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HRM and Teamwork Within the Context of Change: An Analysis of the Implementational Impact of Theoretical Constructs on the Prison Service Organisation, Linking Healthcare With the Disciplines of Security and Control

Derrick Walker

Training Manager, HM Prison, Nottingham

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Introduction

Nottingham Prison underwent dramatic organisational change when in 1997 its role was changed from a training prison with a small Healthcare department, into a Local community prison, taking prisoners who were remanded into custody by the courts. The Healthcare Manager and his deputy were studying for academic qualifications in management, employing a strategy of integrating management theory and concepts with practice on a daily operational basis. The Prison Inspectorate carried out a full inspection of Nottingham in 1997, and while there were inevitable areas of concern, the healthcare department was praised for examples of good practice.

Fundamental to the success of a four year strategy aimed at producing a practicable benchmark for healthcare provision in a local community prison was the formation and development of teamwork within the healthcare department of Nottingham Prison, which is examined in this paper in the context of human resource management.

Table 1. HMP Nottingham. Before and after change in role.

HM Prison Nottingham	
Pre 1997	1997 – 2000
<p>HMP Nottingham was, until 1997, a relatively sleepy little 'Lifer' prison with 200 long-term prisoners.</p> <p>The healthcare department consisted of a part time doctor, a healthcare manager and a small healthcare staff of three.</p> <p>Staff and inmates had known each other a long time and there was generally a good working relationship between them.</p> <p>Many staff know inmates by their first names and vice versa.</p>	<p>In 1996, Nottingham was almost rebuilt and became a Local community prison, taking in prisoners who were remanded into custody by the courts.</p> <p>The number of inmates rose to 500, including 200 unconvicted remands and 100 life-sentenced prisoners.</p> <p>The staffing compliment in Healthcare quadrupled to include healthcare officers and nurses recruited from the NHS. The nurses had no experience of prisons, prison staff or prisoners.</p> <p>The new healthcare team progressed through all the normal and expected transformational changes that new teams experience.</p>

Source: Walker (2000)

Prisoners are a transient population and tend to spend only a short time in local prisons before being transferred to training prisons, or returning to their community. The time in custody may be the rare occasion that a prisoner has regular contact with healthcare services and this opportunity should be taken to offer high quality healthcare with a view to improving the prisoner's health and more general outlook on life and health. Patients in a Local prison tend to have different health needs to the general population outside, in particular a high incidence of drug abuse and misuse, and mental health problems.

In terms of Human Resource Management

Berry and Parasuraman (1991) quoted from an article "People in Organisations", The Royal Bank Letter (1989):

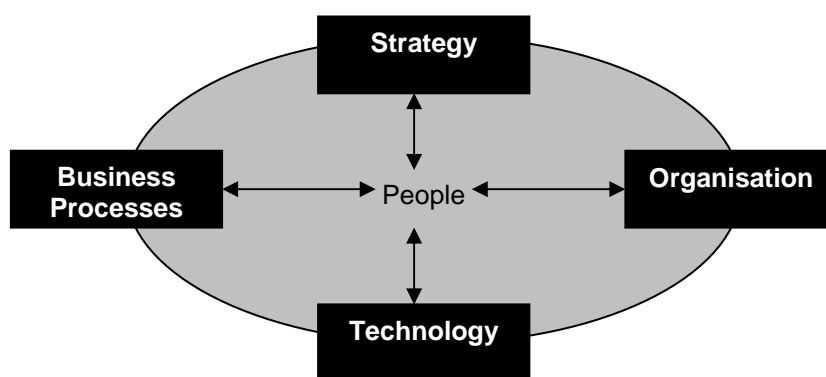
"Deep down, people want to identify with a group, to make a contribution, to express themselves and their creativity. They want to

strive together to meet goals. They want to feel good about their jobs because this translates into feeling good about themselves.”

November – December 1989. Page 4.

Teamwork enhances internal services and is central to delivering excellent services. The more people and functions involved in the chain of services leading to end service, the greater the need for teams. Employees are the most valuable resource of any company and all too often they are not given enough information about changes and improvements and their ideas are lost or ignored. The work force team is pivotal in the linkage between strategy, organisation, business processes and technology. In the context of teambuilding, Peppard (1993) argued that as organisations become more adept at managing technological change it will increasingly be those that actively manage the people dimension that will gain the competitive edge. Figure 1 shows the position of people in a business strategy:

Figure 1. The pivotal role of people in the linkage between strategy, organisation, business processes and technology.



Source: Peppard (1993)

Background

The Government's long-term strategy is to achieve a homogenous, seamless healthcare process between prison and the community in a developing collaboration with the National Health Service. The establishment of market testing, resulting in some prisons being run by the private sector, has placed importance on the aspect of competition within the industry, causing the prison service to think differently about its long-term strategy. Prison service jobs in the public sector can no longer be considered as 'for life' and with market testing there is a real risk of redundancies. The effectiveness of a team within the prison can make a real difference to its survival in the public sector.

Statutory management tools for measuring practicable outcomes included a Prison Service National Standards Audit Team; Inspection by the Prisons Inspectorate Team; The UKCC Guidelines for Nursing Standards; and the Prison Service's Healthcare Standards. The overall practicable outcome was to develop a team, which could meet the above standards.

Healthcare in HMP Nottingham

HM Chief Inspector's Report (1997), said that Nottingham Prison had a healthcare culture, which was historically influenced by traditional attitudes, with emphasis on security rather than on nursing practices and health improvement. There had been a significant flux of change since the change over to a Local Community prison, which had impacted on all levels of staff and prisoners. Since 1997, the prison had to deal with remand prisoners, directly from the courts, which entailed a significant change in the amount of administration and accountability. Evidence from appraisal records showed that core competency frameworks were not yet being incorporated into the system at Nottingham. In Theory, the Prison Service staff appraisal system compared positively with theorists such as Armstrong (1996). However, evidence from examination of appraisal forms and the guidelines, showed that in practice, staff appraisals were rarely done correctly or on time. There were plans to implement a program of training and development in 2000 in order to achieve the Investors in People award (IiP) for the prison.

Investors in People

The Government's white Paper (1997) argued that the Prison Service is a people business and is more dependent on its staff than most organisations. IiP is a national standard of excellence, which many organisations in both the private and public sectors strive to meet; recognising how important staff and teamwork are to their organisational goals and investing in staff training and development. Therefore, it makes sense for the Prison Service to link its staff development – its people planning processes – to the national standard, which are about four management principles.

Each principle carries twenty-three indicators to show that the process of each is carried out effectively, as illustrated in the following table:

Table 2. The Four Management Principles of Investors in People. Prepared by the author for this paper using data from IiP, HOMS, 1996

Commitment	Planning	Action	Evaluation
From the top of the organisational management structure, to develop all employees in order to achieve its business objectives	Regular reviews of the needs of all employees and planning of their training and development	To ensure effective communication both bottom-up and top-down with all employees and to train and develop individuals on recruitment and throughout their employment	Evaluation of the investment in training and development will assess achievement and improve future management effectiveness, through performance reviews

The organisation has to provide evidence of the above principles before it can be accredited as an IiP, which means having the right people in the right jobs

with the right skills, with the business and strategic plans effectively communicated to all staff.

liP is not being necessarily about better training and development. It is also being about better communications, more involvement, more investment in staff, better management of performance, more openness, a greater sense of direction. These things are fundamental to an effective, balanced and unified Prison Service. Although the theory may seem right in practice, the management processes must show evidence of working as required to the liP standard. A staff-skills survey would help answer these questions.

Team Development

There were real problems such as finding a team to conduct the liP survey effectively, which had the necessary time allocated to do it as well as carrying out routine duties. Investigation revealed that the majority of the questions in the liP survey could be linked with a C.A.L.M. (Computer Assisted Lifestyle Management) work related stress questionnaire that were in common with the goals of the liP implementation team. A team of healthcare staff had already been selected and trained in conducting a stress-levels audit in the prison for all staff and prisoners. It was agreed that if staff were asked to participate in two surveys there was a risk of resistance that could invalidate the results of both liP and Stress-related surveys, alienate staff from the motivation and involvement needed to become successful Investors, and waste time and effort. It was decided that the liP staff survey would be linked to the stress levels audit, and the Healthcare Team would carry out the survey.

Appraisal System at HM Prison Nottingham

The Prison Service is committed to improving its performance and to providing a service that will be regarded as a standard of excellence. An essential part of achieving these improvements is to involve staff at all levels in the setting of objectives, in line with the Business Plans of the Service, and to ensure that the achievements of staff are fairly assessed. Harmony and cohesiveness are more likely to be achieved if HR policies and procedures are well developed, and perceived to be equitable, with fair treatment for all members.

Theoretical Base for Appraisal

The Prison Service Pay and Performance Review System, the PPRS, could have been based on the plan of an overview of the performance appraisal system described by Mullins (1996), who argued that a comprehensive appraisal system can provide the basis for key managerial decisions such as those relating to allocation of duties and responsibilities, pay, delegation, levels of supervision, promotions, training and development needs, and terminations. The appraisal system applies to all staff in the Prison Service and is a planning system as well as an appraisal system.

Said system has a common planning and review cycle, to match the business plan or establishment contract and it encourages full participation by jobholders and a good working relationship based on trust between both manager and jobholder. Staff are assessed on how well they carry out their

job tasks as agreed in the job description; and the extent to which they achieve a number of agreed improvement objectives. It cannot be realistic to expect line managers to discuss training and development needs if there are no resources for delivering the goods. If the training and development needs cannot be fulfilled and are simply a 'wish-list' then a huge credibility gap appears in the appraisal system. It can be linked directly with the performance indicators and management principles of Investors in People. Evidence from interviews with line managers suggested that the major difficulty in the Prison Service was the amount of time needed to fulfil the requirements by both line managers and job holders and persuading both of the justification of that time by demonstrating the benefits of measurable outcomes.

Setting Improvement Objectives

The emphasis on improvement objectives creates a clearer framework for relating the work of teams and individuals to the Prison Service's principles and to business plans and establishment contracts. Objectives must relate to the work of the organisation and to the individual for whom they are set. Assessment is based on evidence of relevant achievement, in accordance with Prison Service principles and should conform to the principles of Equal Opportunities. Objectives must be "SMART":

SMART Objectives

Table 3. SMART Objectives of an Effective Appraisal System. Designed by the author for this paper using information from PPRS, Prison Service (1996)

Specific	Measurable	Achievable	Relevant	Time-Bound
They must be clear and unambiguous so that all those involved know exactly what they mean	If an objective has no means of measurement then there can be no judgement on whether or not it has been achieved	The objective set must be within the capability of the jobholder otherwise it is nonsense. Sometimes it is easy to forget that there are factors over which staff do not have control and care must be taken not to include these in an objective	Objectives must be challenging and demanding but realistic and relevant	Objectives must be Time-Bound, which is often the one forgotten

Potential pitfalls of an appraisal system can be suggested by posing some of the questions in the following table and applying them to the Prison Service at HMP Nottingham:

Table 4. Potential Pitfalls of Appraisal Systems Applied to the Prison Service Organisation. Designed by the author for this paper.

Issue	Potential pitfalls	Prison Service Organisation
Benefit	Is appraisal only for the benefit of the individual, or only for the benefit of the organisation?	There is an argument that appraisal systems are simply a preparation of employees for Pay and Performance Grading.
Control	Is it simply an assessment of how well an employee is doing his job properly and nothing else – this would suggest a simple control factor rather than being developmental.	Evidence from appraisal records and training courses argues that the Prison Service is gearing staff for a system of ‘acceptable’ performance, rather than ‘achieved’, or even ‘exceeded’ performance markings in preparation for Pay and Performance Grading.
Management	Is it a way of managing by dictatorship? – Do it or else! This is not the best way to get the best out of a workforce.	Interviews with Prison Staff provide evidence of appraisal systems being underwritten with threats of market testing as well as ‘do it or else’.
Training	Are the line managers given sufficient training in appraisal and assessment?	Interviews with Prison Staff provide evidence of one and a half hour ‘training courses’, which is clearly not adequate.
Time	Are they given sufficient time and the privacy to conduct planning and review meetings?	Interviews with Prison Staff provide evidence of insufficient time and very little opportunity for privacy.
Measurable outcomes	Can the time spent on PRRS be justified by the measurable outcomes?	If the argument that appraisal systems are simply a preparation of employees for Pay and Performance Grading, then the organisation would argue that the time is justified.

Poor Performance

A jobholder whose performance is unacceptable at any time in the course of the planning and review year should have a review completed at that time. The Prison Service procedure for managing poor performers is then brought into play. This involves setting specific objectives to bring performance up to an acceptable standard within a trial period of at least three months, reviewing progress and completing a further cycle of planning and review according to the timetable set for improving performance.

Work Related Stress

“Stress is a response to experiencing demands which are out of balance with capacities and resources.”

HM Prison Service 1997

Stress can be exciting, stimulating or challenging, for example, some people put themselves in situations such as pot holing or mountain climbing, which others would find unpleasant. But as long as the person is able to cope without too much of a drain on his/her energies then he/she is fundamentally ‘in balance’. It is negative stress, which mainly concerns us here, since that is what is potentially most serious. This definition also allows for another point, that people can have too few demands so they feel bored, frustrated and restless. For some people this can be just as stressful. The elements of stress, and their effect on the management of stress, are summarised in Table 5.

Table 5. The elements of stress and their effect on the management of stress. Designed by the author for this paper.

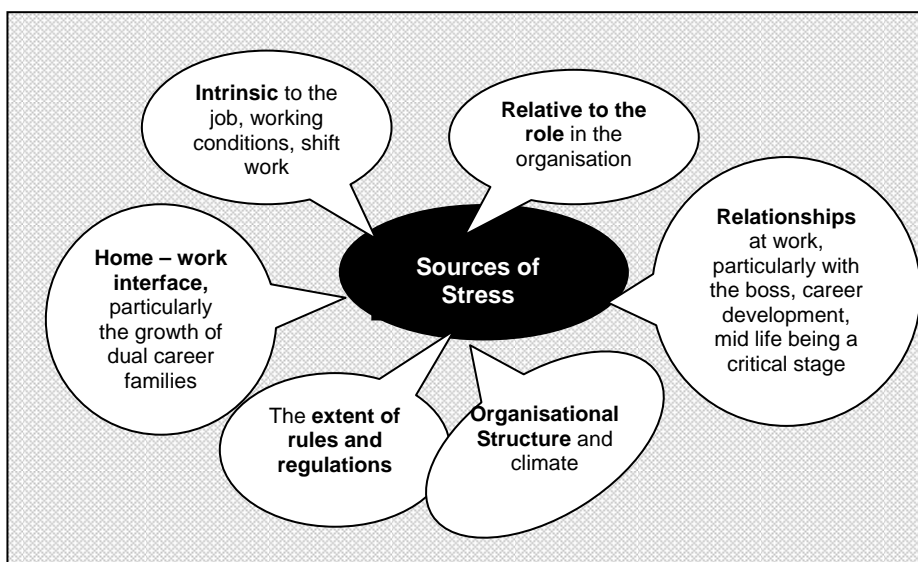
Response	A reaction involving the person’s body, thinking, feelings and behaviour.
Experiencing Demands	The stressors that the individual is faced with. It is what things mean to the individual that counts.
Capacities	The person’s way of handling the demands faced, and ways of managing responses. E.g. Ability to think of alternative solutions, to plan ahead, to negotiate, to relax.
Resources	Factors which have an effect on ability to cope. E.g. Close confiding relationship, friends, supportive colleagues, availability of information, interests.
Out of Balance	When capacities and resources are equal to demands, a state of balance is more quickly achieved and any stress short lived.

Stress and the Team Member

The author would argue organisational change, a recurrent theme of the 1990’s caused stress at both organisational and individual levels. Cooper et al. (1998), suggested that stress is intrinsically tied into an individual’s perceptual system and as such can be seen as a subjective phenomenon, but it can also be objectively defined in terms of a physiological measure.

Stress is germane to the social context, Mullins (1996) argued that it is society that largely prescribes and defines the causes of stress, or stressors. Is it then the case that during the 1990's stress predominated because our expectations were still bound within the bureaucratic organisations of earlier decades of work? A 'job for life' is no longer a realistic expectation, as organisations require shorter and more flexible working patterns. A factor in the apparent reduction in stress levels in relation to the change in attitudes towards career and organisational expectations may be that those employees who were most affected by the changes and their personal ability to cope with the stress, rather than come to terms with it and thereby handling it, leave the organisation through avenues such as early retirement, medical retirement, voluntary severance, even dying of stress related illness or simply achieving a change of organisation, which in itself is very high in the list of stress factors. Cooper et al. (1998) identified six major sources of stress at work which are illustrated in the following figure:

Figure 2. Potential Sources of Stress at Work. Designed by the author on adaptation of information taken from Cooper et al. (1988)



Role Stress

Role conflict can result in role stress. Katz and Kahn (1979), found evidence of role conflict between what co-team workers expected of them and the uncertainty about their superior's evaluation of them. Mullins (1996) emphasised that the most stressful jobs are those that combine high workload with low discretion in how to do the work. Stress can be reduced, therefore, if workers are given greater discretion in how their work is performed. As this can be done without changing workloads, mental health could be improved without affecting productivity. McKenna (1994), argued that with stress, there tends to be a feeling that the situation should not exist, but because of it s/he feels disappointed or annoyed and eventually is prone to anxiety, depression, anger, hostility, inadequacy and low frustration tolerance. There are a number of ways that management might attempt to avoid or reduce role conflict and the possibilities of role stress as illustrated in the following table:

Table 6. Methods of reducing role conflict and role stress. Designed by the author for this paper.

Increase clarity of role expectations	Improved recruitment & selection	Attention to induction programme	Health screening	Improved communication	Team building
Written statements on objectives and policies and detailed job descriptions (Risk of actually increasing conflict by resentment by staff)	Matching the right person to the right job	Job training, staff development and career progression	Can give early indication of potential stress related problems, staff skills audit can be clearly linked to work related stress, and can be followed by targeting of high stress areas with lifestyle management package and progressive occupational health programme	Giving advance notice and explanation of what is likely to happen given ownership of changing policies	Avoidance of intergroup conflict

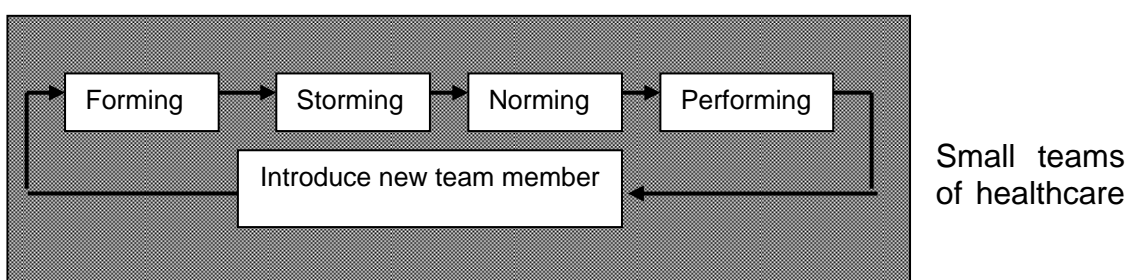
Work Related Stress Audit (WRSA)

The survey team was split into four pairs and a full staff listing was divided up into departments and grades in such a way that each pair had around seventy employees between them to survey.

Forming Teams

Areas of conflict within the team included issues of uniform differences; the requirement of nurses to be involved in control, security and discipline; the health needs of their patients as opposed to the security and control needs of the prison; and Healthcare Officers versus nurses. Nurses were new to the culture of the organisation. They were new to dealing with courts and remand prisoners and, in particular, the 'cattle-market' of reception. As the following model shows, an event such as the introduction of a new member to the team can result in a return to the first forming stage, although experience shows that the progress through each stage is much quicker and less troublesome.

Figure 3: Stages of Team Growth. Designed by the author for this paper using information from Tuckman (1955)



workers were formed to work together on different projects, looking at their own training needs within their particular specialism and communicating those needs to their line manager, to enable facilitation. Each team then produced a written protocol, including proformas, and communicated that knowledge with a presentation to the Healthcare Team at staff meetings. The minutes of those meetings were issued as weekly instructions and included briefing sessions by the Operational Management team. Each team member was then allocated places in different small teams to work together on other aspects in the same way, which allowed individuals to share their talents, to get to know each other as individuals and establish boundaries, and to develop a need to work together as a team. They began to create a new team identity as they developed through the difficult Forming, Storming, Norming, Performing stages of team building.

Business Plan

The healthcare management team produced a business plan showing where they started from, where they were at the time of publishing and what had been achieved. It stated what was aimed at achieving in the current twelve months, and what standards could be measured against.

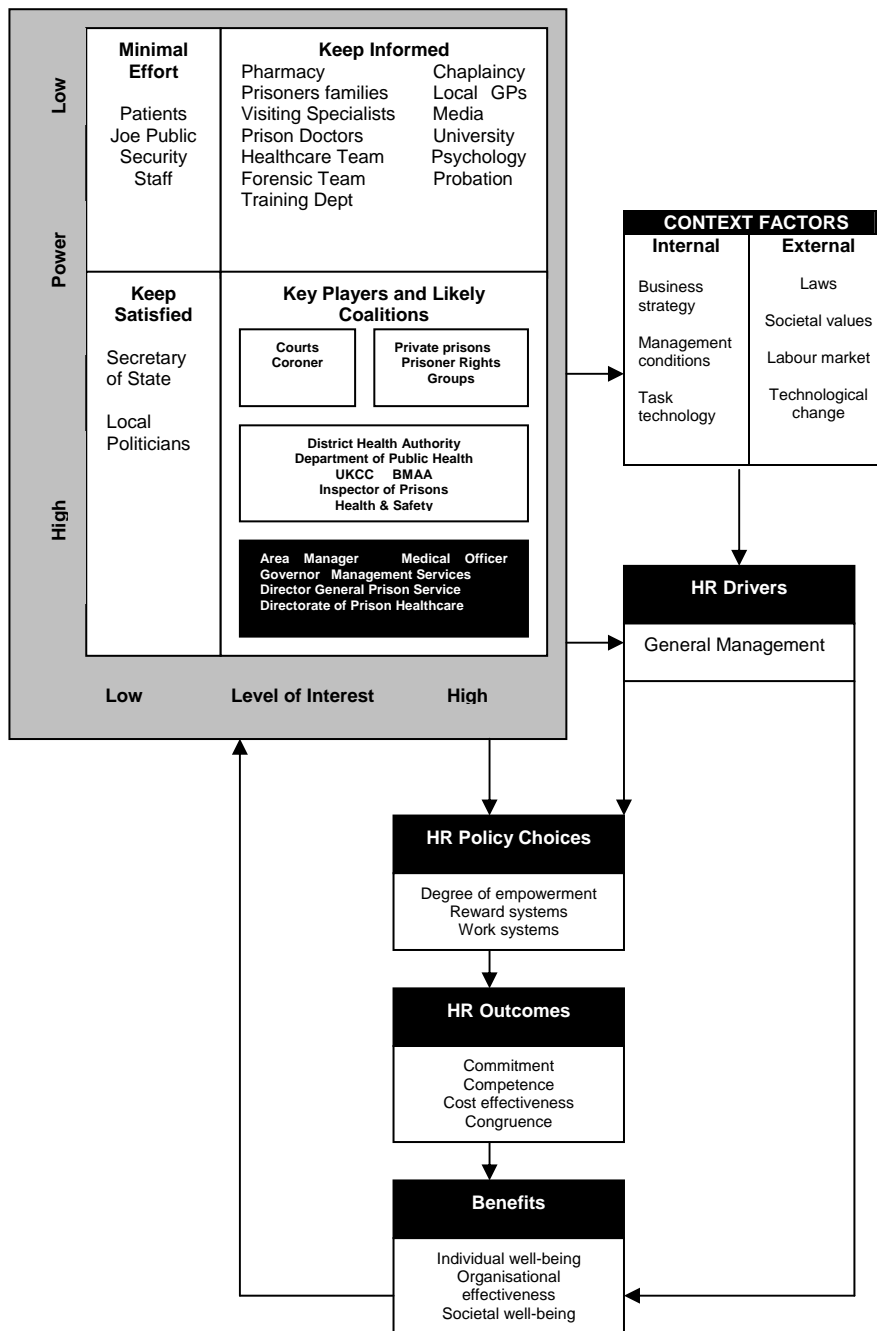
A training needs analysis included the appraisal systems, with a strategic three year plan incorporating the current one year business plan. The Healthcare Manager set a target of two years in which to build a new Healthcare Team in a totally new healthcare centre with a brand new (to most of them) role within a multi-functional prison establishment. They recognised the different phases of team building and allowed these to happen naturally whilst keeping a careful eye on any developments which looked in danger of causing a crisis, thereby maintaining control and establishing a mainly democratic managerial command.

Approach to this problem came from the perspective that, in real terms, they had a new team, in a new department, and whether liked or not, it was their healthcare team. They saw an opportunity to apply modern management concepts and theory in order to try and produce a team in its real sense and applied the theory directly into practice in developing a new team. The author is confident that this was a valid approach.

Teamwork in the context of HRM and a changing organisation

The model at Figure 4 demonstrates the stakeholder analysis of Nottingham prison and how it fits into the Beer et al (1984) Harvard model of human resource management, which has been argued to be the definitive model of HRM.

Figure 4. Stakeholder analysis of Nottingham prison and how it fits into the Harvard model of human resource management. Designed by the author adapting information taken from Beer et al (1984)



The term 'team' is imbued with a meaning derived from games. Each player in a team game has a position with a specific responsibility. The skills of the players are important but the strength of the team depends more on how well the players combine. Timing, and the knowledge the players have of each other are important.

Thompson and Mabey (1994) argued that teams require members who are willing to take risks, give and receive feedback, express feelings and confront

unhelpful behaviours when they arise, and leaders who are willing, where necessary, to release their leadership to the team itself.

Stage of Team Growth

Tuckman (1955) argued that all teams go through fairly predictable stages, which are summarised, along with typical emotions and behaviour experienced at each stage of a team’s development in the following table:

Table 7. Stages of Team Growth. Designed by the author adapting information from Tuckman (1955)

	Forming	Storming	Norming	Performing
Feelings typical at each stage	Excitement. Anticipation. Optimism.	Resistance to team requirements. Fluctuations in attitude. Concern about excessive work. Disunity. Tension. Jealousy. Almost panic. Impatience.	Acceptance of membership and norms in team. Relief as it seems the team will work out. Sense of cohesion, common spirit. Friendliness. Able to express criticisms constructively.	Insight into personal and team processes. Better understanding of each other's strengths and weaknesses. Satisfaction at team's progress. Close attachment to the team.
Behaviours typical at each stage	Attempts to define team functions. Attempts to determine acceptable team behaviour and how to deal with problems. Decides on what information is needed. Lofty, abstract discussions of concepts and issues. Complaints about organisational barriers.	Arguing, even when in agreement. Defensiveness. Competition. Factions. Choosing sides. Questioning the wisdom of managers. Unrealistic goals Perceived pecking order.	Avoiding conflict. Confiding in each other. Sharing personal goals. Discussing team dynamics and goals. Establishing and maintaining ground rules of the team.	Constructive self-change. Ability to prevent or work through team problems. Team beginning to perform.

Tuckman and Jensen (1977) added a fifth ‘**Adjoining**’ stage of team development, where the team disperses on completion of tasks. Team members must work out personal differences, finding strengths on which to build and commit themselves to the team. When people form into teams, things can happen to produce barriers to affective teamwork, and Scholtes et al (1990), call these hidden concerns the undercurrents of team dynamics. This ‘Interpersonal World’ covers three areas:

1. **Personal Identity.** Team members naturally wonder how they will fit into the team, whether they actually want to fit into it, who holds the power and influence in the team, and if there can be mutual loyalty.

2. **Relationships between Team Members.** Most team members want the team to succeed and to work together.
3. **Identity with the Organisation.** As they need to reach outside the group, so must the team as a whole build relationships throughout the organisation.

Morgan (1986) argued yet another adaptation of Tuckman's Team-forming stages as illustrated in the following model, adapted to apply to HMP Nottingham:

Table 8. Team-forming stages. Designed by the author adapting information from Morgan (1986)

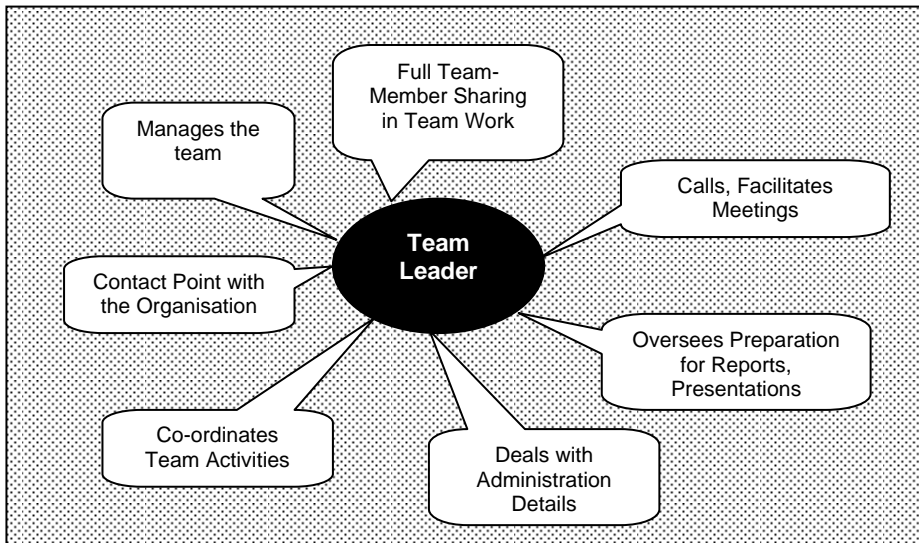
Stage	Title	Development	Applied to Healthcare Team
Forming Stage 1	What is Task?	Forming team tensions	New Healthcare staff from NHS culture coming together with Prison culture
Storming Stage 2	Resisting the Validity of the Task	Reacting emotionally to the demands of the task with sub-group conflict	Healthcare Managers observed from a distance, recognised the 'normality' of this, and only stepping in if things got out of hand
Norming Stage 3	Asking and Giving Opinions	Team norms emerge, cohesion develops and members identify with the team	Team members beginning to find consensus
Performing Stage 4	Strong Goal Orientation	Insight and understanding develops with satisfaction in achievement and clear roles	Team members working together as a team. Still falling out occasionally, but developing a team culture
Mourning Stage 5	Seeking Extra Things to do	Looking for further tasks and evaluating effectiveness of the team. Wanting to meet again, not recognising that the life of the team may be over. Some members may want to make a rapid exit	Team members now working together to seek ways of improving their own working methods

A Team Leader is essential to managing the team, implementing changes recommended by the team, which are within the boundaries of this authority, planning how to involve people affected by the team, how to deal with opposition to it, and how to open communication lines throughout the organisation.

A Team Leader deliberately limits his/her role, creating a sense of mission, expressing trust in and respect for subordinates. S/he recognises their skills and strengths and is inclined to delegate.

The following model illustrates some of the duties of a team leader.

Figure 5. Model of the Duties of a Team Leader. Designed by the author adapting information from Scholtes et al (1990)



Scholtes et al (1990), argued a strategic integration of the scientific approach with the essential basic strategies of every team, illustrated in the following table:

Table 9. Comparison of Team Strategies with Strategies of the Scientific Approach. Designed by the author adapting information from Scholtes et al (1990)

Basic strategies of every Team	Basic Strategies of the Scientific Approach
<p>Team members need good communications systems.</p> <p>Problems, which can readily be found solutions should be resolved, provided the implications of implementing the solutions are considered.</p> <p>Most problems are only symptoms of other problems buried upstream in a process and a team needs to identify upstream conditions which may be the cause of the problem.</p> <p>Keep and use good records of everything tried to provide valuable data for future efforts.</p> <p>Careful planning reduces the chances of unanticipated problems.</p>	<p>Collecting meaningful data is the foundation of the scientific approach, knowing why the data is needed, and the most appropriate method of collecting it.</p> <p>Identifying the root causes of problems in order to develop a sustainable solution.</p> <p>Development of appropriate solutions by defining goals.</p> <p>Planning, anticipating resources and training needs, and anticipating problems.</p>

When team members work through the strategies they gain a common understanding, use the same terminology and pull together in the same direction.

Scholtes et al (1990), proposed the following recipe of ingredients for a successful team, whilst recognising the potential problems:

Table 10. Ingredients for a successful team, with Potential Problems. Designed by the author adapted from Scholtes et al (1990)

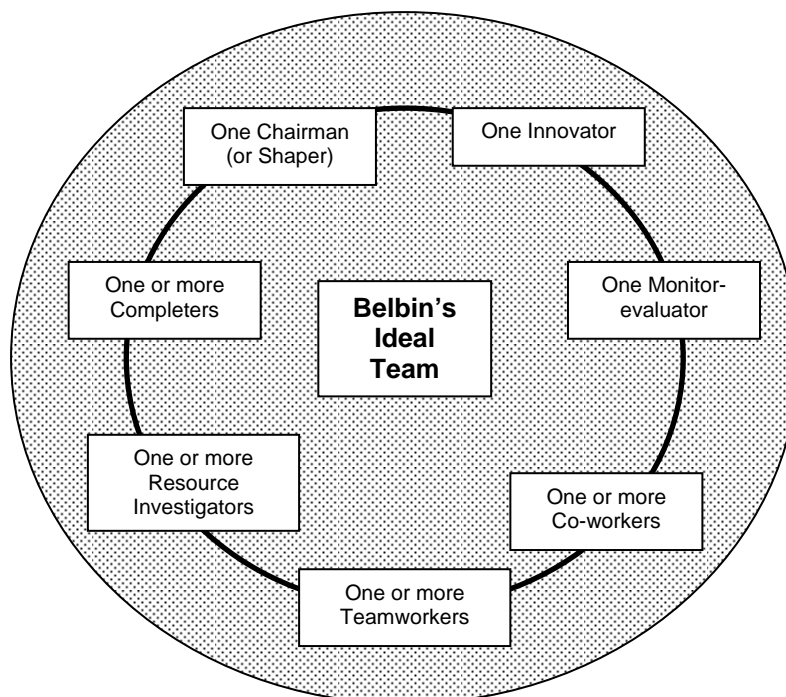
Recipe for Successful Team	Categorised Problems Met by Teams
<p>Clarity in team goals with common understanding.</p> <p>Plan for improvement to help determine team goals.</p> <p>Clearly defined roles.</p> <p>Clear communications.</p> <p>Beneficial team behaviours maximising skills.</p> <p>Well-developed decision making.</p> <p>Balanced participation.</p> <p>Established ground rules.</p> <p>Awareness of the group processes.</p> <p>Use of the scientific approach.</p>	<p>Floundering: Problems starting or ending a task.</p> <p>Overbearing participants.</p> <p>Dominating participants inhibit others.</p> <p>Reluctant participants feel shy or unsure of themselves.</p> <p>Unquestioned acceptance of opinions as fact.</p> <p>Rush to accomplishment in order to get results fast. Attribution is a substitute for seeking real explanations.</p> <p>Discounting by team members of others' opinions.</p> <p>Wanderlust is deliberate avoidance of tackling the real issues.</p> <p>Feuding team members can disrupt an entire team.</p>

Scholtes et al argued that teams can be used by individuals and by organisations to diffuse responsibility and can often provide better ways of recognising problems than solving them.

Team Roles

Good teams cannot be built unless the appropriate raw material is present, and recruitment should be focused on a balance of team roles. Belbin (1999) found that particular individuals took on particular roles with the pattern of role balance exercising a crucial effect on the outcome. Teams of able people would not necessarily produce favourable results since the balance might be wrong. Belbin grouped role behaviours into nine related clusters to which the term team role is applied. He argued that each of the team roles has its own set of working relationship factors, which, when combined, produce the interpersonal chemistry in the team concluding that the ideal team is composed of a balance of team roles, as illustrated in Figure 6.

Figure 6. The Ideal Team. Designed by the author in adaptation of information from Belbin (1993)



Berry & Parasuraman (1991) argued that team involvement could raise the stakes for individual performance because few motivators are more potent than the respect of teammates. Letting down the team may be worse than letting down the boss. However, if people don't meet customer expectations, then neither does the service.

Armstrong (1996) debated purely from a human resource point of view and summarised the other authors by defining an effective team as one in which the structure, leadership and methods of operation are relevant to the requirements of the task. Belbin (1993) argued that teamwork has an effect on the morale of the organisation and there should be a sense of team pride and self-esteem, a high level of human interaction and good relationships with co-workers.

The following table describes the nine team roles, their contributions to the team, along with what Belbin called allowable weaknesses and not-allowable weaknesses, and applies them to a comparison with the Prison Service's Core Competence Framework:

Table 11. Belbin (1999) Team Roles, Allowable Weaknesses and Not-allowable Weaknesses, applied to Prison Service Core Competence Framework. Prepared by the author.

Team Role	Contributions	Allowable Weaknesses	Non-allowable Weaknesses	Extracts from Prison Service Core Competence Framework
Plant	Creative, imaginative, unorthodox. Solves difficult problems by thinking laterally.	Ignores details. Too preoccupied to communicate effectively. Difficulty in fitting in.	Strong ownership of ideas when co-operation with others would yield better results.	Recognises that information may be interpreted in different ways. Questions existing practice. Enjoys problem solving. Sees connections and produces original solutions. Receptive to new ideas.
Resource Investigator	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Overoptimistic. Loses interest once initial enthusiasm has passed. Lack of time management skills.	Letting clients down by neglecting to follow-up arrangements. Leaves work unfinished.	Articulate and able to communicate well. Praises accuracy, brevity and clarity in the written word. Actively supports techniques to encourage open behaviour.
Co-ordinator	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well. Able to give and receive orders.	Can be seen as manipulative. Delegates personal work.	Taking credit for the efforts of the team.	Self assured and decisive, creating a good impression. Inspires confidence, has vision. Able to get people to work well together. Can reconcile conflict and build team identity.
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Can provoke others. Hurts peoples' feelings. Challenges the establishment.	Inability to recover situation with good humour or apology.	Can energise people, encouraging them to want to contribute. Takes personal responsibility for achieving results and performs well under pressure.
Monitor Evaluator	Sober, strategic and discerning. Sees all options. Judges accurately. Keeps a low profile.	Lacks drive and ability to inspire others. Overly critical. Weighs up options before decision.	Cynicism without logic.	Accumulates and analyses data, in order to prioritise and project a view. Assesses risks and foresees consequences.
Team Role	Contributions	Allowable Weaknesses	Non-allowable Weaknesses	Extracts from Prison Service Core Competence Framework
Teamworker	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction, calms the waters.	Indecisive in crunch situations. Can be easily influenced	Avoiding the situations that may entail pressure.	Good team player who encourages others to contribute. Is capable of interacting easily with wide range of people. Upholds equality of opportunity and actively rejects discrimination.
Implementer	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.	Obstructing change.	Applies concepts and builds frameworks to produce solutions. Endeavour to offer continuous improvement, is innovative and encourages creativity in others.
Completer	Painstaking, conscientious, anxious. Searches out errors and	Inclined to worry unduly. Reluctant to delegate. Can be a nit-picker.	Obsessional behaviour.	Systematic and methodical. Identifies measures, cost benefits and standards in order to maximise efficiency. demonstrates attention to best

	omissions. Delivers on time.			practice.
Specialist	Single minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes on only a narrow front. Dwells on technicalities. Overlooks the big picture.	Ignoring factors outside own area of competence.	Gives personal example of commitment to Prison Service Principles. Organises own work to high standard. Takes initiative in identifying own learning and development needs.

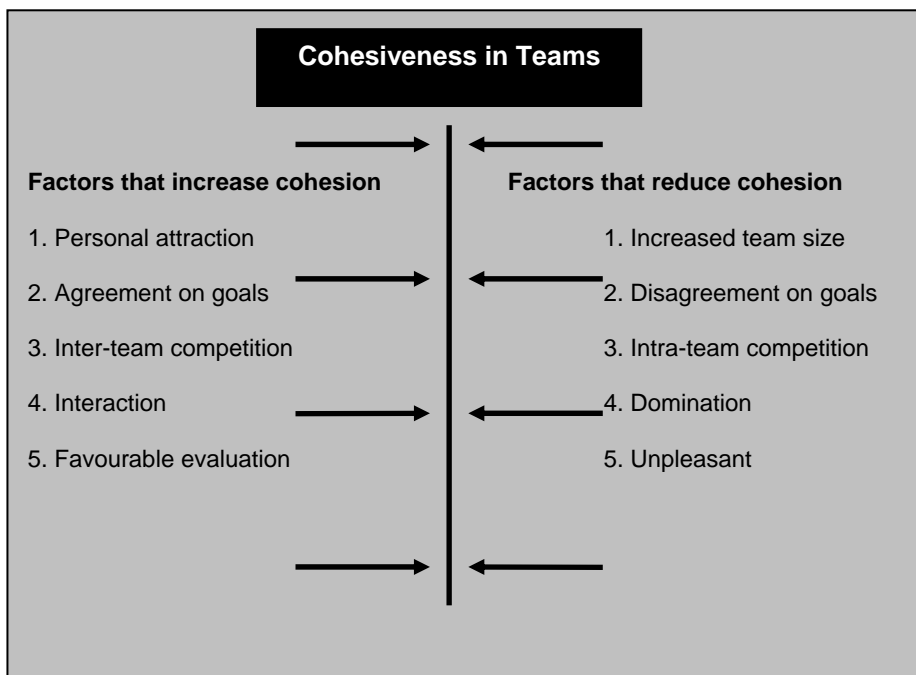
Margerison and McCann (1986) developed an alternative classification of team roles. The eight alternative roles are summarised at Table 12.

Table 12. An alternative classification of team roles to that of Belbin (1999). Designed by the author adapting information from Margerison and McCann (1986)

Reporter-adviser	Gathers information and expresses it in an easily understood form.
Creator-innovator	Enjoys thinking up new ideas.
Explorer-promoter	Takes ideas and promotes them to others.
Assessor-developer	Takes ideas and makes them work in practice.
Thruster-organiser	Gets things done, emphasises targets, deadlines, budgets.
Concluder-producer	Sets up plans and standard systems to ensure outputs are achieved.
Controller-inspector	Concerned with the details and adherence to rules and regulations.
Upholder-maintainer	Provides guidance and help in meeting standards.

Margerison and McCann put the case that a balanced team needs members with preferences for each of these eight team roles. Griffin (1990) produced two lists of factors which either increase or reduce cohesiveness in teams, as illustrated in the following adaptation of Lewin’s Forcefield Theory, as cited in Johns (1994), of resisting forces:

Figure 7. Model of Cohesiveness Factors in Teams. Adapted by the author from Griffin (1990) based on Lewin’s Forcefield Theory (Source Johns (1994))



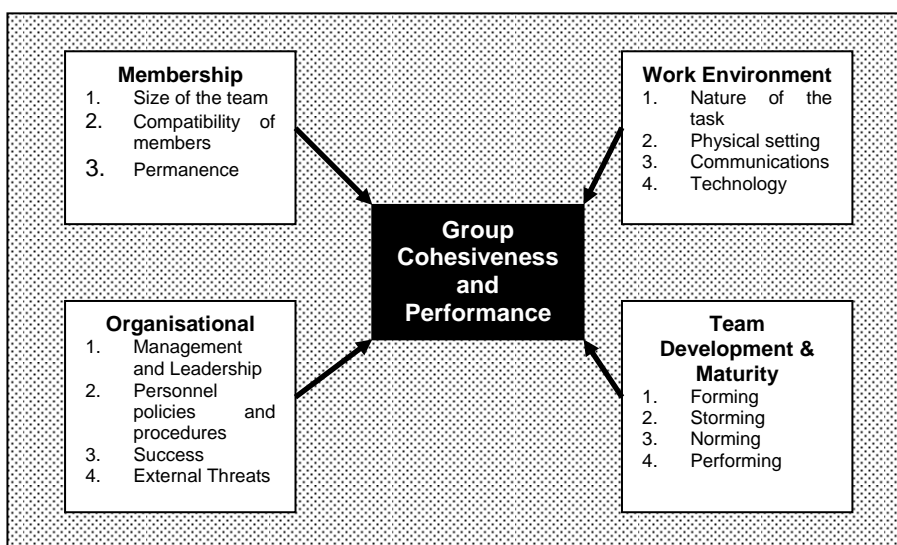
However, Janis and Mann (1979) suggested that there is a fine line between cohesion and conformity and a process called ‘groupthink’ can result from undue conformity among team members. This they argued can lead to defective decision-making, because the objectives, attitudes and risks attached to decisions are not properly surveyed and appraised. Bass and Ryterband (1979) put forward an alternative framework of team development and team attributes, to the model by Tuckman (1965), which is illustrated in the following table:

Table 13. Stages of Team Development. Designed by the author for this paper using information from Bass and Ryterband (1979)

Stages of Team Development		Attributes of an Effective Team
Stage 1	Developing mutual acceptance and understanding	Belief in shared aims and objectives and a sense of commitment to the team
Stage 2	Communication and decision-making	Acceptance of team norms and values with feeling of mutual trust and dependency and open expression of feelings and disagreements
Stage 3	Motivation and productivity	Full participation by all members with decision-making by consensus and a free flow of information and communications
Stage 4	Control and organisation	Self-resolution of conflict with a low staff turnover, absenteeism, errors and complaints.

Strong and cohesive teams can have a beneficial effect for the organisation promoting morale and cutting absenteeism. There are many factors which affect cohesiveness and performance, which are summarised in the following model:

Figure 8. Factors contributing to Team Cohesiveness and Performance. Designed by the author for this paper using information from Mullins (1996)



Woodcock (1979) offered a further alternative framework for team development stages which is illustrated in the following table:

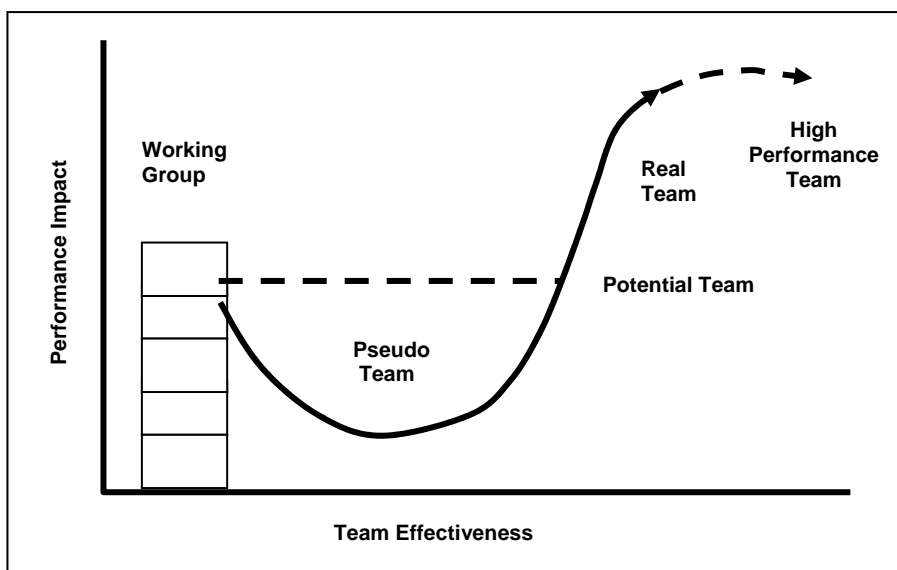
Table 14. Woodcock's (1979) Alternative Framework for Team Development Stages. Designed by the author.

1 st Stage	Undeveloped Team	Feelings avoided, objectives are uncertain. Decisions are taken mainly by the leader.
2 nd Stage	Experimenting Team	Issues are beginning to be faced. People are listening to one another. There is evidence of introspectiveness.
3 rd Stage	Consolidating Team	Personal interaction is firmly established. Tasks are clarified and objectives are agreed. Procedures are started.
4 th Stage	Mature Team	Feelings are open. A wide range of options are considered in a flexible, methodical way. Decisions are taken by consensus while team members recognise their responsibility to the rest of the organisation.

In his analysis of Woodcock, Cole (1996) concluded that team effectiveness is an outcome which develops over time, and that conflicts are seen as a necessary cost of achieving both harmony and purposeful behaviour, and that newly formed teams have little cohesiveness, which he described as the adherence to the team's established norms. However, Reeves (1997) pointed out that it is important not to assume that alternatives to team working are second best and that many of the differences encountered in helping teams work together stemmed from the fact that they had no real need to do so. Teamwork is only one mode of working and it is essential for some kinds of work, useful for others, but a sledgehammer to crack a nut for other tasks.

Morgan (1986) suggested that conflict in teams is inevitable and that a moderate level of it actually enhances performance. Katzenbach and Smith (1993) developed a single framework for team performance development as illustrated in Figure 9.

Figure 9. The Team Performance Curve from Katzenbach and Smith (1993)



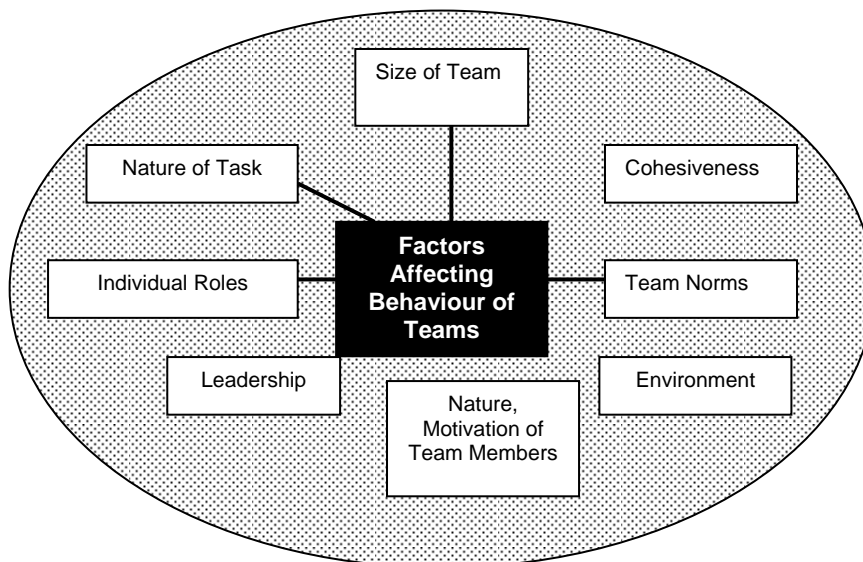
In the Pseudo Team stage, no joint benefits accrue and individual performance is hindered by confusion over the team's purpose and an inability

to handle personality difficulties. In the Potential Team stage, individuals become aware of performance need and try to impact on it. They still lack clarity of aims and the team norms required, and the mutual accountability is still missing at this stage.

In the High Performance Team stage, the team has all the above ingredients in place, engendering deep commitment to the personal growth and success of team members. Peters (1989) was unequivocal in his arguments that there are no limits to the use of teams and there are no places or circumstances where a team structure does not make sense.

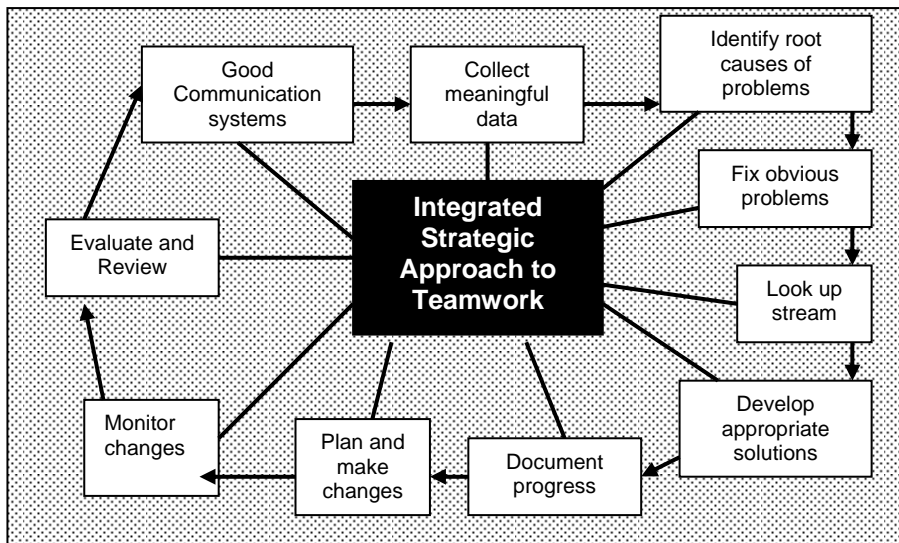
The most important factors, according to Cole (1996) in the behaviour of teams are indicated in the following model:

Figure 10. Factors in the Behaviour of a Team. Designed by the author for this paper using information from Cole (1996)



The following model was designed in an attempt to illustrate the potential for integration of the above attributes in order to produce one strategy for improving teamwork:

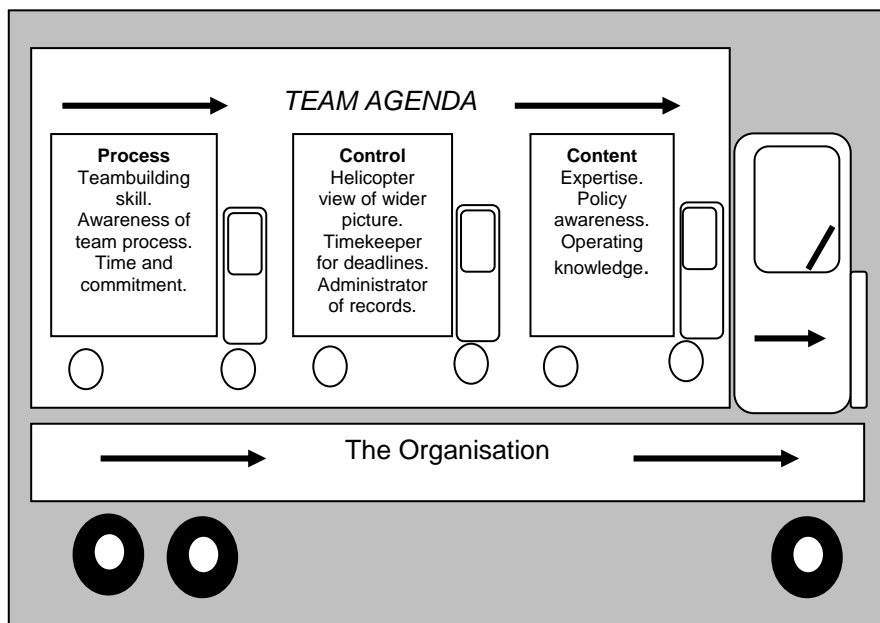
Figure 11. Model of an Integrated Strategic Approach to Teamwork.



Source Scholtes et al (1990)

Boddy and Buchanan (1992) argued that a team should have process, control and content skills. These team agendas are illustrated in the following model as riding on the back of the organisation, all travelling in the same direction:

Figure 12. Moving Forward Together with Team Agendas. Designed by the author adapting information from Boddy and Buchanan (1992)



Conclusions

Regarding my organisation and teamwork in the context of a changing prison service, the arguments in this paper examined the need for and use of teams in the context of the people element of management, in a way that meets identified requirements of practicable outcomes. It was necessary to recognise the strategic importance of teamwork to an organisation within the context of the wider political and environmental issues. By analysing the process of teamwork and team development, personally and organisationally, I believe there is a better chance of ensuring that goals, targets and objectives will be met by the practical application.

Whilst the basis for this paper is focused on teamwork in the context of a small healthcare department of a local prison, I am convinced that the implementational models designed and developed as a result of this research, are susceptible to wider use throughout the Prison Service organisation and beyond.

Summary of Literature Review

The following tables summarise the main findings of the literature reviewed of teamwork and HRM in the context of change:

Table 15. Summary of the main author's views of teamwork and change. Designed by the author.

Peters (1989)	The power of the team is so great that it is often wise to violate apparent common sense and force a team structure on almost anything.
Thompson and Mabey (1994)	The unique opportunity that teams provide for building individual awareness, group working skills and enhanced task performance in organisations. Few organisations are aware of the issues that have a direct bearing on the success of the team-based approach.
Handy (1985)	Teams are used for Problem solving, Information processing, Information and ideas collection, Testing and ratifying decisions, Distribution of work, Management and control of work, Decision making, Conflict resolution, Inquest, inquiry into past Increasing commitment, Increasing involvement, Co-ordination, Liaison, Negotiation. A formal workgroup or information discussion clique, which may be permanent or temporary, liked by its team members or regarded as a waste of time. It can be the most effective device for blocking and obstructing new ideas, of the best way of putting them into practice. Teams fit well in a democratic culture, being democratic and representative. However, teams can be used by individuals and by organisations to diffuse responsibility and can often provide better ways of recognising problems than solving them.
Scholtes et al (1990)	Jointer Triangulation of the relationships that quality, a scientific approach and a feeling of 'all one team' must have if an organisation is to be successful. An organisation, which invests in quality, removes barriers, rivalries and distrust, by fostering teamwork and

	<p>relationships. Teams can tackle complex and chronic problems and come up with effective permanent solutions. Hidden concerns in teams produce barriers to the undercurrents of team dynamics. Strategic integration of the scientific approach with essential basic strategies of every team.</p> <p>Mastery of these people-issues makes the difference between teams that break through to fundamental improvements and those that break down before they get there.</p>
Tuckman (1955)	All teams go through fairly predictable stages of Forming, Storming, Norming, Performing.
Tuckman and Jensen (1977)	A fifth 'Adjoining' stage of team development, where the team disperses on completion of tasks.

Belbin (1999)	The importance of team roles: A team is not a bunch of people with job titles, but a congregation of individuals, each of which has a role which is understood by other team members. Each of the nine team roles has its own set of working relationship factors, which, when combined, produce the interpersonal chemistry in the team. Producing a good team of people requires understanding of the team's strengths and weaknesses.
Berry & Parasuraman (1991)	Team involvement can be rejuvenating, inspirational and fun. Letting down the team may be worse than letting down the boss. Organisational functional structures can impede the development of a team, which is only as good as its people.
Dumaine (1990)	The more complex the work, the more suited it is for teams.
Armstrong (1996)	Flatter organisations rely more on good teamwork, which should be reflected in job descriptions. In theory, the Prison Service staff appraisal system compares positively.
Katzenbach and Smith (1993)	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. Developed a single framework for team performance development. Pseudo Team. Potential Team. Real Team. High Performance Team.
West and Slater (1995)	The quality of decision making by a team is generally equal, but does not exceed the quality of decisions made by individual team members. Effective teamwork creates cohesiveness rather than the other way around.
Margerison and McCann (1986)	Alternative classification of eight team roles.
Bell et al (1997)	A group of two or more people who work together towards the achievement of a common goal. Advantages of a team based approach: Synergy; Teamwork; Improved communications. Conflict in teams can be both constructive and destructive and must be properly managed.
Adair (1986)	The test of an effective team is whether its members can work as a team while they are apart, contributing to a sequence of activities rather than to a common task,

	which requires their presence in one place, at one time.
Woodcock (1979)	An alternative framework for team development stages: Undeveloped Team; Experimenting Team; Consolidating Team; Mature Team.

Cole (1996)	Team effectiveness is an outcome that develops over time. Conflicts are a necessary cost of achieving harmony and purposeful behaviour. Newly formed teams have little cohesiveness, the adherence to the team's established norms.
Reeves (1997)	It is important not to assume that alternatives to team working are second best. Much of the conflicts of teams working together stemmed from the fact that they had no real need to do so. When synergy occurs in a team, its members will be aware of it, with a collective enthusiasm and energy, new ideas emerging as if from nowhere, with a seemingly effortless achievement.
Thompson and Mabey (1994)	Conflict in teams is inevitable and that a moderate level of it actually enhances performance.
Boddy and Buchanan (1992)	A team should have team agendas of process, control and content skills.
Hastings et al (1986)	Produced a blueprint for a 'superteam'.
Peters (1989)	There are no limits to the use of teams and there are no places or circumstances where a team structure does not make sense.
Morgan (1986)	Yet another adaptation of Team-forming stages: What is Task?; Resisting the Validity of the Task; Asking and Giving Opinions; Strong Goal Orientation; Seeking Extra Things to do.
Bass and Ryterband (1979)	An alternative framework of team development stages, which affects team cohesiveness. The degree of team cohesiveness is affected by the manner in which it progresses through the stages of development and maturity. Collaboration is the keynote of a team activity.
Janis and Mann (1979)	Identify groupthink as a team phenomenon that emphasises consensus and harmony to the extent that unwelcome ideas, evidence or information are deliberately ignored.
Schein (1988)	Any number of people who (1) interact with one another; (2) are psychologically aware of one another; and (3) perceive themselves to be a group.
Cooper et al (1988)	Every job has its own stress fingerprint. Individuals who have a personality classified as Type A are more likely to suffer from severe symptoms of stress than individuals with a Type B personality. High incidence of stress throughout organisations irrespective of job and seniority. Identified six major sources of stress at work.
McKenna (1994)	In human terms any situation that is seen as burdensome, threatening, ambiguous or boring is likely to induce stress.

Mullins (1996)	Attention should be given to the effects that appraisal
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	<p>systems, discipline, promotion and rewards, and opportunities for personal development have on members of the team. Performance appraisal is a crucial activity of the personnel function and the management of human resources. Stress is the result of a state of being out of balance caused by increased demands and reduced resources or capacities. With an increasing awareness of the changing nature of work patterns and a reorganisation of the interface between work and home, stress may be reduced or at the very least may be perceived in new ways. There is a perverse sense of status within an organisation about the value of stress, implying that jobs given 'high stress position' also rank high in prestige.</p>
Katz and Kahn (1979)	<p>Evidence of role conflict between the demands of management and the unions, between the requirements of superiors and subordinates and a lack of clarity about the scope and responsibilities of the job.</p>