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TEAMWORK IN AGRICULTURAL ORGANISATIONS

By

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THESIS

Submitted in partial fulfilment of the
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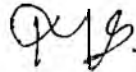
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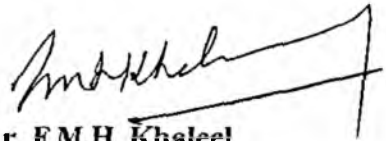
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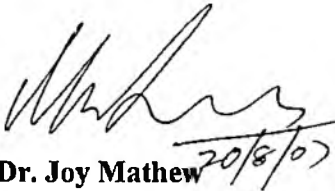
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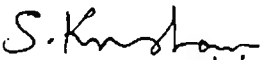
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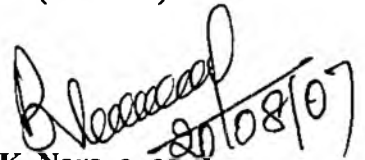
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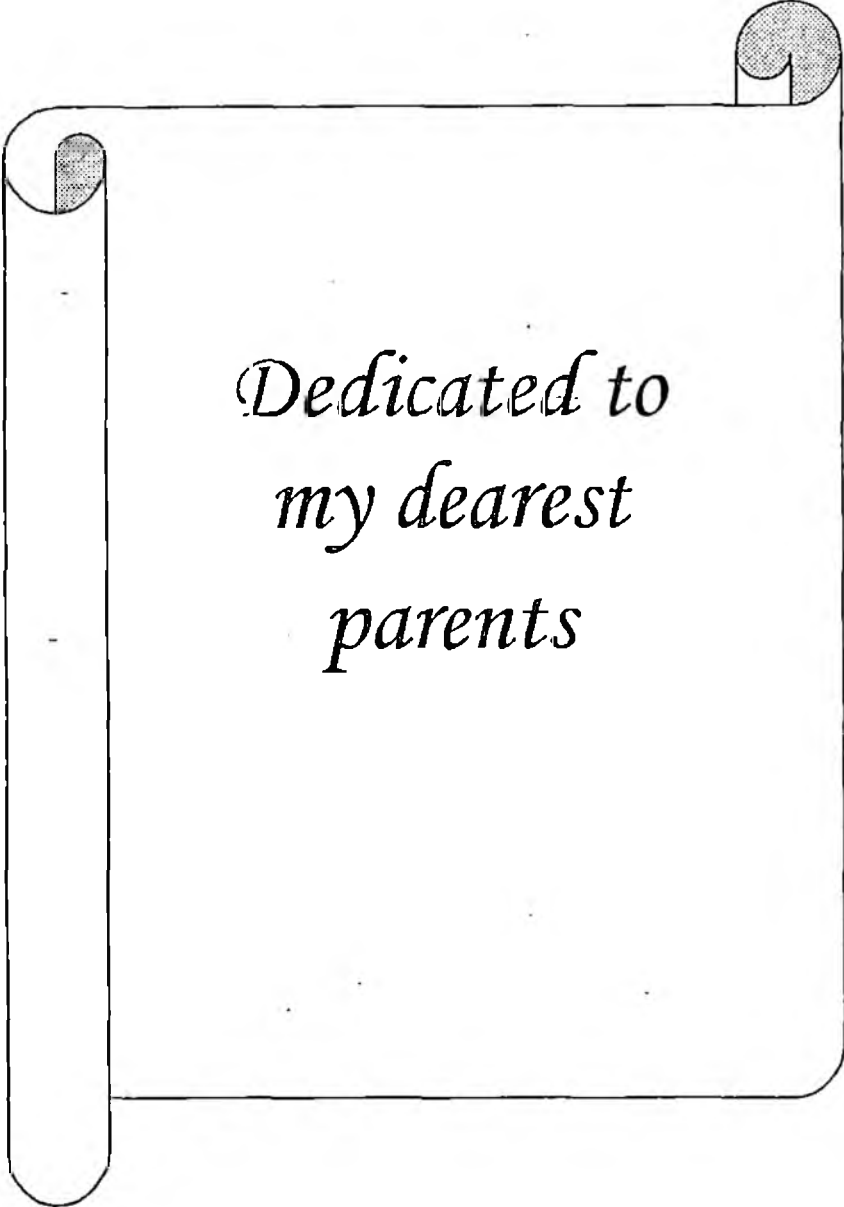
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A decorative scroll with a central text area. The scroll is drawn with a simple black outline. It has a long, narrow vertical strip on the left side that curves at the bottom. The main body of the scroll is rectangular with rounded corners. At the top right corner, there is a small circular element that looks like a scroll binding or a decorative flourish. The text is centered within the main body of the scroll.

*Dedicated to
my dearest
parents*

INTRODUCTION

I. INTRODUCTION

Man is a social being and he needs to interact with people. Almost every individual has experienced in one way or another, how it is to work in a group from his childhood games to wherever he is now earning his living. Unfortunately, not every group succeeds in its objectives or goals. However, we can always avoid the fear of failure if we work as a team. Every group of people must not only work as a team where every individual works for his own advantage, but instead, everyone should work as part of a team, where they are working towards a common goal.

For working successfully through teamwork, every human process is a key factor. Every one in the team is important since people first formed organizations to accomplish tasks too big to be performed by individuals working alone and everyone will continue to be a challenge as long as people work together. Nowadays, teamwork is more crucial to produce results, and at the same time their functions are changing rapidly. Leadership should be a muse for the team, but not be untruthful to the members. Therefore, the responsibility of leaders to create successful teamwork is to up date members skills and knowledge, to create a dialogue between the team members to learn from one another, because cooperation is the key to effective and successful teamwork.

Effective team working is more important during periods of rapid change or crisis. An organization which has to adapt quickly to its changing competitive, economic or social environment will rely upon good teamwork so that it can pool resources and respond fast to the new opportunities or threats. The pursuit of team work should not lead to a 'bland' climate in the organization in which nothing new or challenging ever happens. It is all very well to be 'one big family', but this could be disastrous if it breeds complacency and a cozy feeling that the family spirit comes first, whatever is happening in the outside world (Pascale, 1990).

Teamwork is said to strengthen the individual's sense of responsibility to the team leaders and colleagues, to enhance commitment and contribution, to give ordinary team members a sense of responsibility for meeting targets and to enable people to put pressure on non-performers. But team working was also said to allow lazy people try to avoid their responsibilities (Goodwin, 2000). Teamwork is justified because the collective output of a team is greater than the sum of the output of each member taken separately. Teamwork may take place in a variety of settings, each setting is characterized by a social 'force field' (Lewin, 1988). Through the creation of shared goals, group of people have an interrelatedness, a shared commitment and a common motivation that adds up to more than just a "bunch of individuals" these teams exist for some task- oriented purpose and therefore orientation of task is what that distinguishes them from other types of small groups (Lieberman *et al.*, 2001).

Individual employees perform operating tasks, but the vast majority of them work in regular small groups where their efforts must fit together like the pieces of a picture puzzle. Where their work is independent, they act as a task team and seek to develop a co-operative state called teamwork.

Teams must be carefully and sympathetically managed by someone who understands that the team members are crucial to team effectiveness. Thus, the breaking down of traditional individualistic cultures and their replacement with a more collaborative cultures, will lead to a situation where staff are actively involved in decision-making and thus feel valued. The advantages of working together will also benefit to the wider organization in which collaboration occurs. As collaboration reduces the personal insecurities and commitments are affirmed.

Introduction of teamwork needs to be properly handled: there are several examples of failure, apparently because managements have rushed into change without sufficient forethought (Cannel, 1992). The high level of dependency requires people to collaborate with each other, to adapt their activity and behavior

so that it dovetails with the activity of others and is subordinated to the overriding needs of the group. The group has to work together as a team if it is to be successful.

Team working is a tricky business; it requires to pull people together towards a set of shared goals or values. It does not mean that they always agree on the best way to get there. When they do not agree they should discuss, even argue on the differences (Waterman, 1998).

The success or failure of an organization is determined to a very great extent by the persons who make up that organization plans, programmes, strategies, equipments and all other facilities. Though important, they remain unproductive until and unless they are backed by efficient human effort and direction. Thus, of all the tasks of management, managing the human component is the central and most important task because all others depend upon how well this is done.

A declining work ethic, decreased employee loyalty, lesser supervisory power, shorter time perspectives, lesser resources, more competition and the need to become more productive make teamwork a matter of concern for all organizations today. In the light of the tightening financial and man-power constraints placed on krishibhavans the management must look for new mechanisms to increase and in some cases just to maintain its level of organizational effectiveness and efficiency.

In this backdrop, the present study was designed to obtain a more comprehensive and empirically based knowledge of Team work in Agricultural organizations of Palakkad district.

The specific objectives of the study were

- a). To identify the team processes in Agricultural organizations.
- b). To identify the team development in Agricultural organizations
- c). To study the extent of team effectiveness of the Agricultural organizations
- d). To identify the team role in Agricultural organizations and
- e). To suggest measures to achieve good teamwork in Agricultural organizations.

Scope of the study

Teamwork is an important topic in management. The last eight decades have witnessed significant developments in both the theory and techniques of team working that have enriched our understanding of the phenomenon. The utilization of these theories and techniques has yielded rich dividends for the industrialized world by way of creating effective organizations and by improving employee performance.

Why are the developing countries not fully benefited from the accumulated knowledge and what can be done to improve organizational effectiveness and employee performance? Is team working found effective in organizations? Are there any limitations that need to be taken into Account? Answers to these questions form the scope of the present investigation. The study would ultimately provide a better appreciation of dynamics and design of human resource management practices for effective teamwork in Agricultural organizations. It is believed that the results of the present study and the suggested solutions would help the policy makers and planners for restructuring the system to make it more useful and effective.

Further, it is also believed that this study would help the team members to understand the gap existing and actual roles played by them, it would be helpful to the organizations in future for improving their team work. The findings of the study are expected to minimize the weaknesses and threats that block the activities

of the team workers in the organizations and also to consolidate the strengths and opportunities that provide better situations for growth and development of organizations by working in teams.

Limitations of the study

The study was conducted in a systematic way following the procedure and approaches of Social Science research. However, the project is undertaken as a part of post-graduate programme, which is a single student investigation, limitations of time, finance, mobility and other resources, the study was restricted to only five block panchayaths of Palakkad district. Hence, it may not be possible to generalize the findings of the study. For a single study to explore this to a greater depth and in a comprehensive manner is far from an easy task. Further, these limitations have been taken into consideration in deciding the variables and size of the sample. It is also admitted that since the investigation was based on the perception of the respondents in team working, there could be personal bias and prejudice, which might have affected the results. In spite of these limitations, the researcher made every effort, to carry out the study in a systematic and objective way as possible.

Presentation of the study

The report of the study has been spread under five chapters, the first chapter, as already seen, deals with the introduction highlighting the need, objectives, scope and limitations of the study. The second chapter covers the theoretical orientation of the study related to the present investigation and a conceptual framework of the study. The third chapter relates to the details of the methodology used in the process of investigation, study area, selection of respondents, tools for data collection and statistical methods used. Fourth chapter deals with the results and the fifth chapter deals with the discussions. In the final

chapter the summary, implications and conclusion of the study are given. Finally, the references, appendices and abstract of the thesis are furnished.

THEORETICAL ORIENTATION

II. THEORITICAL ORIENTATION

Theoretical background in the subject for investigation is inevitable for a researcher to streamline and systematize the research methodology. Theoretical orientation also helps to provide better understanding of the past and present studies pertaining to the researcher's field of investigation. Though studies on team work are limited, when compared to other fields, maximum effort was put forth to collect relevant literature on team work. The reviews of the available studies, related directly or indirectly to the present research work are presented under the following subheads.

- 2.1 Concept of team work
- 2.2 Concept of team process
- 2.3 Concept of team development
- 2.4 Concept of team role
- 2.5 Concept of team effectiveness
- 2.6 Conceptual model for the study

2.1 Concept of team work

Prakash (1961) stated that where co-ordination exists, teamwork automatically follows. Good teamwork presupposes good understanding.

As Saksena (1982) states, it is important that employees will not only be able to work but be willing to work in a team as well. This willingness is based largely on managing ability to integrate the interest and needs of their employees with the objectives of the organization.

Lewin (1988) opined that the teamwork is justified because the collective out put of a team is greater than the sum of the outputs of each member taken

separately. Teamwork may take place in a variety of settings; each setting is characterized by a social 'force field'

Perry and Delahaye (1990) found that the teams which analyzed data on a belief orientation (that is, based on subjective personal values) rather than a logical orientation were more successful. This was an unexpected result that may have significant ramifications on the use of simulation or business games in management education

Katzenbach and Smith (1993) a team has been defined as a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable

Vallen (1993) stated that the job satisfaction is directly related to employee turnover, absenteeism, and burnout and there is a high correlation between burnout and organizational characteristics. Employees characterized by supportive managerial relationships, group decision making, and organization-wide goals experienced less burnout. Organizations that exhibit little cooperative teamwork, employee mistrust, and tightly held control demonstrated significantly more burnout

Ciborra (1993) reported that the communication structure can improve the sharing of information, thus increasing the transparency of individual efforts. It can signal the beginning and completion of tasks to all group members and link the team members, uncover shrinking of responsibilities and it can buffer the team from external pressures.

Lichacz and Partington (1996) reported that there is a significant interaction between 2 efficacy factors, one based on positive performance feedback, the other based on task salience associated with prior performance

history. Prior group experience influences these effects i.e. individuals exert less effort while performing a task in a group as opposed to performing the same task alone, and transcendence, or mutual cooperation was obtained.

Stewart (1997) opined that teamwork requires organization, strategies, and coordination. The advantage of a teamwork approach is the reduction in complexity of the task through distribution of responsibilities, resulting in better utilization of resources, robust behaviors, and a greater variety of behaviors against competitors.

Tranfield *et al.* (1999) argued that our understanding of the different forms of team work is aided by placing team work in an organizational and a strategic context.

Dule *et al.* (1999) reported that there was a higher level of agreement with the proposition that final authority should be vested with the team, as opposed to individual. Practices associated with a collaborative team approach received both a higher level of agreement and reported implementation than practices not associated with the approach.

Goodwin (2000) reported that the teamwork was said by participants to strengthen the individual's sense of responsibility to the team leader and colleagues, to enhance commitment and contribution, to give ordinary team members a sense of responsibility for meeting targets and to enable people to put pressure on non-performers these advantages are well known. But team work was also said to allow lazy people to shrink their responsibilities

West (2000) opined that people might achieve the shared understanding of the 'current reality' and know what is required of them and the organization in order to remain competitive. Such activity occurs in form of teamwork that encourages the translation of this reality into effective organizational performance

Liberman *et al.* (2001) observed that through the creation of shared goals, group of people have an interrelatedness, a shared commitment and a common motivation that adds up to more than just a “bunch of individuals” these teams exist for some task-oriented purpose, and therefore orientation of task is what that distinguishes them from other types of small groups.

Kelly (2001) identified fragmented type of multi professional work where many aspects of management, problem solving and decision-making relate to a single professional group. Communication between groups is relatively brief and focused on sharing information rather than sharing different professional perspectives.

Pedrosa *et al.* (2001) opined that the general issues such as community work, and teamwork brought out agreement among the three categories of professionals. Issues that reinforced the disagreement of the professional categories were salary levels, relationship with the community, team responsibility, and strategies to meet the needs. Issues that promoted internal disagreement in each group were working conditions, relationship with the community and team responsibility.

Rafferty *et al.* (2001) showed that there is a small but significant difference in the level of teamwork between full time and part time nurses. Nurses with higher teamwork scores were significantly more likely to be satisfied with their jobs, planned to stay in them, and had lower burnout scores. A strong association was found between teamwork and autonomy; this interaction suggests synergy rather than conflict.

Kinhal (2002) argued that the solution to the controversy and conflict over resource decisions lies in converting the current participatory mode from a 'Groupthink' to a 'Team think' method.

Currie and Procter (2003) argued that it is necessary to identify and understand the differences between a variety of forms of teamworking. With the variation in forms of teamworking that are implemented, there may be variations in the human resource management context.

Hertel *et al.* (2004) showed that management practices related to goal, task, and outcome interdependence correlated with the effectiveness of the teams. In more effective teams, quality of goal setting processes and task interdependence were higher compared to less effective teams, further analyses revealed that the positive effects of management practices were partially mediated by motivational processes of the team members

Vakola and Wilson (2004) observed that the shift towards virtual organisation is related with a fundamental change in organising and managing daily operations. The success of collaborative work therefore relies not merely on the introduction of different technologies, but also on critically analysing the "human" aspects of organisation.

Poslad (2004) argued that knowledge sharing is a physiological process in any organization and teamwork; it is supported by a plurality of individual and social motives and values, but in any case presupposes some form of trust among the agents and between the agent and the team / organization

Pethybridge (2004) reported that leadership acted as a nerve centre for pivoting information, representing the team, and ensuring good outcomes which are important for decision-making. Team work, based on sharing, agreeing responsibilities, roles and boundaries, developing trust, learning together were all important factors for good team work.

Foley and Macmillan (2005) noted that the team members expressed greater satisfaction with the problem-solving meeting where enriched exchange of

information took place, and concluded that good team work practices depend on a complex interplay of relations and dependencies embedded within the team.

Adrienne *et al.* (2005) indicated that changing the contractual arrangements does not necessarily improve teamworking and highlighted the need for more sustained educational and quality improvement initiatives to encourage greater collaboration and understanding between healthcare professionals.

Bacon and Blyton (2005) reported that the introduction of teamworking also appeared to require a concerted attempt to enforce employee compliance, indicating that culture change was also an important factor.

Stuart *et al.* (2005) indicated that by a relatively simple but inclusive programme delivering and appropriate education to primary care teams within protected time it is able to overcome barriers to teamwork and has led to staff developing improved quality of services.

Jordan *et al.* (2006) predicted that individuals with high emotional intelligence perform better in all aspects of management and the low emotional intelligence teams initially performed at a lower level than the high emotional intelligence teams.

Nicolas *et al.* (2006) reported that at the site more characterised by conflictual negotiations, employees were more satisfied with teamworking after unions protected manning in teams, negotiated a pay increase for more workers and the side payment of a desired 12-hours shift pattern. The findings indicate how response to workplace change depended upon the terms under which teams were introduced, in turn shaped in important part by the process of negotiating change.

From the above studies it could be inferred that the importance of team work is now accepted by the organisations for increasing the productivity of the organisations

2.2 Concept of team process

Young and Lundberg (1996) stated that organizations need to focus on job aspects that are most critical to the newcomers and provide newcomers with the information most useful to them for alleviating the uncertainty and anxiety surrounding the entry process. Structured activities should make newcomers feel welcome and provide emotional support. The process of socialization can affect a newcomer's performance, satisfaction, and commitment to the organization.

Mudambi and Ricketts (1998) opined that the processes correspond to natural business activities, but they are often fragmented and obscured by the organizational structures. Processes are invisible and unnamed because people think about the individual departments, not the process with which all of them are involved.

Thomason and Yantis (1998) identified new leadership skills needed by team leaders and a comparison of the perceptions of team members with those of team leaders regarding the utilization of those new skills as well as the use of some of the more traditional leadership skills. Communication skills were found to be among the most valued within the team management structure.

According to Ancona *et al.* (1998) there are two main functions in team process viz., functions that build task accomplishment and functions that build and maintain a group.

2.2.1 Functions that build task accomplishment include

- Initiation-stating the goal or problem, making proposals about how to work on it, setting time limits
- Seeking information and opinions-asking group members for specific factual information related to the task
- Providing information and opinions- sharing information or opinions related to the ask or problem.
- Clarifying-helping one another understand ideas and suggestions
Elaborating-building on one another's ideas and suggestions
- Summarizing- reviewing the points covered by the group and the different ideas so that the decisions can be based on full information
- Consensus testing-periodic testing about whether the group is nearing a decision or needs to continue discussion.

2.2.2 Functions that build and maintain a group

- Harmonizing- mediating conflict between other members, reconciling
- disagreements, relieving tensions
- Compromising-admitting error at times of group conflict
- Gate keeping-making sure all members have a chance to express their ideas and feelings and preventing members from being interrupted
- Encouraging- helping group members make his or her point.
Establishing a climate of acceptance in the group

Betts (1999) argued that in a mature organization processes are accurately communicated to both existing staff and new employees, and activities are carried out according to the planned processes. The processes mandated are fit for use and

consisted with the way the work gets done. Roles and responsibilities within the defined processes are clear throughout the project and across the organization

Dose and Klimoski (1999) discussed the conditions under which work values and different work value types will impact early team processes and the implications of these relationships for staffing. Ways that work values similarity can militate against the negative effects of demographic diversity.

Hershman *et al.* (1999) opined that a pseudo team is the one where there is no joint benefit of being a part of the team. Indeed, each member's performance is worse than if working alone. This is because there is no focus, no common sense of purpose and no set of goals. The group members are confused as to what they should be doing or how they should be working together. This may generate antagonism between members, and the team will quickly crumble.

According to Armstrong (1999) following functions need to be carried out in teams:

- Task- Initiation, information seeking, diagnosing, opinion seeking, evaluating and decision making.
- Maintenance-encouraging, compromising, peacekeeping, clarifying, summarizing and standard setting. And it is the job of the team leader to ensure that these functions operate effectively. The style adopted by the leader affects the way the team operates.

Rylatt (2001) stated that the high quality team learning is an outcome of excellent teamwork. Best practice team learning does not just happen; it is a consequence of both the organization and the team members being committed to making the process succeed

Gallagher (2001) reported that the Competition between teams can be fierce as they strive to achieve better status. Section teams are briefed and operate according to master plans and schedules.

Curral *et al.* (2001) proposed that teams carrying out tasks with a high innovation requirement would have high scores on a measure of team processes. This was supported insofar as such teams reported higher levels of participation and support for innovation and suggested that large teams operating under a relatively high pressure to innovate have poorer team processes than large teams that do not have a high requirement to innovate.

Cook *et al.* (2001) reported that the team-working arrangements influenced the decisions made by the team members these changes were made possible by two processes. First, information transaction was augmented and was instrumental in supporting effective client-related decision-making. Second, there was enhanced support for decision-making, especially in respect of problem solving. It is suggested that working within a team can impact on the decisions made by team members, which exceeds a collection of individual decisions.

Brown (2001) opined that without a common appreciation of skills, culture and agendas there can be no formation of real team, no clear understanding of roles and probably little respect for any leadership structure. Simple inclusion with in a team, however, does not automatically ensure success and is necessary to ensure that the issues of roles, culture and communication are a fully addressed in order that input from facility management and users is positively utilized

Vianen and Dreu (2001) confirmed that the minimum levels of conscientiousness and agreeableness contributed positively to both task cohesion and team performance. High mean levels of extraversion and emotional stability contributed positively to social cohesion. Although significant relationships were found between social cohesion, task cohesion, and performance, cohesion

measures did not mediate relationships between personality composition and team performance.

Offenbeek (2001) concluded that a higher diversity in attitude towards the task is related to a higher experienced amount of learning and that in projects of short duration it is especially storing and retrieving that leads to higher team performance.

Costa *et al.* (2001) suggested that trust is positively related with perceived task performance, team satisfaction, and relationship commitment, and negatively related with stress. In addition, perceived task performance was positively related with team satisfaction and confirmed the importance of trust for the functioning of teams in organizations.

Slomp and Molleman (2002) compared cross-training policies according to their effects on important performance measures, such as the load of the bottleneck worker and the number of newly used qualifications seen in various situations which indicate a team's effectiveness and efficiency. The diminishing positive effect and the linearly increasing coordination effort suggest that managers should critically consider the level of labour flexibility in worker teams.

Kelly (2003) stated that the team process is important because, rather than everyone having their own little jobs that they do and then write a piece of paper about it and pass it on to, the next person, everyone sits together in the same room and talks. Differences get solved on the spot because a greater diversity of people is interacting at any one time. The linear progression mode of working encourages, because each person feels a need to defend their contribution, which is done in isolation from everyone else's.

Ferda *et al.* (2003) suggested that teamworking is a critical success factor for most organizations and investigated the relationship between the level of trust

between members of a workteam and the performance of that team. Study suggests that though there is a relationship between trust and performance, there are other factors at play.

Fricke and Totterdill (2004) suggested that regular team meeting play a key role in everyday co-ordination, through the ability to capture and share experiences, and promote reflection, may well require additional investment of time. Weekly meeting may provide the opportunity for deeper reflection on working practices.

Nandhakumar *et al.* (2006) argued that the durability of teamworking depends largely on commitment and personal trust relationships, which may gradually dissipate over time without collocated, face-to-face social interactions. Human relationships, rather than technologies are therefore important for nurturing both personal and impersonal trust relationships, which is vital for durable teams.

Chelladurai and Madella (2006) identified the processes that underline cooperation among diverse and competing individuals.

- A clear understanding of all members for their relative contributions
- An acceptance of the hierarchy among members based on the relative contributions
- A belief that the best available talent is being used in the most optimal combinations
- The realization by every member that the he/she will receive his/her personal rewards only if the team is successful
- the realization that the team will win only if , and only if, every member coordinates his/ her activities
- The trust that the every member will make the most optimal decisions and execute those actions that would benefit the team

- The perception that the rewards that accrue to the team are equitably distributed based on the relative contributions
- A belief that personal values, attitudes and behavioral patterns are largely irrelevant to the team effectiveness.

Specht *et al.* (2006) reported that working together; a group of persons develops shared risk representations. Shared risk representations are developed and activated in the working context by two mechanisms as cultural processes. First, it is dedicated to the modeling of cultural processes second; it represents a reference to build a risk management system addressing cultural processes in order to limit risky behaviors and to enhance safety behaviors.

Penson *et al.* (2006) coordination may maximize the technical synergy of care; it can challenge inter-professional and interdisciplinary connections. Poor and miscommunication and conflicts between staff and between the family and providers adversely affect patient care and quality of life. Furthermore, lack of communication leaves a vacuum that sucks in fear.

Bamberger (2007) suggested that the level of team ambient peer-rating distortion influence the prevalence of actual intentional distortion in subsequent rounds of peer evaluation, and to attenuate and suppress any beneficial effect of peer evaluation on cooperation-related team processes.

Alan and Marcy (2007) reported that the Gender and grade point average (GPA) had a positive impact on team processes, while negative emotions showed a negative correlation with team processes. Team processes and trust had positive impacts on project success/grade. Passive positive emotions reflected a negative effect on project grade.

Jill *et al.* (2007) suggested that the collaborative teams do indeed exchange important information, and the social dynamics of the collaboratives which contribute to individual and collaborative success.

From the above review it could be clearly understood that the effective team processes increases the efficiency of the team members.

2.3 Concept of team development

Tuckman (1965) states, teams are not static. They grow and develop into more effective groups or decline effectiveness. They need attention and maintenance and identified four stages in a team's development:

- **Forming-** In this stage team members got to know each other and to establish good relationships. They confirm to the organization's traditions and standards.
- **Storming-** During the storming stage conflict happen. They would cover over rival leadership or simply because of interpersonal behaviors. The source of the conflict resistance to group influences or task requirements.
- **Norming-** Here norms of behavior and group cohesiveness are established. New group set for the group members and roles are determined.
- **Performing-** This stage occurs when the team members performing tasks, role clarity has been achieved and genuine team work takes place

Napier and Gershenfeld (1989) identified five stages for development

1. **Forming-** In this stage, the group is concerned with testing the boundaries of appropriate behavior. Members at this stage gain familiarity with each other and with the group's task.

2. **Storming-** Members begin to seek personal recognition. Conflict arises around both interpersonal and task issues.

3. **Norming-** In this third stage, communication reopens, and reorganizes the group into a more effective working body. Members begin to share attitudes and to develop, common values, clearer role expectations, a division of labor, and standards of behavior.

4. **Performing-** During this stage, members get on with the group's task. Since they have solved the group's structural problems and their interpersonal differences, members can channel their energy into work.

5. **Reforming-** Even effective working groups are not continually harmonious and free from tensions. At such times, the group may need to have again through one or more of the earlier phases.

Robbins (1991) has identified the following five stages for group formation

- **Forming-** At this stage the members are in search on persons having the same characteristics. This stage is complete when members have begun to think of themselves as part of a group
- **Storming-**Is characterized by a great deal of inter group conflict. The conflict stage is characterized by differences and disagreement over the contact of the group.
- **Norming** – Reflects close relationship and cohesiveness. It represents a strong sense of group identity.
- **Performing-** In this stage the group energy has moved from getting to know and understand each other performing the task ahead”.
- **Adjourning-** In this stage, the group prepares for its disbandment.

London and Marilyn (1996) considered the development of work groups need to be tightly coupled that is, have highly synchronized performance that is achieved over time as the team and its leader work together. Such groups impose demands for coordination and learning as the team develops and argued that tight coupling and self-reinforcing cycles of continuous improvement occur when learning modes and communication patterns match task requirements at various transition points in the group's evolution.

Hartley (1997) suggested three main components which help in team development, the extent to which the team meets its task objectives, the extent to

which it maintains the team members' individual well being, and the extent to which the group continues to work together.

Hunt and Osborn (1999) Identified four phases of team development:

1. **Forming-** A number of individuals come together and they start to exchange ideas and gather information about the nature of the tasks; what needs to be done and when? They also explore how other members of the group operate and what behavior is acceptable.

2. **Storming-**the group begins to exchange ideas as they try to reach agreement on objectives and strategy. There is often conflict and disagreement.

3. **Norming-** The group begins to share ideas. Group cohesion starts to develop and members start to act collaboratively.

4. **Performing-** The group, now a team is able to turn its attention to the task. A pattern of working is established. Members may assume particular roles or functions. Every member of the team, therefore able to make the best possible contribution.

Blockley and Godfrey (2000) suggested that when groups come together for some reason there seem to be four stages they go through namely, orientation, dissatisfaction, resolution and production. No stage is bad but is to bring out issues and have them aired, and then to bring to, tease out suggestions for resolution. Once the team reaches stage four, production, then the leader can delegate and almost leave the group to itself

Robards (2001) pictured perspectives of team development as four levels, from unidisciplinary, through multidisciplinary, with each discipline remaining independent, to interdisciplinary where out come is advanced through interactive effort and finally to transdisciplinary

Molyneux (2001) suggested three themes for positive team work viz., the personal qualities and commitment of staff; communication within the team and

the opportunity to develop creative working methods within the team, all of which were seen by team members as significantly different from their previous experiences of inter-professional working.

Chiesa (2001) stated that the team development is strongly dependent on the number of people composing the development team and on the extent to which the project team is focused and structured

Hudson (2003) argued that the team development step is an ongoing process and gives decision-making authority to self direct work teams that are close to the residents

Athanasaw *et al.* (2003) reported that the social element of interaction is developed through emotional exchanges that are used to express a level of commitment to other members. The level of interaction associated with maintaining and threatening relationships (Socio-emotional interaction) will be subject to group norms

Gorse and Emmitt (2003) reported that a group's behavior will develop and change over the period of interaction. As task groups attempt to solve problems, moving towards a solution, they undergo changes in terms of their attitude and behavior towards each other. The norms of group behavior may be specifically associated with the reason why the group was formed, or they may be attributable to the group make-up.

Fiore *et al.* (2003) suggested that distributed team performance can best be understood through conceptualization of a coordination space within which distributed interaction occurs over time and distance. The goal is to take a socio-technical approach to distributed team research so that one can explicate both the cognitive consequences of a lack of co-location as well as the social consequences affecting interaction and team development when work is technology-mediated.

Smith *et al.* (2004) concluded that new management practices have a significant impact on training provision in enterprises, the effect is highly differentiated and that a critical relationship is the integration of training with the business strategy of the enterprise.

De Drew and Beersma (2005) stated that Personal or team development is necessary when monthly meetings become far operational in nature and the agendas become ridiculously long and they felt that the majority of the time spent in this meeting should be devoted to learning from experience.

McLellan *et al.* (2005) suggested that the approach enhances understanding of roles and responsibilities and is supportive to inter-professional team development. It is well received by team members involved and by some of the external partner organizations. However, it is demanding on resources and concerns were raised about the completeness of this approach to appraisal.

Alan (2006) opined that the organizations are increasingly becoming dynamic and unstable. This evolution has given rise to greater reliance on teams and increased complexity in terms of team composition, skills required, and degree of risk involved and argued that teamwork is an essential component of achieving high reliability.

Pugh (2007) argued that organizational development should produce a number of different organizational forms. Its simplest practical implication is seen in, team development, flatter structures, new leadership styles, and new middle management roles and in putting flesh on assumptions about the human behavior. Implementing organizational development involves using a number of approaches to alter the behaviors of managers and managed.

From the above reviews, it was understood that team development in an organization is a must to form an effective team.

2.4 Concept of team role

Willson and Kolb (1949) defined role as a pattern of behaviour corresponding to a system of rights and duties associated with a particular position in a social group

Role is defined by Lundberg *et al.* (1958) as a pattern of behavior expected of an individual in certain groups or situations.

Belbin (1981) identified eight different roles played by management team members.

1. Coordinator- control the way in which a team moves towards the group objectives by making the best use of team resources, he recognizes where the strengths and weaknesses of the team lie.

2. Shaper-specify the ways 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 outcome group activities.

3. Company workers- turns concepts and plans into practical working procedures and carry out agreed plans systematically and efficiently.

4. Plants- specify new ideas and strategies, with special attention to major issues. Look for possible breaks in approaches to problems with which the group is confronted.

5. Resource investigators-explore and report ideas, developments and resources outside the group, creating external contacts which might be useful to the team.

6. Monitor-evaluator- analyze problems and evaluate ideas and suggestions so that the team is better placed to take better decisions

7. Team workers- support the team members in their strengths, underpin members in their shortcomings, and improve communications between members and foster team spirit generously

8. Completer/finishers-ensure that the team is protected from mistakes, actively search for work which needs more than a usual degree of attention, and maintain a sense of urgency in the team.

Belbin (1993) proposed nine different roles successful teams should have

1. Coordinator- person who will have a clear view of the team objectives and will be skilled at inviting contribution of the team members. He is self disciplined and apply this discipline to the team, they summaries the view of the group and will be prepared to take decision
2. Shaper- one who makes the things happens and get things going. He looks for the pattern in discussions and tries to pull things together into something feasible which the team can then get to work on.
3. Plant- one who is most likely to come out with original ideas and challenge. his strength is in providing major new insights and ideas for changes in direction and not in contributing to the detail of what needs to be done
4. Resource investigator- Is a group member with strongest contacts and networks, and he is excellent in bringing in information and support from the outside.
5. Implementer-he is well organized and effective at turning big ideas into manageable tasks and plans that can be achieved. They are both logical and disciplined in their approach and also they are hardworking.
6. Team worker- is the one who is most aware of the others in the team, their needs and concerns. They are sensitive and supportive of other people's efforts, and try to promote harmony and reduce conflict. They are particularly important when the team is experiencing a stressful or difficult period.
7. Completer- is the one who drives deadlines and makes sure they are achieved. The completer usually communicates a sense of urgency which

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galvanizes other team members into action. They are conscious and effective at checking the details, which is a vital contribution.

8. Monitor evaluator- He is good at seeing all the options. They have a strategies perspective and can judge situations accurately.
9. Specialist- He is the person who provides specialist skills and knowledge and has a dedicated and single- minded approach.

Labovitz and Rosansky (1995) reported that the quick start facilitator's role is especially important to the dynamics and the ultimate success of the team. Teams benefit from the professionals objectivity, his experience with quality initiatives in other organizations, and his ability to challenge norms and gain immediate authority. Facilitator's role is supporting the team leader who will serve as a catalyst for quality improvement.

Belbin and Goleman (1998) argued that for a team to be successful following five criteria must be fulfilled

- the person leading the team must fit the characteristics of the chairperson and have above average mental ability
- There must be a plant and at least one other clever member
- There must be a good speed of team role
- There must be a good match between member's roles and their responsibilities in the team
- In the absence of particular team role, members must adjust their contribution accordingly.

Smith and Stewart (1999) stated that the major orientation of the role culture is the job to be fulfilled rather than the individual who is to fill it. The allocation of work and responsibility determines the efficiency of the culture rather than individual ability. The role culture is by contrast, highly bureaucratic. It features functional specialization, control, rules and procedures, and hierarchy.

Ogunlana (1999) stated that each member of the team will have their own important objectives and self interests. The lack of concerns for the other participants and risks on the project are the major contributions to team failings.

Hasselhorn *et al.* (1999) opined that the precise roles of the respective team members will vary according to the composition of the team, the organization in which it is based and the professional relationships that are the norm. There is often a need to educate people within the organization about the respective roles of the members of the occupational health team and to explain the necessity of analyzing problems holistically.

Needham and Coles (1999) stated that within a team individual plays different roles. When the role of an individual is not clear this will cause anxiety and uncertainty and lead to failure of the team to perform optimally. When roles change over time, role ambiguity may crop up and the team members are now not sure what they should be doing or how their role has changed. Members of the team become unsure of what others expect of them. Role conflict will arise when team members are unable to respond appropriately to the expectations of the others. Role negotiation is needed where individuals within a team need to work out their roles in relation to each other and in terms of meeting team objectives.

Melia (2000) opined that the people adopt roles in only one side of the coin: they also retain their individuality. The person who adapts the role of a nurse takes on the legal and moral obligations of nursing as defined by statute and the profession. But at the same time nurses neither do nor relinquish their individual character of their personal beliefs and values. It is the co-existence of the potential conflict between personal values and professional values.

Herriot (2001) opined that the personality inventories permit teams to be composed in such a way that suitable people fill the main team role. Organizations for which innovation is the source of their competitive advantage are likely to

concentrate on designing works around teams and groups; rewarding long-term achievements; placing employees in developmental roles, etc.

Blyth and Worthington (2001) opined that the owner or manager of a small firm is likely to be the decision maker and fulfill several different roles, where as in large firms much of the authority is likely to be delegated (client roles)

Coates (2001) argued that with in a group, a person have a formal and this can lead stress and inefficiency if the individual is not clear what his or her role is (role ambiguity) or if the role conflicts with another (role conflict) .

Farrell *et al.* (2001) proposed that the informal role structure of a team is dependent upon the degree of anomie in the team culture, it was found that as teams develop from early to later stages, the interpersonal behavior of members becomes less differentiated on three dimensions: prominence, sociability, and task-orientation. It was found that regardless of stage of team development, the more education the team members have the more prominent and task-oriented they are.

Kirikova (2002) one person can play many roles as well as many people playing just one role, roles exchange information and work results. This information flow between the roles forms the role model. People are assigned to roles, roles are assigned to activities, activities are part of work-steps, activities produce results, and the roles use resources to perform the activities

Housley (2003) stated that the concept of role is one that has become axiomatic to the social science tradition. It serves as a useful method through which human behavior and action can be tied to the wider conceptualization of social structure. Furthermore, it is also deployed as a device for describing

individual action not only in the context of the social, but also in terms of institutions and organizations.

Banks (2003) argued that the distribution of information can become a key ingredient in the manager's role as the disturbance handler. Even though there are robust mentoring and supervisory systems in place to support the workers in difficult and stressful situations, the skill and the energy with which manager's promote and explain the nature of work undertaken within their organizations can be invaluable. The manager's entrepreneurial role is especially important in times of rapid change

Kakuro (2004) opined that the roles that individual members perform in groups have an important effect on team performance. Roles are patterns of actions associated with individual members, and positions, in particular settings. They may be, in a group situation.

- Formal- the chairman, the secretary, the treasurer
- Informal- the expert, the comedian
- Task- oriented- the proposer, the analyst
- Maintenance oriented- the encourager, the harmonizer

Sadek and Sadek (2004) reported that one of the prime obstacles to many managers utilizing a team role approach is that an unchangeable staffing structure precludes entry into the team by the most suitable individuals. It was also concluded that good teams would be much easier to form in organizations if thought were given to the team role composition of natural working groups

Adobor (2004) reported that it might be possible to identify individuals most suitable for the role by determining ahead of time how they rank on the dimensions in the framework. In other cases, firms can prepare individuals for the

role by providing opportunities for their employees to develop the types of skills and competencies that are useful for performance in the role.

Cole *et al.* (2005) stated that the monitoring of working conditions was also important indicators of employee workload. Uncommon were indicators of biomechanical and psychosocial hazards at work, despite their being important causes of morbidity among health care organization employees.

Burns and Baldvinsdottir (2005) described the emergence of new team/process-oriented roles for so-called 'hybrid' accountants in the manufacturing division of a multinational pharmaceuticals organization. Adopting institutional theory, the following provides insight into role(s) change, as processes that encompass both institutional embeddedness and transformational agency. In addition, highlighted the institutional contradictions that create potential openings for change, and discussed the praxis that underpin when, how and why role(s) change is carved out.

Tempest and McIntyre (2006) opined that clarification of team role needs to occur at a local level due to the skill mix, particular interests, setting and staffing levels within individual teams.

Lisbeth (2007) suggested that in order for an engaged researcher to be able to develop her role as a confronting practitioner it is important to work closely in a team with fellow researchers, as well as to have the personal capacity to be self-reflexive and self-therapeutic.

Oyum and Lisbeth (2007) opined that the practicing action research in workplaces is a choice of letting oneself be closely involved in other peoples' integrity as working men and women. And suggested that in order for an engaged researcher to be able to develop her role as a confronting practitioner it is

important to work closely in a team with fellow researchers, as well as to have the personal capacity to be self-reflexive.

Aitor (2007) concluded that there was on balance, the model and its accompanying Inventory have adequate convergent validity. Found that there were strong associations between some team role, indicating weak discriminant validity among some scales in the Inventory.

From the above reviews it was clearly understood that each team member can play different roles or many people play just one role.

2.5 Concept of team effectiveness

New comprehensive international Dictionary of English Language gives of meaning of efficiency as the character of being effective, the ratio of work done.

Barnard (1938) states "when unsought consequences are trival, effective action is efficient, when unsought consequences are not trival, effective action is insufficient.

Clark and Gottfried (1957) observed that efficiency in general use age means the quality of competence, capability, effectiveness, productivity or the ability to produce observed results

Lawless (1972) highlighted three different perspectives of effectiveness. They are (a) individual, (b) group, (c) organizational effectiveness. He further goes on to say that organizational effectiveness is the result of a blend of vast number of dimensions including technology, environment, and personal abilities of managers. Individual effectiveness has the causes as personality traits, motivation, morale etc. The cause of group effectiveness comprise of leadership, communication and Socialization.

Moxon (1993) opined that a common purpose, team identity, interdependence and agreed norms form the foundation of an effective team. Agreed and accepted by all, they form the 'contract' which binds individual to the team as willing participants.

Sundstrom and McIntyre (1994) opined that team effectiveness is a function of team operations, which have two components.

- a) Internal team process – The way in which team members' interact with each other to accomplish the task and to keep themselves together as a team. Key processes include communication, influence, task and maintenance functions, decision making, conflict management and emotional issues.
- b) Boundary management – the way in which teams define their boundaries, identify key external constituencies, and interact with these outsiders. Key boundary management activities to include buffering the team from political infighting, persuading top management to support the team's work and coordinating and negotiating with other groups on work deadlines.

Handyside (1997) stated that nor is true teamwork fostered by taking people with different kinds of expertise, professional discipline and responsibilities, levels of seniority and salary and simply building them into the same corner of the organization chart. This often serves to weaken the effectiveness of functions and of itself does nothing to further the ends of either real teamwork or better customer service

Flood *et al.* (2000) concluded that leadership style has both direct and indirect relationships with consensus decision making and with the reported effectiveness of top management teams. It focuses on what effective leaders do

rather than the individual traits they possess and distinguishes between four styles of leadership: authoritarian, transactional, transformational, and laissez.

Godfrey (2000) argued that when a group of people performs effectively as a whole it is as though personal agendas and personal objectives have moved from being randomly oriented, with people moving in all directions, to being aligned. There is less wasted energy- people are pulling together – so it is rather like a coherent light source such as a laser.

Mackenna (2000) stated that the team effectiveness is a function of the interaction of team development, organizational context and group boundaries. Team boundaries are likely to mediate the impact of organizational context on team development.

Culley (2001) observed that the presence of different cultures can create barriers, leading to reduction in team effectiveness due to poor communication. Effective communication between members is vital as it allows focus on what is important. Ineffective communication discourages the free exchange of ideas, up and down.

Armstrong (2002) stated that the essential characteristics of an effective team are

- It exists to attain a defined purpose and is successful in doing so.
- Members of the team are committed collectively and individually to achieving that purpose
- team members reinforce each other's intentions to pursue their common purpose irrespective of individual agendas

Oivo and Komi-Sirvio (2002) opined that the organizations provide venues where people with differing back grounds meet, and clearly this creates a potential for disagreement. In order to act effectively, an organization has to achieve some degree of consensus and cooperation. There is strong evidence that common and

intrinsic motivation on members does often increase the effectiveness of organizations. An organizational culture represents a shared basic mindset, and therefore it can motivate action, facilitate agreement, and encourage cooperation.

Rose (2002) stated that in order for the teams to perform effectively they have to be organized and managed in ways that support the achievement of their aims and objectives. Establishing and maintaining the vision for an organization and setting out a clear value base upon which all staff's actions and decisions are taken in a whole organizational task, good communication system, shared understanding of task's and roles are performed.

Dicker (2002) argued that organizations that concentrate on their physical, technical and financial resources but reduce their investment in people development will suffer in the future course of action, they might achieve short term economic gains but they will face long term declines in effectiveness and outcomes. Team members feel their way in the dark.

Drew and Vaughan (2002) hypothesized, that minority dissent would predict team innovations only when teams have high levels of reflexivity - the tendency to overtly reflect upon the group's objectives, strategies, and processes and adapt them to current or anticipated circumstances. And showed more innovation and greater team effectiveness under high rather than low levels of minority dissent, but only when there was a high level of team reflexivity.

Thompson and Pickering (2003) opined that language is important; being knowledgeable of and using, the same words and phrases as the people in the teams may influence their effectiveness. Conflict can occur when people use management speak.

West (2004) opined that the effectiveness of teams is dependent upon a number of psychological factors that can inhibit or improve performance

- Subtle process such as social loafing, hierarchical effects and personal differences can dramatically inhibit team performance.
- With in organizational settings, teams are usually put together and allowed to function with out attempts being made to ensure effective functioning
- The most important elements of team management are specifying individual and team goals and the design of the team task.
- At the same time there must be regular clear and accurate feedback to the team on its performance over time in order to promote team effectiveness.

Leonard *et al.* (2004) opined that the effective communication and teamwork is essential for the delivery of high quality, safe patient care. Communication failures are an extremely common cause of inadvertent patient harm. Frequently, effective communication is situation or personality dependent. Other high reliability domains, such as commercial aviation, have shown that the adoption of standardized tools and behaviors is a very effective strategy in enhancing teamwork and reducing risk.

Thomas *et al.* (2004) reported that teams have an overwhelming influence on the extent to which people are able to be creative in their work place; a team climate supportive of innovation is crucial. it is though attention to creating a climate in which people are clear about their objectives, have a sense of safety with their fellow team members , experience high level of participation, and emphasize excellence in the work that the individual desire to innovate is translated into practical team outcomes , which promote both team effectiveness and team member well-being.

Capel *et al.* (2005) stated that effective teams have effective leaders. The effectiveness of a team depends largely on how well its members relate to and communicate with each other, which is to a large extent based on trust. Such trust

takes time to develop, and as you 'prove yourself' and develop effective working relationships with colleagues

Munro (2005) stated that effective managers generally discern sensibly the range of performance contribution within their team, and poor line management either avoids tackling under-performing team members or encourages and advances the wrong kinds of individuals. But even the most insightful manager will find it difficult to make projections of individual effectiveness to tackle future challenges that may be very different from current work priorities.

Richter *et al.* (2005) suggested that many see the absence of conflict between groups as indicative of effective inter-group relations. Others consider its management a suitable effectiveness criterion. And demarcated a different approach and proposed that these views are deficient in describing effective inter-group relations and theorized alternative criteria of inter-group effectiveness rooted in team representatives' subjective value judgments and assesses the psychometric characteristics of a short measure based on these criteria.

Lingard *et al.* (2006) suggested that the "Improved team communication" is broadly advocated in the discourse on safety but rarely supported by a precise understanding of the relationship between specific communication practices and concrete improvements in collaborative work processes. "Informational utility" occurred when team awareness or knowledge was improved by provision of new information, explicit confirmation, reminders, or education represented direct communication-work connections: many briefings identified problems, prompting decision-making and follow-up actions on. "Functional utility".

Floor and Naomi (2007) proposed that social identity processes can also lead employees to evaluate their differences in a positive way and proposed norm-congruency as a central principle to understand these issues and argued that when differences among team members in organizations are congruent with

norms and expectations, diversity can become a basis for organizational identification.

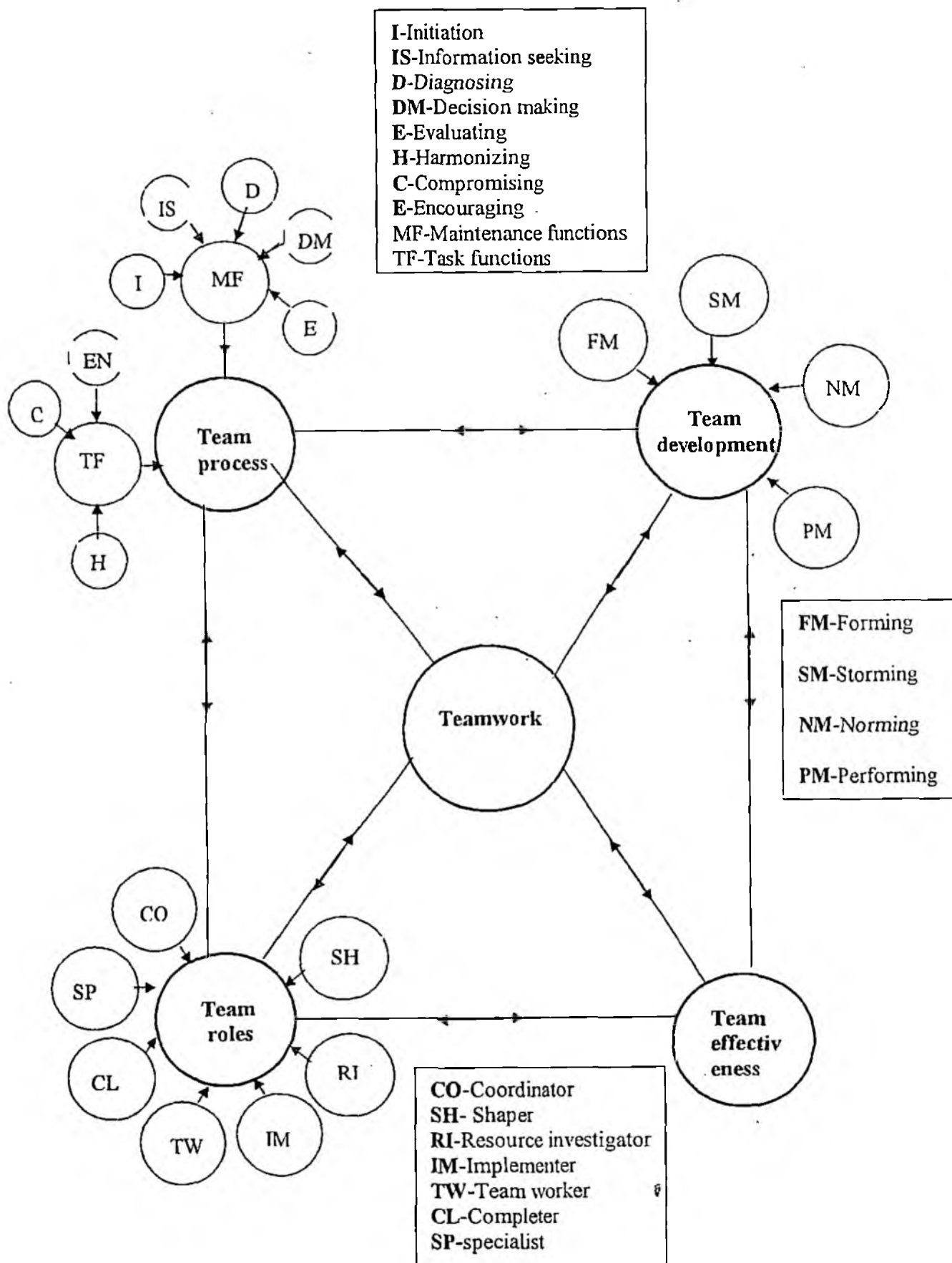
From the above reviews it could be inferred that when there is a defined purpose, reinforcement by the members, collective commitment of members increases the effectiveness of an organization.

2.6 Conceptual model for the study

Based on the review of literature, a conceptual model was developed, showing the expected relationship among all the elements considered for the study, which is presented as fig.1. The main objective of conceptual framework is to explain the theoretical construct and the framework developed for the study. The conceptual frame of this work assumes that teamwork would be affected by team process, team development team role and team effectiveness.

The model explains that the team process is influenced by two functions viz. Task functions and maintenance functions where task functions are influenced by Initiation, information seeking, diagnosing, decision-making and evaluating, and the maintenance functions are influenced by harmonizing, compromising and encouraging. Team development is influenced by four stages namely, forming, storming, norming and performing. And there are nine different roles, which influence the team work namely, Coordinator, shaper, resource investigator, implementer, team worker, completer/ finisher and specialist. Teamwork is also influenced by the other factor team effectiveness.

Fig 1: Conceptual model of the study



METHODOLOGY

III - METHODOLOGY

This chapter deals with the brief description of the methods and procedures followed in conducting this research study, which are presented under the following sub-heads

- 3.1 Research design
- 3.2 Locale of the study
- 3.3 Selection of respondents
- 3.4 Identification of attributes
- 3.5 Measurement of variables
- 3.6 Methods used for data collection
- 3.7 Statistical tests used for the study

3.1 Research design

The research design adopted for the study is ex post facto research design. According to Kerlinger (1973) ex post facto research is systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable.

Using ex post facto research design the present study was conducted in Palakkad district of Kerala state, which was purposively selected. Employing random sampling procedure, a sample of 42 Agricultural officers and 105 Agricultural assistants in seven block panchayaths at Palakkad district were selected. The required data were collected by administering structured and pre-tested questionnaire, which was pre-tested by conducting a pilot study in a non-sample area, which closely resembled the areas selected for the main study.

The flow chart showing the research methodology is presented in Fig.1.

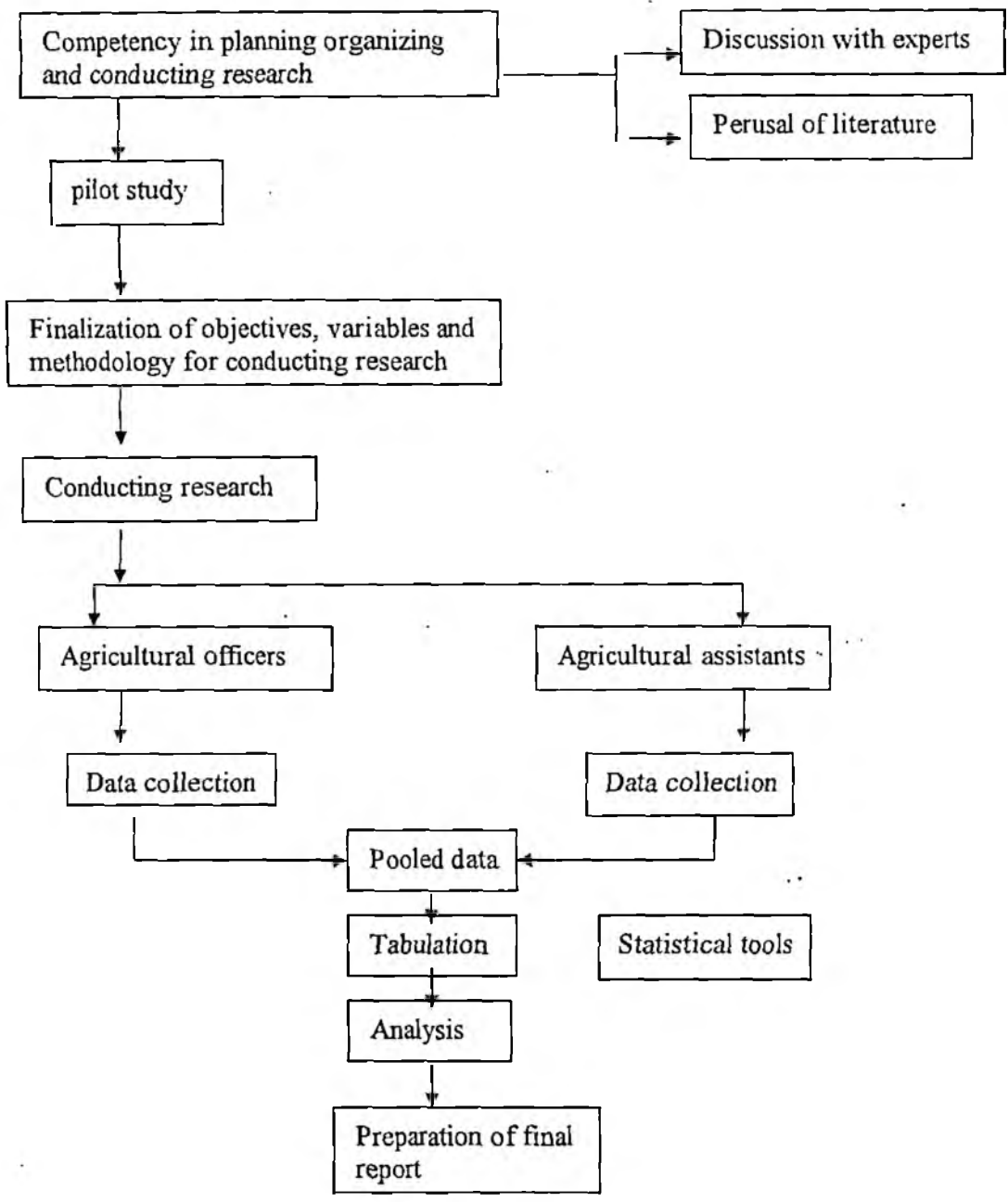


Fig 1: Flow chart showing research methodology

3.2 Locale of the study

3.2.1 Selection of district

Palakkad district was purposively selected for this study from among the 14 districts of Kerala considering the efficient functioning of krishibhavans of Department of Agriculture and more number of developmental blocks (DBs), comprising of 93 Krishibhavans.

Palakkad district lies between $10^{\circ} 9' 57''$ to $11^{\circ} 14' 17''$ north latitudes and $76^{\circ} 1' 36''$ to $76^{\circ} 54' 30''$ east longitudes and is located in the east central portion of Kerala state. It covers an area of 4,38,947 ha as per the survey of Indian topo sheet. The district is bounded by the high hills of Nilgiris in the north and northeast. The subdued hills and spurs of the Western Ghats in the east and southeast separate the district from the Coimbatore district of Tamilnadu. The south and southwest portion is partly bounded by high hills and partly by 'Karappara' river, separating it from the Thrissur district. The west and northwest is bounded by low ridges separating it from the Malappuram district.

3.2.2 Selection of blocks

Out of twelve blocks of Palakkad district seven blocks were selected by random sample technique. The selected blocks were Althur, Kuzhalmannam, Nemmara, Kollengode, Chittur, Shornur and Pattambi. Map showing the location of the study is given in Fig.2.

3.2.3 Selection of Krishibhavans

From the selected blocks of palakkad district six krishibhavans were randomly selected from each block thus making 42 krishibhavans.

PALAKKAD DISTRICT MAP

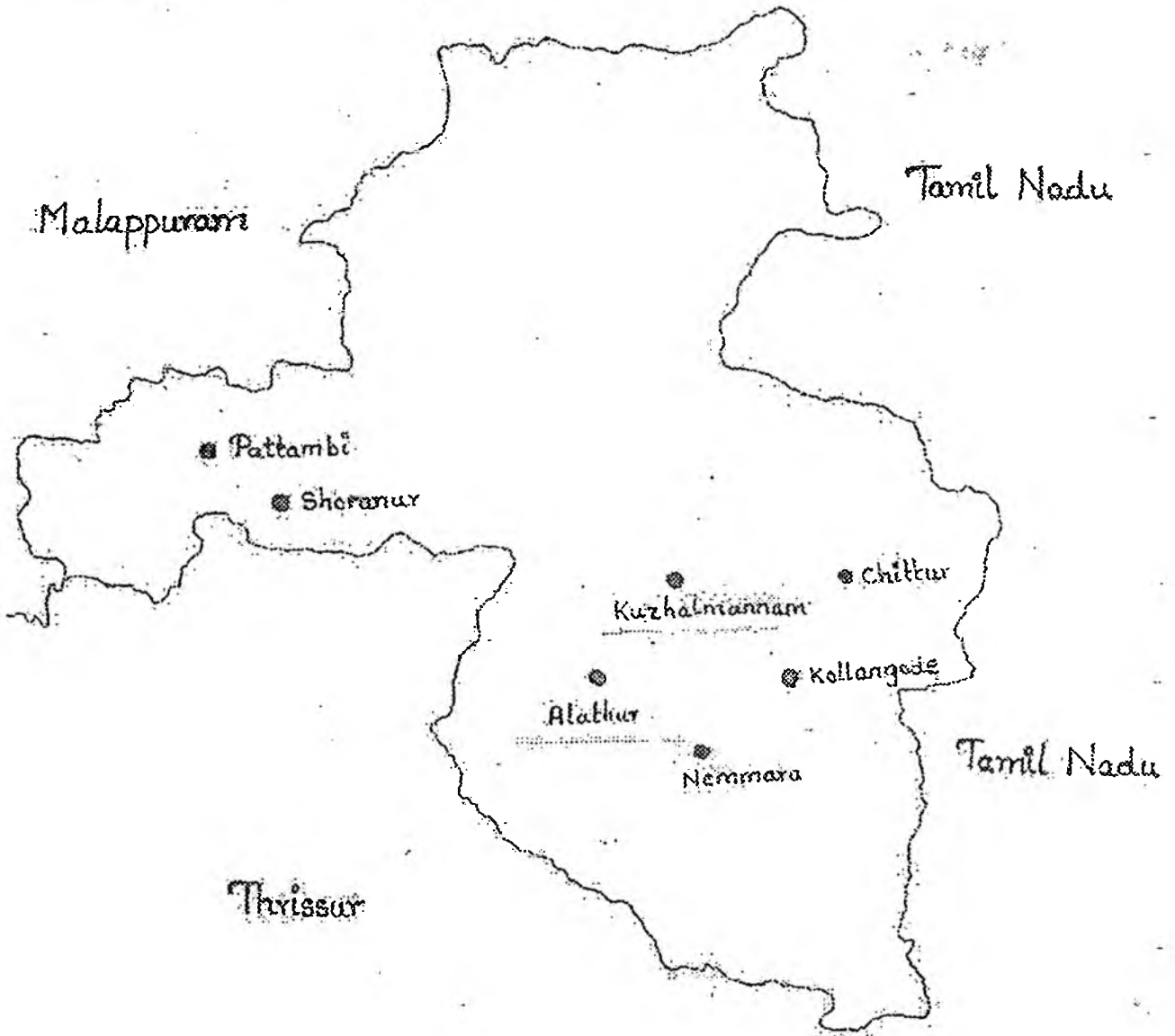


Fig- The map showing the location of the study

Table 3.2.3 Krishibhavans selected under each block of palakkad district

Blocks	Selected krishibhavans under each block					
Alathur	Alathur	Erimayur	Kavassery	Puthu kode	Kizhakkanchery	Vadakkanchery
Kuzhalmannam	Kuzhalmannam	Kannadi	Thenkurusi	Kuthanur	Mathur	Kottayi
Nemmara	Nemmara	Ayilur	Melarkode	Elavancherry	Pallasena	Nelliampathy
Kollengode	Kollengode	Muthalmada	Vadavanur	Koduva yur	Elappully	Polpully
Chittur	Chittur	Vadakara pathy	Kozhinjampara	Eruthem pathy	Perumaty	Pattanchery
Shornur	Shornur	Ottapalam	Lakkidi perur	Ananganadi,	Vaniamkulam	Chalavara
Pattambi	Pattambi	Vallapuzha	Thiruvegappura	Vilayur	Kulukulur	Nellaya

3.3 Selection of the respondents

All the Agricultural officers and the Agricultural assistants of the 42 krishibhavans were selected as the sample.

3.3 Identification and conceptualization of attributes

3.4.1 Teamwork

A variety of approaches have been attempted in the past to define team working in organizations. Davis (1998) reported teamwork, as an area of management practice, is the integration of people into work situation in a way that motivates them to work together productively, co-operatively with economic, psychological and social stratification. Team members have to be motivated so that they work together to increase the efficiency of the organization. According to Liberman *et al.* (2001) team working is the co-operation between those who are

working together on a task. Co-operation among the members have a positive effect on employee performance so in an organization where many members are working together co-operation among the members is necessary. But Jordan (2002) suggested team working as the work done by a number of associates, usually each doing a clearly defined portion, but all subordinating personal prominence to the efficiency of the whole.

Drawing from theoretical conclusions and considered views of experts, team working was operationalised for the study as “the degree of the members working together as teams for achieving different objectives in a krishibhavan”.

Armstrong (1999) identified four attributes contributing to an effective team work in organizations viz., team process, team developments, team roles and team effectiveness. All these four attributes were adopted with modifications for our study entitled “Team work in agricultural organizations”.

3.4.2 Team process

Annelies *et al.* (2001) is the group of individuals gathered together to achieve a goal or objective, either as a committee or some other grouping, go through several stages before useful work can be done. But team processes according to Alonso *et al.* (2006) referred team processes as to how an organizations members work together to get things done.

In the krishibhavan context team process was operationalised as the internal and external dynamics of groups in a krishibhavan and the activities undertaken by them.

3.4.3 Team development

Is concerned with identifying issues and analyzing individual and team strengths and weaknesses, clarifying personal motives, align department goals

with personal and organizational goals and develop systems for reaching goals Alan and Marcy (2007).

Team development was operationalised as the planning and networking carried out in krishibhavans for achieving a specific objective through teams.

3.4.4 Team Role

Coutu (1951) stated that role may be defined as a socially prescribed way of behaving in particular situations for any person occupying a given social position or status. How an individual behave in a particular situation identifies his role in that situation. But Newcomb (1951) opined that the ways of behaving that are expected of any individual who occupies a certain position constitute the role associated with that position. After Newcomb, Needham and Coles (1999) stated that a role is a set of expectations for the behavior on an individual playing a particular part, or holding a particular position in the team.

Team role was operationalised as the pattern of behavior assumed by an individual working in a team.

3.4.5 Team Effectiveness

Effectiveness was described by Georgopolous and Tannenbaum (1957) as the extent to which an organization give certain resources and means to achieve its objective without placing undue strain on its members. As stated by Etizioni (1964) effectiveness is the degree to which organization realizes its goals. Molt (1972) defined effectiveness as the ability of the organization to mobilize its centers of power for action, production and adoption. As stated by Mali (1978) efficiency is related to resource utilization and effectiveness as related to performance. Kimberly (1979) defined effectiveness in terms of survival of the organization. Koontz *et al.* (1980) viewed effectiveness as achievement of

objectives. Managerial effectiveness is the extent to which a manager achieves the output requirement of his position Reddin (1987).

In the present study team effectiveness was operationalised as the ability of the team in the krishibhavan to reach the desired objective in the desired time.

3.4.6 Variables selected for the study

Variables under each attribute were listed based on review of literature and by discussion with the experts. The variables for the main study were identified through a pilot study. List of variables were given to the experts in the college of Horticulture and college of Veterinary and Animal Sciences, Mannuthy for relevancy rating on a three-point continuum ranging from 'more relevant', 'relevant' and 'less relevant' with weights 3, 2 and 1 respectively. The scores for each item were summated over all the respondents and a relevancy co-efficient for each variable was worked out by dividing the total score obtained by the total possible score. The variables getting a relevancy co-efficient of 0.8 and above were finally selected for inclusion in the study. The variables selected for the final study under team processes were 1) initiation 2) information seeking 3) diagnosing 4) decision making 5) evaluating 6) harmonizing 7) compromising and 8) encouraging. Four stages identified for the team developments were 1) forming 2) storming 3) norming and 4) performing. Roles that were found to be appropriate for the study were 1) coordinator 2) shaper 3) resource investigator 4) implementer 5) team worker 6) completer and 7) specialist.

A Comprehensive list of statements contributing to each of the variable was made and the statements were identified and analyzed through a pilot study. List of statements were identified by interviewing the respondents, and also with the experts in the Department of agricultural Extension, College of Horticulture, Vellanikkara and Department of agricultural Extension, UAS, Bangalore. In addition, a detailed review of the available literature was also done on this aspect.

Based on this, 150 statements were identified as the statements to contribute for team working. The items selected were classified under the following four areas of activities viz., Team processes, Team development, Team roles and Team effectiveness

3.5 Measurement of variables

For the present study, the scale developed for measuring teamwork was presented to two groups of sample respondents viz. 42 Agricultural officers and 105 Agricultural assistants. To rate each item, a five point continuum was provided on the right hand side of the items, as given in the interview schedule (Appendix-I)

The scoring procedure is shown below.

Category	Score
Strongly agree	-SA
Agree	A
Uncertain	U
Disagree	D
Strongly disagree	SD

In the case of negative statements, scoring pattern was reversed.

The respondents were asked to indicate whether they perceived the identified items as the items, which they performed. The response was scored on a five-point continuum with points 5, 4, 3, 2, and 1 respectively. The total score for each item was obtained by summing up all the individual scores on the items. The statements were then ranked in the descending order based on the total scores obtained by them. The statement with the highest value was assigned to the first order and the next highest value was assigned to the second order and the third order respectively. The individual scores were subjected to Kendall's coefficient

of concordance and the responses were categorized into three orders, based on the total scores obtained. The ordering is as given below.

Based on the total scores responses were categorized into three orders (1) First order, (2) Second order and (3) Third order, which referred to 'three' categories respectively. The perception of the importance of the team working was obtained by considering the order attached for each item. For clear and meaningful interpretation, the first three orders or first three high score items were selected for interpretation in the results chapter. The list of all items for which scores and ranking are presented in Appendix-II.

3.6 Methods used for data collection:-

A structured questionnaire was prepared for collecting the data. The same questionnaire was used for both Agricultural officers and the Agricultural assistants. A draft questionnaire was prepared which was pre-tested by conducting a pilot study in a non-sample area and their responses were recorded. Suitable modifications were made, so as to remove ambiguity to keep the logical sequence and the frame of reference of the respondents. In the light of the pilot study the questionnaire was finalized for collecting the data from the respondents.

All the respondents (both Agricultural officers and the assistants) were given the questionnaire by the researcher about their knowledge and perception of the team working. And they were given sufficient time to respond.

3.7 Statistical tests used for the study

The data collected from the agricultural officers and the assistants were tabulated and analyzed using Kendall's coefficient of concordance and the attributes were ranked in descending order based on the total scores obtained for each attribute. First three statements with the highest scores were selected and

they were separated into three orders where the statement with the highest score will be given the first order, statement with the second highest score will be given the second order and the statement with the third highest score will be given the third order. In addition, Venn diagram has been plotted for comparing the perception of the officers and the assistants on each attribute. Statistical analyses were done using the computer facilities available in the College of Horticulture, Vellanikkara.

RESULTS

IV. RESULTS

The results of the present study in accordance with the objectives are given in this chapter under the following heads.

- 4.1 Analysis of team process of Agricultural officers and assistants.
- 4.2 Analysis of team development of Agricultural officers and assistants.
- 4.3 Analysis of team role of Agricultural officers and assistants.
- 4.4 Ranking of team effectiveness of the officers and the assistants.
- 4.5 Comparison of the officers and assistants in team work in terms of their team process, team development, team role and team effectiveness.
- 4.6 Suggestions to achieve good teamwork.

4.1 Analysis of team process of the agricultural officers and assistants.

For convenience and clarity of interpretation, first three ranks with maximum scores are identified and are included in each function and they were grouped into three orders, where first ranked statement were included in the first order set, second ranked statement and the third ranked items were included in second order set and the third order set respectively, and the results are interpreted. The remaining items and their total scores are presented in Appendix-II.

- 4.1.1 Grouping of first order team process items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.1.1.

Table: 4.1.1 First ordered set of team process as perceived by the agricultural officers.

N=42

SI	Variables	Items	Total score
1	Encouraging	I receive the help from other members when I need it	248
2	Diagnosing	I discuss with farmers about their field problems, which helps us in identifying the problems	247
3	Information seeking	Krishibhavan members seek for the required information with other members when they face problems	242
4	Compromising	Giving recognition to the individual feelings helps in reaching a compromise	239
5	Initiation	Regular review meetings in krishibhavan involving various farmer representatives also help in formulating action plan.	236
6	Harmonising	I try to make every member of the krishibhavan put in their best effort with a positive attitude	235
7	Decision making	Coordination among the members helps in making adequate decisions	232
8	Evaluation	Krishibhavans monitor and assess the results of all the projects which help in better performance	227

It is inferred from the table 4.1.1 that receiving help from the other members when needed, discussion with the farmers about their field problems and seeking for the required information with other members of the krishibhavan were

the important items noted in first order, which indicates encouraging, diagnosing and information seeking are the important variables contributing to an effective team processes.

4.1.2 Grouping of first order team process items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.1.2.

Table: 4.1.2 First ordered set of team process as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Initiation	As a member of krishibhavan I feel free to discuss about goals or Problems	464
2	Decision making	Recognizing and encouraging the participation of various members helps in making easy judgments.	459
3	Information seeking	Members seek for the required information with other members when they face problems	456
4	Harmonizing	I get helping hand when we desire a change in the organization	453
5	Diagnosing	I discuss with farmers about their field problems, which helps us in identifying the problems.	449
6	Evaluating	I highlight the results of the programmes to make the people appreciate its beneficial aspects.	446
7	Encouraging	I receive the help from other members when I need it.	443
8	compromising	Reducing competition among the team members helps in compromising	436

It is inferred from the table 4.1.2 that the members feeling free to discuss about goals or problems and recognizing and encouraging the participation of members of the krishibhavans were the important items perceived by the assistants in the first order. Here the assistants perceived initiation, decision making and information seeking as the important variables for team processes.

4.1.3 Grouping of second order team process items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the Table 4.1.3.

Table: 4.1.3 Second ordered set of team process as perceived by the agricultural officers.

N=42

Sl	Variables	Items	Total score
1	Initiation	I feel free to discuss about goals or Problems	232
2	Harmonizing	A climate of faith in makes me dedicated to service	231
3	Evaluation	Krishibhavans review the progress of the ongoing programme	225
4	Diagnosing	I arrange meeting of team members to know about the prevailing problem	225
5	Decision making	Recognizing and encouraging the participation of various members helps in making easy judgments	225
6	Compromising	Difference of opinion is reduced in krishibhavans and usually a compromise is worked out on most issues	224
7	Information seeking	Open discussion of policy issues helps us in getting the required information	219
8	Encouraging	There is a work environment of acceptance in krishibhavans	204

Form the table 4.1.3 it could be concluded that member feeling free to discuss about goals or problems, a climate of faith among the team members and reviewing the progress of the ongoing programme were perceived to be the important items and the item work environment of acceptance was perceived to be the least important item. in the second ordered team process by the agricultural officers. In the second order the offices perceived initiation, harmonizing and evaluation as the important variables.

4.1.4 Grouping of first order team process items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.1.4.

Table: 4.1.4 Second ordered set of team process as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Initiation	I get inspiration from the team about a possible course of action.	463
2	Information seeking	Organization is receptive of new ideas or ways suggested by the other members.	448
3	Harmonising	A climate of faith makes me more dedicated to service.	442
4	Encouraging	Members give positive strokes when needed for the work done	441
5	Diagnosing	Members are competent in identifying the problem	434
6	Evaluation	Submitting reports before the higher ups in a	429

		prescribed proforma after the completion of each project helps in assessing the team value.	
7	Compromising	Difference of opinion is reduced in krishibhavans and usually a compromise is worked out on most issues.	423
8	Decision making	Our team look for the relevant and up to date information for making decisions	420

As per the table 4.1.4 inspiration from the team members, receiving new ideas and giving positive strokes when needed were the important Variables in team-processes. In the second order the assistants perceived initiation, information seeking and harmonizing as the important variables.

4.1.5 Grouping of third order team process items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.1.5.

Table: 4.1.5 Third ordered set of team process as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Evaluating	Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value	230
2	Information seeking	I motivate team members to subscribe Agricultural magazines or agricultural columns in dailies	228

3	Decision making	I frequently participate in major decision making since I feel proud that I am a member	225
4	Initiation	I get inspiration from the team members for a new ideas or suggestions about a possible course of action	224
5	Compromising	Whenever there is a conflicting situation members can be compromised through negotiation	222
6	Diagnosing	We look for the actual reason or cause when members are facing problems	223
7	Harmonizing	Relieving tension in the team helps in maintaining harmonious atmosphere	218
8	Encouraging	Officials trust each other and look forward for suggestions and guidance from one another	204

It could be inferred from the table 4.1.5 the submission of the reports before the higher ups and the motivation of the team members to subscribe agricultural magazines were given the highest total scores viz., 230 and 228 respectively. The statement trust among the members gave less total score (204) compared with the other items. The officers perceived evaluation, information seeking and decision making as the important variables in the third ordered team processes.

4.1.6 Grouping of third order team process items as perceived by the agricultural assistants

Grouping of the variables, items and their total scores are presented in the table 4.1.6.

Table: 4.1.6 Third ordered set of team process as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Information seeking	Subject experts and progressive farmers provide the additional information about the new programme whenever needed.	436
2	Harmonizing	Members understand mutually which helps in smooth functioning of the krishibhavans.	435
3	Initiation	I get motivation from fellow members to introduce new schemes	430
4	Harmonizing	There is a work environment of acceptance in krishibhavans	427
5	Evaluation	I share the results with other team members and scientists for finding out the draw backs of the project	426
6	Diagnosing	I identify problems by series of discussion with the team members.	424
7	Decision making	Team members judge on what goals and objectives are most important	394
8	Compromising	Giving recognition to the individual feelings helps in reaching a compromise.	381

From the table 4.1.6 it is inferred that getting additional information by the subject experts and progressive farmers and mutual understanding of the members were perceived to be the important items. In the third order the assistants perceived information seeking, harmonizing and initiation as the important variables and decision making and compromising as the least important variables.

4.2 Analysis of team development of Agricultural officers and assistants.

Four variables were identified which measure the team development viz., Forming, Storming, Norming and Performing. Accordingly, 24 items were identified which influence these variables and are classified into three orders on the basis of their scores and ranks as in case of team processes.

4.2.1 Grouping of first order team development items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.2.1.

Table: 4.2.1 First ordered set of team development as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Performing	Members have greater freedom to communicate and they are more informal	229
2	Storming	Team members discuss issues such as what problems they are really to solve	227
3	Norming	Members show mutual support and cooperation when a task is to be performed in krishibhavan	223
4	Forming	Members share personal information with each other and start to know and accept one another and begin turning their attention towards the group's tasks	219

It could be inferred from the table 4.2.1 that freedom among the members to communicate and the discussion of important issues were the prime items contributing to team development. Sharing of personal information with each

other and turning their attention towards the group's tasks was given less importance compared to the other items. In the first order the officers perceived the performing and storming as the important variables in team development.

4.2.2 Grouping of first order team development items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.2.2.

Table: 4.2.2 First ordered set of team development as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Forming	Tensions and anxieties are reduced in krishibhavans as fellow workers are trusted.	439
2	Norming	Members express standard mode of behavior	438
3	Performing	Members tend to feel a sense of shared responsibility for group goals.	430
4	Storming	Team members discuss issues such as what problems they are really to solve.	427

It is inferred from the table 4.2.2 that reducing the tensions and anxieties, trust among the members and standard mode of behavior by the members were the important items which contribute to team development. In the first order the assistants perceived forming and norming as the important variables in team development.

4.2.3 Grouping of second order team development items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.2.3.

Table: 4.2.3 Second ordered set of team development as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Performing	Team members become interdependent when their task is clear	226
2	Norming	Team reflects close relationships and cohesiveness and represents a strong sense of group identity	221
3	Forming	Tensions and anxieties are reduced in krishibhavans as fellow workers are trusted	218
4	Storming	I tolerate when an unpleasant situation arise in our team	206

It could be concluded from the table 4.2.3 that the interdependent members, close relationships and cohesiveness among the members and reduction of tensions and anxieties were the items contributing to the team development and are grouped under second order. In the second order the officers perceived the performing and norming as the important variables in team development and storming as the less important variable

4.2.4 Grouping of second order team development items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.2.4.

Table: 4.2.4 Second ordered set of team development as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Storming	Team members open out to each other and confront each other's ideas and perspective	437
2	Performing	Team members become interdependent when their task is clear	427
3	Forming	Members gain familiarity with each other and with the group's task at the initial stage of team formation in krishibhavans.	410
4	Norming	Group cohesion is developed when we resolve conflict.	392

It could be inferred from the table 4.2.4 that the confronting of each others ideas and perspective and members becoming interdependent when their task is clear were the items contributing to team development and are grouped under second order based on the ranks obtained. In the second order the assistants perceived the storming and performing as the important variables in team development. And the variables like forming and norming were given the less score even though they are important in team development.

4.2.5 Grouping of third order team development items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.2.5.

Table: 4.2.5 Third ordered set of team development as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Performing	Each 'member's roles are flexible and functional in krishibhavns	223
2	Storming	Team members open out to each other and confront each other's ideas and perspective	221
3	Forming	Members gain familiarity with each other and with the group's task at the initial stage of team formation in krishibhavans	216
4	Norming	Members compromise and show harmony as they share attitudes and develop common values	212

It is inferred from the table 4.2.5 that the flexible roles and confronting of each other's ideas were the important items contributing to team development and are ranked in the third order. Here performing and storming were considered to be the important variables contributing to the team development, the items like gaining familiarity with each member of the team and compromising to show harmony were given the less score which indicates that the variables like forming and norming is given less importance.

4.2.6 Grouping of third order team development items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.2.6.

Table: 4.2.6 Third ordered set of team development as perceived by the agricultural assistants.

N=105

Sl	Variables	Items	Total score
1	Forming	When there is anxiety we depend on the leaders to find out the nature of the situation.	401
2	Norming	Members show mutual support and cooperation when a task is to be performed in krishibhavan.	426
3	Performing	All the team members are supportive and they help in making most of the necessary decisions.	426
4	Storming	We compete for our ideas to get consideration	378

It could be inferred from the table 4.2.6 that effective leader who helps in reducing anxiety and mutual support and cooperation among members were the items contributing to team development and were ranked third by the assistants and given the third order. From the table it is clear that the forming and norming stage were perceived to be the important variables for team development.

4.3 Analysis of team role of Agricultural officers and assistants.

Team role are classified into seven categories viz., coordinator, shaper, resource investigator, implementer, team worker, completer and specialist. Accordingly, 35 items were identified to influence team role, and are classified on the basis of their scores and ranks, for convenience and clarity of interpretation, as in case of team process and team development, they were grouped under three orders based on their scores obtained and results are interpreted. The remaining items and their total scores and ranks are presented in Appendix- II.

4.3.1 Grouping of first order team role items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.3.1.

Table: 4.3.1 First ordered set of team role as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Shaper	I try to create a positive team atmosphere and reach a consensus	242
2	Coordinator	I have a clear view of the team objectives	231
3	Implementer	I am effective at checking the details needed for task achievement	228
4	Team worker	I feel that I am necessary when the team is experiencing a stressful or difficult period	225
5	Specialist	I provide required knowledge and have a dedicated and single-minded approach	224
6	Implementer	I make concepts and plans into practical working procedures	223
7	Resource investigator	I try to search out every possible resources for achieving good results	219

It is seen from the table 4.3.1 that creating a positive team atmosphere, clear view of the team objectives and checking the important details needed for task achievement were of prime importance and given highest total scores. Making concepts and plans into working procedures and searching out possible resources for achieving good results were given the less score in the first order set. In this order the officers perceived the shaper, coordinator and the implementer's role as the important roles.

Grouping of the variables, items and their total scores are presented in the table 4.3.1.

Table: 4.3.1 First ordered set of team role as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Shaper	I try to create a positive team atmosphere and reach a consensus	242
2	Coordinator	I have a clear view of the team objectives	231
3	Implementer	I am effective at checking the details needed for task achievement	228
4	Team worker	I feel that I am necessary when the team is experiencing a stressful or difficult period	225
5	Specialist	I provide required knowledge and have a dedicated and single-minded approach	224
6	Implementer	I make concepts and plans into practical working procedures	223
7	Resource investigator	I try to search out every possible resources for achieving good results	219

It is seen from the table 4.3.1 that creating a positive team atmosphere, clear view of the team objectives and checking the important details needed for task achievement were of prime importance and given highest total scores. Making concepts and plans into working procedures and searching out possible resources for achieving good results were given the less score in the first order set. In this order the officers perceived the shaper, coordinator and the implementer's role as the important roles.

4.3.2 Grouping of first order team role items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.3.2.

Table: 4.3.2 First ordered set of team role as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Coordinator	I am sensitive and supportive for other people's efforts	450
2	Coordinator	I have a clear view of the team objectives.	438
3	Resource investigator	I have good contacts and network with the other organizations.	415
4	Shaper	I am strong to make things happen and get things going.	406.
5	Implementer	I am effective at turning big ideas into manageable task and plans that can be achieved.	399
6	Completer	If I have taken up a task, I will see that it is finished	379
7	Specialist	I provide required knowledge and have a dedicated and single-minded approach	358

It is seen from the table 4.3.2 that the assistants perception of roles is not the same with the officers according to assistants being sensitive and supportive for other peoples efforts, having a clear view of the team objectives and having good contacts and network were the important roles. In the first order the assistants perceived the role of a coordinator and the resource investigator to be the most important role and the role of a completer and a specialist were given the less score.

4.3.3 Grouping of second order team role items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.3.3.

Table: 4.3.3 Second ordered set of team role as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Shaper	I produce a sense of priority stressing to important issues	237
2	Coordinator	I summarize the view of the group	227
3	Finisher	If I have taken up a task, I will see that it is finished	224
4	Specialist	I produce explanation of what is happening and their cause	222
5	Team worker	I am sensitive and supportive for other people's efforts	221
6	Resource investigator	I have good contacts and network with the other organizations	217
7	Implementer	I am effective at turning big ideas into manageable task	216

It is seen from the table 4.3.3 that, the role perception of officers is not the same with the officers according to officers producing a sense of priority on important issues, summarizing the view of the group and completing the task taken up were the important roles played. From the table it is clear that the offices perceived the role of a shaper and the coordinator as the important roles and the resource investigator and the implementer's role as a least important role.

4.3.4 Grouping of second order team role items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.3.4.

Table: 4.3.4 Second ordered set of team role as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Team worker	I know the needs and concerns of other members of the team	432
2	Coordinator	I am self-disciplined and I apply this discipline to the team.	410
3	Shaper	I help in increasing the feasibility of work	402
4	Implementer	I carry out agreed plans systematically and efficiently	398
5	Resource investigator	I gather information and support from the other organizations also	390
6	Completer	I am effective at checking the details needed for task achievement	373
7	Specialist	I form explanation of how things work	326

From the table 4.3.4 it is inferred that the assistants perceive that, the important role played by them was to know the needs and concerns of other members and was given the highest score. The other roles perceived by them were helping in increasing the feasibility of work and carrying out agreed plans systematically and efficiently. It is noted from the table that the assistants perceived the role of a team worker and a coordinator in the second order.

4.3.5. Grouping of third order team role items as perceived by the agricultural officers.

Grouping of the variables, items and their total scores are presented in the table 4.3.5.

Table: 4.3.5 Third ordered set of team role as perceived by the agricultural officers.

N=42

Sl.	Variables	Items	Total score
1	Coordinator	I recognize where the team's strengths and weaknesses lye.	226
2	Shaper	I help in increasing the feasibility of work	222
3	Completer	I drive the deadlines and make sure that they are achieved	221
4	Team worker	I know the needs and concerns of other members of the team	219
5	Resource investigator	I gather information and support from the other organizations also	216
6	Implementer	I carry out agreed plans systematically and efficiently	213
7	Specialist	I generate models to demonstrate how things work	207

From the table 4.3.5 it is revealed that in the third order officers perceive roles like recognizing where the team's strengths and weaknesses lye, increasing the feasibility of work and gathering information and support from the other organizations. It is noted from the table that the officers perceived the role of a coordinator and a shaper in the third order

4.3.6 Grouping of third order team role items as perceived by the agricultural assistants.

Grouping of the variables, items and their total scores are presented in the table 4.3.6.

Table: 4.3.6 Third ordered set of team role as perceived by the agricultural assistants.

N=105

Sl.	Variables	Items	Total score
1	Coordinator	I recognize where the team's strengths and weaknesses lye.	413
2	Team worker	I feel that I am necessary when the team is experiencing a stressful or difficult period	407
3	Implementer	I make concepts and plans into practical working procedures	388
4	Resource investigator	I try to search out every possible resource for achieving good results.	374
5	Shaper	I try to create a positive team atmosphere and reach a consensus	357
6	Completer	I usually communicate a sense of urgency that galvanizes other team members into action	320
7	Specialist	I generate models to demonstrate how things work	315

It is inferred from the table 4.3.6 that the assistants play following roles in third order, recognizing where the team's strengths and weaknesses lye, feeling that they are necessary when the team is experiencing a stressful period and making concepts and plans into practical working procedures. Even though the items like creating a positive team atmosphere and searching out every possible resource for achieving good results are important roles in an organization they

were given less importance by the assistants. The role which was given least importance in the third order was 'generating models to demonstrate how things work'. It is noted from the table that the assistants perceived the role of a team worker and a coordinator.

4.4 Ranking of team effectiveness of the officers and the assistants.

Table: 4.4.1 Team effectiveness as perceived by the agricultural officers.

N=42

Sl	Items	Total score
1	Since we work as a team we can achieve our target with a reasonable effort	230
2	Members feel free to express their feelings as well as their ideas, both on the problems and on the operation of krishibhavan	228
3	Whenever a new task is to be performed clear assignments are made and accepted	224
4	There is a sense of Purpose among the team members as far as functioning of the krishibhavans	222
5	Atmosphere in krishibhavan tends to be informal and relaxed	217

From the table 4.4.1 it is inferred that the officers perceived that, achieving the target with a reasonable effort, members giving their ideas both on the problems and on the operation of the organization and clear assignments of the task to be performed were the important Variables which contribute to effectiveness of an organization.

Table: 4.4.2 Team effectiveness as perceived by the agricultural assistants.

N=105

SI	Items	Total score
1	Whenever a new task is to be performed clear assignments are made and accepted	438
2	Members feel free to express their feelings as well as their ideas, both on the problems and on the operation of krishibhavan	422
3	krishibhavans develop effective network of information	419
4	Since we work as a team we can achieve our target with effort	415
5	Atmosphere in krishibhavan tends to be informal, and relaxed	336

From the table 4.4.2 it is inferred that the assistants perceived clear assignments of the task to be performed, members giving their ideas both on the problems and on the operation of the organization and developing effective network of information are the important Variables, which contribute to effectiveness of an organization.

4.5 Comparison of the teamwork of the agricultural officers and the agricultural assistants in terms of their team process, team development, team role and team effectiveness based on their ranked orders

Comparison of teamwork as perceived by the officers and assistants was made by comparing the items under the respective orders of agricultural officers and assistants as described below.

4.5.1 Team process as perceived by the agricultural officers and the agricultural assistants

Comparison was made by taking two cards which are of similar shape, the left

card representing team process, team development, team role and team effectiveness as perceived by the officers and the right card representing team process, team development, team role and team effectiveness as perceived by the assistants, intersection of these cards representing similar perception of the officers and assistants. The lesser the intersection more is the problem. It is to be presumed that the two cards can slide on each other completely when all the factors are common and when the sliding turns difficult because of incompatibility the cards fall apart with only lesser intersectional area.

4.5.1.1 Comparison of the perception of the agricultural officers, and the agricultural assistants under the first order

In the first ordered team processes there were eight items, which were said to measure the team process, even though there were only eight items, it turned into thirteen items since similar perception was noted for only three variables and the other items were perceived to be different by the officers and the assistants.

4.5.1.2 Comparison of the perception of the agricultural officers and the agricultural assistants under the second order

As in the first order there were eight items in the second order also but similar perception was noted only for two of the items, thus the dimensionality of the problem has increased to fourteen.

4.5.1.3 Comparison of the perception of the agricultural officers and the agricultural assistants under the third order

In third order also there were eight items as in first and second orders. But in the third order a wide variation was noted in the perception of the officers and assistants, there was no agreement among the officers and the assistants for the

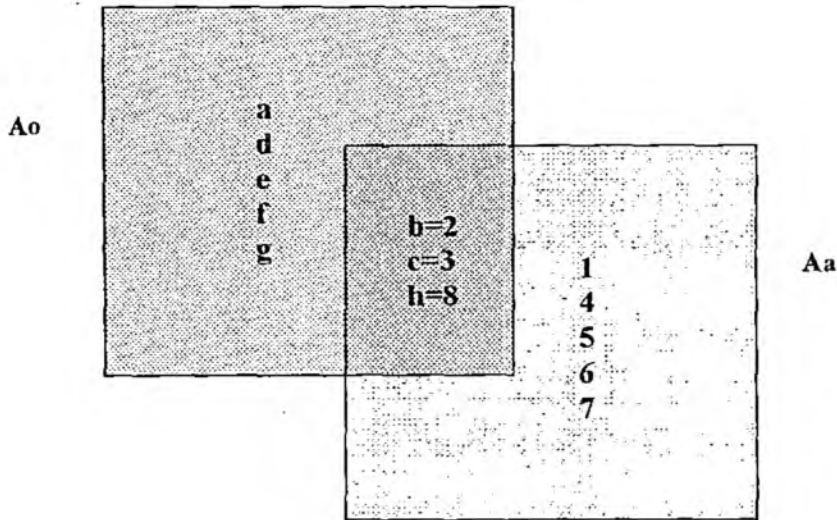


Fig 2: Comparison of the team process of the officers and assistants in first order

Legend

- a - Regular review meetings in krishibhavan involving various farmer representatives also help in formulating action plan.
- b - Members seek for the required information with other members when they face problems in performing a particular task
- c - I discuss with farmers about their field problems, which helps us in identifying the problems
- d - Coordination among the members helps in making adequate decisions
- e - Krishibhavans monitor and assess the results of all the projects which helps in better performance
- f - I try to make every member of the krishibhavan put in their best effort with a positive attitude
- g - Giving recognition to the individual feelings helps in reaching compromise
- h - I receive the help from other members when I need it

- 1 - As a member of krishibhavan I feel free to discuss about goals or Problems
- 2 - Krishibhavan members seek for the required information with other members when they face problems in performing a particular task.
- 3 - I discuss with farmers about their field problems, which helps us in identifying the problems.
- 4 - Recognizing and encouraging the participation of various members of the KB's helps in making easy judgments.
- 5 - I highlight the results of the programmes to make the people appreciate its beneficial aspects.
- 6 - I get helping hand when we desire a change in the organization.
- 7 - Reducing competition among the team members helps in compromising
- 8 - I receive the help from other members when I need it.

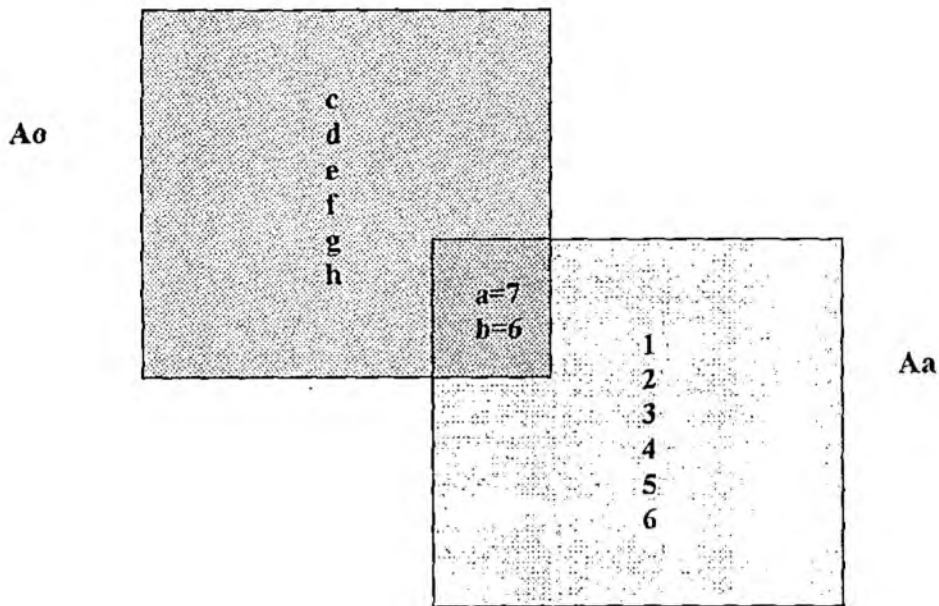


Fig 3: Comparison of the team process of the officers and the assistants in second order

Legend

- a** - Difference of opinion is reduced in krishibhavans and usually a compromise is worked out on most issues
- b** - A climate of faith in krishibhavan makes me more dedicated to service
- c** - Krishibhavan review the progress of the ongoing programme on a regular basis
- d** - As a member of krishibhavan I feel free to discuss about goals or Problems
- e** - Open discussion of policy issues in krishibhavan helps us in getting required information
- f** - I arrange meeting of team members to know about the prevailing problem
- g** - Recognizing and encouraging the participation of members of the helps in making easy judgments
- h** - There is a work environment of acceptance in krishibhavan

- 1** - I get inspiration from the team members for a new ideas or suggestions about a possible course of action.
- 2** - Organization is receptive of new ideas or ways suggested by the other members.
- 3** - Members are competent in identifying the problem
- 4** - Our team look for the relevant and up to date information for making decisions
- 5** - Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value.
- 6** - A climate of faith in krishibhavan makes me more dedicated to service
- 7** - Difference of opinion is reduced in krishibhavan and usually a compromise is worked out on most issues.
- 8** - Members give positive strokes when needed for the work done.

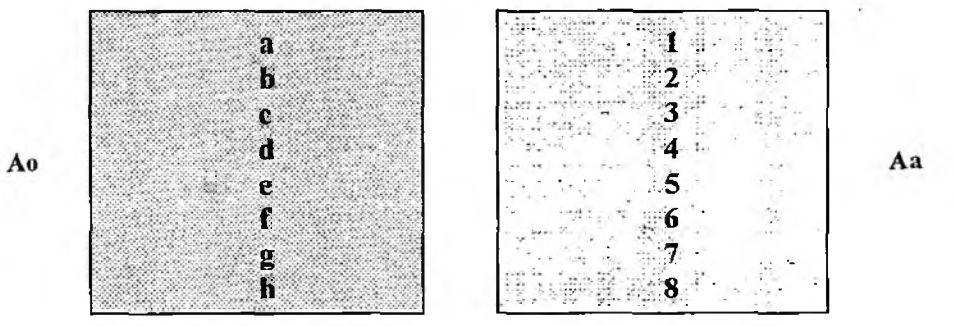


Fig 4: Comparison of the team process of the officers and the assistants in third order

Legend

- a - Whenever there is a conflicting situation members can be compromised through negotiation
- b - Relieving tension in the team helps in maintaining harmonious atmosphere
- c - Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value
- d - I frequently participate in major decision making since I feel proud that I am a member
- e - I get inspiration from the team members for a new ideas or suggestions about a possible course of action
- f - I motivate team members to subscribe Agricultural magazines or agricultural columns in dailies
- g - Officials trust each other and look forward for suggestions and guidance from one another
- h - We look for the actual reason or cause when members are facing problems

- 1 - I get motivation from fellow members to introduce new schemes
- 2 - Subject experts and progressive farmers provide the additional information about the new programme whenever needed.
- 3 - I identify problems by series of discussion with the team members.
- 4 - Team members judge on what goals and objectives are most important
- 5 - I share the results with other team members and scientists for finding out the drawbacks of the project
- 6 - Members understand mutually which helps in smooth functioning of the krishibhavans.
- 7 - Giving recognition to the individual feelings helps in reaching a compromise.
- 8 - There is a work environment of acceptance in krishibhavans.

team process at all, and thus the dimensionality of the problem thus became sixteen.

4.5.2 Comparison of team development as perceived by the agricultural officers and the agricultural assistants

4.5.2.1 Comparison of the perception of the agricultural officers and the agricultural assistants under the first order

Four items which were said to measure the team development were identified, but the four items turned into seven items, Since the similar perception was noted for only one of the item and all the other items were perceived differently by the officers and the assistants.

4.5.2.2 Comparison of the perception of the agricultural officers and the agricultural assistants under the second order

As in the first order the officer's and the assistant's perception was similar only for one of the item in the second order also and thus the dimensionality has increased to seven.

4.5.2.3 Comparison of the perception of the agricultural officers and the agricultural assistants under the third order

In the third order, perception of officers and the assistants were totally different since there was no agreement on any of the item by the officers and the assistants and thus the actual four items inclined to eight items, which has increased the dimensionality of the problem.

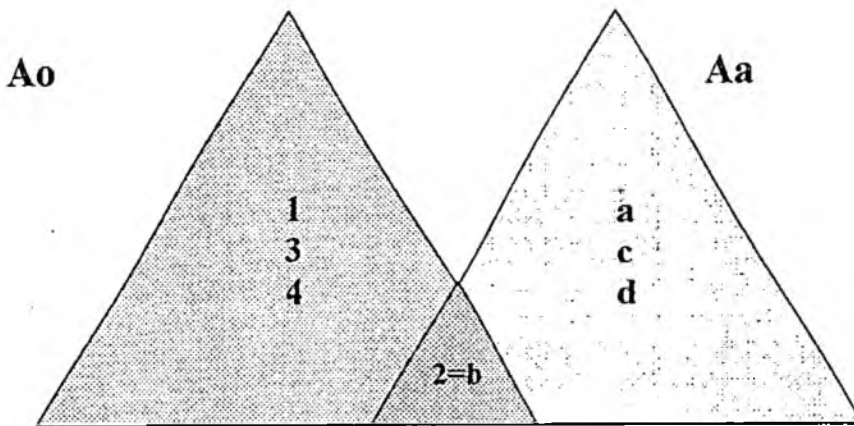


Fig 5: Comparison of team developments of the officers and the assistants in first order

Legend

- 1 - Members share personal information with each other and start to know and accept one another and begin turning their attention towards the group's tasks
- 2 - Team members discuss issues such as what problems they are really to solve
- 3 - Members show mutual support and cooperation when a task is to be performed in krishibhavan
- 4 - Members have greater freedom to communicate and they are more informal

- a - Tensions and anxieties are reduced in krishibhavans as fellow workers are trusted.
- b - Team members discuss issues such as what problems they are really to solve.
- c - Members express standard mode of behavior.
- d - Members tend to feel a sense of shared responsibility for group goals.

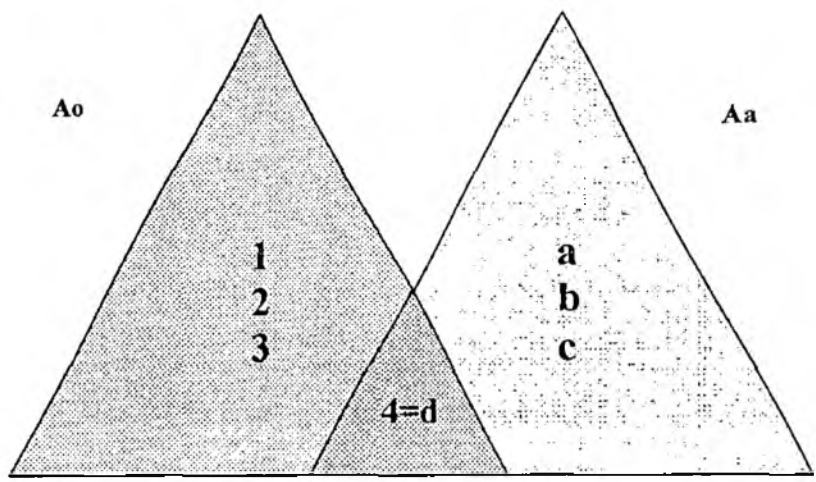


Fig 6: Comparison of the team developments of the officers and assistants in second order

Legend

- 1 - Members gain familiarity with each other and with the group's task at the initial stage of team formation
- 2 - Team members open out each other and confront each others ideas and perspectives
- 3 - Group cohesion is developed when we resolve conflict
- 4 - Team members become interdependent when their task is clear

- a -Tensions and anxieties are reduced in krishibhavan as fellow workers are trusted
- b - I tolerate when an unpleasant situation arise in our team
- c - Team reflects close relationships and cohesiveness and represents a strong sense of group identity
- d - Team members become interdependent when their task is clear

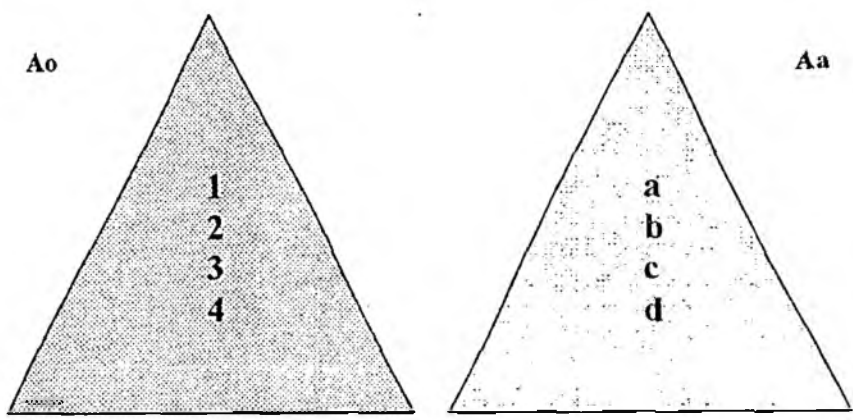


Fig 7: Comparison of the team developments of the officers and assistants in third order

Legend

- 1 - Members gain familiarity with each other and with the group's task at the initial stage of team formation in krishibhavans.
- 2 - Team members open out to each other and confront each other's ideas and perspective.
- 3 - Members compromise and show harmony as they share attitudes and develop common values.
- 4 - Each member's roles are flexible and functional in krishibhavans.

- a - When there is anxiety we depend on the leaders to find out the nature of the situation.
- b - We compete for our ideas to get consideration.
- c - Members show mutual support and cooperation when a task is to be performed in krishibhavan.
- d - All the team members are supportive and they help in making most of the necessary decisions.

4.5.3 Comparison of the team role as perceived by the agricultural officers and the agricultural assistants

4.5.3.1 Comparison of the perception of the agricultural officers and the agricultural assistants under the first order

In the first order the officers and the assistants perceived only two similar roles and the other roles perceived were different and thus the actual seven items expanded to twelve items.

4.5.3.2 Comparison of the perception of the agricultural officers and the agricultural assistants under the second order

In the second order also there were seven items and the perception of the officers and the assistants were entirely different thus the dimensionality of the problem increased to fourteen.

4.5.3.3 Comparison of the perception of the agricultural officers and the agricultural assistants under the third order

Seven items were used to identify the roles played by the officers and the assistants, the common items perceived by the of officers and assistants were only two. As the other items were not similar, in toto dimensionality increased to twelve instead of seven. Both the officers and assistants perceived two similar roles and the original seven Variables appeared to be twelve Variables

4.5.4 Comparison of the team effectiveness as perceived by the agricultural officers and the agricultural assistants

Five items were identified to measure the team effectiveness of the officers and assistants. Similar perception was noted for most of the Variables and

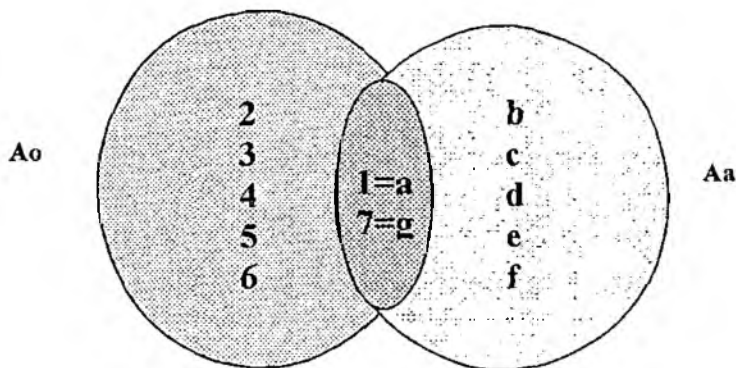


Fig 8: Comparison of the team roles of the officers and the assistants in first order

Legend

- 1 - I have a clear view of the team objectives
- 2 - I try to create a positive team atmosphere and reach a consensus
- 3 - I try to search out every possible resources for achieving good results
- 4 - I make concepts and plans into practical working procedures
- 5 - I feel that I am necessary when the team is experiencing a stressful or difficult period
- 6 - I am effective at checking the details needed for task achievement
- 7 - I provide required knowledge and have a dedicated and single-minded approach

- a - I have a clear view of the team objectives.
- b - I am strong to make things happen and get things going.
- c - I have good contacts and network with the other organizations.
- d - I am effective at turning big ideas into manageable task and plans that can be achieved.
- e - I am sensitive and supportive for other people's efforts
- f - If I have taken up a task, I will see that it is finished
- g - I provide required knowledge and have a dedicated and single-minded approach

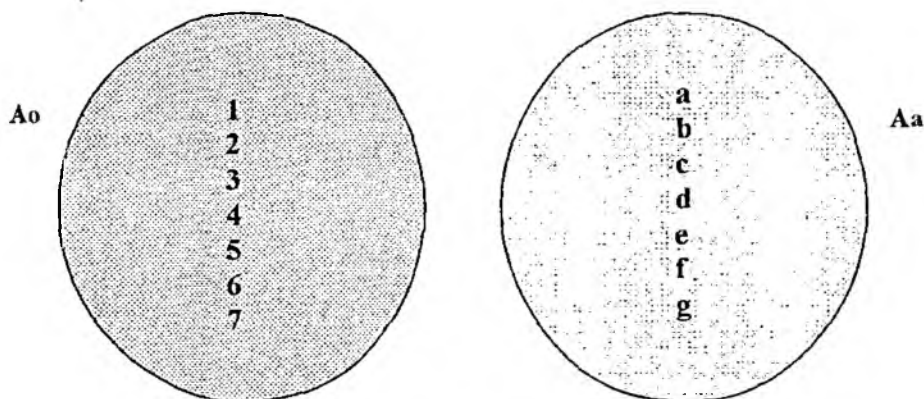


Fig 9: Comparison of the team roles of the officers and the assistants in second order

Legend

- 1 - I summarize the view of the group
- 2 - I produce a sense of priority stressing those issues that have most importance
- 3 - I have good contacts and network with the other organizations
- 4 - I am effective at turning big ideas into manageable task and plans that can be achieved
- 5 - I am sensitive and supportive for other people's efforts
- 6 - If I have taken up a task, I will see that it is finished
- 7 - I produce explanation of what is happening and the cause of problems

- a - I am self-disciplined and I apply this discipline to the team.
- b - I help in increasing the feasibility of work
- c - I gather information and support from the other organizations also.
- d - I carry out agreed plans systematically and efficiently
- e - I know the needs and concerns of other members of the team
- f - I am effective at checking the details needed for task achievement
- g - I form explanation of how things work

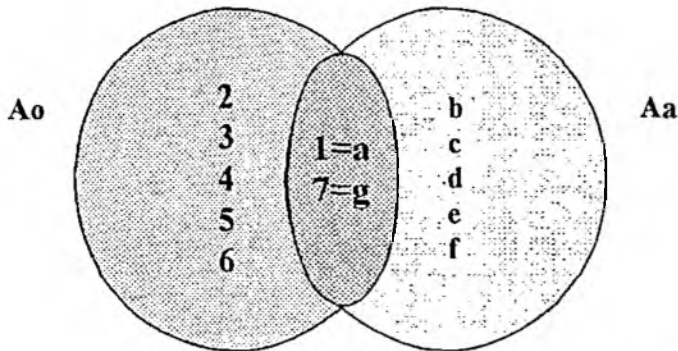


Fig 10: Comparison of the team roles of the officers and the assistants in third order

Legend

- 1 - I recognize where the team's strengths and weaknesses lie.
- 2 - I help in increasing the feasibility of work
- 3 - I gather information and support from the other organizations also
- 4 - I carry out agreed plans systematically and efficiently
- 5 - I know the needs and concerns of other members of the team
- 6 - I drive the deadlines and make sure that they are achieved
- 7 - I generate models to demonstrate how things work

- a - I recognize where the team's strengths and weaknesses lie.
- b - I try to create a positive team atmosphere and reach a consensus
- c - I try to search out every possible resources for achieving good results.
- d - I make concepts and plans into practical working procedures
- e - I feel that I am necessary when the team is experiencing a stressful or difficult period
- f - I usually communicate a sense of urgency that galvanizes other team members into action
- g - I generate models to demonstrate how things work

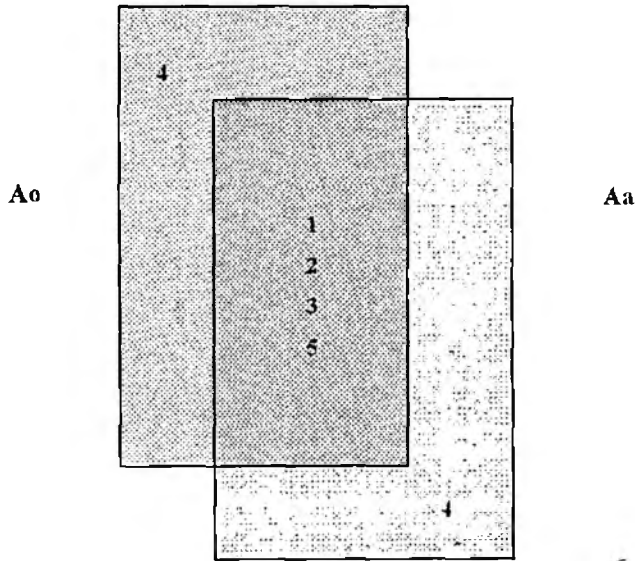


Fig 11: Comparison of the team effectiveness of the officers and the assistants

Legend

- 1 - Since we work as a team we can achieve our target with a reasonable effort
- 2 - Members feel free to express their feelings as well as their ideas, both on the problems and on the operation of krishibhavan
- 3 - Whenever a new task is to be performed clear assignments are made and accepted
- 4 - There is a sense of Purpose among the team members as far as functioning of the krishibhavans
- 5 - Atmosphere in krishibhavan tends to be informal, comfortable and relaxed

- 1 - Since we work as a team we can achieve our target with a reasonable effort
- 2 - Members feel free to express their feelings as well as their ideas, both on the problems and on the operation of krishibhavan
- 3 - Whenever a new task is to be performed clear assignments are made and accepted
- 4 - Krishibhavans develop effective network of information
- 5 - Atmosphere in krishibhavan tends to be informal, comfortable and relaxed

only one dimension was perceived to be different. And the five Variables identified appeared to be six Variables.

To conclude, items that were perceived similar by both the agricultural officers and the agricultural assistants under each attribute viz., team processes, team development, team role and the team effectiveness were perceived to be the important characteristics of teamwork. Thus the characteristics of teamwork are:

- Seeking for the required information with other members when they face problems in performing task -
- Discussing the problems to be solved with the other members.
- Getting help from the other members of the team when needed
- Reducing the difference of opinion and compromising the
- A climate of faith in an organization makes the team member more dedicated to service
- Clarity of the task makes the members interdependent
- Members should have a clear view of the team objectives
- Members should provide the required knowledge and have a dedicated and single-minded approach
- Members should be able to recognize where the team's strengths and weaknesses lie.
- Team members should be able to generate models to demonstrate how things work
- Target can be achieved with reasonable effort when an individual work as a team.
- Team members should feel free to express their feelings as well as their ideas, both on the problems and on the operation of the organization.
- Whenever a new task is to be performed clear assignments are to be made
- Atmosphere in an organization should be informal, comfortable and relaxed

4.6 Suggestions to achieve good teamwork

The suggestions to achieve good teamwork perceived by the agricultural officers and the agricultural assistants were given by identifying the top-scored Variables under each attribute viz., the team processes, team development, team role and the team effectiveness.

Major suggestions as put forth by the Agricultural officers and the Agricultural Assistants in achieving good teamwork are as follows.

1. Team members should seek for the required information with other members when they face problems in performing a particular task.
2. As a member of the team each member should feel free to discuss about goals or Problems
3. Recognizing and encouraging the participation of various members of the team helps in making easy judgments.
4. Members should have greater freedom to communicate and the team environment should be informal
5. Tensions and anxieties are to be reduced in a team and fellow workers should be trusted.
6. Team members should discuss issues such as what problems they are really to solve.
7. Members should have a standard mode of behavior.
8. Team leader should have a clear view of the team objectives and he should create a positive team atmosphere and reach a consensus
9. Members should be sensitive and supportive of other people's efforts and they should try to finish the task taken up
10. Whenever a new task is to be performed clear assignments are to be made and accepted
11. There is a need to develop an effective network of information

DISCUSSION

V. DISCUSSION

The salient results of the present study are interpreted and discussed in this chapter under the following sub-headings.

5.1 Team process of the agricultural officers and the assistants

5.2 Team development of the agricultural officers and the assistants

5.3 Team role of the agricultural officers and the assistants

5.4 Team effectiveness of the agricultural officers and the assistants

5.1 Team process of the agricultural officers and the assistants.

5.1.1 Grouping of first ordered items.

For an organization to succeed there was a need of an effective team process, if all the processes were going smooth then all the activities in the organization run easy and achieving the organizational objective would be easy. The results in the table 4.1.1 and table 4.1.2 revealed some similar findings such as 'members seek for the required information with the other members when they face problems'. Both the officers and the assistants perceived that, information seeking was an important item in team processes. They perceived that for any organizational process to be effective team members should search for the required information so that the task achievement becomes easier. Whenever there was a need for the information, they may contact the fellow members or arrange for a discussion so that required information was available easily. This was in agreement with the findings of Foley and Macmillan (2005). They noted that the team members expressed greater satisfaction with the problem-solving meeting where enriched exchange of information took place. By making comparisons between the different patterns, that was also able to explore functional role and their interactions.

Discussion with farmers about their field problems, which helps us in identifying

the problems' was the next item agreed by both the officers and the assistants. They perceived that was true, when a problem solving technology had to be developed or that was more important to contact the one who was facing the problem, especially in krishibhavan context where members were working for the benefit of the farmers they have to contact the farmers and discuss about the problem with the farmers and come out with a solution. This corroborates the view of Cook *et al.* (2001) that working within a team could affect the decision made by team members, which exceeds a collection of individual decision.

The results in table 4.1.1 showed that the 'Regular review meetings in involving various farmer representatives helps in formulating action plan'. Officers perceived that a review meeting was necessary when a task was taken up, which helps in identifying the strengths and weaknesses in the on going process and helps introducing new ideas that may help in effective performance. That was noted that coordination among the members was an important factor in employee performance. These results were in concurrence with the studies of Prakash (1961). He stated that where co-ordination existed, teamwork automatically follows. Good teamwork presupposes good understanding

'Monitoring and assessing the results of all the projects', the officers perceived that, monitoring of all the programmes were necessary for better performance, by monitoring one could assess the value of the programme and strengthen the activities by nourishing that with the adequate information whenever required. Cole *et al.* (2005) stated that the monitoring of working conditions was also important indicators of employee workload.

'Giving recognition to the individual feelings helps in reaching a compromise' was the other important item. Officers perceived that in a team where many individuals were working together each one would have their own thoughts and feelings, when a member feel that his feelings were not given consideration or recognition he may get into frustration which effects the team

work. Therefore, that was very important in an organization to give recognition to individual feelings. This was similar to the findings of Vakola *et al.* (2004) reported that the success of collaborative work relies not merely on the introduction of different technologies, but also on critically analysing the "human" aspects of organization.

As revealed in the table 4.1.2 the perception of assistants was not the same with the officers in many of the items. Assistants perceived that 'As a member I feel free to discuss about goals or Problems' was the most important item which helps in an effective team processes. They assume that team processes would be smooth when the team members feel free to discuss about the goals or the problems when the organization was facing problems in performing a particular task, as a result that was necessary for the members to discuss the problems to achieve clarity of the task.

'Recognizing and encouraging the participation of various members helps in making easy judgments' was the next important item, assistants perceived that when the team members were encouraged to participate in the developmental activities and in the decision making process all the matters concerning the team development would be transparent and that helps in making easy judgments and implementation of all the programmes would be easy. When all the members participate in the judgment process or the decision making process and functioning of all the processes starts with in no time. These finding were in conformity with the findings of Liberman *et al.* (2001) he observed that through the creation of shared goals, group of people have interrelatedness, a shared commitment and a common motivation that adds up to more than just a "bunch of individuals".

5.1.2 Grouping of second ordered items

The results in the table 4.1.3 and table 4.1.4 exhibited the same findings

for two of the items, both the officers and the assistants perceived that for an adequate team process 'Difference of opinion should be reduced in krishibhavans and a compromise should be worked out on most issues'. When the members working under an organization had different opinion on the same issue, functioning of the organization would be affected, so, as far as possible the difference had to be reduced and a compromising situation had to be brought up.

'A climate of faith in krishibhavan makes me more dedicated to service' was the next important item noted. Both the officers and the assistants perceived that when a team member feels that he was given responsibility and the power to make decisions, he feels that there was faith among the members and he identifies himself as a member of that team and shows more dedication to his service and group identity would be achieved. These findings corroborates with the findings of West (2004) reported that when expectations were not met and team member's loose faith in the concept of teamwork other then as a comfortable idea to do with how we could call all be supportive to each other.

Results in table 4.1.3 reveals that the officers perceived that for an effective team process the 'Members should feel free to discuss about the goals or problems', when the team members feel free to discuss the problems they face in day to day activities the professional barriers gets reduced and a work environment of acceptance would prevail. Officers perceived that, once the team members feel free to express and discuss there were much motivated towards their work and team work would be a great success.

'I arrange meeting of team members to know about the prevailing problem' was the next important item of team processes in the second order. The assistants perceived that that was necessary to arrange a problem-solving meeting so that the team members would know the prevailing problems in the organization. When members participate and encourage one another, a good team

environment would be created and the members start accepting each other's ideas and viewpoints.

A perusal of table 4.1.4 revealed that 'Getting inspiration from the team members for a new ideas or suggestions' emerged as the most important item of team processes in second order, assistants perceived that, when ever a new programme have to be designed or implemented there was a need for an innovative method, there was a need for cooperation and inspiration among the team members

'Submitting reports before the higher ups after the completion of each project' was identified as the next important item, assistants perceived that after the completion of every task or the project that was very necessary to submit the reports or the results of the project to their higher authority so that there would be accountability among the team members which increases the trust among the officers and the assistants, that helps in assessing the team value or the strengths and weaknesses of the team.

Contrary to popular belief, a comparatively low total score for the item 'Looking for the relevant and up to date information for making decisions' may appear strange and misleading, but deserves special attention. While there was need for the up to date the current information for effective functioning of an organization.

5.1.3 Grouping of third ordered items

The results in the table 4.1.5 revealed that 'Whenever there was a conflicting situation members could be compromised through negotiation' was one of the important item, officers perceived that in an organization where different individuals work together there may be disagreement among the members, which may be because of their educational background, trainings

received etc. So they perceived that when there was conflicting situation in an organization, compromising the team members through negotiation was very helpful. Since negotiation may change, individual's attitude and helps in compromising. Nicolas and Paul (2006) reported that at the state more characterwased by conflictual negotiations, employees were more satwasfied with teamworking after unions protected manning in teams. The findings indicate how response to workplace change depending upon the processes of negotiating change.

'Officials trust each other and look forward for suggestions and guidance from one another' emerged as the next important item, officers perceived that trust among the members was a very important factor, when members were trusted that helps in increasing the efficiency of the members. According to Costa *et al.* (2001) trust was positively related with perceived task performance, team satisfaction, and relationship commitment, and negatively related with stress. In addition, perceived task performance was positively related with the team satisfaction and confirmed the importance of trust for the functioning of teams in organizations.

The next item noted was 'Participating frequently in major decision making', officers perceived that, that was important for all the team members to participate in the decision making process. When a team member participates in decision making process, information could be exchanged easily, members would have clarity of task to be achieved, and therefore there would be the members would achieve clarity of the role, which makes the organizational processes easier. That finding was in agreement with Kelly (2001). That revealed that fragmented type of multi professional work where many aspects of management, problem solving and decision-making relate to a single professional group, communication between groups was relatively brief and focused on sharing information rather than sharing different professional perspectives. There was a superficial

understanding of each other's role and role boundaries were actively protected. The fragmented team does not discuss the process of teamwork.

The results in the table 4.1.6 revealed that 'Subject experts and progressive farmers provide the additional information about the new programme' was one of the important items in team processes. The assistants perceived that, whenever the members face a problem there was a need to collect or gather information about the prevailing problem. They could approach the subject experts or the scientists and specialists and get the required information, that was better to contact experienced farmers since an experienced farmer could reveal most of the important factors needed or most of the information needed for solving the problem

'Members understand mutually which helps in smooth functioning of the krishibhavans' emerged as the next important item. That was true that when there was mutual understanding among the members coordination would prevail among the members and there would be smooth functioning of all the activities and conflict would be avoided, members cooperate and all members contribute relatively. These findings were supported by Chelladurai and Madella (2006), they reported that a clear understanding of all members helps in relative contributions of each member.

'Getting motivation from fellow members to introduce new schemes' was identified as the next important item, when the team members start motivating each other for introducing a new scheme or a task they interrelate themselves and a healthy team atmosphere. That finding corroborates the view of Liberman *et al.* (2001) that through the creation of shared goals, and a common motivation that adds up to more than just a "bunch of individuals".

'I share the results with other team members and scientists for finding out the draw backs of the project' emerged as the next important item. That could be

explained that that was important to share all the results with the team members so that both the advantages and drawbacks of the particular task could be found out and thus individual efforts would be transparent and if there were drawbacks they could be corrected by discussion on that particular aspect and making suitable corrections. That finding confirms the view of Ciborra (1993) who reported that the communication structure could improve the sharing of information, thus increasing the transparency of individual efforts. That could signal the beginning and completion of tasks to all group members, that link team members, uncover shrinking of responsibilities that could buffer the team from external pressures regarded as potentially disruptive to team performance.

Team processes was perceived to be on of the important attribute for an effective teamwork. Both the officers and the assistants perceived that for an effective team processes, information seeking, diagnosing, encouragement by the team members and compromising harmonizing among the team members play an important role.

5.2 Team development of the agricultural officers and the assistants.

5.2.1 Grouping of first ordered items

The results in the table 4.2.1 and table 4.2.2 exhibited the same findings for one of the item, both the officers and the assistants perceived that for an adequate team development 'Members discuss issues such as what problems they were really to solve', they perceived that, when the members discuss on the important issues task clarity would be achieved. When team members start discussing on important issues team development would be easier. Since both the officers and the assistants perceived that item for the team development there was a need for concentrating on that aspect of team development. According to Hunt and Osborn (1999) in forming stage of team development, a number of individuals come together and what needs to be done and when? They also explore how other members of the group operate and what behavior was acceptable

The results in the table 4.2.1 revealed that 'Members have greater freedom to communicate and they were more informal' emerged as the most important item. The officers perceived that, when the group's structural problems were solved a good interpersonal relationship arose, and the members feel free to express their ideas and views and an informal relationship would be developed and the team members feel a sense of shared responsibility for group goals. The item was supported by the findings of Napier and Mattigershenfeld (1989) who identified that in the fourth stage of team development viz., performing when the group's structural problems were solved, there was a greater freedom to communicate, and more informality would arise than before.

'Members share personal information with each other and start to know and accept one another and begin turning their attention towards the group's tasks' was the next important item, the officers perceived that when team members start exchanging their personal information with each other, they start knowing each other and accepting each other. In the initial stage of team formation and when a good relationship develops among them, they start to accept themselves as a team member and they start turning their attention towards group's tasks. Once a good rapport was developed among the individuals, they start recognizing themselves as a team member and start contributing their attention towards task.

The results in the table 4.2.2 revealed that 'Tensions and anxieties were reduced in krishibhavana as fellow workers were trusted', the assistants perceived that, tensions and anxieties hinder the capability of the workers. In a tensed condition team member could not divert their full strength towards achieving their task, so in an organization desiring easier task achievement that was necessary to reduce the tensions and anxieties among members. This finding was supported by Costa *et al.* (2001) who suggested that, trust was positively related with perceived task performance, team satisfaction, and relationship commitment, and negatively related with stress. In addition, perceived task performance was positively related

with team satisfaction and confirmed the importance of trust for the functioning of teams in organizations.

The other items observed in the first order were 'Members express standard mode of behavior' and 'Members tend to feel a sense of shared responsibility for group goals', the officers perceived that, once the individuals assemble in a team, in the initial stages there may be some disagreements, but slowly individuals start identifying themselves as a team member and an effective working body with good communication, compromise and harmony among the members would be created and members start expressing a standard behavior required by the team. They perceived that, once the member's interpersonal differences were solved members channel their work for task achievement and people tend to feel a sense of shared responsibility for the group goals, along with a sense of personal accountability for perfection. These findings were supported by Napier and Gershenfeld (1989). People 'tend to feel a sense of shared responsibility for group goals, along with a sense of personal accountability for a particular function

5.2.2 Grouping of second ordered items

The results of the table 4.2.3 and table 4.2.4 revealed that both the officers and assistants perceived that 'Team members become interdependent when their task was clear' was the foremost item to be considered in the team development stage. Both the officers and the assistants perceived that, the task to be performed by them should be clear, so that they could divert their full energy on task achievement, if the task was not clear members may take more time and energy for the completion. Once the task was clear the team members become interdependent and team process would be made easy. These findings were supported by West (2004). He reported that the team members were dependent on each other in the performance of their work to a significant extent.

Results of the table 4.2.3 revealed that 'Team reflects close relationships and cohesiveness and represents a strong sense of group identity' was also one of the important item in team development. The officers perceived that, once the members start understanding each other, they would become interdependent in their task and the team members show close relationships among each other. The findings were in agreement with Robbins (1991). He reported that third stage of team development viz., norming reflects close relationship and cohesiveness that represents a strong sense of group identity.

Results in the table 4.2.4 also revealed that in the team development stage 'Members gain familiarity with each other and with the group's task at the initial stage of team formation'. The assistants perceived that, in the initial stage of team formation members have to know each other or the team members should gain familiarity with each other, when members gain familiarity there would be clarity of the task to be performed. These findings were supported by Hunt and Osborn (1999). They reported that in the initial stage of team formation number of individuals come together and they start to exchange ideas and gather information about the nature of the tasks; what needs to be done and when? They also explore how other members of the group operate and what behavior was acceptable.

Other items revealed in the table 4.2.4 was 'Team members open out each other and confront each others ideas and perspectives' and 'Group cohesion was developed when we resolve conflict'. The assistants perceived that in the team development stage once the members gain familiarity conflict gets resolved and members start maintaining a good workable relationship with the other team members, they felt free to give their ideas on task achievement, and members start discussing with each other on the ideas and activities of task achievement. Also Assistants perceived that once conflict was solved members start coordinating and a compromise was worked out on most of the issues and group cohesion was achieved. Napier and Gershenfeld (1989) supported these findings. They reported that in the storming stage conflict aroused, since the members begin to seek

personal recognition and their own spheres of influence, matters of status, prestige and power.

5.2.3 Grouping of third ordered items

The results in the table 4.2.5 revealed similar results with the second ordered items except for two of the items 'Members compromise and show harmony as they share attitudes and develop common values'. The officers perceived that, once the conflict was solved an effective working body would be created and the members start developing common values. These findings were supported by the findings of Napier and Gershenfeld (1989). They reported that once the team reaches the norming stage the climate becomes one of compromise and harmony as the members begin to share attitudes and to develop, common values, clearer role expectations, a division of labor, and standards of behavior. Personal feelings were subordinated to the group interest, often creating a large discrepancy between people's overt behavior and their underlying feelings

The second item noted in the third order was 'Each member's role were flexible and functional'. The officers perceived that, when the task was clear and a good team atmosphere was created in an organization team member turns their attention towards the task achievement and the team members play the required role when needed for the task achievement. Hunt and Osborn (1999) reported that once the group cohesion was developed team was able to turn attention to the task members may assume particular role or functions.

The results in the table 4.2.6 showed that 'Depending on the leader to find out the nature of situation when there was anxiety'. The assistants perceived that whenever anxiety arise in a team, that was very necessary to share with the leaders to get solution for that particular situation. A good leader could handle the situation in a better way and he could give effective solution to his assistants.

Other items revealed by the assistants were 'Members showing mutual support and cooperation when a task was to be performed in krishibhavan' and 'All the team members were supportive and they help in making most of the necessary decisions'. The assistants perceived that, when group identity was achieved members start cooperating each other in task achievement and they help the other members in making most of the necessary decisions.

Team development was also perceived as one of the important attribute for a good teamwork. Both the officers and the assistants perceived that the storming and performing stages were important for team development, since that was necessary to compromise when conflicts arise, and the team members should perform the actual task that was needed for the functioning of the organization.

5.3 Team role of the agricultural officers and the assistants.

5.3.1 Grouping of first ordered items

The results in table 4.3.1 and table 4.3.2 revealed two similar role 'Having a clear view of the team objectives' and 'providing required knowledge and have a dedicated and single-minded approach'. Both the officers and the assistants perceived that they should have a clear view of the task to be performed; that shows that both officers and assistants perceived the role of a coordinator and a specialist. With out the clarity of the task achieving team objectives would be difficult so team members have to play an adequate role to get clarity of the team objectives. In addition, they perceived that each team member should have the required information or they should have the required knowledge for the task achievement and members should dedicate their full strength and capability for the organization. These findings were in concurrence with Belbin (1993). He reported that coordinator would have a clear view of the team's objectives and would be skilled at inviting contribution of the team members. Moreover, the specialist was the person who provides specialist skills and knowledge and had a dedicated and single- minded approach.



The results in the table 4.3.1 revealed that 'Trying to create a positive team atmosphere and reach a consensus' was also an important role played in a team. The officers perceived that, creating a positive atmosphere would help in achieving the desired objective so they perceived that, that was necessary for the officers to create a positive team atmosphere.

Other important role officers perceived were 'Making concepts and plans into practical working procedures'. The officers perceived that that was also an important role played by them, where they help in implementing the prepared plan and bringing the plan into a working situation. Plans could be prepared but bringing to the practical situation was a difficult task to be performed so officers perceived that they play that important role in a krishibhavan. Belbin (1993) reported that implementer was well organized and effective at turning big ideas into manageable tasks and plans that could be achieved. They were both logical and disciplined in their approach and also they were hardworking. That confirms the role of an officer as an implementer

Results of the table 4.3.2 suggested that 'being strong to make things happen and get things going' emerged as an important role. The assistants perceived that they were helpful in making the things going or they help the in the performing the task, for a task to be achieved that should not stop the activates all the process should keep on going and there was requirement of a particular shape for the organizations. These findings were supported by Belbin (1993). He reported that shaper make the things happen and get things going. He looks for the pattern in discussions and tries to pull things together into something feasible which the team could then get to work on. That confirms assistant's role as a shaper.

'Good contacts and network with the other organizations' was perceived as the next important role. Assistants feel that that role was one of the important role played by them, they perceived that they search for the required information

from other krishibhavans or from the university and help in gathering the resources, which were necessary for their performance. For a project to be successful adequate resources should be available and the assistants perceived that they help in gathering the information or the resources and helps in task achievement

'Sensitive and supportive for other people's efforts' also evoked a considerably high total score. Assistants perceived that, they were supportive for other people's efforts. In an organization where different people work for achieving a particular task there was a need to have concern on other's efforts. Also assistants perceived the role of a completer; they perceived that they would see that the task taken by them would be completed that item indicates that assistants also play the role of a completer. Belbin (1993) was also of the view that team worker was sensitive and supportive of other people's efforts, and he try to promote harmony and reduce conflict, when the team was experiencing a stressful or difficult period.

5.3.2 Grouping of second ordered items

The results in the table 4.3.3 revealed that many of the role perceived by the officers in the second order had been perceived by the assistants in the first order viz., 'Having good contacts and network with the other organizations', 'Effective at turning big ideas into manageable task and plans that could be achieved', 'Being sensitive and supportive for other people's efforts' and 'Completing the task taken up', these have been explained in the first order.

Other role perceived by the officers in the second order were 'summarizing the view of the group'. The officers perceived that, they help in summarizing the view of the group and helps in coordinating all the activates; here officers perceived the role of a coordinator. A coordinator's role was one of

the important role because all the activities in an organization should be coordinated for efficient functioning of an organization.

'Stressing those issues that have most importance'. Officers' also perceived that role, when many peoples were working together different issues may arise at a time in such a situation that was necessary to give importance to the most important issue, as an officer that was an important role to be played otherwise team processes would be affected which in turn affects the organizational performance.

'Producing explanation of what was happening and the cause of problems' was also an important role perceived by the officers. They perceived that, an officer it is necessary for him to get required information about the day to day activities, and to find out the cause of the prevailing problem, here officers perceived the role of a specialist where he was able to find out the cause for the problems and if that was solved a good working atmosphere would be created.

The results in the table 4.3.4 revealed that the first role perceived by the assistants was 'Applying discipline to the team'. The assistants perceived that there was need for discipline in an organization and they perceived that when team members were disciplined they apply that discipline in their working situation also. When there was discipline in the organization all the activities would be performed at the right time and a good team atmosphere would be created.

'Knowing the needs and concerns of other members of the team' emerged as the next important item. The assistants perceived that, in an organization where different individuals were working together, each one would have their own needs, when their needs were not fulfilled there would be frustration among the members, so there was a need to give concern to each others feelings when ever needed, that item reflects the assistants role as a team worker. Ogunlana (1999)

reported that each member of the team would have their own important objectives and self interests the lack of concerns for the team members leads to team failings.

5.3.3 Grouping of third ordered items

The results in the table 4.3.5 and table 4.3.6 revealed two similar role 'Recognizing where the team's strengths and weaknesses lye' emerged as the most important item in the third order. The officers perceived that, when the individuals work in a team to achieve a common recognizing the strengths and weaknesses was easy. So that a suggestive measure could be developed to combat the weakness and to build strength in the organization once weaknesses were identified coordination of the activities was easy, that item reflects the officers perceiving a coordinator's role

'Generating models to demonstrate how things work' was the next important item noted. The officers perceived that, models were to be generated regarding the working of the organization, when a model had been worked out that would be easy to formulate an action plan and on going processes would be easier and a good shape would be available to the team and helps in increasing the feasibility of the work

The results in the table 4.3.6 revealed that most of the role perceived by the assistants in the third order had been perceived by the officers in first and the second order and have been discussed in the first and second order.

Team role was also assumed to be one of the important attributes in teamwork. The important role perceived by the officers and the assistants were the coordinator's role and the specialist's role. They perceived that in a team that was necessary to coordinate all the activities and to create an effective working body. And they assumed that, in order to perform the entire task given to they should be specialist or they should have the required knowledge.

5.4 Team effectiveness of the agricultural officers and the assistants.

The results in the table 4.4.1 revealed that officers perceived that, 'Since we work as a team we could achieve our target with a reasonable effort' was an important item. According to the officers, when people work as a team, task achievement would be easier since the members share their responsibility, which makes even the complex task easier to achieve, the members would be communicated and reinforce each other for achieving the goal irrespective of individual agendas. These findings were in concurrence with Capel *et al.* (2005) who stated that effective teams have effective leaders; so successful schools have an effective leadership to support effective teamwork. The effectiveness of a team depends largely on how well that's members relate to and communicate with each other, which was to a large extent based on trust. Such trust takes time to develop, and as you 'prove yourself' and develop effective working relationships with colleagues

'Members feel free to express their feelings as well as their ideas' was identified as the next important item. The officers perceived that, in an effective team, members should feel free to express their feelings and ideas so there would be no room for personal prejudice and bias, as they were free to express their opinion and feelings innovative methods for meeting a challenge may appear and a good team would be created

'Whenever a new task was to be performed clear assignments were made and accepted'. The officers perceived that, in performing a task, clear assignments were to be made which the other members in the team accept, so that that increases the effectiveness of the team. When clear assignments about the task were made, achieving the organization's goal would be easy. West (2004) reported that the work teams were groups of people embedded in organizations, performing tasks that contribute to achieving the organization's goal. Team

members were dependent on each other in the performance of their work to a significant extent

'There was a sense of Purpose among the team members as far as functioning of the krishibhavans'. The officers perceived that, the team members should develop a common purpose, so that team identity would be achieved and all the rules and regulations would be agreed by the team members and there would be a 'we feeling' among the team workers which help in increasing the team effectiveness. These findings were in concurrence with the findings of Moxon (1993). He reported that a common purpose, team identity, interdependence and agreed norms form the foundation of an effective team. Agreed and accepted by all, they form the 'contract', which binds individual to the team as willing participants.

'Atmosphere in krishibhavan tends to be informal, comfortable and relaxed'. The officers perceived that, an effective team atmosphere would be more informal and comfortable; members felt relaxed being a team member. In that, type of team there would be no room for conflict and disagreements. Sundstrom and McIntyre (1994) reported that the way in which team members interact with each other to accomplish the task and to keep themselves together as a team reveals the team effectiveness.

The results in the table 4.4.2 revealed that the assistants perceived same items for the team effectiveness as that of officers except for one them

'Krishibhavans develop effective network of information', the assistants perceived that in order to increase organizational effectiveness, that was very necessary to develop a good network of information so that all the information needed for achieving the task would be in hand. A design of an effective communication network was also needed for getting the all the information needed to perform a particular task. Lingard *et al.* (2006) suggested that "Informational utility" occurred when team awareness or knowledge was

improved by provision of new information, explicit confirmation, reminders, or education represented direct communication - work connections: many briefings identified problems, prompting decision-making and follow-up actions on "Functional utility".

Team effectiveness being one of the important attribute of teamwork, was necessary to know the team value. Both the officers and the assistants perceived that to increase team effectiveness all the members of the team be free to express their ideas and clear assignments were to be made when a new task was to be performed and the team atmosphere should be comfortable and relaxed.

To conclude, teamwork was influenced by the four attributes viz., team processes, team development, team role and team effectiveness. Both the officers and the assistants perceived that all the four attributes were necessary for an effective teamwork. That was observed, all the four attributes were interrelated. When there was an effective team processes, team development takes place and vice versa. When a team member plays an adequate role, that helps in team development and the team processes would be made easy which increases the team effectiveness. So that was believed that all the four attributes were interrelated.

SUMMARY

VI. SUMMARY

Teamwork is the integration of people into work situation in a way that motivates them to work together productively, co-operatively with economic, psychological and social stratification. Team requires to pull people together towards a set of shared goal or values. The success or failure of an organization is to a great extent determined by the way members are committed to the goal achievement.

Krishibhavans are the grass root level organizations, which work for the benefit of the farmers and improving the agricultural technology. Two categories of the respondents were taken into account namely a). Agricultural officers and b). Agricultural assistants. These two groups of the krishibhavans play a pivotal role for the success of the krishibhavans and form the main link between the farmers and the higher authority. In order to have a good teamwork in the krishibhavans and to make considerable changes in the krishibhavan setup, it is worthwhile to know, what team processes are perceived important which help a good team work, what stages of team development are perceived for the development of the krishibhavans, what roles are perceived as important by the officers and the agricultural assistants and how well they perform their roles in the Krishibhavans, what are important items needed for improving the team effectiveness in agricultural organizations.

Taking into consideration of the above aspects, the present study was undertaken with the main purpose of studying the teamwork in agricultural organizations with the specific objectives as follows.

- 1) To identify the team processes in agricultural organizations
- 2) To identify the team development in agricultural organizations
- 3) To identify the team role in agricultural organizations
- 4) To study the extent of team effectiveness in agricultural organizations and
- 5) To suggest measures to achieve good teamwork

The study was conducted in Palakkad district. A total of 147 members (42 officers and 105 agricultural assistants) were selected as the sample for the study. Attributes identified for the study were team processes, team development, team roles and team effectiveness.

The attributes were measured by constructing a set of statements for each component. The total score obtained by each statement was calculated and the highest scored three statements were selected.

The data were collected by using a well-structured and pre-tested questionnaire developed for the purpose. The statistical tests used for the study was Kendall's W test. The salient findings of the study are furnished below.

1. Team processes perceived by the officers in the first order were 'Receiving the required help from the other members when needed', 'Discussion with the farmers about their field problems, which helps in identifying the problems' and 'Seeking for the required information when needed'.
2. Items of team processes as perceived by the assistants in the first order were 'Member's feeling free to discuss about goals or Problems', 'Recognizing and encouraging the participation of other members of the KB's which helps in making easy judgments' and 'Members seeking for the required information with the other members when they face problems in performing a particular task.
3. Items of team processes as perceived by the officers in the second order were 'Member's feeling free to discuss about goals or Problems', 'A climate of faith' and 'Reviewing the progress of the ongoing programme on a regular basis'.
4. Items of team processes as perceived by the assistants in the second order were 'Getting inspiration from the team members for new idea or', 'Organization is receptive of new ideas or ways suggested by the other

members' and 'A climate of faith among the members makes the team member dedicated to service'.

5. Items of team processes as perceived by the officers in the third order were 'Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value', 'Motivating the team members to subscribe Agricultural magazines or agricultural columns in dailies' and 'Frequent participation in major decision making'.
6. Items of team processes as perceived by the assistants in the third order were 'Subject experts and progressive farmers provide the additional information about the new programme whenever needed', 'Mutual understanding of the members which helps in smooth functioning of an organization' and 'Getting motivation from fellow members to introduce new schemes'.
7. Items of team development as perceived by the officers in the first order were 'Members having greater freedom to communicate', 'Members discussing issues such as what problems they are really to solve' and 'Mutual support and cooperation among the members when a task is to be performed'.
8. Items of team development as perceived by the assistants in the first order were 'Tensions and anxieties are reduced in krishibhavans as fellow workers are trusted', 'Members express standard mode of behavior' and 'Members tend to feel a sense of shared responsibility for group goals'.
9. Items of team development as perceived by the officers in the second order were 'Team members become interdependent when their task is clear', 'Team reflects close relationships and cohesiveness and represents a strong sense of group identity' and 'Trust among the members which helps in reducing tensions'.
10. Items of team development as perceived by the assistants in the second order were 'Team members open out each other and confront each others ideas and perspectives', 'Team members become interdependent when

- their task is clear' and 'Members gain familiarity with each other and with the group's task at the initial stage of team formation'.
11. Items of team development as perceived by the officers in the third order were 'Each member's roles are flexible and functional in krishibhavns', 'Team members open out to each other and confront each other's ideas and perspective' and 'Members gain familiarity with each other and with the group's task at the initial stage of team formation'.
 12. Items of team development as perceived by the assistants in the third order were 'Depending on the leaders to find out the nature of the situation when there is anxiety', 'Mutual support and cooperation among the members when a task is to be performed' and 'Support among the team members which helps in making most of the necessary decisions'.
 13. Items team roles as perceived by the officers in the first order were 'Trying to create a positive team atmosphere and reach a consensus', 'Having a clear view of the team objectives' and 'Members being effective at checking the details needed for task achievement'.
 14. Items team roles as perceived by the assistants in the first order were 'Sensitive and supportive for other people's efforts', 'Having a clear view of the team objectives' and 'Having good contacts and network with the other organizations'.
 15. Items team roles as perceived by the officers in the second order were 'Producing a sense of priority stressing those issues that have most importance', 'Summarizing the view of the group' and 'Completing the task taken up'.
 16. Items team roles as perceived by the assistants in the second order were 'Knowing the needs and concerns of other members of the team', 'Help in increasing the feasibility of work', 'Gathering the information and support from the other organizations also' and 'Carrying out agreed plans systematically and efficiently'.
 17. Items team roles as perceived by the officers in the third order were 'Recognizing where the team's strengths and weaknesses lye', 'Helping in

increasing the feasibility of work', 'Gathering information and support from the other organizations also' and 'Driving the deadlines and making sure that they are achieved'

18. Items team roles as perceived by the assistants in the third order were 'Recognizing where the team's strengths and weakness lie', , 'Making concepts and plans into practical working procedures', 'Trying to create a positive team atmosphere and reach a consensus' and 'Trying to search out every possible resources for achieving good results'.
19. Both the officers and the agricultural assistants perceived same for the items viz., 'Members seeking for the required information with other members when they face problems in performing a particular task', 'Discussion with the farmers about their field problems, which helps us in identifying the problems' and 'Getting the required help from other members when needed' in the first order
20. Both the officers and the agricultural assistants perceived same for the items viz., 'Difference of opinion is reduced in krishibhavans and usually a compromise is worked out on most issues' and 'A climate of faith in krishibhavan makes me more dedicated to service' in the second order
21. In the third order no item was perceived same by the officers and the assistants for the team processes
22. Both the officers and the agricultural assistants perceived same for the items viz., 'Team member discuss issues such as what problems they are really to solve' for team development in the first order
23. Both the officers and the agricultural assistants perceived same for the item viz., 'Team members become interdependent when their task is clear' for team development in the second order
24. In the third ordered team development no item was perceived same by the officers and the assistants.
25. Both the officers and the agricultural assistants perceived same for the roles viz., 'Having a clear view of the team objectives' and 'Providing

required knowledge and have a dedicated and single-minded approach' in the first order.

26. In the second order no item was perceived same by the officers and the assistants for the team roles

27. Both the officers and the agricultural assistants perceived same for the roles viz., 'I recognize where the team's strengths and weaknesses lie' and 'I generate models to demonstrate how things work' in the third order

Implications

In this study team working of both the Agricultural officers and the Agricultural assistants in the krishibhavans has been studied. In order to achieve a good teamwork, it is worthwhile to know, what are the important factors contributing to team processes, team development and team roles and team effectiveness. Further, It was observed from the findings of the study that, provided answers to these queries. However, it is hoped that it would be verified by the future researchers and ultimately used for bringing out desirable changes in increasing the effectiveness of team working in agricultural organizations.

Suggestion for future research

- a) The study was confined to only seven panchayaths. Therefore a comprehensive study including Agricultural officers and the Agricultural assistants from a wider geographical area should be undertaken.
- b) The present study has been undertaken only with regard to the Agricultural officers and the Agricultural assistants of the krishibhavans. It is suggested that similar studies may be extended for the higher level also. Since they also play vital role in the team working in the krishibhavans.
- c) The scope of the present study was restricted to a total system as such. However, there is a need to study the efficiency of each group separately

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APPENDICES

APPENDIX-I



KERALA AGRICULTURE UNIVERSITY
College of Horticulture
Department of Agricultural Extension
Vellanikkara, Thrissur, Kerala - 680656

Dr. F.M.H. Khaleel
Associate Professor and Head,
Department of Agril. Extension,
College of Horticulture,
Vellanikkara, Thrissur – 680656.

Vellanikkara
/04/2007

Dear Sir/ Madam,

Kavya Shri H.M. is undertaking a study titled “ **Team work in Agricultural organizations**” as a part of her post graduation programme. In this context, she has identified certain statements for assessing team working in Krishibhavans. Considering your rich experience and expertise, you have been identified as a judge for rating the relevancy of the given list of statements for inclusion in the final interview schedule. You may please indicate your opinion about the relevancy of each statement **under** the appropriate column.

Thanking you,

Your's sincerely

- Sd-
Dr. F.M.H. Khaleel

Teamwork in Agricultural Organizations

Teamwork is divided under four headings as team process, team developments, team roles and team effectiveness. The statements identified under each heading are listed below. Kindly rate your response in the following continuum based on each statement relevancy.

MR – Most Relevant

SR – Slightly Relevant

R - Relevant

LR - Least Relevant

1. Team process

I. Task functions

a) Initiation

Sl.No.	Statements	MR	R	SR	LR
1.	As a member of KrishiBhavan I feel free to discuss about the goal or Problems.				
2.	I get inspiration from the team members for a new idea or suggestion about a possible course of action.				
3.	I am getting motivated by fellow members to introduce new schemes.				
4.	We decide programmes based on the previous experience of members of the KrishiBhavans.				
5.	We decide the course of action based on the team members need for a change.				
6.	When alternatives are there we can initiate a programme by overcoming the difficulties				
7.	Availability of up to date information about the field situations helps in introducing a new programme				
8.	Regular review meetings in KrishiBhavan involving various farmer representatives also help in initiating a programme.				
9.	Encouraging people to state their problems from their actual situation helps in initiating a new programme.				
10.	Competency boundness helps us in initiating a programme.				
11.	Usefulness of a technology in the present situation helps in initiating a programme.				

b) Information seeking

Sl.No	Statements	MR	R	SR	LR
1.	KrishiBhavan members seek for the required information with other members when they face problems in performing a particular task.				
2.	Organization is receptive of new ideas or ways suggested by the other members.				
3.	We get adequate information about what is going on in other organizations with out much conscious effort from our part.				
4.	Subject experts and progressive farmers provide the additional information about the new programme whenever needed.				
5.	Open discussion of policy issues in KrishiBhavans helps us in getting the required information.				
6.	We motivate team members to subscribe Agricultural magazines or agricultural columns in dailies.				
7.	We get the required information by training programmes and attending seminars arranged by organizations.				
8.	We are connected to the Agricultural University for getting information's whenever necessary.				
9.	We try to get more information from the Kissan call center when a new technology is introduced.				
10.	Usually we are so busy with many target oriented tasks, we don't get the time to seek additional information.				
11.	We don't need to seek more information, what we need is to seek ways to assist our clientele.				

c) Diagnosing

Sl.No	Statements	MR	R	SR	LR
1.	We identify problems by series of discussion with the team members.				
2.	Members are competent in identifying the problem.				
3.	We discuss with farmers about their field problems, which helps us in identifying the problems.				
4.	We conduct occasional agro clinics for	g			

	analyzing field problems.				
5.	We arrange meeting of team members to know about the prevailing problem				
6.	We look for the actual reason or cause when members are facing problems.				
7.	We can diagnose problems by Agricultural expert system.				
8.	As an officer, I feel I am quite capable of identifying any field problem by myself.				
9.	The team members do not contribute much to diagnosis.				

d) Decision Making

Sl.No	Statements	MR	R	SR	LR
1.	Settlements are made and influenced by specialists and knowledgeable person.				
2.	Team members judge on what goals and objectives are most important.				
3.	Recognizing and encouraging the participation of various members of the Krishi Bhavans make easy judgments.				
4.	KrishiBhavans involve people and help them invest their personal commitments in decision making.				
5.	Our team look for the relevant and up to date information for making decisions.				
6.	I get encouragement for contribution in decision-making.				
7.	I frequently participate in major decision making since I feel proud that I am a member.				
8.	Officers try to find out commonly agreed solution to the problems.				
9.	Making experienced farmers participate in the preparation of agricultural development programmes helps us to take quick decisions.				
10.	All settlements are made based on group decision.				
11.	Coordination among the members helps in making adequate decisions.				
12.	For us most of the decisions are already made by the authorities.				
13.	There is not much of group decision making required in a KrishiBhavan.				

e) Evaluation

Sl.No	Statements	MR	R	SR	LR
1.	KrishiBhavans review the progress of the on going programme on a regular basis.				
2.	We share the results with other team members and scientists for finding out the draw back of the project.				
3.	We highlight the results of the programmes to make the people appreciate its beneficial aspects.				
4.	Feed back information of the programmes implemented is given to the concerned authority.				
5.	Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value.				
6.	KrishiBhavans monitor and assess the results of all the projects which help in better performance.				
7.	Krish Bhavan finalize the accounts of various projects and they prepare their reports which helps in evaluating the team.				
8.	We conduct annual performance appraisal to evaluate the working in the KrishiBhavan.				
9.	We conduct concurrent evaluation and midterm evaluation for increasing the efficiency of the programme.				
10.	KrishiBhavans arrange for monthly meetings to discuss and evaluate the team performance.				
11.	Since we attend and participate in seminars, lectures and method demonstrations organized by other organization it helps in self-assessment of the KrishiBhavan.				
12.	There is in-built mechanism for evaluation in the KrishiBhavan set up.				
13.	Even though there is some evaluation, analysis of evaluation results is not usually done.				

II. Maintenance functions:

a) Harmonizing

Sl.No	Statements	MR	R	SR	LR
1.	Relieving tension in the team helps in maintaining harmonious atmosphere				
2.	We the team members co ordinate when ever a new task is introduced in the Krishibhavan				

3.	Members understand mutually which helps in smooth functioning of the KrishiBhavans.				
4.	We get helping hand when we desire change in the organization.				
5.	We do have mutual trust .				
6.	Member express views respecting each other.				
7.	A climate of faith in KrishiBhavan makes me more dedicated to service.				
8.	Communication is informal and friendly leading to cordial and harmonious relations.				
9.	We avoid conflicts by eliminating the difference of opinions by open discussions.				
10.	Appreciation by the team members leads to harmonious environment.				
11.	I discuss the matters with all other team members so that it that will harmonize the team members.				
12.	There is no much harmony in the KrishiBhavan.				
13.	I try to make every member of the KrishiBhavan put in their best effort with a positive attitude.				

b) Compromising

Sl.No	Statements	MR	R	SR	LR
1.	Difference of opinion is reduced in Krishi Bhavans and usually a compromise is worked out on most issues.				
2.	Some times members become indifferent to the problems they face and strike on to their arguments.				
3.	We decide on a common goal so as to compromise to the interest of all the members.				
4.	Common interest among the team members helps in compromising.				
5.	Person committing a mistake is shown much warmth and friendliness which helps in arriving at a compromise.				
6.	Reducing competition among the team members helps in compromising				
7.	Building up commonness helps in compromising.				
8.	Giving recognition to the individual feelings helps in reaching a compromise.				
9.	Whenever there is a conflicting situation members can be compromised through negotiation.				

c) Encouraging

Sl.No	Statements	MR	R	SR	LR
1.	I receive the help from other members when I need it.				
2.	There is a work environment of acceptance in KrishiBhavans.				
3.	Members agree with and accept contributions of others				
4.	Team members praise me and indicate understanding.				
5.	Team members accept my ideas facts opinions etc.				
6.	Members give positive strokes when needed for the work done daily.				
7.	We get the clear idea of task to be performed				
8.	We get motivation from the group members.				
9.	Officials trust each other and look forward for suggestions and guidance from one another				
10.	Working situation is healthy as joint sharing of responsibility.				
11.	We are encouraged by our seniors, colleagues, extension agents and farmers				
12.	I feel generally unappreciated				
13.	Giving and receiving appreciation is generally not part of our work culture.				

2. Team development

I. Forming

Sl.No	Statements	MR	R	SR	LR
1.	Members having same attitude and characteristics come together to form a group.				
2.	I think myself as part of the KrishiBhavan				
3.	When there is anxiety we depend on the leaders to find out the nature of the situation.				
4.	We produce acceptable behavior to avoid conflict				
5.	Group is concerned with testing the boundaries of appropriate behavior				

6.	Members depend on other members or preexisting standards when a team is to be formed				
7.	Members gain familiarity with each other and with the group's task at the initial stage of team formation in KrishiBhavans.				
8.	Members share personal information with each other and start to know and accept one another and begin turning their attention towards the group's tasks.				
9.	Team members tend to behave quite independently at the initial stage of team formation				
10.	Tensions and anxieties are reduced in KrishiBhavans as fellow workers are trusted.				

II. Storming

Sl.No	Statements	MR	R	SR	LR
1.	We compete for our ideas to get consideration.				
2.	Team members discuss issues such as what problems they are really to solve.				
3.	Team members open out to each other and confront each other's ideas and perspective.				
4.	We tolerate when an unpleasant situation arise in our team.				
5.	Members compete for status, position etc and argue about appropriate directions for the group.				
6.	We are interfered by the external pressure, and tensions rise between individuals as they assert themselves.				
7.	Members begin to seek personal recognition and their own spheres of influence.				
8.	Conflicts arise when members are not willing to agree each other's viewpoints.				
9.	We face differences and disagreement in the group and members are not cooperative in nature.				
10.	When there is conflict members may be even rebellion against the leader.				

III. Norming

Sl.No	Statements	MR	R	SR	LR
1.	Group cohesion is developed when we resolve conflict.				
2.	Members express standard set of behavior.				
3.	We express our feelings and views openly.				
4.	Members show mutual support and cooperation when a task is to be performed in KrishiBhavan.				
5.	Team reflects close relationships and cohesiveness and represents a strong sense of group identity.				
6.	Once the conflict is resolved communication among members reopen and reorganize the group into a more effective working body				
7.	Members compromise and show harmony as they share attitudes and develop common values.				
8.	Personal feelings are subordinated to the group interest.				
9.	We can see the cooperative environment in KrishiBhavans.				
10.	When members understand each other, tentative balance among competing forces is struck.				
11.	Team members can be expected to take more responsibility for making decisions.				

IV. Performing

Sl.No	Statements	MR	R	SR	LR
1.	Team members become interdependent when their task is clear.				
2.	When we are competent to handle the decision making process with out supervision we can develop our team.				
3.	All the team members are supportive and help in making most of the necessary decisions				
4.	Once the group matures it learns to handle complex challenges and tasks efficiently.				
5.	When the group's structural problems are solved members can direct their energy in to work.				
6.	Members have greater freedom to communicate and they are more informal.				
7.	Members tend to feel a sense of shared				

	responsibility for group goals.				
8.	Each member's roles are flexible and functional in KrishiBhavns.				
9.	Members make constructive attempts to complete tasks and they support for effective work.				
10.	Since the groups' structural problems are solved members can channel their energy into work.				

3. Team roles

I. Coordinator

Sl.No	Statements	MR	R	SR	LR
1.	I have a clear view of team objectives.				
2.	I am skilled at inviting the contributions of team members in achieving the team objective.				
3.	I am self-disciplined and I apply this discipline to the team.				
4.	I summarize the view of the group.				
5.	I control the way in which the team moves towards the objective				
6.	I recognize where the team's strengths and weaknesses lie.				
7.	I ensure the best use of each team member's role.				

II. Shaper

Sl.No	Statements				
1.	I am strong to make things happen and get things going.				
2.	I help in increasing the feasibility of work				
3.	When the discussion goes beyond the limit I am ready to pull things together.				
4.	I direct attention generally to the setting of objectives and prioritize them based on their importance				
5.	I seek to impose some shapes as pattern on group discussion and on outcome of group activities.				
6.	I produce a sense of priority stressing those issues that have most importance.				
7.	I see that the discussions are focused on the most valuable topics.				
8.	I try to create a positive team atmosphere and reach a consensus	?			

9.	I usually have a clear vision of what we want to achieve and how to achieve it.				
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III. Resource investigator

Sl.No	Statements	MR	R	SR	LR
1.	I have good contacts and network with the other organizations.				
2.	I gather information and support from the other organizations also.				
3.	I tried to search out every possible resources for achieving good results.				
4.	I explore and report on ideas, developments and resources outside the group.				
5.	I conduct subsequent negotiations if needed.				

VI. Implementer

Sl.No	Statements	MR	R	SR	LR
1.	I am effective at turning big ideas into manageable task and plans that can be achieved.				
2.	I make concepts and plans into practical working procedures				
3.	I carry out agreed plans systematically and efficiently				
4.	Implementation is no problem for us, because it is exactly spelt out as to what is to be done, in the guidelines for each scheme.				

V. Team worker

Sl.No	Statements	MR	R	SR	LR
1.	I know the needs and concerns of the other members of team.				
2.	I am sensitive and supportive for other people's efforts				
3.	I feel that I am necessary when the team is experiencing a stressful or difficult period.				
4.	I tolerate the other members because there is no other way.				

VI. Completer / Finisher

Sl.No	Statements	MR	R	SR	LR
1.	I drive the deadlines and make sure that they are achieved				
2.	I usually communicate a sense of urgency that galvanizes other team members into action.				
3.	I am effective at checking the details needed for task achievement.				
4.	If I have taken up a task, I will see that it is finished.				
5.	In the KrishiBhavan set up, it is not always possible to complete all the tasks.				

VII. Specialist

Sl.No	Statements	MR	R	SR	LR
1.	I provide required knowledge and have a dedicated and single-minded approach.				
2.	I produce explanation of what is happening and the cause of problems				
3.	I generate models to demonstrate how things work				
4.	I form explanation of how things work.				
5.	When ever some problems arise in implementation, I can usually over come them.				

4. Team effectiveness

Sl.No	Statements	MR	R	SR	LR
1.	There is a sense of Purpose among the team members as far as functioning of the KrishiBhavans				
2.	Atmosphere in KrishiBhavan tends to be informal, comfortable and relaxed				
3.	Members commit themselves to the objective of the KrishiBhavan.				
4.	Discussions are conducted until the members are in general agreement.				
5.	Whenever there is criticism it will be expressed frankly.				
6.	Members feel free to express their feelings as				

	well as their ideas, both on the problems and on the operation of KrishiBhavan.				
7.	Whenever a new task is to be performed clear assignments are made and accepted				
8.	KrishiBhavans develop effective network of information.				
9.	Superiors discuss the future work with the team members of the KrishiBhavan.				
10.	We focus mainly on team productivity and we waste a very little time on personal achievements.				
11.	Members do not have dominating or negative characteristics				
12.	Disagreements are not suppressed or overridden by premature team action.				
13.	The team work some times get disrupted under pressure situation or excessive work.				
14.	The mode of functioning of the KrishiBhavans doesn't call for effective team work.				
15.	The members are more individualistic than team spirited.				
16.	Since we work as a team we can achieve our target with a reasonable effort.				

APPENDIX-II



KERALA AGRICULTURAL UNIVERSITY
College of Horticulture
Department of Agri. Extension
Vellanikkara, Thrissur, Kerala, India - 680 656.

Dr. F. M. H. Khaleel
Major Advisor

Date: .05.07

Dear Sir/Madam,

Greetings!

This is in connection with the research study entitled “**Teamwork in agriculture organisations**” undertaken by Kavya Shri H.M. (2005-11-114) M.sc student of this department under my guidance. The main objective of her study is to identify team process, team developments, team roles and to study the extent of team effectiveness of the agricultural organisations. In this context, she has constructed a questionnaire to assess the team working in the agricultural organisations.

Considering your rich experience and expertise, you have been identified as one of the researchers in Transfer of Technology to collect your responses in the enclosed questionnaire. You may please indicate your response by marking (√) against each item under the appropriate column. You are requested to add your opinion, which you may think are related and also rate them under appropriate column.

Amidst your busy schedule, I hope that you may kindly spare sometime for us. Your kind and early action in the matter would greatly help us to complete the study in time. Your expertise will be greatly acknowledged.

Thanking you. With kind regards,

Yours sincerely,

-Sd-

(F. M. H. Khaleel)

PART – B

Teamwork in Agricultural organizations at different levels are given. Please go through each item and mention the level of agreements you attach to these by putting (√) mark in the appropriate column on the left side of the items.

RESPONSE PATTERN

Strongly agree - S A

Disagree - D

Agree - A

Strongly disagree - SD

Uncertain - U

I. Team process

I. Task functions

a) Initiation

Sl.No.	Statements	SA	A	U	D	SD
1.	As a member of Krishibhavan I feel free to discuss about goals or Problems.					
2.	I get inspiration from the team members for a new ideas or suggestions about a possible course of action.					
3.	I get motivation from fellow members to introduce new schemes.					
4.	When alternatives are there we can initiate a programme by overcoming the difficulties					
5.	Availability of up to date information about the field situation helps in introducing a new programme					
6.	Regular review meetings in Krishibhavan involving various farmer representatives also help in formulating action plan.					
7.	I decide the course of action based on the team members need for a change.					
8.	Competency boundness helps us in initiating a programme.					

c) Information seeking

Sl.No	Statements	SA	A	U	D	SD
1.	Krishibhavan members seek for the required information with other members when they face problems in performing a particular task.					
2.	Organization is receptive of new ideas or ways suggested by the other members.					
3.	Subject experts and progressive farmers provide the additional information about the new programme whenever needed.					
4.	Open discussion of policy issues in Krishibhavans helps us in getting the required information.					
5.	I motivate team members to subscribe Agricultural magazines or agricultural columns in dailies.					
6.	I get the required information by training programmes and attending seminars arranged by organizations.					
7.	I get adequate information about what is going on in other organizations with out much conscious effort from our part.					
8.	Usually we are so busy with many target oriented tasks, we don't get the time to seek additional information.					

c) Diagnosing

Sl.No	Statements	SA	A	U	D	SD
1.	I identify problems by series of discussion with the team members.					
2.	Members are competent in identifying the problem					
3.	I discuss with farmers about their field problems, which helps us in identifying the problems.					
4.	I conduct occasional agro clinics for analyzing field problems					
5.	I arrange meeting of team members to know about the prevailing problem					
6.	I look for the actual reason or cause when members are facing problems.					
7.	I can diagnose problems by Agricultural expert system.					

d) Decision Making

Sl.No	Statements	SA	A	U	D	SD
1.	Team members judge on what goals and objectives are most important.					
2.	Recognizing and encouraging the participation of various members of the Krishi Bhavans helps in making easy judgments.					
3.	Krishibhavans involve people and help them invest their personal commitments in decision making.					
4.	Our team look for the relevant and up to date information for making decisions.					

5.	I get encouragement for contribution in decision-making.					
6.	I frequently participate in major decision making since I feel proud that I am a member.					
7.	Coordination among the members helps in making adequate decisions.					

e) Evaluation

Sl.No	Statements	SA	A	U	D	SD
1.	I share the results with other team members and scientists for finding out the draw backs of the project.					
2.	I highlight the results of the programmes to make the people appreciate its beneficial aspects.					
3.	Feed back information of the programmes implemented is given to the concerned authority.					
4.	Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value.					
5.	Krishbhavans monitor and assess the results of all the projects which help in better performance.					
6.	Krish Bhavan finalize the accounts of various projects and they prepare their reports which helps in evaluating the team.					
7.	Since we attend and participate in seminars, lectures and method demonstrations organized by other organization it helps in self-assessment of the Krishibhavan.					
8.	Krishibhavans review the progress of the on going programme on a regular basis.					

2. Maintenance functions

a) Harmonizing

Sl.No	Statements	SA	A	U	D	SD
1.	Members understand mutually which helps in smooth functioning of the Krishibhavans.					
2.	I get helping hand when we desire a change in the organization.					
3.	Member express views respecting each other.					
4.	A climate of faith in Krishibhavan makes me more dedicated to service.					
5.	There is no much harmony in the Krishibhavan.					
6.	I try to make every member of the Krishibhavan put in their best effort with a positive attitude.					
7.	Relieving tension in the team helps in maintaining harmonious atmosphere					

b) Compromising

Sl.No	Statements	SA	A	U	D	SD
1.	Difference of opinion is reduced in Krishi Bhavans and usually a compromise is worked out on most issues.					
2.	Some times members become indifferent to the problems					

	they face and strike on to arguments.					
3.	Reducing competition among the team members helps in compromising					
4.	Building up commonness helps in compromising.					
5.	Giving recognition to the individual feelings helps in reaching a compromise.					
6.	Whenever there is a conflicting situation members can be compromised through negotiation.					

c) Encouraging

Sl.No	Statements	SA	A	U	D	SD
1.	I receive the help from other members when I need it.					
2.	There is a work environment of acceptance in Krishibhavans.					
3.	Members give positive strokes when needed for the work done.					
4.	I get a clear idea of the task to be performed					
5.	I get motivation from the group members.					
6.	Working situation is healthy as there is joint sharing of responsibility.					
7.	Officials trust each other and look forward for suggestions and guidance from one another					

II. Team developments

1. Forming

Sl.No	Statements	SA	A	U	D	SD
1.	Members having same attitude and characteristics come together to form a group.					
2.	When there is anxiety we depend on the leaders to find out the nature of the situation.					
3.	Members depend on other members or preexisting standards when a team is to be formed					
4.	Members gain familiarity with each other and with the group's task at the initial stage of team formation in Krishibhavans.					
5.	Members share personal information with each other and start to know and accept one another and begin turning their attention towards the group's tasks.					
6.	Tensions and anxieties are reduced in Krishibhavans as fellow workers are trusted.					

2. Storming

Sl.No	Statements	SA	A	U	D	SD
1.	I compete for our ideas to get consideration.					
2.	Team members discuss issues such as what problems they are really to solve.					
3.	I are interfered by the external pressure, and tensions rising between individuals as they assert themselves					

4.	I tolerate when an unpleasant situation arise in our team.					
5.	Team members open out to each other and confront each other's ideas and perspective					
6.	I face differences and disagreement in the group and members are not cooperative in nature.					

3. Norming

Sl.No	Statements	SA	A	U	D	SD
1.	Group cohesion is developed when we resolve conflict.					
2.	Members express standard mode of behavior.					
3.	I express our feelings and views openly.					
4.	Members show mutual support and cooperation when a task is to be performed in Krishibhavan.					
5.	Team reflects close relationships and cohesiveness and represents a strong sense of group identity.					
6.	Members compromise and show harmony as they share attitudes and develop common values.					

4. Performing

Sl.No	Statements	SA	A	U	D	SD
1.	Team members become interdependent when their task is clear.					
2.	All the team members are supportive and they help in making most of the necessary decisions					
3.	Members have greater freedom to communicate and they are more informal.					
4.	Members tend to feel a sense of shared responsibility for group goals.					
5.	Each member's roles are flexible and functional in KrishiBhavns.					
6.	Members make constructive attempts to complete tasks and they support for effective work.					

III. Team roles

1. Coordinator

Sl.No	Statements	SA	A	U	D	SD
1.	I have a clear view of the team objectives.					
2.	I am skilled at inviting the contributions of team members in achieving the team objective.					
3.	I am self-disciplined and I apply this discipline to the team.					
4.	I summarize the view of the group.					
5.	I recognize where the team's strengths and weakens lye.					
6.	I ensure the best use of each team member's role.					

2. Shaper

Sl.No	Statements	SA	A	U	D	SD
1.	I am strong to make things happen and get things going.					
2.	I help in increasing the feasibility of work					
3.	I seek to impose some shapes as pattern on group discussion and on outcome of group activities.					
4.	I produce a sense of priority stressing those issues that have most importance.					
5.	I see that the discussions are focused on the most valuable topics.					
6.	I try to create a positive team atmosphere and reach a consensus					

3. Resource investigator

Sl.No	Statements	SA	A	U	D	SD
1.	I have good contacts and network with the other organizations.					
2.	I gather information and support from the other organizations also.					
3.	I try to search out every possible resources for achieving good results.					
4.	I explore and report on ideas, developments and resources outside the group.					
5.	I conduct subsequent negotiations if needed.					

4. Implementer

Sl.No	Statements	SA	A	U	D	SD
1.	I am effective at turning big ideas into manageable task and plans that can be achieved.					
2.	I make concepts and plans into practical working procedures					
3.	I carry out agreed plans systematically and efficiently					
4.	Implementation is no problem for us, because it is exactly spelt out as to what is to be done, in the guidelines for each scheme.					

5. Team worker

Sl.No	Statements	SA	A	U	D	SD
1.	I know the needs and concerns of other members of the team.					
2.	I am sensitive and supportive for other people's efforts.					
3.	I feel that I am necessary when the team is experiencing a stressful or difficult period.					
4.	I tolerate the other members because there is no other way.					

6 Completer / Finisher

Sl.No	Statements	SA	A	U	D	SD
1.	I drive the deadlines and make sure that they are achieved					
2.	I usually communicate a sense of urgency that galvanizes other team members into action.					
3.	I am effective at checking the details needed for task achievement.					
4.	If I have taken up a task, I will see that it is finished.					
5.	In the Krishibhavan set up, it is not always possible to complete all the tasks.					

Sl.No	Statements	SA	A	U	D	SD
1.	I provide required knowledge and have a dedicated and single-minded approach.					
2.	I produce explanation of what is happening and the cause of problems					
3.	I generate models to demonstrate how things work					
4.	I form explanation of how things work.					
5.	When ever some problems arise in implementation, I can usually over come them.					

7. Specialist

IV. Team effectiveness

Sl.No	Statements	SA	A	U	D	SD
1.	There is a sense of Purpose among the team members as far as <i>functioning of the Krishibhavans</i>					
2.	Atmosphere in Krishibhavan tends to be informal, comfortable and relaxed					
3.	Discussions are conducted until the members are in general agreement.					
4.	Members feel free to express their feelings as well as their ideas, both on the problems and on the operation of Krishibhavan.					
5.	Whenever a new task is to be performed clear assignments are made and accepted					

6.	Krishibhavans develop effective network of information.					
7.	Since we work as a team we can achieve our target with a reasonable effort.					
8.	Disagreements are not suppressed or overridden by premature team action.					
9.	The team work some times gets disrupted under pressure situation or excessive work.					

APPENDIX-III

List of team process, team developments, team roles and team effectiveness as perceived by officers and assistants with their total scores.

I. Team process

1. Task functions

a) Initiation

Sl.No.	Statements	AO	Aa
1.	As a member of Krishibhavan I feel free to discuss about goals or Problems.	222	468
2.	I get inspiration from the team members for a new ideas or suggestions about a possible course of action.	224	463
3.	I get motivation from fellow members to introduce new schemes.	206	430
4.	When alternatives are there we can initiate a programme by overcoming the difficulties	199	406
5.	Availability of up to date information about the field situation helps in introducing a new programme	216	428
6.	Regular review meetings in Krishibhavan involving various farmer representatives also help in formulating action plan.	236	422
7.	I decide the course of action based on the team members need for a change.	216	321
8.	Competency boundness helps us in initiating a programme.	215	354

c) Information seeking

Sl.No	Statements	Ao	Aa
1.	Krishibhavan members seek for the required information with other members when they face problems in performing a particular task.	242	456
2.	Organization is receptive of new ideas or ways suggested by the other members.	208	448
3.	Subject experts and progressive farmers provide the additional information about the new programme whenever needed.	206	436
4.	Open discussion of policy issues in Krishibhavans helps us in getting the required information.	208	430
5.	I motivate team members to subscribe Agricultural magazines or agricultural columns in dailies.	218	397
6.	I get the required information by training programmes and attending seminars arranged by organizations.	191	375
7.	I get adequate information about what is going on in other organizations with out much conscious effort from our part.	154	357
8.	Usually we are so busy with many target oriented tasks, we don't get the time to seek additional information.	219	407

c) Diagnosing

Sl.No	Statements	Ao	Aa
1.	I identify problems by series of discussion with the team members.	215	424
2.	Members are competent in identifying the problem	201	434
3.	I discuss with farmers about their field problems, which helps us in identifying the problems.	247	449
4.	I conduct occasional agro clinics for analyzing field problems	230	408
5.	I arrange meeting of team members to know about the prevailing problem	230	418
6.	I look for the actual reason or cause when members are facing problems.	233	422
7.	I can diagnose problems by Agricultural expert system.	221	389

d) Decision Making

Sl.No	Statements	Ao	Aa
1.	Team members judge on what goals and objectives are most important.	213	394
2.	Recognizing and encouraging the participation of various members of the Krishi Bhavans helps in making easy judgments.	228	459
3.	Krishibhavans involve people and help them invest their personal commitments in decision making.	218	390
4.	Our team look for the relevant and up to date information	214	420

	for making decisions.		
5.	I get encouragement for contribution in decision-making.	217	348
6.	I frequently participate in major decision making since I feel proud that I am a member.	225	317
7.	Coordination among the members helps in making adequate decisions.	232	384

e) Evaluation

Sl.No	Statements	Ao	Aa
1.	I share the results with other team members and scientists for finding out the draw backs of the project.	216	426
2.	I highlight the results of the programmes to make the people appreciate its beneficial aspects.	217	446
3.	Feed back information of the programmes implemented is given to the concerned authority.	209	410
4.	Submitting reports before the higher ups in a prescribed proforma after the completion of each project helps in assessing the team value.	225	429
5.	Krishibhavans monitor and assess the results of all the projects which help in better performance.	227	425
6.	Krish Bhavan finalize the accounts of various projects and they prepare their reports which helps in evaluating the team.	219	411
7.	Since we attend and participate in seminars, lectures and method demonstrations organized by other organization it helps in self-assessment of the Krishibhavan.	210	416
8.	Krishibhavans review the progress of the on going programme on a regular basis.	224	398

2. Maintenance functions

a) Harmonizing

Sl.No	Statements	Ao	Aa
1.	Members understand mutually which helps in smooth functioning of the Krishibhavans.	222	435
2.	I get helping hand when we desire a change in the organization.	192	453
3.	Member express views respecting each other.	220	432
4.	A climate of faith in Krishibhavan makes me more dedicated to service.	231	442
5.	There is no much harmony in the Krishibhavan.	170	353
6.	I try to make every member of the Krishibhavan put in their best effort with a positive attitude.	235	407
7.	Relieving tension in the team helps in maintaining harmonious atmosphere	118	403

b) Compromising

Sl.No	Statements	Ao	Aa
1.	Difference of opinion is reduced in Krishi Bhavans and usually a compromise is worked out on most issues.	225	423
2.	Some times members become indifferent to the problems they face and strike on to arguments.	186	368
3.	Reducing competition among the team members helps in compromising	229	436
4.	Building up commonness helps in compromising.	226	359
5.	Giving recognition to the individual feelings helps in reaching a compromise.	239	381
6.	Whenever there is a conflicting situation members can be compromised through negotiation.	223	333

c) Encouraging

Sl.No	Statements	Ao	Aa
1.	I receive the help from other members when I need it.	224	441
2.	There is a work environment of acceptance in Krishibhavans.	213	427
3.	Members give positive strokes when needed for the work done.	202	441
4.	I get a clear idea of the task to be performed	192	413
5.	I get motivation from the group members.	210	408
6.	Working situation is healthy as there is joint sharing of responsibility.	196	402
7.	Officials trust each other and look forward for suggestions and guidance from one another	209	399

II. Team developments**1. Forming**

Sl.No	Statements	Ao	Aa
1.	Members having same attitude and characteristics come together to form a group.	193	340
2.	When there is anxiety we depend on the leaders to find out the nature of the situation.	209	402
3.	Members depend on other members or preexisting standards when a team is to be formed	214	392
4.	Members gain familiarity with each other and with the group's task at the initial stage of team formation in Krishibhavans.	219	415
5.	Members share personal information with each other and start to know and accept one another and begin turning their attention towards the group's tasks.	218	395
6.	Tensions and anxieties are reduced in Krishibhavans as fellow workers are trusted.	216	438

2. Storming

Sl.No	Statements	Ao	Aa
1.	I compete for our ideas to get consideration.	193	378
2.	Team members discuss issues such as what problems they are really to solve.	227	427
3.	I are interfered by the external pressure, and tensions rising between individuals as they assert themselves	206	375
4.	I tolerate when an unpleasant situation arise in our team.	221	378
5.	Team members open out to each other and confront each other's ideas and perspective	200	432
6.	I face differences and disagreement in the group and members are not cooperative in nature.	174	351

3. Norming

Sl.No	Statements	Ao	Aa
1.	Group cohesion is developed when we resolve conflict.	208	437
2.	Members express standard mode of behavior.	201	438
3.	I express our feelings and views openly.	205	409
4.	Members show mutual support and cooperation when a task is to be performed in Krishibhavan.	223	426
5.	Team reflects close relationships and cohesiveness and represents a strong sense of group identity.	221	418
6.	Members compromise and show harmony as they share attitudes and develop common values.	212	412

4. Performing

Sl.No	Statements	Ao	Aa
1.	Team members become interdependent when their task is clear.	226	430
2.	All the team members are supportive and they help in making most of the necessary decisions	220	426
3.	Members have greater freedom to communicate and they are more informal.	229	403
4.	Members tend to feel a sense of shared responsibility for group goals.	220	427
5.	Each member's roles are flexible and functional in KrishiBhavns.	223	407
6.	Members make constructive attempts to complete tasks and they support for effective work.	222	403

III. Team roles

1. Coordinator

Sl.No	Statements	Ao	Aa
1.	I have a clear view of the team objectives.	231	438
2.	I am skilled at inviting the contributions of team members in achieving the team objective.	218	405
3.	I am self-disciplined and I apply this discipline to the team.	217	410
4.	I summarize the view of the group.	227	408
5.	I recognize where the team's strengths and weaknesses lie.	226	413
6.	I ensure the best use of each team member's role.	218	391

2. Shaper

Sl.No	Statements	Ao	Aa
1.	I am strong to make things happen and get things going.	223	406
2.	I help in increasing the feasibility of work	227	402
3.	I seek to impose some shapes as pattern on group discussion and on outcome of group activities.	216	328
4.	I produce a sense of priority stressing those issues that have most importance.	237	309
5.	I see that the discussions are focused on the most valuable topics.	223	331
6.	I try to create a positive team atmosphere and reach a consensus	242	357

3. Resource investigator

Sl.No	Statements	Ao	Aa
1.	I have good contacts and network with the other organizations.	216	415
2.	I gather information and support from the other organizations also.	217	390
3.	I try to search out every possible resources for achieving good results.	217	374
4.	I explore and report on ideas, developments and resources outside the group.	209	345
5.	I conduct subsequent negotiations if needed.	212	330

4. Implementer

Sl.No	Statements	Ao	Aa
1.	I am effective at turning big ideas into manageable task and plans that can be achieved.	216	399
2.	I make concepts and plans into practical working procedures	223	388
3.	I carry out agreed plans systematically and efficiently	213	398
4.	Implementation is no problem for us, because it is exactly spelt out as to what is to be done, in the guidelines for each scheme.	189	376

5. Team worker

Sl.No	Statements	Ao	Aa
1.	I know the needs and concerns of other members of the team.	221	432
2.	I am sensitive and supportive for other people's efforts.	219	450
3.	I feel that I am necessary when the team is experiencing a stressful or difficult period.	225	407
4.	I tolerate the other members because there is no other way.	182	354

6. Completer / Finisher

Sl.No	Statements	Ao	Aa
1.	I drive the deadlines and make sure that they are achieved	224	313
2.	I usually communicate a sense of urgency that galvanizes other team members into action.	215	320
3.	I am effective at checking the details needed for task achievement.	228	373
4.	If I have taken up a task, I will see that it is finished.	221	379
5.	In the Krishibhavan set up, it is not always possible to complete all the tasks.	205	282

7. Specialist

Sl.No	Statements	Ao	Aa
1.	I provide required knowledge and have a dedicated and single-minded approach.	224	358
2.	I produce explanation of what is happening and the cause of problems	222	320
3.	I generate models to demonstrate how things work	207	315
4.	I form explanation of how things work.	211	326
5.	Whenever some problems arise in implementation, I can usually over come them.	210	310

IV. Team effectiveness

Sl.No	Statements	Ao	Aa
1.	There is a sense of Purpose among the team members as far as functioning of the Krishibhavans	222	411
2.	Atmosphere in Krishibhavan tends to be informal, comfortable and relaxed	217	436
3.	Discussions are conducted until the members are in general agreement.	223	410
4.	Members feel free to express their feelings as well as their ideas, both on the problems and on the operation of Krishibhavan.	230	422
5.	Whenever a new task is to be performed clear assignments are made and accepted	224	438
6.	Krishibhavans develop effective network of information.	205	419
7.	Since we work as a team we can achieve our target with a reasonable effort.	228	415
8.	Disagreements are not suppressed or overridden by premature team action.	218	398
9.	The team work some times gets disrupted under pressure situation or excessive work.	217	392

Ao-Agricultural officers

Aa-Agricultural assistants

TEAMWORK IN AGRICULTURAL ORGANISATIONS

By

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ABSTRACT OF THE THESIS

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ABSTRACT

The study on "Team work in Agricultural organizations" was designed to measure the team processes, team development, team role and to study the team effectiveness of the agricultural officers and the assistants. This study was conducted in the Palakkad district of Kerala state, which was purposively selected. Out of thirteen developmental blocks, seven blocks were selected. The sample selected for the study comprised two categories of team members comprising 42 agricultural officers and 105 agricultural assistants.

In team processes, the items like; seeking for the required information with other members when they face problems in performing a particular task, discussing with farmers about their field problems and getting help from the other members when they need, emerged as the most important by both the categories of the team members. In case of team development stage that was discussing issues such as what problems they are really to solve. In team role, both categories perceived role like having a clear view of the team objectives and providing required knowledge and having a dedicated and single-minded approach. In team effectiveness stage, achieving the target with a reasonable effort since we work as a team, members feeling free to express their feelings as well as their ideas and making clear assignments of the task to be performed were the items perceived by both the groups

The study revealed that majority of agricultural officers and agricultural assistants perceived different items for team processes, team development and team role except for team effectiveness. It was found that there was significant difference between the two categories of team members regarding their perception of team processes, team development, and the team role.

Similar work can be done in other blocks or other districts of Kerala so that a comprehensive study on team working can be done and a new technology can be developed for achieving a good teamwork in the organizations.

