen that the ANOVA analysis indicates that the groups are significantly different. However, subsequent ANOVA analysis identified that not all items were significant. With reference to Table 20: Anova, Self Control is clearly not significant ( $F=0.543$ ,  $df=7$ ,  $sig=0.8$ ).

Table 20: Anova

<b>ANOVA</b>			
	<b>F</b>	<b>df</b>	<b>Sig.</b>
Extraversion (scale 1 – 10)	3.415	7	0.003
Anxiety	2.384	7	0.027
Tough Mindedness	1.623	7	0.137
Independence	4.151	7	0.000
Self Control	0.543	7	0.800
Watson Glaser Critical Thinking (scale %)	381.095	7	0.000

To strengthen the results, a comparative analysis was conducted in relation to Belbin's Team Roles and the Big Five Personality Factors (refer to table 21: Belbin's Team Roles vs. Big Five Personality Factors and WGCTA).

The CH demonstrated a higher significant score in relation to WGCTA than all team roles except for the PL. This result supports Belbin's theory as he continually suggests that the PL within the team is the sheer genius of the group and is the first member of the group to seek new approaches to resolving issues (Belbin, 1996).

It is also apparent that the TW (49.4%), CF (57.3%) and RI (60.8%) have lower WGCTA readings than the other team roles. These results are in support of Belbin's theory as the:

- TWs role in the group is to encourage other members to generate ideas and show praise and recognition for people's efforts, and not necessarily generate the ideas themselves, therefore critical thinking is not a necessity for their role;
- CF concentrates on the completion of tasks therefore the high anxiety rating (6.62) supports the CF's concern to complete tasks; and
- RI is concerned with developing contacts outside the group and this tends to demonstrate a lower WGCTA score (60.57) (Belbin, 1996).



The WGCTA results demonstrate that the TW, CF and RI are not members of the group who need to consistently rely on the strength of their critical thinking ability to fulfil their role within the group.

The results from the data also illustrate that the TW generally demonstrates strong extroversion (7.02) and independent (7.25) traits in comparison to other team roles. As the TW is concerned with encouraging members to capitalise on the strengths to improve performance, their interpersonal skills and hence extroversion skills needs to be relatively better than other members of the group in order to facilitate this kind of communication. Their ability to have an energising effect on the team in terms of increasing morale and cooperation relies on their ability to independently encourage positive member interactions within the team.

Table 21: Belbin's Team Roles vs. Big Five Personality Factors and WGCTA

<b>Mean Scores – Belbin team roles vs. Big Five Personality Factors &amp; WGCTA</b>									
	<b>Total Sample</b>	<b>CH 12.6%</b>	<b>CW 23.4%</b>	<b>ME 8.1%</b>	<b>PL 2.7%</b>	<b>RI 9.9%</b>	<b>SH 18.0%</b>	<b>TW 11.7%</b>	<b>CF 13.5%</b>
Extraversion (scale 1 – 10)	5.83	6.66	5.27	4.63	7.10	6.90	5.47	7.02	5.14
Anxiety	5.32	4.96	5.88	5.82	4.93	4.35	4.85	4.33	6.62
Tough Mindedness	5.31	5.00	5.70	4.72	5.03	4.01	5.21	5.61	6.19
Independence	6.44	6.65	6.09	6.17	6.57	8.17	6.25	7.25	5.26
Self Control	4.96	4.64	5.17	4.41	5.10	5.34	4.69	5.13	5.14
Watson Glaser Critical Thinking (scale %)	67.74	79.55	65.58	86.39	93.33	60.57	73.75	49.42	57.25

#### 4.1.2.9 Relationships between different Belbin Team Roles

Table 22: Relationships Between Different Belbin Team Roles In Terms Of Their Defining Characteristics provides meaning to the results by statistically confirming the characteristics of each team role and how they impact upon other team roles in terms of the unique contributions which each team role needs to fulfil in order for the team to be effective.

In terms of Self Control, no combinations were found to be significantly different using t-tests; all results were greater than 0.05. However, Tough Mindedness (TM) was of interest where RI was found to have a significant lower level of TM than CF (sig=.001), TW (sig =0.015) and CW (sig=0.005). The SH just missed out with a score of (sig=0.051). In a similar fashion the CF was different to the ME (sig=0.051) and CH (sig=0.044) in terms of TM.

Table 22: Relationships between different Belbin team roles in terms of their defining characteristics

	CH	CW	ME	PL	RI	SH	TW	CF
CH		<i>Extraversion</i> WGCTA	<i>Extraversion</i> WGCTA	WGCTA	<i>Independence</i> WGCTA	WGCTA	WGCTA	<b>Anxiety</b> <i>Independence</i> WGCTA
CW	<b>Extraversion</b> WGCTA		<b>Tough Mindedness</b> WGCTA	<b>Extraversion</b> WGCTA	<b>Extraversion</b> <b>Anxiety</b> <i>Tough mindedness</i> <b>Independence</b> WGCTA	<i>Anxiety</i> WGCTA	<i>Extraversion</i> <b>Anxiety</b> <i>Independence</i> WGCTA	WGCTA
ME	<b>Extraversion</b> WGCTA			<b>Extraversion</b> WGCTA	<b>Extraversion</b> <i>Independence</i> WGCTA		<i>Extraversion</i> <b>Anxiety</b> <i>Independence</i> WGCTA	<b>Tough Mindedness</b> WGCTA
PL		<i>Extraversion</i> WGCTA	<i>Extraversion</i> WGCTA			<i>Extraversion</i> WGCTA		<i>Extraversion</i> <b>Anxiety</b> <b>Tough Mindedness</b> WGCTA
RI	<i>Independence</i> WGCTA	<i>Extraversion</i> <b>Tough mindedness</b> <i>Independence</i> WGCTA	<i>Extraversion</i> <b>Anxiety</b> <i>Independence</i> <i>Self Control</i> WGCTA	<i>Independence</i> WGCTA		<b>Extraversion</b> <i>Independence</i> WGCTA	<b>Tough mindedness</b> WGCTA	<i>Extraversion</i> <b>Anxiety</b> <b>Tough mindedness</b> <i>Independence</i> WGCTA
SH	<b>Extraversion</b> WGCTA			<b>Extraversion</b> WGCTA	<b>Extraversion</b> <i>Tough Mindedness</i> <i>Independence</i> WGCTA		<b>Extraversion</b> <i>Independence</i> WGCTA	<b>Anxiety</b> WGCTA
TW	<i>Independence</i> WGCTA	<i>Extraversion</i> <b>Anxiety</b> <i>Independence</i> WGCTA	<i>Extraversion</i> <b>Anxiety</b> <i>Independence</i> WGCTA		<i>Tough mindedness</i> <b>Independence</b> WGCTA	<i>Extraversion</i> <i>Independence</i> WGCTA		<b>Extraversion</b> <b>Anxiety</b> <i>Independence</i> WGCTA
CF	<i>Anxiety</i> <i>Tough M1indedness</i> <b>Independence</b> WGCTA		<i>Tough Mindedness</i> WGCTA	<b>Extraversion</b> <b>Anxiety</b> <b>Tough Mindedness</b> <i>Independence</i> WGCTA	<b>Extraversion</b> <i>Anxiety</i> <i>Tough mindedness</i> <b>Independence</b> WGCTA	<i>Anxiety</i> WGCTA	<b>Extraversion</b> <i>Anxiety</i> <i>Independence</i> WGCTA	

Note:

- Read down column, **BOLD** means sig. higher and *ITALICS* means sig. lower; and
- Read across row, **BOLD** means sig. lower and *ITALICS* means sig. higher.

#### 4.1.2.10 Team Performance

Based upon the generally accepted criteria of team performance as proposed by Bass and Avolio, an assessment can be conducted on the performance of the different management teams (refer to table 23: Myer Briggs Type Indicator by Role Legitimacy). The analysis focuses on the emergence of “formal” and “legitimate” leaders and followers and their psychological type, as measured by the MBTI. What is particularly interesting, and counter intuitive, is that the formal and legitimate leaders are exclusively IxTx. Furthermore, six of the seven formal, but not legitimate leaders were xxTx.

Firstly, the teams were classified in terms of the presence of “formal” (actual) leaders (based upon organisational rank) and “natural” leaders (as proposed by Belbin). The management teams were classified into four categories:

- Those whose actual leader is also the “natural” leader (CH or SH) and who is supported by a higher number of followers than “natural” leaders;
- Those whose formal leader is supported by only one, but no more, “natural” leaders;
- Those whose formal leader is supported by many “natural” leaders; and
- Those whose formal leader is outnumbered by the existence of “natural” leaders amongst the team members.

Table 23: Myer Briggs Type Indicator by Role Legitimacy

	Formal and Legitimate Leader	Formal Leader and Legitimate Follower	Formal but not the legitimate leader	Not formal but legitimate leader	Total
ESTJ		13	1	5	19
ESTP		5		1	6
ESFJ		7			7
ESFP		1		2	3
ENTJ		3	1	4	8
ENTP		2	1	3	6
ENFJ		5		4	9
ENFP		1		3	4
ISTJ	2	17	2	5	26
ISTP		1		1	2
ISFJ		2	1		3
ISFP		3			3
INTJ		1	1	1	3
INTP	1	6		2	9
INFJ		2			2
INFP		1			1
TOTAL	3	70	7	31	111

#### 4.1.2.11 Effectiveness, satisfaction and extra effort of the team

Next, a set of external senior organisational members were invited to assess the performance of the team in terms of the three key elements as proposed by Bass and Avolio on a scale of one to four where one is where the group was ineffective and four is where it was highly effective (refer to table 24: Effectiveness, Satisfaction and Extra Effort). It should be noted that one of the teams, in which the formal leader was challenged, was disbanded before the assessment could be made.

It would be logical to assume that based on the leadership structure of the team, the performance and effectiveness of the team would differ between those with a natural / formal leader and formal challenged leader, that is, where the formal leader did not fulfil a CH role whilst there was a member in the team who did fulfil a CH role. From the results, it is evident that groups where the formal leader was “challenged” by an informal leader consistently underperformed compared to other groups.

Table 24: Effectiveness, Satisfaction and Extra Effort of the team

	<b>Legitimate &amp; Formal Leader Unchallenged (n=3)</b>	<b>Formal Leader Unchallenged (n=4)</b>	<b>Formal Leader Challenged (n=3)</b>
<b>Effectiveness</b>	3.27	3.28	3.22
<b>Satisfaction</b>	3.24	3.35	3.25
<b>Extra Effort</b>	2.91	3.02	2.66

**Note:**

- Legitimate & Formal Leader Unchallenged: actual leader of the team and identified leader in regards to the psychometric instruments;
- Formal leader unchallenged: Formal leader of the team; and
- Formal leader challenged: Another individual within the team has been identified as the formal leader of the team.

**4.1.3 Summary of Quantitative Results**

This section aimed to identify the results from the eleven senior management teams who participated in the research. The section progressed to elaborate on the similarities and differences between MBTI and Belbin's theory and the implications for the Hospitality Industry.

The chapter focussed on drawing conclusions based upon:

- Belbin's team roles,
- MBTI categorisation within Belbin's team roles,
- Interpretation within the hospitality industry,
- Impact upon role legitimacy within the team, and
- Team compositions impact upon effective team performance based on Belbin and MBTI.

Generally, it was commonly observed that the cohort were identified as Company Worker (CW) (23.4%) or Complete Finisher (CF) (18.0%) in light of Belbin's theory.

From the respondents, only 2.7% were identified as PL, posing great concern for Hospitality Senior Management Teams. Some of the senior managers suggested that the teams were stagnant and reluctant to take on new roles. The absence of the PL provides little opportunity for teams to be highly innovative, attentive to major strategic issues and to sustain global market competitiveness. Further research focussing on the PL is needed to better understand its importance and position within the hospitality industry.

The section progressed to categorise respondents in terms of the MBTI framework. It can be noted that the cohort were identified as:

- 60.7% - **E**xtraversion - 39.3% - **I**ntroversion;
- 49.8% - **I**Ntuition – 50.2% - **S**ensing;
- 70.4% - **F**eeling – 29.5% - **T**hinking
- 28.9% - **P**erceiving – 71.2% **J**udging

Throughout the literature review it was discussed that the stereotypical Hospitality Manager would be seen as an ESFJ due to their friendly and outgoing persona (**E**xtraverted), them being task oriented (**S**ensing), empathetic and naturally civil, courteous with a strong desire to be of service and to please (**F**eeling), and with a strong bias for action (**J**udging).

From the cohort the typical Hospitality Manager was described as an ESTJ (20.5%) or an ISTJ (20.0%). As the Hospitality Industry deals with servicing the needs of 'people' it is reasonable to assume that the Industry would be dominated by xSFJ individuals, yet the cohort is clearly under represented. To develop stronger conclusions in regards to MBTI, Belbin's Team Roles and the Hospitality Industry, further research needs to be carried out to better understand the confounding results obtained from this analysis.

## **4.2 Qualitative Analysis**

### **4.2.1 Case Study**

The analysis and research of member roles and team effectiveness of senior management teams within large hospitality organisations has provided an opportunity to develop an understanding of the differing roles and personality types of team members. The composition and strength of characters within the team defines the approach the team adopts in working towards the achievement of goals and hence the team's performance.

As part of this research, a senior management team was invited to participate in a case study. The purpose of this case study was to obtain a richer body of data in addition to the structured self complete questionnaires and previous quantitative analysis. The case study will focus its attention on psychological type (MBTI), Belbin's team role model and the formal roles of team members.

As mentioned in 2.3.6.1, the MBTI is a non-judgmental tool which allows people to gain an understanding of differences, particularly with respect to energy source, information gathering, decision-making and lifestyle patterns based on psychological type (Martin, 1997).

This tool is used in organisations to recognise and appreciate how and why employees differ from one another and how these differences impact on organisational performance by looking at the employee's preferred behaviours as proposed by their psychological type.

The four bi-polar dimensions that underpin the MBTI provide clarity as to how and why individuals act and respond to situations differently (refer to section 2.3.6.1.1 for further information). In reference to the literature, Belbin suggests that within a team, individuals take on different roles and that an appropriate combination of these roles can form an effective team, where the individuals varying strengths and characteristics complement one another.



Eight clearly defined team roles for developing a successful and effective team were developed from the research, which suggest that a person who fulfils a specific team role will behave in a manner which is consistent with the personality and critical thinking ability expected by that role (refer to section 2.4.1 for further information).

The correlation between the MBTI framework and Belbin's team role model has been investigated at the macro level by using a case study team to draw conclusions between these two renowned theories.

Personal interviews were conducted with each senior manager of the case study team to gain insight on their personal experiences of being an active member of the team. The interviews focussed on:

- positive and negative experiences within the team;
- perceptions of others members within the team and how this impacted on the team's ability to perform; and
- general discussion in regards to their personal results from MBTI framework and Belbin's team role model.

The solicited responses will be discussed in greater detail. For reference purposes only this team will be identified as Team 1.

#### **4.2.2 Belbin's Team Roles vs. MBTI vs. Actual Team Roles**

Table 25: Similarities and differences between MBTI and Belbin's Team Roles, highlights the relationships and variances between the 16 MBTI Types and Belbin's eight team roles. It also identifies members of the team, their actual MBTI type and their formal role. Team 1 demonstrated that two members within the team (Person E and Person G) produced a consistent MBTI and Belbin team role result.

Table 25: Similarities and differences between MBTI and Belbin's Team Roles

Person	Formal Role	Belbin Team Role	Actual Type from Case Study	Likely MBTI Roles
A	Member of senior management team based on functional role	Chairman – CH	ESFP	ENTJ / ENFJ
B	Member of senior management team based on functional role	Company Worker – CW	INTP	ISTJ / ISFJ / ISTP / ISFP
C	Member of senior management team based on functional role		INFJ	
D	Formal Leader*	Monitor Evaluator – ME	ISFJ	INTJ / ISTJ
E	Member of senior management team based on functional role	Shaper – SH	ISTJ	ESTJ / ISTJ
F	Member of senior management team based on functional role		ENTP	
G	Member of senior management team based on functional role	Complete Finisher – CF	ISTJ	ESTJ / ISTJ

\*Note: According to Belbin this member should be a CH and an ENTJ in reference to MBTI.

- Person A

Person A within Team I was identified by MBTI as an ESFP and Chairman (CH) in regards to Belbin's defined team roles. Table 25: Similarities and differences between MBTI and Belbin's Team Roles indicates that the likely MBTI type of a CH would be ENTJ or ENFJ, therefore, the only consistent trait from Person A's MBTI result is Exxx.

Kroeger and Thuesen (1988) interpret an ESFP as acquiring great interpersonal skills, having an acceptance of others a strong belief that people should enjoy life. Therefore this MBTI combination would reflect the characteristics of a true Team Worker (TW).

- Persons B & C

Persons B & C were both depicted as Company Workers (CW) with MBTI type combinations being INTP and INFJ respectively. Both of these types were inconsistent with the likely MBTI types as (refer to table 25: Similarities and differences between MBTI and Belbin's Team Roles) a CW due to their xNxx preference to gather information. In reference to Belbin, a CW would be characterised to predominantly utilise the xSxJ function due to their disciplined and practical approach in completing tasks.

- Person D

Person D was portrayed as an ISFJ and a Monitor Evaluator (ME) which demonstrates consistencies with the ISxJ functions of likely MBTI trait combinations (INTJ, ISTJ). This suggests that a hospitality senior manager classified as an ISFJ and ME would appear to:

- be an individual who is introverted in demeanour and who actively works behind the scenes;
- take commitment and obligation very seriously and is likely to stop the team from committing to misguided projects;
- be loyal which may make them appear quite serious and can dampen the team's morale with their low key or clever style;
- allow themselves to be susceptible to become a 'door mat' due to their high level of obligation and ability to assimilate and interpret large volumes of complex material (Kroeger and Thuesen, 1988 & Belbin, 1996).

The difference in the thinking/feeling characteristic demonstrates that person D possess an element of being mindful of other members' thoughts and decisions whereas the group, which a 'traditional' ME would be seen to make decisions based solely on the facts.

- Person E

Person E was identified as an ISTJ in relation to MBTI and a Shaper (SH) as suggested by Belbin. In comparing the ISTJ and SH, it is apparent that a SH has a tendency to be characterised as an extrovert which contradicts, to some extent, the style of an ISTJ. However, Kroeger and Thuesen (1988) propose that an ISTJ "...can be so outgoing under clearly defined circumstances that they are sometimes mistaken for extraverts" (Kroeger & Thuesen, 1988, p215). Therefore it can be assumed that Person E feels comfortable as a member of the senior management team and their ISTJ and SH disposition can be described as:

- being highly responsible as a task leader who manages projects;
- being intolerant of vagueness and 'free stream' thinking;
- being results orientated and generally having prescribed ways of completing tasks; and
- appreciating order and structure (Kroeger and Thuesen, 1988 & Belbin, 1996)

- Person G

With reference to MBTI and Belbin, Person G was identified as an ISTJ and a Complete Finisher (CF). The traits identified by both of these roles demonstrate consistency between MBTI and Belbin, as it is suggested that an individual of this calibre would be seen to:

- be highly responsible and in self control;
- appreciate order and structure to ensure that work is carried out to plan;
- demonstrate impatience for individuals of a different type who take a casual approach to work or have abstract thinking tendencies or even interpersonal spontaneity;
- have a strong sense of responsibility and may appear to be anxious by maintaining a permanent sense of urgency; and
- have an eye for detail to ensure all processes have been carried out correctly (Kroeger and Thuesen, 1988 & Belbin, 1996)

### **4.2.3 Peer assessment and its consistency in regards to MBTI & Belbin**

In reviewing the interviews with the senior managers, it was noted that the patterns in their responses were consistent with the theory suggested by the Belbin's Team Roles and the MBTI framework. This part of the analysis provides an understanding of personal peer assessment and how these views relate to their personal MBTI profile and Belbin Team Role.

In participating in the research, Person B was identified within Team 1 as an INTP & a CW. In reference to Kroeger & Thuesen (1998) an INTP is categorised by trying to make logical sense of data which is presented to them. In doing so, they can appear distant as they are deep in thought and when absorbed in discussion about issues can appear rude and inconsiderate to other members of the group.

General discussion from their colleagues suggested that Person B was seen to use their thinking preference and based their decisions on the facts as they were presented, a typical representation of a traditional CW. The team continued to suggest that Person B was tactless at times by having little or no consideration for other members prior to voicing their opinion or view on certain matters.

Interestingly, the members of the team who recognised Person B were xxFx type people. These responses are consistent with the theory (Martin, 1997) which suggests that 'feeling' type individuals have a genuine concern for others and believe that being tactful is more important than telling the truth.

Discussion in regards to Team 1 continued with Person C being identified as an INFJ and a CW. According to Kroeger and Thuesen (1998), an INFJ generates ideas and possibilities for the team's consideration although adopting a very orderly approach. They enjoy working in groups and have an appreciation for product development to assist in business growth.

Person C felt the team lacked clearly defined vision and was frustrated by the lack of goal congruence. They were considerate of their colleagues and thought more time should be spent on product development and revenue growth strategies. Team members sensed that Person C experienced difficulties with the concept of the team's meetings as they tended to lose focus and strategic direction.

This peer assessment of Person C demonstrates consistency in regards to a CW as this role is concerned with ensuring the tasks which have been set for the team are completed in a systematic approach and therefore discussion which does not align to the agenda could frustrate this team role.

Interestingly, the team members who thought Person C was grappling with the lack of strategic direction were predominantly xxTx members of the group. Their thoughts about Person C may have arisen from their ability to understand the group's situation logically.

The personal interviews continued to uncover interesting concepts and themes amongst the team. In discussion with the formal leader of the team, it was noted that the team would often feel a sense of 'routine' with generating new ideas or improved methods of completing tasks.

The formal leader recognised within the team that another member of the team (Person E) could influence discussion and potentially the outcomes of the team's decisions. In order for this to occur, the formal leader would step back and encourage Person E to lead discussion from another point of view to challenge the team's mindset.

With closer analysis of Belbin's team role model, Person E was identified as a Shaper (SH). Belbin (1996) suggests that the Chairman (CH) and SH often complement each other and bring coherence to a team. They can both operate effectively as leaders of the team provided one each contains themselves. This interesting finding supports Belbin's Team Role model as the formal leader has recognised the SH quality of Person E and that in order

for Person E to be effective the formal leader must step back. This finding from the case study is quite remarkable.

Person A was described as member of the team who was nurturing, had a genuine concern for the welfare of team members and was actively trying to improve the morale and hence the performance of the individuals within the team.

Interestingly Person A was categorised as an ESFP which in hindsight portrays the trait characteristics of a Team Worker (TW). In reference to the case study, Person A was identified as a Chairman (CH) obviously displaying significant differences between the role of a CH and TW. To develop a thorough understanding of the relationship between an ESFP and CH within the Hospitality Industry will require further research and analysis.

#### **4.2.4 Self Perceptions and their consistency with MBTI and Belbin**

The personal interviews continued with senior managers discussing their ability to fulfil their Belbin team role and the MBTI type. Due to time constraints, a brief profile of their team role was communicated. A few of the self perception interviews are detailed below:

Person E was identified as a Shaper (SH) and believed they were able to fulfil this role by demonstrating the ability to challenge convention and to alter the point of equilibrium, but felt it was a responsibility of all team players to implement better practices, efficiencies and effectiveness.

In contrast, Person C was depicted as a Company Worker (CW) and felt this was not an accurate profile of their contribution to the team. Consistent with the behaviours of a CW and an INFJ, Person C is an impatient person and has minimal time for superfluous conversation and 'loosely' thought ideas.

The Monitor Evaluator (ME) role was represented by Person D who acknowledged at times they carried out the activities of the ME depending with whom they were liaising. They felt that in fulfilling the role of the ME they needed to be mindful of other individual's feelings in order to manage the situation and achieve the best results.

Although Person D was categorised as an ISFJ, their outlook on their personal performance tended to demonstrate their 'feeling' trait being more predominant in decision making.

#### **4.2.5 Team Success According To Belbin**

In relation to section 2.4, Belbin clearly suggests that in order for a team to perform successfully, all eight team roles need to be present as each team role brings specific characteristics to the team which subsequently impact upon the team's performance.

Along with Belbin's clearly defined team roles, he suggested that the following key ingredients will assist in enhancing the performance of the team. These include:

- that each member works towards the achievement of goals and objectives by carrying out a functional role;
- a favourable equilibrium in a functional role and team role is necessary;
- team effectiveness is reliant on each member's ability to accurately recognise and modify their contribution to the team;
- personality and mental abilities of members may limit their chances of fulfilling various team roles ; and
- a team can use its technical resources to full advantage only when it has the right balance and mix of team roles.



The composition of Team 1 had representation of 5 roles identified by Belbin which included:

- 1 \* Chairman (CH)
- 1 \* Monitor Evaluator (ME)
- 2 \* Shaper's (SH)
- 2 \* Company Worker's (CW)
- 1 \* Complete Finisher (CF)

The composition of Team 1 suggests that the team is lacking representation of members known as the 'idea generators' - Plant (PL) and Resource Investigator (RI). Therefore the position and role of the ME can not be brought to fruition as they aren't mentally challenged with 'outrageous' or 'radical' ideas.

Team 1 is also deficient with the absence of the Team Worker (TW). Although formally the TW is not evident, Person A demonstrates characteristics of a TW and members of the team adopting IxFx characteristics will bring an element of emotional support to the group.

Section 2.4 discusses the notion of Belbin suggesting that team roles can combine due to similarities in the roles. These roles include: Chairman and Shaper as well as Plant and Resource Investigator. In Team 1 the absence of the PL and RI limits its ability to compress the roles. As the CH in Team 1 demonstrates TW characteristics, the role of the SH to lead the team is highly important in terms of driving the direction and hence achieving effective performance for the team.

#### **4.2.6 Team Success According To MBTI**

In relation to the MBTI type combinations, Team 1 demonstrated full representation of all types as either their dominant and auxiliary preference. Team 1 was highly Introverted, although Introverts can demonstrate Extroverted characteristics when they are in an environment in which they feel comfortable (Kroeger & Thuesen, 1988).

The team had a balanced representation of **IN**tuitive and sensing type individuals. Generally in a team environment, the alternative methods of gathering information can pose real problems. The SH or CH of the team needs to understand these differences to capitalise on each member's strengths.

Team 1 also possessed an even balance of 'Thinking' and 'Feeling' type team members. This combination of members creates an opportunity for Team A to flourish as the 'Thinking' individuals focus their energy on being objective and the 'Feeling' members of the group bring an awareness of the how the decision will impact upon the team's emotional well being.

In terms of composition, Team 1 also had a balanced representation of the 'judging' and 'perceiving' kind. In the team, the combination of these roles brings stability as 'Perceivers' create excitement and the 'Judgers' ensure projects are followed through.

#### **4.2.7 Summary of Case Study**

Although Team 1 doesn't carry all eight team roles identified by Belbin, the team has a fair representation of the roles necessary to be considered generally effective. The team experienced difficulties in creativity and being open to new and 'outrageous' ideas because of the absence of the PL and RI.

The full representation of MBTI types through their dominant and auxiliary functions has given Team 1 a competitive edge in challenging the status quo as the group is able to see both sides of the spectrum. As the team is highly characterised by **I**ntroverts their ability to perform is not hindered as there is minimal representation of the 'louder personalities'.

However, the fundamentally conservative nature of the Introvert, coupled with the lack of the PL and RI suggests that this team may become bogged down in internal, self absorption at the expense of being outward looking and pursuing business opportunities.

## 5.0 Discussion

The Discussion section aims to identify the main similarities and differences between the Belbin's Team Role Model and the MBTI and how these gaps and overlaps create or clarify issues for the Hospitality Industry.

### 5.1 MBTI Representation Amongst The Cohort

From the cohort, Hospitality Managers were mainly characterised as **E**xtraverts (60.7%), **F**eeling (70.4%) and **J**udging (71.2%) types (refer to section 4.1.2.3: Hospitality Managers by Belbin's Team Role Model and MBTI).

It is reasonable to assume that the Hospitality Industry would predominantly be categorised by **E**xtraverted managers given that it's primary focus is to serve the needs of their clientele.

This could demonstrate areas of concern for the Hospitality Industry given that the quiet achievers - **I**ntroverted roles according to Belbin are generally the smarter roles within the team ie: **P**L and **M**E. Therefore, it can be concluded that an over representation of **E**xtraverted individuals within these senior management teams could help explain why few **P**L and **M**E's were identified in the cohort.

The lack of **P**erceiving types is also problematic for the Hospitality Industry as these individuals push the boundaries and are open for new and innovative approaches to work. Therefore, acquiring the majority of disciplined **J**udging type characters are limiting the teams' ability to gain market competitiveness and create challenges by considering new possibilities.

## 5.2 Representation of Belbin Team Roles amongst the cohort

As stated by Blum (1996), for hospitality organisations to remain competitive they must be more responsive to the changing needs of their guests and the strategies and actions of their competitors. It is apparent that Hospitality does not produce the traditional Belbin team roles as suggested in the literature. These differences could be attributed to the nature, diversity and uniqueness of the industry compared to other professions and industries.

It is interesting to note from the results that only 2.7% and 8.1% (refer to table 10) of respondents were categorised as PL and ME respectively. Within a team, the PL “specifies advancing new ideas and strategies with special attention to major issues and looking for possible breaks in approach to problems with which they are confronted” (Belbin, 1996, p159).

The absence of a PL within the cohort can pose major problems for the Hospitality Industry based on routine practice with minimal room for innovative business development. In reference to Belbin, teams who do not possess a PL will be less innovative, reluctant to change the point of equilibrium and hence may not be exposed to the new and changing dynamics of business.

The incidence of the ME (8.1%) (refer to table 10) supports Belbin’s theory which indicates that the ME “specifies analysing problems and evaluating ideas and suggestions so that the team is better placed to take balanced decisions” (Belbin, 1996, p157). As there is minimal presence of the PL (2.7%) (refer to table 10) within the cohort, it is no surprise that the ME achieved a low representation. This is due to lack of outrageous ideas being generated by the PL and hence the ME having no need to evaluate alternatives.

Whilst small differences were noted in the results section, no other major differences were demonstrated by the cohort in relation to Belbin’s Team Roles.

Furthermore, Belbin also suggested that the RI and PL roles could compensate for one another where the brightness of the PL and the imaginative capabilities of the RI can be combined in one individual who may make effective use of their interpersonal skills (Jay, 1980). As the PL demonstrated low representation amongst the Hospitality cohort, it is promising to know that the role of the RI (which was seen within 63% of teams, refer to table 12) can contribute to minimising the gap of missing characteristics of the PL.

For the hospitality industry the under representation of the PL and RI can pose great threats in respect to innovation and market competitiveness. Further research in this area could contribute to a better understanding of why they are not present and how to enhance or create highly effective teams within the hospitality industry.

## 6.0 Conclusion

The thesis and research aimed to:

- develop an understanding of individual behaviour in a senior management team in the hospitality industry within a framework of team roles (as conceived by Belbin (1980) and operationalised by Cattell and Watson and Glaser) and psychological type (as conceived by Jung and operationalised by Myers Briggs (1980));
- evaluate the efficacy of senior management teams in the hospitality industry in the light of their composition within the Belbin and Myers Briggs framework; and
- identify and evaluate the experience of members within a team in light of an individual's informal and formal team role and psychological type.

The study allowed for an understanding of behaviour in senior management teams within the Hospitality Industry based on Belbin's team roles and the MBTI.

Within the literature review it was hypothesised that due to high customer interaction it would be reasonably expected that successful hospitality managers to be **E**xtraverted, **S**ensor, **F**eeling and **J**udging people. It was concluded and confirmed that the cohort of Hospitality Managers were characterised by **E**xtraverts (60.7%), **S**ensing (50.2%), **F**eeling (70.4%) and **J**udging (71.1%) types.

In reference to Belbin's Team Roles the cohort was highly characterised by **CW** (23.4%). Given that the Hospitality Industry comprises the servicing of customers it would have been reasonable to assume that **RI** were increasingly evident. The under representation of the **PL** and **ME** pose great areas of concern for Hospitality Industry given that these roles are the substantive achievers within the team. The lack of these team roles provide limited ability for the teams to make strategic decisions, develop innovative solutions or challenge the status quo therefore limiting the teams ability to become challenging competitors in the industry.

The study continued to identify and evaluate the experience of members within a team in light of their informal/ formal role and psychological type. The case study allowed for an indepth review and analysis of the teams performance. It was very interesting to note that comments made by the participants could be attributed to their MBTI psychological type profiles.

Therefore in conclusion if teams within the Hospitality Industry can recognise the importance of the spread of roles (formal/informal) and psychological types (according to MBTI) within their senior management teams they will have a competitive advantage of influencing solicited improvements to the team's performance. The introduction of 'missing' team roles and psychological types to these teams and a subsequent review of the team will draw stronger conclusions for improving team performance.



## 7.0 Further Research

The research and study of member roles and team effectiveness within large hospitality organisations has led to an understanding of differing team compositions and dynamics in relation to Belbin's Team Role model and the MBTI framework.

Further research into senior management teams within the Hospitality industry is warranted to enhance our knowledge of the:

- expectations and performance of management teams;
- individual differences which shape the composition and performance of teams; and
- implementation of team models such as Belbin and MBTI and how they can assist in developing highly effective teams within the Hospitality industry.

As this research project only focussed on a convenience sample of eleven senior management teams within Melbourne, broadening the scope and looking at a wider range of teams from differing sectors of the hospitality industry throughout Australia could further enhance our knowledge and application of Belbin's member roles. This more extensive research could enhance understanding by highlighting similarities and differences in team composition and hence performance based upon a variety of variables i.e. geographic location and market sector. Furthermore, sound conclusions could be formed regarding Belbin's model and the MBTI within the Hospitality industry such as:

- the under representation of the Plant (PL) amongst teams;
- the consistent MBTI identification of ESFJ as the typical Hospitality Manager; and
- the ability to amalgamate Team Roles and its improvements to team performance.

In addition further research surrounding team development (Gersick's and Tuckman's models) could prove invaluable in light of Belbin's Team Role Model and MBTI. This further research could assist in drawing conclusions based on the individuals team role, MBTI type and its bearing on the teams stage of development and hence its impact on overall performance.

The case study of one specific senior management team that was identified as Team 1 provided a 'real life' insight into a team based on Belbin's Team Role Model and the MBTI framework. Using multiple senior management teams as case studies from varying establishments may provide both context to and clarity of understanding MBTI type combinations, Belbin's team role, formal role and the manager's self and peer assessments.

The research could also compare smaller and larger hospitality operators to assess if there are differences in the compositions of teams based upon number of staff employed, rooms available and the differing product and service offerings.

To evaluate the senior management teams in terms of team performance, Bass and Avolio's approach was used. A more comprehensive and rigorous approach to assessing a team's performance based on the responses from the formal leader of the team, team members and team superiors may address a range of issues which were not addressed in this research.

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