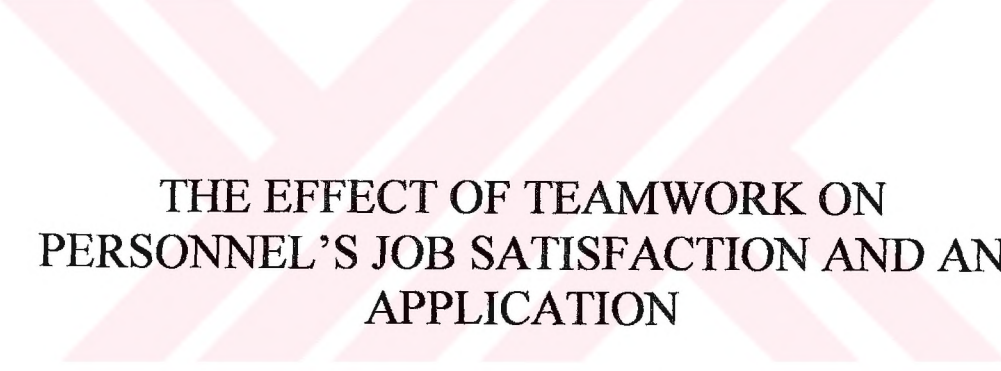


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KAMU YÖNETİMİ ANABİLİM DALI
HUMAN RESOURCES MANAGEMENT AND
DEVELOPMENT BİLİM DALI



THE EFFECT OF TEAMWORK ON
PERSONNEL'S JOB SATISFACTION AND AN
APPLICATION

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ABSTRACT

THE EFFECT OF TEAMWORK ON PERSONNEL'S JOB SATISFACTION

By the changes of economic and social environment during the 1990's ocular variations at structure and management of organizations have taken the stage. One of these variations is the increased application of teamwork at organizations. Organizations have realized that teamwork helps organizations to prove their existence toward their rivals. Since, teamwork supports decision making, helps to solve problems via collectivity, increases employees' motivation, goes beyond the hierarchical structure of organizations that are stiff and unnecessary and etc. All of these factors are the basic reasons for the popularity of teamwork during the recent years. The most significant point that has been tried to be underlined in this study is the link between teamwork and job satisfaction. This study tries to depict that teamwork has a positive impact on personnel's job satisfaction. Employees' job satisfaction is increased when they work in teams. Via working in teams, employees' satisfaction has increased due to the fact that working collectively makes them to share their responsibilities, to create many kinds of ideas on a specific issue, to decrease their work load, not to feel loneliness within their tasks, and etc. Thus, they become automatically satisfied.

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ÖZET

TAKIM ÇALIŞMASININ PERSONELİN İŞ TATMİNİNE ETKİSİ

1990'larda organizasyonların yapı ve yönetimleri ekonomik ve sosyal çevrede ki değişimlerden ötürü çeşitlenmeye başlamıştır. Bu değişimlerden bir tanesi, organizasyonlarda takım çalışmasının artan kullanımınıdır. Organizasyonlar, bünyelerinde sıklıkla üzerinde durdukları takım çalışmasının rakiplerinin karşısında durmalarına yardımcı olduğunu fark ettiler. Bunun sebebi, takım çalışması karar alma sürecini kolaylaştırmakta, elbirliği ile problemleri çözmeye yardımcı olmakta, çalışanların motivasyonunu yükseltmekte, örgütlerin katı ve gereksiz hiyerarşik yapısının ötesine geçerek çalışana hareket alanı bırakmakta, vb. Tüm bu faktörler takım çalışmasının son yıllarda ki popülerliğinin temel nedenlerindedir. Bu çalışmada altı çizilen asıl önemli nokta ise, takım çalışması ve iş tatmini arasındaki bağlantıdır. Bu çalışmayla takım çalışması ve iş tatmini arasındaki ilişki anlatılmaya çalışılmıştır. Takım çalışmasına iştirak etmeleriyle çalışanların iş tatmini düzeyleri yükselmektedir. Takım halinde çalışarak personelin iş tatmini yükselmektedir çünkü personel takım halinde çalışarak sorumluluklarını paylaşmış olurlar, bir tek konu hakkında birçok değişik fikir üretebilirler, iş yüklerini azaltabilirler, yapmaları gereken iş içinde kendilerini yalnız hissetmezler, vb. Böylelikle, çalışanlar direkt olarak tatmin olmuş olurlar.

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1. INTRODUCTION

At the beginnings of 1990's changes in economic and social environment leads to significant variations at structure and management of organizations. The second half of the century competition in global platform, developments in world finance and technology pressurized organizations to create newness and to develop technology; therefore organizations started to be more flexible¹.

This determination affirms widespread of teamwork and its reception by organizations throughout fifteen years as a new item.

It would not be wrong if it is argued that in our present day, many organizations focus on team work in order to be more efficient and productive. That is why the idea of working in teams gradually grows day after day.

Philip Kotler, who is a very famous academician, published his latest book *Ten Deadly Marketing Sins*. Kotler, who is very talented at marketing, mentions ten items to reach productivity and profit by marketing. One of these items is to form teams².

Sedat Alođlu, who is the president of Feniř Management Council, in his speech about Crisis Management, states that teams should be formed during Crisis Period. He declares that the importance of teams for organizations cannot be denied³.

Peter Drucker argues that future organizations will be formed by teams. Additionally, many of the management magazines underline the significance of teams for organizations. Recently, team work in organizations supplies quality, fast and cheap production. Many surveys shows that teamwork increases employee performance and it makes them successful at their works. Besides, successful managers are usually the ones who work with teams. Especially, if

¹ Esra Sümter, **Örgütlerde Takım Çalışması ve Performansa Etkileri**, Published Master Theses, İstanbul, Marmara University, Social Sciences Institute, 2003, p.1.

² Hürriyet, 28 June 2004, p. 11

³ Hürriyet, 19 July 2004, p. 14

people's works necessitates various talents, teamwork helps them to be successful in a great deal. Also, if organizations want to be restructured and to be more efficient and competitive, they should use teams in order to be benefited from employees. Moreover, according to managers teams are more effective than groups or departments for flexible and varying events. In addition to all these, unlike groups, teams can come together and disperse in a short time, and can focus on subjects immediately. Other significant aspect of teams is that they increase employees' motivation because teams make employees participate in decisions⁴.

⁴Mehmet Fettahligil, "Takım Çalışmaları Çeşitleri ve Oluşum Süreci", <http://www.danismend.com/konular/insankaynaklari/TAKIMLAR.htm> (4 February 2004), p.1.

2. THE CONCEPT OF TEAMWORK IN ORGANIZATIONS

When we think of the word "teams", a variety of popular sporting teams usually comes to mind. Work groups are also teams to the extent that they meet this definition: a team is a small group of people with complementary, who work together to achieve a common purpose for which they hold themselves collectively accountable. The ability to build effective teams is increasingly considered as essential managerial capability, the ability to contribute successfully to team performance is increasingly considered an essential capability of any worker. All teams need members who are motivated to actively work with others to accomplish important tasks- whether those tasks involve recommending things, making or doing things, or running things. The members of true teams feel collectively accountable" for what they accomplish through "teamwork". Formally stated, teamwork occurs when team members work together in such a way that their respective skills are all well utilized to achieve a common purpose. A commitment to teamwork is found in the willingness of every member to "listen and respond constructively to views expressed by others, give others the benefit of doubt, provide support, and recognize interests and achievements of others⁵.

2.1 THE FUNDAMENTAL ISSUES ON TEAM WORK

This part, which is going to underline some basic issues on teamwork, may be considered as a foreshadowing for the targeted readers about the concept of team work and its recent popularity for organizations.

1990's causes variations that are seen at social, economical environment and the strategies, structure and management of organizations. The consequences of such differentiations are that organizations are re-structured and the management strategies are varied. Via such improvements, it is

⁵ John R. Schermerhorn, James G. Hunt, and Osborn, Richard N. **Organizational Behavior**, USA: John Wiley&Sons, Inc., 1997, p. 195.

understood that in organizations which are based on knowledge, management that is less than order-control which consists hot management is needed⁶.

"In most organizations today formal groups may consist of employees who are responsible for an identifiable work process, specific project, or a problem that needs solving, often called 'teams' or 'autonomous work groups'⁷.

The significance of team work increases gradually in order to be able to convey the dynamism of market, to temporize diversity, to supply job satisfaction and to work with high motivation which enables them to do less mistake in their works. All these points are made teamwork inevitable in our time.

According to all these explanations, the simplest definition of team can be expressed as, "...it is a group of people who become together to substantiate a signified aim and who are responsible for actualizing this goal..."⁸

The next stage that should be mentioned is the concept of teamwork is to explain "What is Team?" deeper. It can be expressed as "Team which has members that has a particular role or function, is a group that consists of more than one person who act dependently with each other and who have the same mission and goal"⁹. Another definition on team work is, "Team is a group of same targeted people that becomes together to achieve goals which are underlined erstwhile"¹⁰.

Team can also be defined as "...operating situation where people are performing tasks together..."¹¹

⁶Sümer, p.5

⁷ Michael R. Carell, Daniel F. Jennings and Christina Heavrin, **Organizational Behavior**, USA: Prentice Hall, 1997, p. 352.

⁸ Sumter, p.5

⁹ Esra Özdürgen. **Takım Çalışmasının İş tatminine Etkisi ve Bir Uygulama**, Published Master Theses, İstanbul, Marmara University, Social Sciences Institute, 2002, p. 5.

¹⁰ Erol Eren. **Örgütsel Davranış ve Yönetim Psikolojisi**, İstanbul: Beta Yayınları, 2001, p. 459.

¹¹ Keith Davis. **Human Relations at Work, The Dynamics of Organizational Behavior**, New York: McGraw-Hill, 1967, p. 381.

¹² W. Dyer, (1977), **Team Building-Current Issues & New Alternatives**, Wesley Publishing.

¹³ Sumter, p.6

According to Dyer a team is a group of people who have collaboration between each other to achieve both their personal and collective goals¹².

Teams are the unifications that try to supply a coher aim and dependence in order to create a functional entirety within the organization. Although the members of teams have needs that belong to different ambits, everyone of the members necessities each other's experience and power so as to be more successful¹³.

Team can be also defined as, "Team is a small group of people which comes together according to a particular goal and performance target and that has a point of view which has got mutual supplementary talents"¹⁴.

The identification of team definition is serialized because the signification of term team differentiates person to person. In accordance with such definitions, team has got some identical specifications¹⁵:

- In order to construct a team, two or more people are needed.
- Members of teams come together to actualize an aim that is specified previously.
- Every member of a team has got a competence and facility different from each other and they use these collectively in order to fulfill their mutual goals.
- Members of teams have the authority to take decisions.
- Members of teams are responsible towards each other.
- There is a mutual reliance between members of teams.

¹⁴ J. R. Katzenbach and D. K. Smith, Yüksek Performansli Organizasyonlar Yaratmakta Takimlarin Bilgeligi, 1993, p.54.

¹⁵ Sumter, p.7

- Collective working and collective performance appraisal are predominates the working environment.

It is conspicuous that there are three significant elements in definition of team. First one of these is that more than one person is needed to construct a team. The number of teams are generally less than fifteen people. On the other hand, sometimes this number may be seventy-five. Secondly, the members who construct teams are always subjected to each other and do not act independently. In other words, they are always interacted. People who are not interacted, such as a group in an elevator or people in a queue, cannot be considered as a team. The third element is that, individuals generate a teamwork for actualizing an aim¹⁶.

It is necessary to underline that "...many organizations, in response to increasing and rapidly changing competitive pressures, have reviewed existing working practices"¹⁷. The tiers of supervision have been removed in order to supervise the efficiency. Therefore, the responsibility is imposed on work groups.

¹⁶ Eren, p. 459

¹⁷ Lundy Olive and Alan Cowling. **Strategic Human Resource Management**, USA: Routledge, 1996, p. 325.

"Teams are very useful in performing work that is complicated, complex, interrelated, and/or more voluminous than one person can handle." Harold Green, for instance, who was the chairman of ITT, said, "If I had enough arms and legs and time, I'd do it all myself." It is obvious that due to the fact that people working in organizations are face with the limitations of arms, legs, time, expertise, knowledge and other resources, they cannot do everything. Such individual barriers are overcome by team work and collaboration. "...General Motor's NDH Bearings plant in Sandusky, Ohio, has become a world-class supplier of automotive components in terms of quality, cost, and delivery by



¹⁸ Debra L. Nelson and James Campbell Quick. **Organizational Behavior**. USA: West Publishing Company, 1999, p. 275.

¹⁹Nelson/Quick, p. 275

emphasizing teamwork... In particular, union-management teams, such as the 'big teams' enabled NDH to make impressive gains from 1950 through 1991."¹⁸

Teams have got impressive contributions to the organizations that lend themselves to teamwork. The core value of Hewlett-Packard, for example, is team work. "Complex, interdependent work tasks and activities requiring collaboration to complete particularly lend themselves to team work. Teams are appropriate where knowledge, talent, skills, and abilities are dispersed across organizational members and require integrated effort of task accomplishment."¹⁹

There are some circumstances that are implementers to create a team work²⁰;

- Commitments that are shared by all members.
- Informal communication opportunities (in order to make plan, to evaluate shares activities and to make members' follow changing characteristics and experiences).

It should be remembered that a successful team work not only bases on environmental circumstances but also on team members' characteristic features and their roles within the team. There should be some characteristics to create a successful teamwork:²¹

- Focusing on commitment: At what degree the commitments of a team are adopted and shared by its members, the degree of success will be high in accordance with this sharing.

²⁰ Emel Karaca. **Örgütsel Takımlar- Takım Çalışması ve İş Tatmini Arasındaki ilişkiyi belirlemeye yönelik bir araştırma**, Published Master Theses, İstanbul: İstanbul University, Social Sciences Institute Department of Management, p. 51.

²¹ Sumter, p. 11

- **Having the right members:** Teams that have talented and competent members become successful.
- **Having enough time to focus and discuss on the subject:** It is significant for a team to achieve the right result. No matter how much time has spent on it.
- **Team work has the priority:** Management determined that teamwork is more prior than the other tasks that wait to be completed.
- **Management participation is in question:** Management participates in teamwork. Such participation is thought as the support of management.
- **Team has high degree of knowledge:** A team is educated about problem solving. It has the talent that enables it to reach resources.

When the situation necessitates enlarging the organization and specialization, it is generally so hard and time losing for a person who is supposed to understand, analyze, determine and act. In such circumstances, the pieces are used to construct the whole. In other words, these kinds of cases demand to work in groups. Job distribution is done between the team members and each member performs their responsibilities. By this way, speed of works proceeds with no time losing. It is also analyzed that when employees participates in making decision, they naturalize their jobs highly and they become more successful. Working in groups conveys employees' facilities totally and make them using these talents precisely. Thus, productivity emerges and morale reaches the top. Furthermore, when the employees take a part in problem solving, their motivation improves and they make more effort to be more qualified at problem solving. In addition to all of these, dynamic job environment entails the usage of team to be satisfied at problem solving. The major question about teams is that how teams can be used more effectively. The accuracy of a teamwork can be measured by its ability to solve conflicts.²²

²² <http://www.insankaynaklari.com/bireyler/trends/makale/takimetkinyararlan.asp>

Another crucial point about teamwork is that team members' roles can affect the speed and quality of teams. Team members' roles can be divided into two according to their positive and negative impacts on teamwork. At the same time, roles that have positive impact on team work can be also divide into two; *Function Directed Roles* and *Process Directed Roles*²³.

Roles that have Positive Effects on Team Work

Function Directed Roles: These kinds of roles try to identify and analyze problems in order to make the team successful.

- *To search information;* identifying the exact solutions for problems.
- *To give information;* giving the opinions and information that are related to analysis and solution of the problem and share these information with others.
- *To search standpoint;* learning the opinions and notions on given information.
- *To unify different opinions;* to integrate different opinions and suggestions with each other and to explain the connection between such differentiated opinions.
- *To give energy to the team;* to make positive statements on members' suggestions, opinions and knowledge on the subjects.
- *To guide;* to prevent time loss, to focus on the main subjects and to avoid from mentioning irrelevant points.

Process Directed Roles: Such roles are about to create solidarity, reliance, motivation, communication and interaction between team members.

²³ Eren, p.469

- *To mediate*; to limit differentiations between different points of views and to suggest solutions that mediates and conciliate.
- *To decrease tension*; to reduce tension via making jokes and suggesting to have a break.
- *To give courage*; To declare agreements on suggested ideas and to thank them for their interests.
- *To include passive members into discussion*; urging members who have no self-confidence to tell their suggestions and to ask them easy questions about the subjects.
- *To identify*; to explain the problems that limit teamwork and analyze what is necessary at first.

Roles that have Negative Effects on Team Work

These roles are all about individual interruptions that destroy the unity of team.

- *To hinder*; Do not like anything, to search for negativity under any item, to show immediate reaction towards any idea from others.
- *Interruption*; A team member's interruption or put his/her opinion forward while the other is talking.
- *Yes, but...*; Do not like the suggestions from the members.
- *Desire to be realized*; A team member's unnecessary mentioning about himself, his bragging, over-loud talking and over reactions affect the climate of team negatively.
- *Take the offensive*; To condemn, insult the other team members, and provoke a quarrel and mocking with others.

- *Competing*; Having an overt or sly competition between the others in order to be the first in every kind of task. This can cause hostility or aggression between the members.
- *To be unnecessarily optimistic*; To ignore every threat and danger in order to show the power of the team.

2.2 THE FUNDAMENTAL ISSUES ON GROUP WORK

In organizational area, individuals have two kinds of interaction types;

- Individual's interaction with the fitment (machines, computers, devices, etc.)
- Individual's interaction with other person or a group of people.

The first one of these two interplays is more concerns with psycho-technical, ergonomics, engineering of people and when a problem occurs within such an interaction, it can be solved immediately.

On the other hand, second interaction is directly based on behavioral sciences (especially on socio-psychology) and when a problem emerges within this type of interaction, it cannot be solved easily. More complicated solutions are needed to finish up the complications. Thus, individual's such interactions with others and the questions occurs out of this interplay makes the concept of group analyzed deeply²⁴.

"Small Groups" or "Groups" are organizational formations that should be realized and analyzed by managers in order to understand the structure and working of organization. There is a direct interaction between the manager and the group. Group effects manager's success and manager manages group. Additionally, Modern and Post-Modern Approaches stress on the groups in

²⁴ Tanil Kılınc , **Takım Kurma ve Geliştirmenin Uygulama Alanları ve Süreci**, İstanbul, p. 2.

organizations. According to these approaches groups (and teams) are the basic icons to construct organizations²⁵.

Groups are the elements that have constitutive and connective features and that possess physical and social order. Groups try to survive and aim to continue their lives as individuals do. Disunity, disintegration and destruction which menaces individuals, are the major dangers threatens groups also. Groups take precautions in just the same way of individuals. Furthermore, groups aim to grow and enlarge via using their own possibilities and environmental opportunities. On the other hand, when the groups are not able to cope with dangers and problems around them or when they believe that they are not strong enough to manage such problems successfully, they begin to be disturbed, unbalanced, and unrestful like individuals become as they have complications in their lives²⁶.

²⁵ Tamer Koçel, **İşletme Yöneticiliği**, İstanbul: Beta Yayınları, 2003, p. 613.

²⁶ Eren, p. 113

The major reason why groups are so significant for organizations is that in groups that they belong to, individuals search for the chance that will make them to reach their goals and to satisfy their needs. In other words, individuals try to achieve their unapproachable aims or needs that they cannot satisfy by themselves by the means of groups²⁷.

In every organization, there are different kinds of groups that are small or big, efficient and inefficient. "Group" can be defined in several ways. An explanation according to 'perception', group is formed by the individuals who perceive that they belong to a specific group." In terms of the definition, which

²⁷ Kiling, p. 2

focuses on the 'structure of the group', "...group is formed by two or more individuals who stress on a specified function and who are dependent with each other and who has a mutual dependence that makes individuals play specific roles, which array and develop definite 'norms'." In accordance with a definition based on 'motivation', "...group is a congregation that becomes motivate when the members of it come together"²⁸. After all of these explanations are combined, group can be expressed as, "Group is a social fact that consists of two or more members who have mutual norms, share behavioral principles, materialize various role differentiation among them, share mutual goal and communicate with each other according to a specific goal"²⁹.

Erol Eren defines group as, "...group is a small or large congregation of people who are interacted with each other, who is aware of their existence psychologically and who perceives itself as a group"³⁰.

Robbins expresses that, "A group is two or more individuals, interacting and interdependent, who have come together to achieve particular objectives. A work group is a group who interact primarily to share information and to make decisions to help each other perform within their separate areas of responsibility"³¹.

Tanil Kiliç thinks that "Group" is a community that has members who have interaction between each other. This community can be a group when it has mutual aims, norms and when they feel that they form a group. Another definition which is given by Kiliç is that "Group" is a community that has the same aim and mission, is awake to the limits of being a group and has common norms and values. He also given a socio-psychological explanation on the concept of group; "It is a social structure utilizes the notion of 'we' and consists

²⁸ Koçel, p. 614

²⁹ Koçel, p. 614

³⁰ Eren, p. 113

³¹ Stephen P. Robbins, **Managing Today**, New Jersey: Prentice Hall, 2000, p. 305.

of more than one person having reciprocal interaction and being together for satisfying specific needs³².

According to Herbert Hicks, there are two contradictory ideas about the existence of groups. These can be expressed like the followings;

- The Approach that has a Negative Perspective towards Existence of Group: According to the supporter of this approach groups are nothing but rational abstractions. Groups have not got lives and tune except the groups members' who form them. The existence of group emerges out of repetition of the reality of groups and at the end they become significant. This idea supports that the major way of vanishing the problems is not groups but individuals.

- The Approach that has a Positive Perspective towards Existence of Group: This approach believes that groups are constructive and connective and they function at physical and social basis just like individuals. Thus, groups try to protect their existence, confronts dispersion, expend energy to develop and expand, try to solve their problems and if they cannot they feel discomposure. Thus, groups have a life same with individuals have³³.

Hicks thinks that these two assumptions about the existence of groups can be accepted to some degree. He believes that groups are formed by the individuals who have interactions between themselves, by leaders and subordinate and top units. On the other hand, according to him, groups do not have separate lives and sentiments that make them think, decide and achieve their goals by themselves³⁴.

It is hard to think of an organization without groups. That is why managers work with groups, manages the contradictions between groups and when it is necessary contradicts with groups. Sometimes even the manager becomes a part of a group and think of the problem from the perspective of the

³² Kilingç, p. 3

³³ Kilingç, p. 2

³⁴ Kilingç, p. 3

group that he/she belongs to. In short, managers have to work and live with groups. In other words³⁵;

- In every organization, there are groups.
- The existence of groups is inevitable.
- Groups cause to have positive and negative outcomes.
- Groups impress the power that makes manager successful.
- A manager should have a clear understanding on the dynamics of group.
- Every group has a system of continuing its existence. Thus, disintegrating a group is hard.

According to such anecdotes, for a manager understanding of group behaviors is as significant as personal behaviors, because a person who has specified characteristics may be seen as a different person because of being a member of a group. Therefore, managers should understand the "group dynamics".

2.3 THE DISTINCTION BETWEEN TEAM AND GROUP WORK

Although there are some similarities between teams and groups, they are distinct from each other according to their various specialties. However, some researchers use these two terms to reflect each other, some other researchers depicts that there are many differentiations between them.

As it can be realized from the definitions of these two terms, within itself 'team' comprises the concept of group. Therefore, it may be thought that they have the same dynamics. However, this does not make them identical.

³⁵ Koçel, p. 615

However, the terms of "team" and "group" are usually used in place of each other, they are not same thing at all. When we say "group", we think a community that is composed by at least two people who has a regular interaction between each other and who share a common aim. Therefore, due to the fact that groups are formed for achieving a specific goal, they can turn into efficient teams. Work groups, are the ones that share and interact in order to share knowledge and achieve definite results, and work groups help their members to manage their responsibilities. Work groups neither need collective working nor have opportunity for it. The basic aim is to render people individually successful. There is no common effort and activity in work groups. Therefore, by creating a positive synergy, increasing performance of group is out of the question. On the other hand, teams try to create a positive synergy via coordinated effort in order to flame personnel's endeavor to work for more than they do for their individual inputs. This increases their performance level. Therefore, individuals have higher performance in teamworks than they have in group works. Although the wholeness is the reality in teamwork, the individual struggle is supported in group work. Teams try to uplift the performance of organization via spreading a positive synergy³⁶.

³⁶ Sümter, p. 9

Table 1

Differences between work groups and work teams

WORK GROUPS	WORK TEAMS
A leader that is appointed before	Shared roles of leadership
Individual responsibility	Individual and collective responsibility
Group commitment and mission of organization should be parallel	Team should have specific team commitments
Individual work production	Collective work production
Managing effective meetings	Encouraging open ended and active problem solving discussions
Make discussions, decides, negotiate	Make discussions, decides, put into practice

Source: Katzenbach, J.R. and Smith, D. K., (1993). *The Wisdom of Teams: Creating the High-Performance Organization*. Harvard Business School Press.

* Such differences between work groups and work teams explain the reasons why present organizations are team-based.

Teams necessitate collective responsibility whereas groups do not need this. Therefore, groups intend on people's individualistic succeed in their work places. Groups also necessitate tough and designated leadership and their aim is in the same direction with organization's goal. In contrast to this, teams focus on both collective and individual targets and they use mutual leadership³⁷.

The existence of a mutual aim in teamwork makes members to show high dependency on this aim. In contrast to this, in group works the dependency on conclusions is less than it is in teamwork. Such distinction enables teams to be

³⁷ Sümter, p. 8

more creative. Furthermore, more successful results are obtained by team works due to the fact that teams have more flexible structure than groups have³⁸.

The differences between work groups and teams engender the organization structures that are based on teamwork.

According to Margerison³⁹, there are four characteristics separate teams from groups.

- Teams focus on targets and results.
- Teams rely on feedback.
- Team members create synergy between each other.

Kendiroglu⁴⁰ sequences the characteristics of teams as followings;

- Team members work for actualizing a specific goal.
- Team members are dependent with each other and they act together.
- Team members have a mutual responsibility with each other.
- Team members are authorized to decide.

Nelson and Quick⁴¹ enumerate basic features of group as followings;

- Groups survive in informal environment.
- The aims of groups are accepted and they are known by the members.
- Members explain their thoughts and opinions and listen to each other.
- Decisions are taken mutually.

³⁸ Sümter, p. 8

³⁹ C. J. Margerison and D. J. Mcconn, **How to Lead a Winning Team Manchester**, MCB Uni. Pres, Cited in West.

⁴⁰ Çiğdem Kendiroğlu, **Takım Performansını Belirleyen Kişisel ve Kültürel Faktörler**, Published Master Theses, İstanbul: Marmara University, Social Sciences Institute, p. 25.

⁴¹ Nelson/Quick, p. 132.

In our present-day, many organizations tend to work with teams because it is believed that within the competing world, teams function faster⁴².

- Teams have immediate reaction towards the changing environment.
- Teams are more flexible and versatile.
- Teams complete independent missions and aims more productively.
- It is always open for learning.

According to the ones who supports the idea that depicts there are differences between 'team' and 'group' think that a group can be a team if it has such characteristics⁴³;

- The existence of leadership as a shared activity.
- The existence of its own commitment and mission.
- Viewing problem-solving as its life style.
- Measuring efficiency via its common products and outputs.

The term of "team" is used for reflecting people who come together in order to actualize their common commitments by cooperation and high effectiveness. A group can only work together as a team after all its members learn their functional and social roles mutually⁴⁴.

2.4 PROCESS OF TEAM BUILDING AND DEVELOPMENT

The building of effective teams becomes a business necessity. Team building is one of the more popular approaches to organization development. Much training effort must be expanded prior to efficient and effective functioning

⁴² R.Reilly and R. MCGourty, **Performance Appraisal in Team Settings**, Ed. By Smither J. W. , Josey Bass Publishers, 1998, p. 164.

⁴³ Koçel, p. 614

⁴⁴ Karaca, p. 30

of work teams. Fortunately, most managers know this. A conscious effort to develop effective work groups throughout the organization is referred to as **team building**. Team members work together to improve their operation or product, to plan and control their work and to handle day-to-day problems. They may even become involved in broader, companywide issues, such as vendor quality, safety and business planning⁴⁵.

"...Formally defined, **team building** is a sequence of planned activities designed to gather and analyze data on the functioning of a group and to initiate changes designed to improve team work and group effectiveness..."⁴⁶

Both teamwork and high performance may not happen in a team all the time. Team members and leaders must work hard to achieve this. As an example, in sports world, coaches and managers stresses on teamwork when each season starts. It is evident that newly formed team can experience some difficulties as a season progresses. Members become disgruntled and lose motivation, retire and etc. What is needed at this stage is to form a new team. Therefore, managers and owners are apt to identify their problems and take action to rebuild the team and restore the teamwork to supply high-performance result.

Work groups and teams have these kinds of problems and difficulties. During the early stages of group development, newly formed teams must master the challenges. Additionally, such difficulties can also occur in mature teams. Once difficulties occur or to prevent team from the occurrence such problems 'team-building' activities are needed. Team building activities is listed as follows⁴⁷;

- Communicate high-performance standards.
- Set the tone in the first team meeting.

⁴⁵ R. Wayne Mondy, SPHR, Robert M. Noe, SPHR and Shane R. Premeaux, **Human Resource Management**, USA: Prentice Hall, 1999, p. 290.

⁴⁶ Schermerhorn/Hunt/Osborn, p.196

⁴⁷ Schermerhorn/Hunt/Osborn, p.196

- Create a sense of urgency.
- Make sure the members have the right skills.
- Establish clear rules for team behavior.
- As a leader, model expected behaviors.
- Find ways to create early "success".
- Continually introduce new facts and information.
- Make sure members spend a lot of time together.
- Give positive feedback and reward high performance.

The process begins when someone realizes that a problem exists or may develop. "...Team members then work together to gather data relating to the problem, analyze these data, plan for improvements, and implement the action plans...This process can and should become an ongoing part of any team's work agenda"⁴⁸.

The team-building process begins when the team leader defines a problem that requires organizational change. The team diagnoses the problem to determine the underlying causes. These causes may be related to breakdowns in communication, inappropriate leadership styles, deficiencies in organizational structure, or other factors. The team then considers alternative solutions and selects the most appropriate one. The result of open and frank discussions is likely to be commitment to the proposed course of action. The interpersonal relations developed by team members improve the chances for implementing the change. Team building is a process in which participants and facilitators experience increasing levels of trust, openness, and willingness to explore core issues that affect excellent team functioning⁴⁹.

⁴⁸ Schermerhorn/Hunt/Osborn, p.196

⁴⁹ Mondy/Noe/Premeaux, p. 290

Team building refers to a group of Organizational Development (OD) techniques aimed at improving the effectiveness of teams at work. And, in fact, the characteristic OD stress on action learning- on letting the trainees solve the problem- is perhaps most evident when the OD program is aimed at improving a team's effectiveness. Data concerning the team's performance are collected and then fed back to the members of the group. The participants then examine, explain, and analyze the data and develop specific action plans or solutions for solving the team's problems. The typical team-building program begins with the consultants interweaving each of the group members and leader prior to the group meeting asking them what their problems are, how they think the group functions, and what obstacles are in the way of group performing better. (Or the consultant may interview the entire group at once, using open-ended questions such as: "What things do you see getting in the way of this group's being the better one? Sometimes, an attitude survey is used to gather the basic background data for the meetings.) The consultant usually then categorizes the interview data into themes and presents themes to the group at the beginning of the meeting. Themes might include, for example, "Not enough time to get my job done" "I can't get any cooperation around here." The themes are then ranked in terms of their importance. The most important ones form the agenda for the meeting. The group then examines the underlying causes of the problem, and begins work on the problems. The typical team-building intervention relies on relies on the participants themselves doing the research: Information about the group's problems, members of group then analyze and discuss data in an atmosphere of cooperatives; and, finally the participants develop solutions or action steps for solving the problems that they themselves have identified⁵⁰.

If the group members cannot interact with each other, this group cannot be transformed into a well organized team. A team is matured after some stages. There are differences between new formed and matured teams. In a new formed team, for instance, members try to know each other, to identify their roles and rules that they should obey, to do work sharing, and to characterize mission of

⁵⁰ Gary Dessler, **Human Resource Management**, Sixth Edition, USA: Prentice Hall, 1994, p. 285-286-287-288-289.

team. Thus, members begin to be a peace of whole. Leaders' roles are to determine at which stage the team is and to take measures that will help working of team. Studies show that teams achieve maturity after some stages⁵¹:

- Forming
- Storming
- Norming
- Performing
- Adjourning

Forming: Members try to know each other in this stage. Ambiguity is so high and members tend to accept the authority of formal and informal leaders. Additionally, members are dependent until they learn basic rules and things that are expected from them. In this stage, team leaders lead informal discussions.

Storming: Members' personalities appear at this stage. Members are more conscious about what is expected from them and they realize their roles within the team. The most significant characteristic of this stage is the conflicts and disagreements. Grouping within the team may occur. There may be disunity between the members. If this stage cannot be overcome, they may be unsuccessful and dispersed.

Norming: Conflicts between the members are decreased and unity is supplied at this stage. Unity and harmony exists in the team. There is a consensus about who the leader is, who has the power, and the roles of team members. Members know and accept each other. Differences between the members disappear.

⁵¹ Eren, p.463

Performing: The most important point in this stage is the solution of problems and fulfillment of accepted missions. Members do their best to achieve goals of team. They should have interaction between themselves. Each problem should be considered and solved to actualize the aim.

Adjourning: Working slows down in this stage. Goals are achieved and a strong relationship emerges between the members. At the end of this stage, team leader announces that team completes its tasks successfully and it will not be a team any longer.

Team development is the other way to achieve high performance teams. The best process of team development process is based on three-part philosophy⁵²;

- The team's current or most commonly worn face should determine the choice of team development interventions.
- All interventions should help the team to move or sustain the high performance face.
- The actions taken, as well as the philosophical and conceptual frameworks used across the organization, should be aligned in order to accommodate people who move from one team to another, facilitate evaluation of consultants and interventions, and maintain overall strategic integrity.

The process for any specific team should include;

- All the members of a team;
- The team's manager or project leader;
- Other managers to whom members (of cross-functional teams) report;

⁵² Enver ÖZKALP, "Takım Çalışmalarının Günümüz Yönetim Sistemlerindeki Yeri ve Takım Yönetim Tekerleği", A.U. İ.İ.B.F. Journal, Volume 13, Number 1-2, 1997, p. 431-460

- One or more facilitators who may be either employees or outside consultants, or both.

Team development approach includes four major steps⁵³;

1) Systematically provide an informing, shared learning experience – a team workshop – to all team members. Therefore, team members think about and work on a number of issues. Use the workshop to help team members clarify their own values about team work and discuss ideas. Both cognitive and experiential learning should be involved in the work shop. The work shop often plays a key role in the team’s informing face. A variety of workshops can be used in this process.

2) Systematically assess each team using criteria developed from the concepts presented earlier. For example, one set of criteria could include clarity, consensus and commitment to team and organizational purpose, vision, mission and strategy. Another could include alignment with external groups, such as customers, suppliers, regulators, higher management, lower-level people, investors, etc.

3) Systematically determine which face or faces each team usually or currently wears, based on the faces model.

4) Develop and implement an intervention strategy based on the previous steps and develop the leadership needed for each team to move as quickly as possible to the performing face.

The team development process consists of many other approaches, such as TQM, workforce diversity and processes re-engineering that provide means by which any team can move directly to high performance. It also works well in the absence of these approaches.

⁵³ Özkalp, p.431-460

3. TYPES OF TEAMS

In present organizations, changes in environment of technology and competition vary structure of organizations. Such a development and variation in work change the structure of teams that are within the organizations.

Types of teams can be classified in five groups.

- Problem-Solving Teams
- Autonomous or Self-Managed Teams
- Cross-Functional Teams
- Virtual Teams
- Multicultural Teams

3.1. Problem-Solving Teams

The popularity of problem-solving teams has increased and they are used randomly but they can be highly successful. The formation of problem-solving teams does not affect an organizations structure because these teams exist for only a limited period; they are usually disbanded after they have achieved their objectives.

Problem-solving teams identify specific concerns in their areas of responsibility, develop potential solutions, and often are empowered to take action within defined limits. These kinds of teams focus on quality and cost problems. The members usually are employees of a specific department and meet at least once or twice a week for an hour and two. Problem-solving teams do not fundamentally reorganize work or change the role of managers.

Essentially, managers identify certain problems and decision-making responsibilities to a team as a whole⁵⁴.

A current instance about problem-solving teams can be given from Olympic Games of Summer 2004. After USA Basketball team was beaten by Puerto Rico team at the score of 92-73, USA team was totally shocked. It was by the worst defeat for a U.S. men's team, coming in the American's first game of the Athens Olympics. Having it happen against a team they had dominated in the past 13 months only made it hurt more⁵⁵. Coach Larry Brown said over and over again he was concerned his players had not learned how to be a team yet. That was obvious Sunday in the first loss ever for a U.S. Olympic team that featured NBA players. The fact is, you can pick an all star lineup, but they aren't always going to act as a team. Coach Larry Brown said that is what they are learning now and you can't take a group of NBA standouts (Tracy McGrady, Tim Duncan, Allen Iverson, Kevin Garnett, etc.) and expect them to gel as a unit in such a short time. First, they have to know to be a team⁵⁶. Basketball is all about understanding roles and not about taking guys who are all No. 1 options on their respective teams and throwing them together. They can't adjust to a different situation with just a few weeks playing as a team together. It is a matter of blending as a unit. Now the United States must regroup⁵⁷.

In organizations, such teams do exist in the same way. As it is in USA Basketball team, problems are examined and tried to create alternative solutions for such problems. Every problem solving team should identify the exact problems and create solutions as it is mentions in the instance above. By that way, they can achieve their goals.

Problem-solving teams are formed when a problem occurs. Target, commitment and content are designated by top management. They are formed

⁵⁴ Don Hellriegel, John W. Slocum Jr. and Richard W. Woodman, **Organizational Behavior**, USA: West Publishing Comp., 1995, p. 272.

⁵⁵ "U.S.: 3-for-24 from 3-point range" August 15, 2004, <http://sports.espn.go.com/oly/summer04/basketball/news/story?id=1859825> (09/09/2004), p.1.

⁵⁶ "Team USA could use 'Miracle' team effort" August 15, 2004, <http://sports.espn.go.com/dickvitale/vcolumn040815.loss.html> (09/09/2004) p.1.

⁵⁷ <http://sports.espn.go.com/dickvitale/vcolumn040815.loss.html> (09/09/2004) p.1.

for a short time. Members have appropriate capability and ability to solve problems and they are appointed by top management. Members designate current or potential problems; they analyze them, propose suggestions and offer these suggestions to management at a certain time⁵⁸.

The quality of any decision is a function of the process used in arriving at the decision. That is why so much time and effort is put into designing systems and procedures for doing things. Problem-solving based on a similar philosophy. The process that a group follows in solving problems affects the quality of the solutions. Group problem solving is at least a five-step process⁵⁹.

- 1) Getting the group together and working,
- 2) Stating and analyzing problem questions,
- 3) Generating ideas for solving the problems,
- 4) Selecting the most useful ideas for a solution,
- 5) Deciding which ideas will be used.

1. Getting the group together and working:

Getting a work team together to work requires effective group structuring. When the group is together and ready to work, the second step is to state the problem.

2. Stating and analyzing problem questions:

The second step in problem solving involves stating and analyzing a problem question. For example, if a labor union is concerned about its image, the following creative problem question might be posed for the union to solve: "In what ways might we improve our image?" Let's examine this question to

⁵⁸ Sumter, p. 19

⁵⁹ Paul R. Timm and Brent D. Peterson, **People At Work, Human Relations in Organizations**, USA: West Publishing Comp., 1982, p. 270.

recognize the key features of an acceptable problem question. A creative problem question first asks, "Precisely what is to be changed?" In the sample question, the "image" is to be changed. The question should also indicate what type of change is to occur. The question indicates the image is to be improved, although it could be reduced, lowered, or made less visible. Third, a creative problem question should allow for any alternatives in solving the problem. The phrase, "In what ways might" suggests that many alternatives are sought. Fourth, a creative problem question should specify who is expected to solve the problem. In this question, who is "we", referring to the problem solving group. After the problem has been stated and accepted by all members of the group, then it is time to move to the third step, generating ideas for solving the problems.

3. Generating ideas for solving the problems:

We shall present approach of 'brainstorming' for generating ideas in groups;

Brainstorming is used when you have an interactive group that can talk, work and get along together. It is used to identify and list as many ideas as possible as that could be used in solving a problem. It allows a group to think up ideas for solving a problem without the interference of critical and judgmental reactions. Brainstorming can be used to get ideas on any kind of problem as long as there is a wide range of potential solutions. It can be used for answering questions such as⁶⁰;

What information do we need?

- How might we get the information?
- What guidelines might be used to evaluate the ideas?
- What might we do?

⁶⁰ Timm/Peterson, p. 27

- How might we put our ideas into effect?
- What might be the advantages and disadvantages of what we do?

Brainstorming can produce large numbers of ideas for use in solving problems. It can also develop attitudes that improve individual idea finding. The four basic rules governing brainstorming allow each individual in the group to contribute facts and experiences that no one else in the group possesses. Thus an atmosphere is created in which individual contributors may freely offer unusual ideas without fear of contradiction or evaluation. This enables a large number of possibilities to be produced in a short period of time. The brainstorming technique is generally used in groups to help them develop new ideas. Whenever a group faces a situation that requires creative problem solving, this technique can be effective. Brainstorming leads to better understanding of problems.

The four rules of brainstorming may be summarized as follows⁶¹;

A) Criticism is ruled out:

Adverse criticism is taboo. Judgmental thinking inhibits the entire process. Killer phrases – such as “We’ve do it that way. It won’t work. It’s too expensive. That’s too hard to administer. It needs more study. Let’s be practical. It’s not good enough” – should be banished from the session.

B) Freewheeling is wanted:

To wilder the ideas, the better. Even impractical ideas may trigger practical suggestions from others. Let imagination soar and then bring it down to earth later.

C) Quantity is needed:

The larger the number of ideas, the greater the likelihood of really usable ideas. Paring down a long list of ideas is easier than expanding a short list. Most likely,

⁶¹ Timm/Peterson, p. 271

the best ideas will be quite far down the list, because the routine ones will tend to be offered easily and quickly.

D) Combination and improvement are sought:

Be constantly on the alert to "piggyback" onto the idea of another person. In addition to contributing ideas of your own, make suggestions concerning how the ideas of others can be turned into better ideas, or how two or more ideas can be combined into a still better idea.

When conducting a brainstorming session, the following steps should be followed⁶²;

- Review the problem question that has been previously determined by the group. No group should be asked once the brainstorming session begins. All questions should be answered before the session begins.
- Specify a specific amount of time for the session to last. Stick with the time limits that you have determined.
- Throw the floor open to unrestricted presentation of ideas. As recognized by the leader- and leaders, do this quickly- shout out all ideas, crackpot and crackerjack.
- Record the ideas by a tape recorder or a secretary, and prepare a copy of the list to be given to each participant following the session.

4. Selecting the most useful ideas for a solution:

The fourth step in problem solving is to select from the ideas generated in Step 3 those ideas that could be combined into a workable solution for the stated problem. One critical task is to evolve a list of requirements that indicate the difference between a desirable and workable idea and one that is less

⁶² Timm /Peterson, p. 272

satisfactory. Criteria are standards by which one can determine which are the most acceptable for solving a problem. Criteria represent guidelines for mentally testing the acceptability of a proposal or plan. They are phrased as statements that indicate the minimal requirements that any suggestion, idea, plan, or proposal must meet in order to be acceptable. Criterion should be phrased in the following manner: "Anything that is done (idea or course of action) must meet the following requirements": - "The idea must...", "The idea must not..." Criteria consist of declarative statements that specify what must and what must not happen for a course of action to be considered acceptable. Moreover, in group problem solving and communication, it is often helpful to rank-order the criteria after a long list has been compiled. Criteria of high importance can be considered seriously, allowing less important ones to be modified or set aside as part of the process of arriving at agreement⁶³.

5) Deciding which ideas will be used:

The last step is to decide which one of the potentially desirable and workable ideas will be used and how it will be put into practice. The group should make certain that all members are satisfied with the idea chosen, because implementation of the idea usually requires full support from the problem-solving group. In determining which problem-solving ideas should be used, one must understand the different ways of making decisions so that an appropriate approach can be selected. Furthermore, each member of the group must be given a full and uninhibited opportunity to express differences of opinion, to contribute to and influence the form of the action to be taken. Group members should, ideally, have at least some areas of strong agreement with the choice to be made, even though they may have some reservations⁶⁴.

⁶³ Timm/Peterson, p. 273

⁶⁴ Timm/Peterson, p. 274

3.2. Autonomous or Self-Managed Teams

Known as self-managing teams, there are small groups that are empowered to make the decisions needed to essentially manage themselves on a day-to-day basis. Although there are different variations of this theme, members of a true self-managing work team make decisions on scheduling work, allocating tasks, training in job skills, evaluating job performance, selecting new team members, and controlling new team members, and controlling quality of work. Importantly, members of a self-managing team are collectively held accountable for the team's overall performance results⁶⁵.

Typically, their responsibilities include setting work schedules, developing performance goals, dealing with external customers, and purchasing necessary equipment and services. Fully self-managed work teams even select their own members and have the members evaluate one another's performance⁶⁶.

Self-managed teams are those that run themselves without having the traditional structure of a leader and followers. Such teams make decisions regarding, for example, the process to use in producing the product or service, the job function of each of the members, the setting of production and quality standards, and the scheduling of the members' work shifts⁶⁷.

Self-managed teams are ones that make decisions which were once reserved for managers⁶⁸. The self-managed team concept has been mainly used on assembly lines. About one in five American employers used self-managed work teams in 1992- up from about one in twenty in the early 1980s- and the percentage is expected to increase to nearly 50 percent the year 2000. It works

⁶⁵Schermerhorn/Hunt/Osborn, p. 207

⁶⁶Nelson/Quick, p. 282

⁶⁷Dan L. Costley, Carmen Santana- Melgoza and Ralph Todd. **Human Relations in Organizations**, USA: West Publishing Comp., 1994, p. 339.

⁶⁸Nelson/Quick, p. 283

because more information and more ideas are available to a team of workers than to one individual worker. Self-managed teams also reportedly improve productivity and profits.

Autonomous teams do not only solve problems but also change solutions and take complete **responsibilities** out of results. Therefore, these kinds of teams plans their own works, develop and apply programs, and they can appoint manager to these programs⁶⁹. Further, each member often learns all the jobs that have to be performed by the teams. They primarily change how work is organized and empower the team to make many decisions. Self-managed teams consist of employees who must work together and cooperate on a daily basis to produce an entire good or service.

Structural changes in job classifications and management levels are brought about by self-managing teams. The traditional first-line supervisor is needed no more with a self-managing team. The possible extent of this change is shown in Figure 1. In this figure, the first level of supervisory is eliminated and replaces by self-managing team⁷⁰.

⁶⁹ Don Harvey and Robert Bruce Bowin, **Human Resource Management; An Experimental Approach**, USA: Prentice Hall, 1996, p. 377.

⁷⁰ Helligel/Slocum/Woodman, p. 272

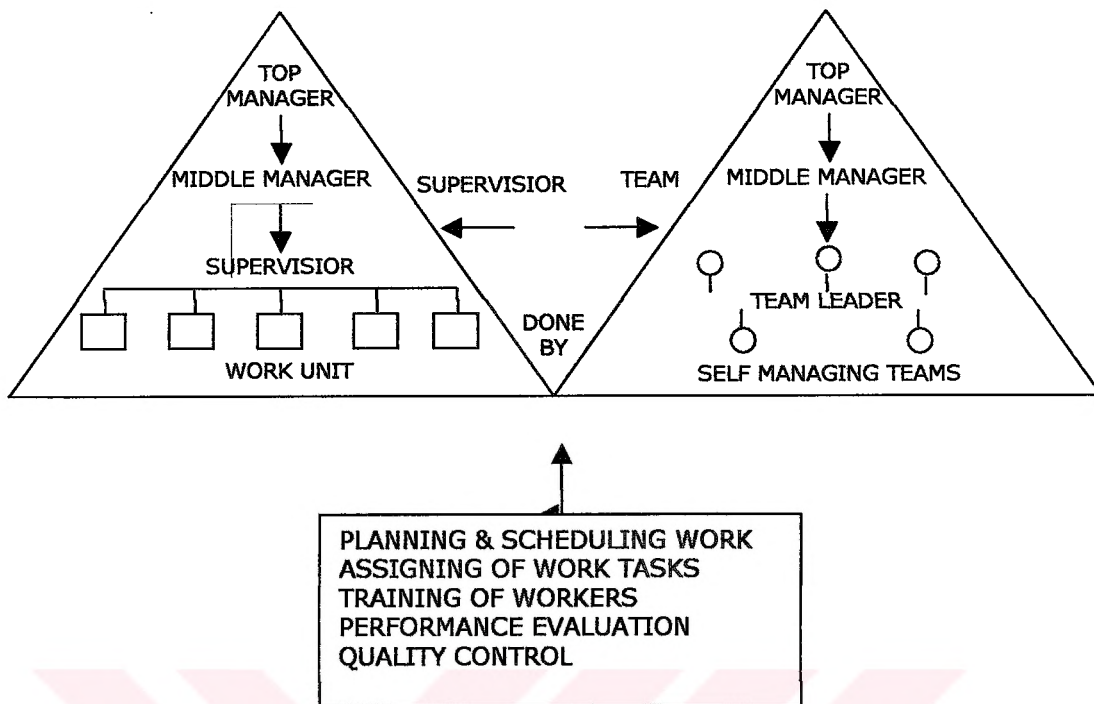


Figure 1. Structural Changes in Job Classifications and Management Levels.

The key differences between traditionally designed organizations and self-directed team organizations are summarized in Table 2⁷¹.

⁷¹ Carell/Jennigs/Heavring, p. 361

Table 2

The Key Differences between Traditionally Designed Organizations and Self-Directed Team Organizations

Element	Traditional Organizations	Self-Directed Teams
Organizational Structure	Layered/Individual	Flat/Team
Job Design	Narrow Single-task	Whole Process/Multiple-Task
Management Role	Direct/Control	Coach/Facilitate
Leadership	Top-Down	Shared With Team
Information Flow	Controlled/Limited	Open/Shared
Rewards	Individual/Seniority	Team-Based/Skill-Based
Job Process	Managers Plan, Control, Improve	Team Plan, Control, Improve

Source: Richard S. Wellins, William C. Byham, Jeanne M. Wilson, *Empowered Teams*, San Francisco: Jossey-Bass, 1991, p. 6, 1991.

In self-managing teams, each person is supposed to perform different jobs. The more skills someone masters, the higher the base pay. A self-managing team should probably include between 5-15 members. The teams must be large enough to provide a good mix of skills and resources, but they must also be small enough to function efficiently. The team members must meet as often as necessary to get the job done. If the team gets too big, the large size

makes "self management" just as difficult to accomplish as traditional external supervision. It is also helpful for someone to serve in the "team leader" role⁷².

Rowing team is an example of a self-directed team. Technically, rowing is an endurance test that finishes at a speed of up to 10 meters a second. Crews cover the middle 1000 meters at about 40 strokes per minute, but, over the first and last 500 meters, shift up a gear to as many as 47. In order to actualize this speed and conclude this test, a well-constructed teamwork is needed⁷³. Even the first step of this sport is parallel with self-directed team. When crews make themselves ready to go in for rowboat, they first prop rowboat to staging. Then they cry "Jump!" and they put their right legs into rowboat. After the second "Jump!" they put their left legs into rowboat. Then, they level their oars to the water. Now, they are ready to move. Moreover, crews decide on their speed, start, etc. by themselves. Further, during a race, according to weather and water conditions rowing team members figure out and control their strategies. The team is all alone in the lake and decision taking is handled by them. Additionally, team leader who is in the first row and do not see any other team members is like a coach and facilitator. His leadership is shared with the team. He sometimes directs his team by "Up!" s, when speed or tardiness is needed. Further, in rowboat team members are placed at the reverse direction to target, so it is up to team to decide on which member(s) will concentrate on direction of the target. Therefore, during the race or workout team is shaped by the directories of member(s) who view the direction of target⁷⁴.

Self-directed teams in organizations do not differentiate from the rowing team in this example. Such teams are used by organizations and they are expected to undertake various problems, projects, etc.

⁷² Schermerhorn/Hunt/Osborn, p. 207

⁷³ "International Olympic Committee",
http://www.olympic.org/uk/sports/programme/index_uk.asp?AportCode=RO, (10/09/2004)

⁷⁴ "International Olympic Committee",
http://www.olympic.org/uk/sports/programme/index_uk.asp?AportCode=RO, (10/09/2004)

3.3 Cross-Functional Teams

A team where some type of exchange or sharing of knowledge or skill takes place is a cross-functional team. This can include teams where members are trained to do each other's jobs so there is no loss of production speed or output. Another category of the cross-functional team is one comprised of members from different departments or representing different types of expertise who share their knowledge in order to facilitate some organizational process⁷⁵. The term cross-functional team implies the bringing together of specialists from different functions, such as accounting, engineering, marketing, manufacturing, and so on⁷⁶.

Cross-functional teams are made up of employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task. In most cases, the employees come from different levels and all work in a single organization. But cross-functional teams can also be composed of a select cadre of senior executives within a single firm who are responsible for coordinating a number of subunits or they may include members from other organizations⁷⁷.

A cross-functional team is composed of people with varied levels of skills and experience brought together to accomplish a task. As the name implies, cross-functional team members come from different organizational units. These kinds of teams are used⁷⁸;

- to solve a problem that impacts on multiple parts of the organization,
- to improve a work process that crosses organizational lines,
- to coordinate ongoing processes or activities that cross organizational boundaries,

⁷⁵ Costley/Melgoza/Todd, p. 339

⁷⁶ Wendell L. French, **Human Resources Management**, Third Edition, USA: Houghton Mifflin Company, 1994, p. 164.

⁷⁷ Robbins, p. 322

⁷⁸ "Cross-Functional Teams", <http://www.humtech.com/opm/grtl/ols/ols3.cfm>, (14 May 2004), p. 1-2.

- to accomplish tasks that require a breadth and depth of knowledge, skills, and experience.

In order to use cross-functional team to accomplish a task or to solve a problem, followings should be done⁷⁹;

- Select team members who have the optimal mix of skills and expertise,
- Clarify the objectives and outcomes of the team,
- Identify the roles and responsibilities of team members,
- Use the knowledge of the entire team to determine strategies and solutions to accomplish objectives,
- Determine timelines and actions to accomplish objectives,
- Provide team members with access to training in teamwork skills such as communicating, listening, and facilitating,
- Periodically evaluate the functioning of the team.

These are the teams that have members from different departments and members of such teams come together to deal with the project that unite different work branches. To complete a project, many organizations of today use this type of team by combining people who are from different branches but at the same time who are under the same hierarchical level. Thus, every department is acquainted with what the other departments are doing and as a result of that employees become more coordinative, production becomes first-class, style of delivery becomes better. Via cross-functional teams, employees from different branches generate different opinions and find opportunity to create different solutions for problems. Committees can be considered as

⁷⁹ "Cross-Functional Teams", <http://www.humtech.com/opm/grtl/ols/ols3.cfm>, (14 May 2004), p. 2-3.

examples for cross-functional teams because committees are also formed by employees from different branches⁸⁰.

The popularity of cross-discipline work teams exploded in the late 1980s. All major automobile manufacturers- including Toyota, Honda, Nissan, BMW, GM, Ford and Chrysler- have turned to this form of teams in order to coordinate complex projects. Cross-functional teams seem to be particularly attractive as a means of facilitate product development. For instance, a typical product teams at Caterpillar's tractor division in Peoria, Illinois, consists of a product designer; manufacturing engineers; representatives from assembly, purchasing, and materials processing; the customer, either directly or through marketing services groups; and suppliers. Moreover, cross-functional teams are effective means for allowing people from diverse areas within an organization or between organizations to exchange information, develop new ideas and solve problems, and coordinate complex projects⁸¹.

By its usage of cross-functional teams, Whirlpool Corporation may be considered as a great example under this topic. Whirlpool Corporation is the world's leading manufacturer and marketer of major home appliances, with annual sales of over 12 billion, 68,000 employees, and nearly 50 manufacturing and technology research centers around the globe. The company markets Whirlpool, Kitchenaid, Brastemo, Bauknecht, Consul and other major brand names to consumers in more than 170 countries⁸².

Case 1: "The cross-functional team approach gives Whirlpool a continuous, sustainable vehicle for innovation that invigorates its existing methods of discovery and idea development."

At Whirlpool Corporation, growth in the late 1900s had come to a standstill. Profits were falling, the stock price was at all time low, and another cyclical downturn was on the horizon. Management had already tried the usual cost-cutting measures, including the decision to trim 10% of company's 60,000

⁸⁰ Sumter, p. 21

⁸¹ Robbins, p. 322-323

⁸² "Whirlpool Corporation Worldwide: Bringing innovation and quality to Every Home...Everywhere". <http://www.whirlpoolcorp.com/about/default.asp>, (12/09/2004)

workers. But it was a breakthrough washing machine from arch-competitor Maytag that caused executives at Whirlpool to act. The company formed 75-person cross-functional team and charged it with scouring every region and functional area of the firm for ideas that could jumpstart new revenue growth. Out of an initial 1,100 ideas, the team identified 11 to investigate further and finally decided on six to actively pursue. One of the six was a new-to-the-world appliance that makes clothes ready to wear by smoothing away wrinkles and cleaning away odors. The cross-functional team approach gives Whirlpool a continuous, sustainable vehicle for innovation that invigorates its existing methods of discovery and idea development. "We had this internal market of people we weren't tapping into," explained Nancy Snyder, corporate vice president. "We wanted to get rid of the 'great man' theory that only one person—the CEO or people close to him—is responsible for innovation⁸³."

Case 2: "Whirlpool Sweden uses cross-functional teams to actualize DFA (Design for Assembly) training program."

Whirlpool Sweden puts DFA (Design for Assembly) to work to cut assembly time by 26 percent. At Whirlpool Sweden, though, this was exactly the case as they trained teams of in-plant personnel to perform design for assembly (DFA) analysis. A DFA training program initiated two goals; to teach two teams of eight people each how to perform DFA analysis using specialized software. The teams included mechanical and electrical engineers, microwave technicians, designers for air ventilation systems, and personnel directly involved with production and assembly⁸⁴. Whirlpool Sweden uses cross-functional teams to actualize DFA training program.

Cross-functional teams make employees more coordinative, production becomes first-class and style of delivery becomes better. All of these specialties make Whirlpool Corporation a continuous sustained vehicle for innovation powers its current methods of discovery and idea development.

⁸³ Robert Tucker, "The Innovation Team Model",

<http://www.innovationtools.com/Articles/EnterpriseDetails.asp?a=75>, (12/09/2004)

⁸⁴ "Whirlpool Sweden puts DFA to work", <http://www.dfma.com/news/whirlpool.htm>, (12/09/2004)

To form an effective cross-functional team evaluates the team's project for⁸⁵;

- 1) Proper membership
- 2) A clear charter and purpose
- 3) The right connections
- 4) Achievable, noticeable results
- 5) Understood and agreed upon groundrules.

1) Proper membership:

Ask three questions when selecting team members;

- A) Do potential members have expertise in the problem the group must deal with?
- B) Do they have political pull that can help the team fulfill their charter?
- C) Can they all get along?

If all team members have substantial expertise in the problem area, they may not see the forest for the trees, yet a group of novices can make fundamental mistakes. Based on experience, the amount of expertise required for a group to be effective depends on the purpose of the group. If the purpose is to make incremental, small scale change, weight the group with experts.

2) A clear charter and purpose:

The most frustrating experience is to be on a team without a clear direction or purpose. People meander and waffle around and after a few overly-

⁸⁵ David Chaudron, "Cross-Functional Teams", <http://www.orginizedchange.com/crossfun.htm> (14 May 2004), p. 1-2-3

long meetings, members stop showing up. Team members, their management and any other stakeholders agree on that this charter before the team starts on its task.

3) The right connections:

Not only should members have some political pull themselves, but have access to bigger movers and shakers. These connections would especially include the higher ups from the functional departments the members represent.

4) Achievable, noticeable results:

Well-established departments tend to have well established measures of success, even though what is measured is of questionable use. Cross-functional teams, however, probably have to decide what results they expect to achieve. And what they want to achieve may have no current measure of success. A cross-functional team, for example, may want to improve the delivery time of information to customers. However, this information may not have been collected before and the team must develop the data from scratch⁸⁶.

3.4. Virtual Teams

Many organizations of today are far away from each other and that is why people are mostly work far away from each other. Twenty-five or thirty years ago, national borders acted to insulate most firms from foreign competitive pressures. They no longer do. National borders have become meaningless today is defining an organization's operating boundaries. It has become increasingly irrelevant, for instance, to label a company's home country. Because of the spread of globalization, organizations are dispersed geographically. BMW is

⁸⁶ Chaudron, p. 2-3

supposedly a German firm, but it builds cars in South Carolina. Ford, which is headquartered in Detroit, builds its Mercury Tracers in Mexico. And Chrysler, long an American icon, was bought by the German company Daimler Benz in 1998. So-called US companies such as Exxon, Gillette, Coca-Cola and IBM now receive more than 60 percent of their sales from outside the United States⁸⁷.

In one sense, virtual team could be the whole company. Using communications technologies such as groupware, the Internet and World Wide Web, it is now possible to connect all the people in an organization through a network into one large, electronic group. With tools such as e-mail, discussion forums and video conferencing individuals can then communicate across the organization. So, for example, a lawyer based in New York could now collaborate with another lawyer in Brussels- and five lawyers in London and a project manager in Singapore. They might all work at different times on the same project, but they could produce a much higher quality legal contract for a client much faster than one of them working alone. With a virtual team you are no longer restricted by working hours or availability of people in your office. Some international organizations now never sleep. The processes keep running 24 hours a day. When the European part of the virtual team stops work, the US collaborators have started. When they stop the Japanese part of the team takes over. When it stops the Europeans are back working on the same project that has completed two cycles around the world since they went home⁸⁸.

Procter&Gamble highly uses virtual teams because of being based on collaborative technology and of being a global trade mark in today's fierce global competition.

Case 1: "The platform of virtual teams lets members of product teams in different locations meet electronically—the next-best thing to face-to-face meetings, says David Worth, P&G's associate director of IT in beauty care."

Procter & Gamble has always relied on collaborative technology—executives say the company was one of the first to implement E-mail system. As

⁸⁷ Robbins, p. 4

⁸⁸ Ron Young, "Virtual Teams- The Wide-awake club",

<http://www.knowledgeassociates.com/ka/news.nsf/0/3A3C095AD64D2A1980256C5>, (12/09/2004)

part of its Organization 2005 mission, P&G is counting on collaborative technology not only to help introduce and ship new products around the world faster, but to have its various product groups and their mix of multicultural employees develop ideas for products more quickly. That's why P&G is increasing its use of collaborative technologies such as E-mail, intranets, and desktop videoconferencing. Another example of how P&G is using technology to foster interaction is through "collaboration rooms," which started as a pilot last year with the company's hair-care products group. Desktop videoconferencing technology and intranet knowledge-sharing and brainstorming sessions provide a platform for virtual teams. The platform of virtual teams lets members of product teams in different locations meet electronically—the next-best thing to face-to-face meetings, says David Worth, P&G's associate director of IT in beauty care⁸⁹.

Case 2: "Virtual Teams have streamlined P&G's package and manufacturing design process, with time savings measured in weeks and cost savings sometimes in the tens of thousand of dollars per prototype."

With today's fierce global competition, product packaging and package differentiation are becoming almost as critical as the product itself. It may seem like a simple task to come up with a package for a new type of toothpaste or a bar of soap. But when you consider the breadth of products Cincinnati-based P&G offers- from cleaning products and cologne to snacks and beverages- it can get quite complex, involving numerous groups within P&G as well as outside suppliers. P&G's collaboration tool for these reviews is called Teamcenter Community. It is built on top of Microsoft Windows SharePoint Services, intended to make it easy for teams to work together. At P&G, Microsoft Office System is used and Microsoft .NET Web services are employed to link in to several specialized applications and backend databases. P&G's package design teams can "meet" virtually, online, from wherever they happen to be. The originator of a package design can store the file in Teamcenter Community. Others involved in the process can then view it from their desktops using a Web browser. When the team meets online to discuss changes, the outside design tools to modify designs- and everyone can see the changes in real time. Team members can

⁸⁹ Marianne Kolbasuk McGee, "Come Together: The Idea Behind Collaboration Rooms", <http://www.informationweek.com/758/prga3.htm>, (12/09/2004)

check out a file to make changes, then check it back in; that way, it prevents two people from working on the same file at once. Virtual Teams have streamlined P&G's package and manufacturing design process, with time savings measured in weeks and cost savings sometimes in the tens of thousand of dollars per prototype⁹⁰.

These two effective instances show that the appropriate usage of virtual teams really uplift organizations. These two cases can be thought as proofs that testify the great advantages of virtual teams for organizations. If every organization that has a base for it use these kinds of teams, streamline of organizations will be inevitable.

Members of virtual teams typically do the same things as members of face to face teams. They share information, make decisions, and complete tasks⁹¹.

Virtual teams accelerate speed of works and decrease cost when people cannot discuss issues face to face due to the fact that they are far away from each other geographically. Moreover, virtual teams have data processing and decision- making that is two fundamentals for a team is powered by computer technology in such teams. However, virtual teams have some handicaps also. Although technology blocks the national borders between the team members, there may be an environment in which members cannot create a personal relationship between each other. This may limit emotional decision- making and subjective perspective and this is advantageous because members only focus on decision-making. On the other hand, this situation may make decision-making process in a limited area which hinders mutual understanding⁹².

Virtual teams are directed by a moderator. The most advantageous point about these kinds of teams is time and money saving when it is hard to make a face-to-face meeting.

⁹⁰ Tom Massung, "*Manufacturing Efficiency*", [http://www.microsoft.com/business/executivecircle/content/page.aspx?cID=787&sub,\(12/09/2004\)](http://www.microsoft.com/business/executivecircle/content/page.aspx?cID=787&sub,(12/09/2004).

⁹¹ Schermerhorn/Hunt/Osborn, p. 210

⁹² Schermerhorn/Hunt/Osborn, p. 206-207

3.5. Multi-Cultural Teams

Multiculturalism in workforce during the recent years has increased in a great sense. Globalization has been reducing barriers to immigration. In the United States, for instance, the proportion of people Hispanic, Asian, Pacific Island, and African origin has increased significantly over the past two decades. And this will continue. Moreover, multiculturalism is not just a United States phenomenon. Countries such as Great Britain, Germany, and Canada are experiencing similar changes. Canada, as a case in point, has large populations of people who have recently emigrated from Hong Kong, Pakistan, Vietnam, and Middle Eastern countries. These immigrants are making Canada's population more diverse and its workforce more heterogeneous. Even management has been adapting its human resource practices to reflect those changes, as organizations become more heterogeneous in term of race and ethnicity. Many organizations of today have workforce diversity programs⁹³.

Via the widespread of multiculturalism all around the world, organizations have started to have employees from different cultures and nationalities. These culturally and ethically diverse employees are supposed to work together in today's organizations. And when these employees form a team to work together on a same issue, the team they have formed is named as multicultural team. The widespread of globalization and multiculturalism have placed organizations within the globalized world where multi-cultural teams have begun popular in organizations.

The backgrounds of group members may be quite different in the global work place. In a multicultural team, members represent three or more ethnic backgrounds. Culturally diverse teams include the generation of more and better ideas⁹⁴. Most team activities require a variety of skills and knowledge. Given this requirement, it would be reasonable to conclude that heterogonous (multicultural) teams, those composed of dissimilar individuals- would be more effective than homogeneous teams. When a team is multicultural, there is an

⁹³ Robbins, p. 7-13

⁹⁴ Nelson/Quick, p. 287

increased possibility that the team will possess the needed characteristics to complete its tasks effectively. The team may be more conflict laden and less expedient as diverse positions are introduced and assimilated, but the evidence generally supports the conclusion that multicultural teams perform more effectively than do homogeneous ones. However, what are the effects of diversity created by racial or national differences? The evidence indicates that these elements of diversity interfere with team processes, at least in the short term. Cultural diversity seems to be an asset on tasks that call for a variety of viewpoints.

The issue of multiculturalism in modern society as it appears particularly in sports matters is in Europe largely mirrored in the European football clubs. The presence of outstanding players, such as Dutchman Dennis Bergkamp (Arsenal) enriches the league's quality⁹⁵. Arsenal is a great example of the success story of multicultural teams. The multicultural champions of English football: Arsenal; is a great instance for a multicultural team⁹⁶. Arsenal's first eleven consist of Lehmann (Germany), Gilberto (Brazil), Viera (France), Lehman (Germany), Toure (Ireland), Campbell (England), Pires (France), Lujumberg (Sweden), Henry (France), Reyes (Spain), Bergkamp (Holland). Additionally, Technical Manager of Arsenal is Arsene Wenger who is French.

In multicultural teams, each member should prove their own perfection. Thus, their role setting should be done in a correct way and their roles are assigned to enable them to utilize their strengths and contribute to the team effort. Members should take time to ensure that all participants share the same explicit understanding of the vision, goals, plan, and core values underlying them. All team members are encouraged to share leadership and responsibility. All members are helped to understand the importance of their specific roles to the overall project. Further, an atmosphere of mutual trust through empathy physical/emotional/psychological support for each other, open and honest

⁹⁵Jasper Sonne, "*Multiculturalism and Football*", <http://intercultural-times.de/ausgabe9/Multiculturalism%20and%20football/htm>, (10/09/2004)

⁹⁶Simon Wooley, "*Football is Tackling Racism and Changing Britain*", <http://www.obv.org.uk/reports/2004/rpt20040622b.htm>, (12/09/2004).

communication should be developed. All these should be done in order to create synergy within multicultural team members. Arsenal, for instance, is a multicultural team that completely involves synergy, which really supply success to the team. If all multicultural teams can be Arsenal, it is inevitable to reach success.



3.6 THE BENEFITS OF TEAMS

Teamwork throws various knowledge, talent, and experiences together and this is the most significant characteristic that supplies hegemony to the organizations that use work teams. Teams go beyond the hierarchical structure of organizations that are stiff and unnecessary and they form wholeness around a shared commitment. In our present day, teams are considered as one of the basic ways to achieve quality of work life and assertive aims. The most important newness that teamwork brings is to save employees from strict controls. Building team transforms team leaders and team members into partners who participate into the actualization of their shared commitments. In addition to all these, it provides all the opportunity to managers to benefit from talent of their employees. Furthermore, empowerment is one of the dimensions of teamwork and this dimension reflects the power of decision making. The use of power in such way leads to high motivation and performance that have interaction which bring out dependency.

In teams, employees use both their physical and intellectual powers. Therefore, a huge creativity and energy emerge. Many organizations realize the increase of employees' performance. Besides, surveys show that teamwork increases employees' motivation. Being a part of a community and belonging to somewhere are the basic necessities of humans and working in teams satisfies these needs. Members deal with problems easier and they enjoy their jobs if they have a good team atmosphere. Members become knowledgeable about the work of every single member in the group. Additionally, teams supply information area and change via the environment that is obtained by alternative suggestions and by the application of these suggestions⁹⁷.

Team members expect many things from each other. By this way, collaboration becomes easy and employees' morale increases. It also makes management to think strategically. Usages of teams, especially usage of teams that manage themselves provide freedom to managers to make strategic plans. When the works are distributed to members, managers guide their personnel and

⁹⁷ Eren, p. 11

save their time to solve the problems. Another benefit of working in teams quickens deciding. Team members are more knowledgeable than the managers and members' relations with the problems are closer. Furthermore, in teams there are variations of workforce. Each team members has different background and experience. Therefore, their decision making is more correct than individuals⁹⁸.

Teams are the groundwork of organizations. A well-constructed teamwork strengthens the ability to realize right results in organizations. Teamwork helps people to analyze problems and to benefit from the opportunities that they cannot realize individually. Team work is the basis of organization efficiency. Besides, it is one of the major sources of job satisfaction. It is significant to depict that organizations cannot work efficiently or employees' needs cannot supplied because of the inefficient team working. In such situations, individuals struggle unnecessarily and they cannot fulfill some significant tasks. It is therefore organizational efficiency decreases. Individuals may not notice opportunity of collaboration that will lead to effective results and individuals may not solve some crucial problems in the lack of an efficient team work⁹⁹.

⁹⁸ Eren, p. 474

⁹⁹ Barutcugil, p. 277-278

4. THE CONCEPT OF JOB SATISFACTION IN ORGANIZATIONS

Job satisfaction is a part of work-life continuum. Building a wall between your work and the other parts of your life, (avocation, leisure, and continuing education) is self-defeating. Expending all of your energy on your job, at the expense of other things in life, is just as unproductive as seeing your job only as a means of producing income to be spent on the better things turn sour, and income won't come in for very long. Before continue using the phrase "job satisfaction," let's define it: "Job satisfaction is being able to make my own decisions¹⁰⁰."

"For me, it's being recognized for a job well done."

"Marketing is what I love to do. Taking an unknown product and making it a household word is really satisfying to me."

"I'm very satisfied if people respect me for my professionalism and integrity. Money is not my top priority."

"I have to make what I consider a good amount of money to feel satisfied in my work."

"If I can't work out-of-doors, I'm never satisfied. That's essential for me."

"Working with young children is a necessary part of work for me."

"I really enjoy the academic setting. I think I need it to be truly happy in my work."

"Risk taking is very exciting to me. I'm addicted to making decisions that could make or break a company."

"Investment counseling is all the job satisfaction I need. It's not like work to me. It's like gambling, winning, and getting paid for it."

¹⁰⁰ Richard Germann, Diane Blumeson and Peter Arnold. **Working and Liking It**, New York: Fawcett Gold Medal, 1987, p. 16-17-18-20.

There is a common denominator in all of these definitions: *Job satisfaction increases when the job fits your unique personality, both in terms of your life values and the maximum use of your greatest talents and abilities.* Moreover, some people equate job satisfaction with continual movement up the organizational ladder of responsibility and power. For these people it is obviously important to find a way to constantly increase the value of their work to their employer while simultaneously seeking to increase the number of functions and do well.

Other expression that defines job satisfaction is, "it is an effective or emotional response toward various facets of one's job¹⁰¹." It is related to life satisfaction and overall performance of organizations as well as absenteeism, turn over and organizational citizenship "which entails such behaviors as helping co-workers,...making constructive statements about the work unit, and promoting a positive work climate¹⁰²".

It can be thought as an attitudinal variable that reflects how people feel about their jobs as well as various aspects of them.

"It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience... It is a result of employees' perception of how well their job provides those things which are viewed as important¹⁰³."

It is one of the most significant factors of modern approach. Job satisfaction should be a social responsibility and a moral necessity. It has important results for both employees and organizations. Organizations that can supply job satisfaction do not have difficulties in finding workers. In contrast to this, organizations that cannot obtain job satisfaction face with many problems, such as loss of employees and strike. Job satisfaction brings happiness to workers. On the other hand, being lack of it makes employees alienate from their jobs and disharmony comes to existence in the absence of it.

¹⁰¹ R. Kreitner and A. Kinicki. *Organizational Behavior*, Boston: Irwin Publications, 1989.

¹⁰² P.E. Spector, **Industrial and Organizational** Psychology, New York: John Willey & Sons, 1996, p. 214.

¹⁰³ Luthans, p. 126

It refers to how people feel about various aspects of their jobs. Those aspects include pay, working conditions, co-workers, supervision, promotional opportunities, and variety of other factors. It is also significant to depict that job satisfaction cannot be observed directly; it must be realized from what people do at work and what they say about it. It is possible for workers to be dissatisfied because of some features of their jobs and they can be satisfied with pay or working conditions, yet they can be satisfied with work as a whole¹⁰⁴.

It results when there is a fit between job characteristics and the wants of employees. Job satisfaction may refer to either a person or a group. An administrator can say either "Antonio Ortega has high job satisfaction" or "department C has high job satisfaction." Additionally, job satisfaction may be more accurately interpreted according to the general emotional tone of employees. Some employees, as an example, can be very satisfied with their home and community, but they may think that their jobs are average. In this instance, job satisfaction is relatively low because it is below their other satisfactions. In contrast to this, other employees may be dissatisfied with their home and community and they feel that their jobs are average. This means that their job satisfaction is relatively high¹⁰⁵.

It is so significant for organizational effectiveness because satisfied workers are less likely to be absent, to be tardy, or to quit. Since, losing an employee can cost (in terms of recruiting, interviewing and training) as much as ten times his or her monthly salary.

The significant point in job satisfaction is employees' understanding of the concept of job. Employees' expectations from job, standard of judgment, beliefs and attitudes demonstrates employees' criteria of job satisfaction. Every employee has a different point of view about the prestige of work. The level of wage that satisfies one may not satisfy the other who does the same job and who has the same status. At the same time, paying more to the one who is equal

¹⁰⁴ R. Bruce McAfee and Paul J. Champagne, **Complimentary Review Copy-A Manager's View**, USA: McAfee-Champagne, 1967, p. 47.

¹⁰⁵ Davis, p. 74

to the other whose wage is less may create dissatisfaction in a work place. Therefore, it is obvious that job satisfaction is not only about personal expectations but also environmental relationships.

Job satisfaction is about employees' general attitudes towards their jobs. Employees may be pleased or not because of their jobs. Job satisfaction arises in accordance with employees' level of please that they feel towards their job. In other words, it emerges according with this feeling towards the job itself. It is used for reflecting an employee's general attitude toward the job. It refers to an employee's own evaluation of his or her job in terms of supervision, co-workers, pay, promotions, and the work itself. This evaluation is actually a comparison between the employee's expectations about these job-related factors and his or her actual experiences on the job. It is a positive emotion that employees feel towards their jobs and job experiences.

The existence of motivation is closely related to job satisfaction. It is a part of life satisfaction. The nature of one's environment off the job affects one's feelings on the job. Importantly, since a job is a significant part of life, job satisfaction influences one's general life satisfaction. As a result of that satisfaction arises from a complex set of circumstances in the same way that motivation does. It is so clear that there is a close association between job satisfaction and motivation. This relation is so complex that "this complexity becomes even more evident when examining the nature of job satisfaction¹⁰⁶." It is crucial to depict that human motivation can best be understood in terms of the needs we have in common and the different means by which these needs are satisfied. When a *need* (a psychological or physical deprivation) is aroused, an individual develops a derive toward a goal or incentive (that which is perceived as capable of satisfying the need or removing the deprivation). This process by which behavior is energized is called *motivation*. Everyone has needs that must be satisfied if life itself is to be sustained.

¹⁰⁶ Mehmet Y. Yahyagil, **Toplam Kalite Kültürü Elemanlı ile Örgüt Çalışanlarının İş Tatmini ve Örgütsel Bağlılıkları Arasındaki İlişkinin İncelenmesi**, Published PhD. Theses, İstanbul, Marmara University, Social Sciences Institute, 1999, p.45.

Therefore, motivation theories should be also analyzed deeply to express the nature of job satisfaction.

Theories that analyze job satisfaction from different point of views are "Extent Theories" and "Process Theories".

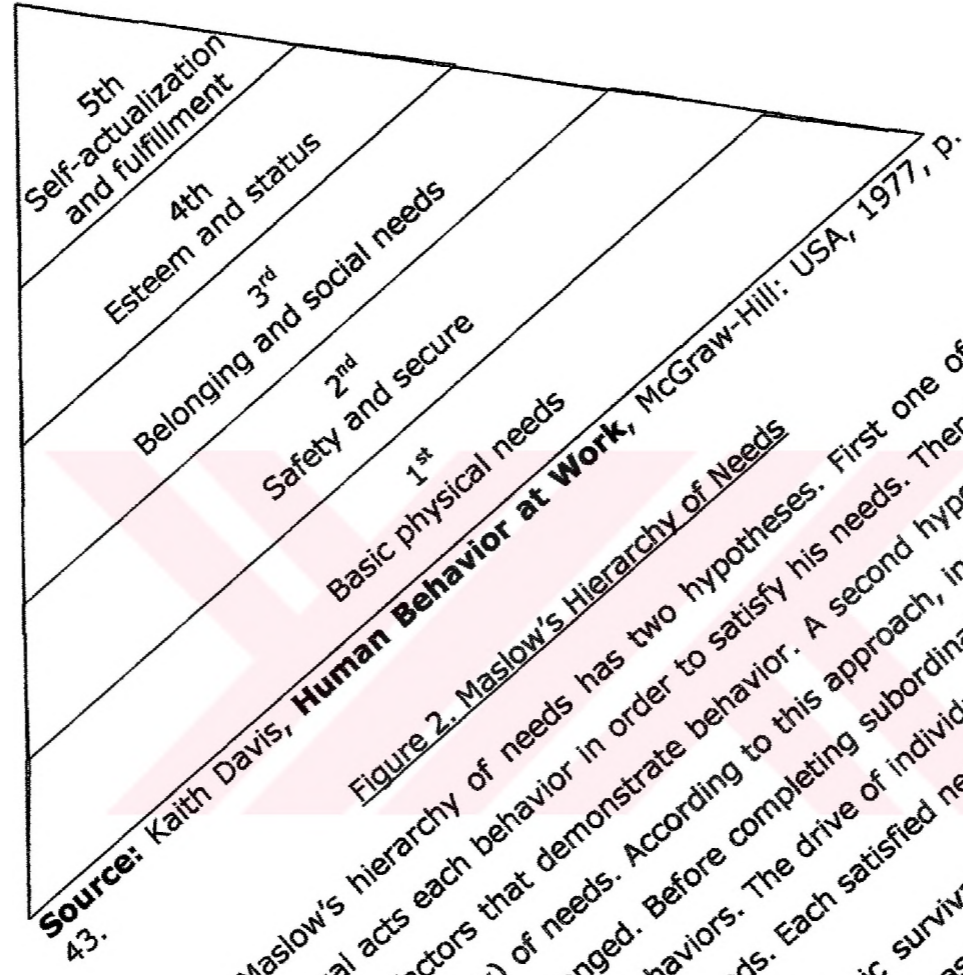
4.1 EXTENT THEORIES

Extent theories, in other words content theories, try to expose factors that make people work. Such theories, which are based on the assumption of people's behaviors, have specific commitments and they make effort for achieving that goal, believe that people work for satisfying their needs and wants.

Maslow's Hierarchy of Needs, Herzberg's Motivator-Hygiene Theory and Mc. Clelland's Learned Needs Theory are the main parts of extent theories. However, only Herzberg's Motivator-Hygiene Theory among extent theories has a place in Job Satisfaction Questionnaire (Appendix 1).

4.1.1 MASLOW'S HIERARCHY OF NEEDS

Human needs are not of equal strength, but generally emerge in a certain priority. When the primary needs are satisfied, a person places more emphasis on the secondary needs. A need hierarchy by A. H. Maslow focuses on five levels.



Maslow's hierarchy of needs has two hypotheses. First one of these is that individual acts each behavior in order to satisfy his needs. Therefore, needs are the major factors that demonstrate behavior. A second hypothesis is about the range (hierarchy) of needs. According to this approach, individual has needs that are hierarchically ranged. Before completing subordinated needs, top needs do not drive individual to behaviors. The drive of individual to behaviors depends on the satisfaction of bottom needs. Each satisfied need affects the next need¹⁰⁷.

Lower-order' needs involve basic survival. In the typical work situation they rarely dominate because they are reasonably well satisfied. An occasional experience for two days without sleeping, for instance, reminds one of the essential nature of body needs. People must satisfy their psychological needs, but when these are satisfied to some degree they wish to satisfy other needs, have three levels. Third level needs concern love, belonging, and social

¹⁰⁷ Koçel, p. 637-638

involvement, because people spend most of their times at work in a social environment and some of their social needs can (and should) be met there. The needs that place at fourth level include those for esteem and status. Employees need to feel that they are worthy and to believe that others think they are worthy (this gives them status). The fifth level is self-actualization that means becoming all that one's skills to the fullest and stretching talents to the maximum.

According to Maslow, human needs emerges in a specific order and when employee satisfies a need, he will be motivated no more and he is going to search for other need that should be satisfied next in order to reach satisfaction. Maslow's hierarchy of needs is not designed for just motivation at work. However, this approach that clarifies human needs in a definite order, later, is used for analyzing employees' motivation at work. Furthermore, as it is seen in the figure, human needs are become complex gradually. Human beings feel needs to satisfy themselves both in their social and business lives. As an example, a hungry person will not be motivated (satisfied) by belonging to a group. At the same time, a person with a few salary can be motivated (satisfied) by individual development, status, etc¹⁰⁸.

4.1.1.1 MASLOW'S HIERARCHY OF NEEDS AND ITS CRITICISM FROM THE STANDPOINT OF JOB SATISFACTION

Maslow's hierarchy of needs is analyzed by many researchers to depict its degree of pertinence. Some of these searches affirm its pertinence and some not.

Maslow's need-hierarchy model importantly says that people have needs that they wish to satisfy, and gratified needs are not as strongly motivating as unmet needs. In other words, employees are more enthusiastically motivated by what they are seeking than by what they already have. It cannot be denied that

¹⁰⁸ Göksel Ataman, **İşletme Yönetimi; Temel Kavramlar Yeni Yaklaşımlar**, Second Edition, İstanbul: Türkmen Kitabevi, 2002, p. 440-441.

Maslow's need-hierarchy has a great impact on contemporary managers and it offers some useful ideas for helping managers think about motivating their employees. Via this model, employee needs are more likely identified, it is recognized that they may be different across employees, offer satisfaction for the particular needs, and realize that giving more of the same reward may have a diminishing on motivation.

Some academicians argue that there is no hierarchy between humans' needs. They express that there are many people who satisfy their bottom needs and after that do not want to satisfy their upper needs. Some even support that emergence of wish to satisfy a need is not always because of the previous satisfaction of a need but because of socio-economic circumstances¹⁰⁹.

Maslow's need hierarchy approach can be applied to all kinds of people. However, in accordance with cultural and personal differences, the hierarchy of needs can be change. If employee behaves appropriately, needs are satisfied continuously. However, if various needs emerge at the same time, this contradicts with the idea that supports needs are satisfied in a hierarchical order.

4.1.2 HERZBERG'S MOTIVATOR-HYGIENE THEORY

This theory is the outcome of Herzberg's research that he applies on 200 accountants and engineers. A very simple question is asked in this research; "Explain in detail when you feel so good and so bad in your job?" While the data is analyzed it is realized that employees use the concepts of work itself, success, responsibility, etc. that are directly about job to explain their satisfaction about their works. At the same time, they explain their dissatisfaction by using both work itself and extrinsic factors that are out of job itself, such as wage, working conditions, etc.

¹⁰⁹ Gülten İncir. "Ücrette Adaleti Sağlayan Performansa Dayalı Ücret Sistemleri", www.isguc.org/bkumbul_1.htm (20 April 2003).

Herzberg found that the replies people gave when they feel good about their jobs were completely different from the replies given when they feel bad. This finding led to motivation-hygiene theory's primary conclusion; Intrinsic factors are related to job satisfaction whereas extrinsic factors are associated with dissatisfaction. According to Herzberg, the factors that lead job satisfaction are separate and distinct from those that cause job dissatisfaction. Therefore, managers who try to eliminate factors that create job dissatisfaction can bring about peace, but not motivation. They just placate their employee rather than motivating them. As a result, such characteristics as company policy and administration, supervision, interpersonal relations, working conditions, and salary have been characterized by Herzberg as hygiene factors. When they are adequate, people will not be dissatisfied; however, neither they will be satisfied. Herzberg suggests that if we want to motivate employees, achievement, recognition, the work itself, responsibility and growth must be emphasized¹¹⁰.

Herzberg's motivator-hygiene theory proposes that the primary determinants of employee satisfaction are intrinsic factors to the work that employees do – recognition, achievement, responsibility, advancement, personal growth in competence. These factors are called 'motivators' because employees are presumed to be motivated to obtain more of them. On the other hand, dissatisfaction is thought to be emerged by a separate set of factors which are extrinsic to the work itself. These faces of the work environment are called 'hygiene factors' and consist of company policies, supervisory practices, working conditions, salaries and wages, and interpersonal relationships on the job. Therefore, Herzberg's theory suggests that a job should raise positive work motivation and employee satisfaction that will provide opportunities for employees to achieve, to gain recognition and responsibility, to advance in the organization, and to grow in competence¹¹¹. Besides, hygiene factors do not motivate employees. However, being lack of these factors de-motivate them. The existence of these factors supplies minimum circumstances. However, motivation is possible by the existence of factors that create motivation.

¹¹⁰ Robbins, Stephen P., **Managing Today**, New Jersey: Prentice Hall, 2000, p. 414.

¹¹¹ Lyman W. Porter, Edward E. Lawler and J. Richard Hackman. **Behavior in Organizations**, USA: McGraw-Hill, 1975, p. 299.

According to Herzberg's theory, only the existence of hygiene factors is not enough for maintaining motivation.

Table 3
Effect of hygiene Factors and Motivators on Job satisfaction and Job Dissatisfaction

Hygiene Factors (Job Dissatisfaction)	Motivators (Job Satisfaction)
Salary*	Salary*
Supervision	Recognition of achievements
Interpersonal relations	Work itself
Working conditions	Responsibility
Company policy and administration	Achievement
Status	Advancement
Security	Growth

*Because of its ubiquitous nature, salary commonly shows up a motivator as well as hygiene. Although primarily a hygiene factor, it is often takes on some of the properties of a motivator, with dynamics similar to those of recognition for achievement.

Source: (Debra L. Nelson and James Campbell Quick. **Organizational Behavior.** 1999, p.148)

As it is understood from Table 5, according to Herzberg, building motivation factors "motivators" produce job satisfaction. The research shows that motivation factors are achievement, recognition of achievements, work itself, responsibility, salary, advancement, and growth. These factors relate to the content on the job and what the employee does on the job. When these factors are present, they lead to superior performance and effort on the part of job incumbents. These factors directly influence the way people feel about their work. Motivation factors reveal positive mental health and challenge people to

grow, contribute to the work environment, and invest themselves in the organization. According to Herzberg's original results, the absence of these factors does not lead to dissatisfaction. Rather, leads to the lack of satisfaction. The motivation factors are the more important of the two sets of factors, because they directly affect a person's motivational drive to do a good job. In the absence of motivators, employees will be de-motivated to perform well and achieve excellence.

Job dissatisfaction emerges when the hygiene factors are not present or/and not sufficient. In the original research, the hygiene factors were company policy and administration, technical supervision, salary, interpersonal relations with one's supervisor, working conditions, salary and status. These factors are related to the context of the job and may be considered as supporting factors. They do not directly affect a person's motivation to work but influence the extent of the person's discontent. Psychological growth and human development cannot be directed by these factors. Because of contributing individuals' basic needs, these factors may be thought of as maintenance factors. Excellent hygiene factors result in employees' being not dissatisfied. The person complains about "poor supervision", "poor medical benefits" when the hygiene factors are poor or absent. Employees feel that they are dissatisfied in the absence or poverty of hygiene factors. Moreover, the combination of motivation and hygiene factors can result in one of four possible job conditions.

A job high in both motivation and hygiene factors leads to high motivation and few complaints among employees. In this job condition, employees are motivated to perform well and are contented with the conditions of their work environment.

1) A job low in both factors leads to low motivation and many complaints among employees. Under such conditions, employees are not only de-motivated to perform well.

2) A job in high motivation factors and low in hygiene factors lead to high employee motivation to perform coupled with complaints about aspects of the

work environment. Discontented employees may still be able to do an excellent job if they take pride in the product or service.

3) A job low in motivation factors and high in hygiene factors leads to low employee motivation to excel but few complaints about the work environment. These complacent employees have little motivation to do an outstanding job.

4.1.2.1 HERZBERG'S MOTIVATOR-HYGIENE THEORY AND ITS CRITICISM FROM THE STANDPOINT OF JOB SATISFACTION

Herzberg's motivator-hygiene theory is more popular between behavioral scientists. There are many findings that are both agree and disagree with that theory¹¹²;

A factor (i.e. wage) may cause dissatisfaction when it causes satisfaction in another instance.

- Satisfaction or dissatisfaction that belongs to a factor may depend on employees' level at organization or may depend on workers ages.
- Employees' perceptions on factors may cause satisfaction or dissatisfaction. An engineer, for instance, who prefers to work with a democratic supervisor, may be dissatisfied if he works with a autocratic supervisor¹¹³.

According to Herzberg, hygiene factors are not effective in supplying job satisfaction but it is significant for decreasing dissatisfaction. Many interviews with managers and many observations show that this idea do not work well,

¹¹² Ali Özışın, **İşletmelerde Motivasyon ve İş Tatmini Arasında ki İlişkiyi Belirlemeye Yönelik Bir Araştırma**, Published Master Theses, Kocaeli, Gebze Advanced Tekchnology Institute, Social Sciences Department of Management, 2002, p. 41.

¹¹³ Şimşek, p.100

because it is depicted that factors which are resulted from work environment are more effective in maintaining job satisfaction¹¹⁴.

According to the survey that is done by Dunnette, Campbell and Hakel in 1967, for some people satisfaction is occurred by incentives, some people are motivated by both incentives and health factors and some are motivated by only health factors. There are also some studies that do not support the theory. Most of the criticisms are based on the management of theory. People usually search for the exact source that leads them to satisfaction inside themselves, whereas they attribute their dissatisfaction to outside factors. Therefore, it may be assumed that the theorem which supports there are differences between factors cause satisfaction and dissatisfaction is not acceptable.

When we analyze the theory from the stand point of cultural aspects, we will realize that Herzberg's motivator-hygiene theory is inefficient. Herzberg's theory seems to be more adequate for cultures that have solved economical problems. In other words, it will not be wrong to say that Herzberg's theory better fit into developed cultures. In such companies, employees think that the increase in wages is their natural right in their countries. On the other hand, in less developed countries, increase in wages is the major motivator.

Despite all of the criticisms, the model provides a useful distinction between maintenance (extrinsic) items that are necessary and but not sufficient and motivational factors that have the potential for improving employee effort.

4.1.3 MC. CLELLAND'S LEARNED NEEDS THEORY

David McClelland studied a lot for analyzing three learned needs that he considered to be particularly significant sources of motivation. These are achievement, affiliation and power.

¹¹⁴ Şimşek, p.100-101

- **Need for achievement (nAch):** The impulse to excel, to achieve to a set of standards, to try to be successful.
- **Need for power (nPow):** The need to make others behave in a way that they would not have behaved otherwise.
- **Need for affiliation (nAff):** The desire for friendly and close interpersonal relationships.

McClelland thought that these needs are obtained from the culture of a society. Thus, the name of the theory is 'learned needs theory'. He argued that nAch, for instance, is cultivated through children's books, parental styles, and social norms.

McClelland found that people with high **need for achievement** perform better than the ones who have moderate or low need for achievement. Additionally, he underlined national differences in achievement motivation. Individuals with high need for achievement have three characteristics;

- 1) They have difficult goals, yet they are achievable because they want both challenge and a good chance for success.
- 2) They want to receive feedback for their progress toward these goals. Since, success is significant for them and they like to know how they are doing.
- 3) They do not like having external events or other people interfere with their progress toward the goals. They are most comfortable working on individual tasks and activities that they control.

High achievers usually have hope and plan for success. They may want to work alone or with others –whichever is most adequate for their task. They like competence and want to be the best in what they are doing. The **need for power** is all about making an impact on others, the desire to influence others, the urge to change people or events, and to make difference in life. People with a

high need for power are the ones who like to be in control of people or events. McClelland makes a successful distinction between socialized power that is used for social benefit and personalized power which is used for the personal gain of the individual. Social and hierarchical statuses are significant for people with a high need for power. **Need for affiliation** is concerned with establishing and maintaining warm, intimate relationships with other people. People with high need for affiliation are motivated to express their emotions and feelings to others and they expect the same in return. Their relationships with others are close and personal, emphasizing friendship and companionship. People with high need for affiliation always hope to be integrated in interpersonal activities. They play significant integrative roles in group or inter-group activities because they work for harmony and closeness in all relationships.

According to McClelland's learned needs theory, human needs are not occurred in a hierarchical range. The significant point here is which need is more important. Which need individual tries to satisfy first, should be determined to achieve motivation and then individual should have a job that is adequate to that criterion. As an example, success oriented people are more motivated and satisfied via fabricating his own job¹¹⁵.

4.1.3.1 MC.CLELLAND'S LEARNED NEEDS THEORY AND ITS CRITICISM FROM THE STANDPOINT OF JOB SATISFACTION

In his theory, Mc.Clelland constructs an interaction between desire for success and financial development. Human beings love success and they try to be successful while they are afraid of being unsuccessful. According to learned needs theory, behavior is controlled by the need that is stronger than the others¹¹⁶.

¹¹⁵ Ataman, p. 447

¹¹⁶ Eroğlu, p. 212

Another assumption of the theory is that people like to be successful at hard works. When they reach success, they become motivated and they feel satisfaction.

It would not be wrong if we argue that there is a relationship between achievements need and job satisfaction.

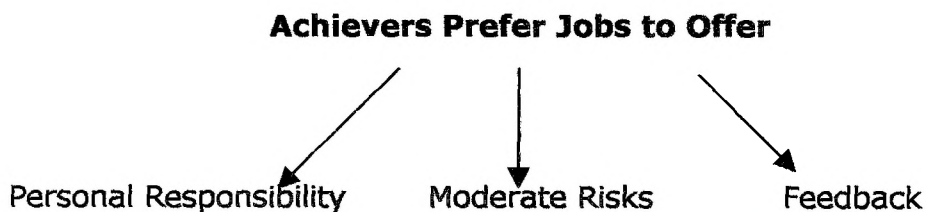


Figure 3. Individuals' Preference of Job Situation to Achieve

Source: (Debra L. Nelson and James Campbell Quick. **Organizational Behavior.** 1999, p.157)

Individuals with a high need to achieve prefer job situations with personal responsibility, feedback and a moderate degree of risk. When those characteristics are obtained, high achievers will be motivated and satisfied. However, a high need to achieve does not essentially lead to be a good manager, importantly in big organizations. People with a high achievement need are interested in how they do well personally regardless to what the others do. Moreover, the needs for affiliation and power tend to be closely related to managerial success. The best managers are high in their need for power and low in their need for affiliation. However, high power motive may be requirement for managerial effectiveness.

4.2 PROCESS THEORIES

Process theories focus on commitments that motivate people and how they are motivated by such goals. In other words, basic question that process theories try to answer is that how a person is made to replay or not replay a

certain behavior. According to process theories, need is one of the factors that drive people to behavior. In addition to these intrinsic factors, there are also some extrinsic factors which play roles on human motivation and behavior. Process theories believe that human behaviors are controlled by extrinsic factors¹¹⁷. Best known process theories are Vroom's Expectancy Theory, Porter-Lawler Expectancy Theory and Adam's Equity Theory. Only Adam's Equity Theory has a place in Job Satisfaction (Appendix 1).

4.2.1 ADAMS' EQUITY THEORY

The basic concept in J. Stacy Adams theory is that every employee wants to be behaved equitable in accordance with their performance and rewards¹¹⁸.

Employees' desire for being behaved equitably effects motivation. Essentially, according to this theory employee's degree of success and job satisfaction depends on equality (or inequality) that he perceived about his working environment¹¹⁹.

$$\frac{\text{Employee's outcome}}{\text{Employee's input}} = \frac{\text{Others' outcome}}{\text{Others' input}}$$

$$\frac{\text{Employee's outcome}}{\text{Employee's input}} < \frac{\text{Others' outcome}}{\text{Others' input}}$$

$$\frac{\text{Employee's outcome}}{\text{Employee's input}} > \frac{\text{Others' outcome}}{\text{Others' input}}$$

¹¹⁷ Koçel, p. 644

¹¹⁸ Duygu Altuğ, **Örgütsel Davranış: Toplam Kalite Anlayışı İçinde**, Ankara: Haberal Vakfı, 1997, p. 17.

¹¹⁹ Koçel, p. 653

Outcomes: Increase in salary, promotion, responsibility, status, etc.

Inputs: Effort for succeed in job, organizational position, social status, education, age, etc.

The quotas and denominators above depend on employees' perceptions. Employee compares his own ratio with others who are at the same position with him. If employee realizes an inequity in this ratio, he will act for dissolve inequity.

Specifically, people consider their inputs (their own contributions) and their outcomes (the organization's contributions to the relationship). People then calculate an input/outcome ratio, which they compare with that of a generalized or comparison other. An inequitable situation is depicted in the following figure¹²⁰.

Table 4
Inequity in the Work Environment
versus

	Person	Comparison Other	
Inputs	Bachelor's degree	Bachelor's degree	
	Four years' experience	Four years' experience	
	Fifty hours per week	Fifty hours per week	
Outcomes	\$45,000 salary	\$56,000 salary	
	Medical and dental insurance	Medical and dental insurance	
	Car allowance	Car allowance	

Source: Debra L. Nelson and James Campbell Quick. **Organizational Behavior.** 1999, p. 156.

¹²⁰ Nelson/Quick, p. 156

In the example, the comparison other is making \$11,000 more per year than the person while all other input and outcome considerations are the same. According to Adams, this underpayment condition motivates the person to resolve the inequity. Additionally, although not illustrated in the example, non-tangible inputs, like emotional investment, and non-tangible outcomes, like job satisfaction, may well enter into a person's equity equation. Adams would consider the inequity in the figure to be a first level of inequity. A more severe, second level of inequity would occur if the comparison other's inputs were lower than the person's. This would occur, for example, if the comparison other worked only thirty-five hours a week or had only two years of experience. Inequalities in one (inputs out outcomes) coupled with equality in the other (inputs out outcomes) is experienced as a less severe inequity than inequalities in both inputs and outcomes. Additionally, for Adams' equity theory, to obtain a reward is not significant. In order to maintaining satisfaction, reward should compensate employee's expectation and should be distributed equitably.

4.2.1.1 ADAMS' EQUITY THEORY AND ITS CRITICISM FROM THE STANDPOINT OF JOB SATISFACTION

Adams equity theory increases the importance of human resources management, because it stresses on the effect of equity and inequity on success and job satisfaction. Performance appraisal should be evaluated effectively and salary policy should be based on equity.

The most significant aspect of Equity Theory in accordance with Job Satisfaction is its effect on rewards and rewards system that are supplied by organization.

The most significant aspect of Adams model is the effect of equity theory on rewarding system in organizations. Adams theory has three messages;

- Every individual in organization has to understand the base of rewarding system.

- Every individual tends to see rewards from their various and different aspects.
- Every individual act according to his perceptions¹²¹.

Adams' theory, however, does not provide a way of determining if some inputs (such as effort or experience) or some outcomes are more important or weighted more than others, such as a degree or certification¹²².

In addition to all these, the comparisons in this theory are not objective but subjective. That is why conflicts and negative feelings cannot be blocked.

4.2.2 VROOM'S EXPECTANCY THEORY

Victor H. Vroom explains that motivation is a product of the values one seeks and one's estimation of the probability that a certain action will lead to those values.

$$\text{Valance} \times \text{Expectancy} = \text{Motivation}$$

- Valance: It reflects the strength of a person's preference for one outcome in relation to others. It is used for expressing the amount of one's desire for a goal. If an employee strongly wants a promotion, it is said that the promotion has high valance for the employee.

The valence arises out of each employee's internal self as conditioned by experience, so it will vary substantially from person to person. Furthermore, due to the fact that people may have positive and negative preferences for an outcome, valence may be negative as well as positive. When a person prefers not attaining an outcome comparing with attaining it, then valence is a negative figure¹²³.

¹²¹ Simsek, p. 106

¹²² Nelson/Quick, p. 157

¹²³ Davis, p. 60

The valence expresses individual's degree of desire for the reward. Every person perceives a particular reward differently. Some may do not desire a reward whereas the others have a great desire on it. It does not even worth to struggle for that reward. Therefore, the valence is negative here. If a person is indifferent, valance is zero. Some employees will find intrinsic valence in the work itself, if they have a strong work ethic. They reach satisfaction directly from their work through the sense of completion, of doing task right, or of creating something.

- Expectancy: It is the second major concept of Vroom's theory. Expectancy is the strength of belief that a particular act will be followed by particular outcomes. It reflects the employee's judgment of the probability that he waits for. Expectancy is an action-outcome association, it may range from zero to value one. If an employee sees no probability, then expectancy is zero. In contrast to this, if the action-outcome relationship indicates certainty, then expectancy has a value of one. Normally employee expectancy is somewhere between these two extremes¹²⁴.

In other words, if a person believes that he is going to have the reward by working on it (and if he has expectation on it), he will try more. It is therefore, his expectation value is between 0 and +1. However, he does not see a relationship between a specific endeavor (behavior) and reward, expectancy degree will be zero. If a person's valence and expectancy degrees are high, he will be motivated.

Importantly, outcomes usually are under the control of someone else, so there is uncertainty about whether the outcomes will follow from the action. If an employee is seeking a promotion that leads to higher pay are given at the discretion of management, and higher status is given by one's associates.

Motivation in the expectancy model is defined as the strength of derive toward action. "The model shows that a person's motivation toward an action at a particular time is determined by the anticipated values of all the outcomes

¹²⁴ Davis, p. 60

(valence) of the action, multiplied by the strength of a person's expectation that the action will lead to the outcomes¹²⁵."

If we accept the expectancy model, two can be done in order to motivate a person.

1) To increase the positive value of outcomes through such means as better communication about their values and actually increasing them. (i.e. increasing rewards).

2) To increase expectancy that the work really will lead to the desired outcome; thus we can strengthen the connection between the work and the outcome.

A straightforward incentive is more motivating than a complex one, because expectancy depends entirely on the employee's view of the connection between work and outcome. The employee does not sufficient connect effort with outcome because the complex one may provide so much uncertainty. On the other hand, the simple incentive provides a workable path that the employee can see and understand so its expectancy is higher¹²⁶.

- Instrumentality: This is the third concept of Vroom's theory. A person may show a specific level of performance via a certain try. This performance can be rewarded in a particular way. This rewarding may be considered as *first level outcome*. Person's salary, for instance, can be increased as first level outcome. Actually, first level outcomes are instruments for actualizing *second level outcomes*. Salary, which is noted in the previous instance, is an instrument for having a high status, for being recognized, for financing his family's needs, etc. Otherwise, salary does not mean anything. Here, instrumentality reflects subjective probability that first level outcomes lead the actualization of second level outcomes.

¹²⁵ Davis, p. 61

¹²⁶ Davis, p. 61

Instrumentality signs the relationships between various levels and expectancy signs the interaction between first level outcomes and ardor¹²⁷. Figure just above summarizes us Vroom's Model of Motivation which is based on Valence, Expectancy and Instrumentality; if the person believes that a specified ardor will be concluded by a specific performance (success), and if the person believes that this performance will encounter with first level outcome-reward (expectancy), and if the person thinks that this first level reward is essential and necessary for some second level outcomes (instrumentality), and if the person desire both first and second level rewards, he will be motivated.

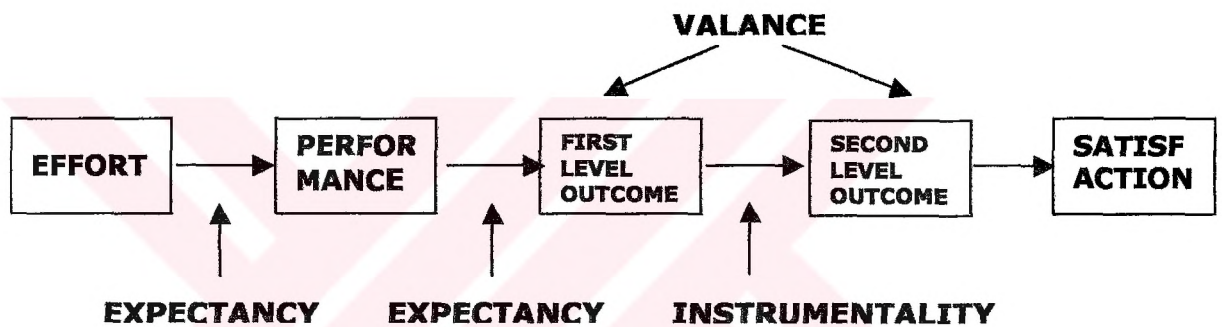


Figure 4. Vroom's Model of Motivation

Source: Tamer Koçel, *İşletme Yöneticiliği*, 2003, p. 129.

4.2.2.1 VROOM'S EXPECTANCY THEORIES AND ITS CRITICISM FROM THE STANDPOINT OF JOB SATISFACTION

According to many studies, Vroom's expectancy theory has some problems. Since, this theory is based on assumptions that are related to notional and rational judgments which people decided via evaluating rewards of all existing alternatives. Studies also show that such people are mostly contented with what they find and they do not search for the best¹²⁸.

¹²⁷ Koçel, p. 650

¹²⁸ Eren, p. 392

It may be argued that Vroom's theory is significant for understanding motivation process. Therefore, it has a positive effect on developing human resources management. Furthermore, Vroom's expectancy theory is prepared for managers to make them see the factors motivate employees and realize proportionate variables. If the managers want to use this theory, they should follow the followings¹²⁹;

It is also significant for managers to identify the level and type of outcome (reward) that is appropriate for employee.

- Managers should identify the type of behavior and performance that is desired by organization.
- Managers should form a relationship between performance and reward.

4.2.3 PORTER-LAWLER'S EXPECTANCY THEORY

L. Porter and E. Lawler form this theory by developing Vroom's expectancy theory. This model is based on Vroom's Theory, however, it has some added points. Porter and Lawler's focuses on valence, expectancy and instrumentality, but it also consists of role concepts that are perceived by knowledge and competence.

¹²⁹ Koçel, p. 650-651

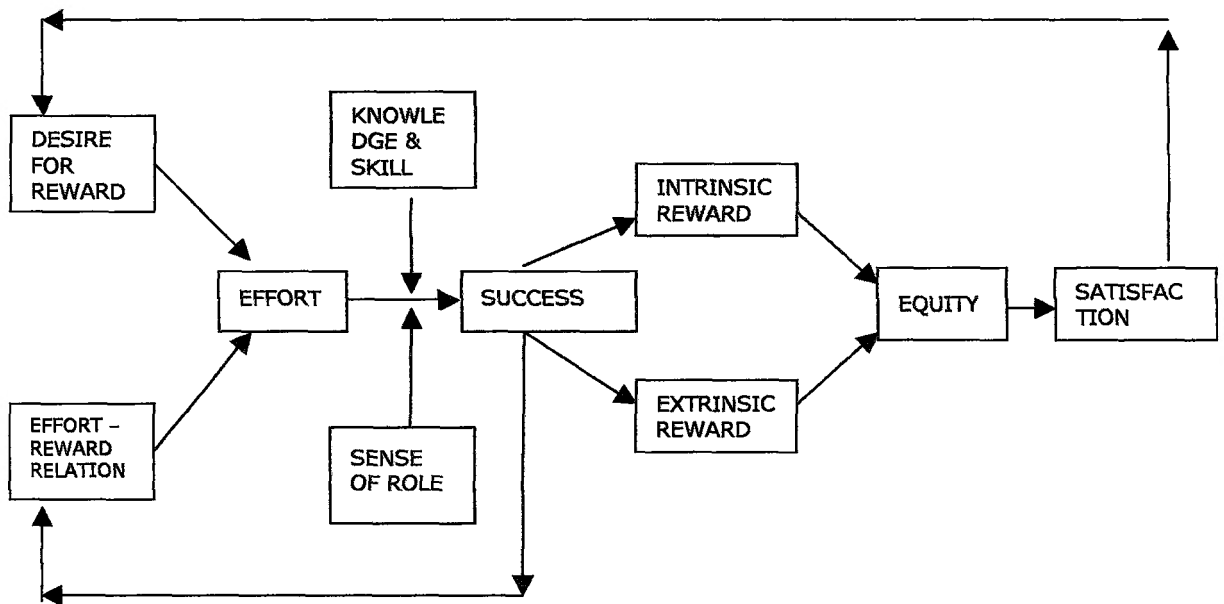


Figure 5. Porter-Lawler Expectancy Model

Source: Göksel Ataman, *işletme Yönetimi; Temel Kavramlar Yeni Yaklaşımlar*, 2002, p. 448.

The first part of this theory is the same as Vroom's. That is, person's motivation level is affected by valence and expectation. However, different from Vroom, Porter-Lawler argues that individual's endeavor does not cause performance. At this point, two new variables come to existence. One of these variables is having knowledge and competence. If the individual does not have any knowledge and competence, he will show no performance (he will not be successful), however, he tries a lot. The second variable is the role that individual determines for himself. The concept of role can be expressed as 'types of behaviors that are expected'. Individual's knowledge and competence should be match with what role organization imposes on him. Role conflicts, being lack of competence and knowledge causes failure.

"How will be the employee success rewarded?" and "How is he going to perceive this reward?" are the basic questions that this model tries to answer. Success can be rewarded by both 'intrinsic and extrinsic' factors. Good salary, status, job security and compensations are the examples for extrinsic rewards.

Here, we can say that extrinsic rewards look like hygiene factors and intrinsic rewards resemble motivators in Herzberg's two-factor theory. Like Herzberg, Porter and Lawler depict that both rewards are desired by employees¹³⁰.

In Porter and Lawler's theory, *equal reward* variable is the added part to Vroom's theory. Every individual compares his performance with others and decides on what kind of reward he deserves¹³¹. Here, a reward perception occurs. If individual is given less reward than he perceived before, he will not be satisfied. Additionally, valence and expectation will be affected by the degree of satisfaction and process will start again.

4.2.3.1 PORTER-LAWLER EXPECTANCY THEORY AND ITS CRITICISM FROM THE STANDPOINT OF JOB SATISFACTION

There are also some criticisms on Porter-Lawler model. Theory, for instance, is so complex that it cannot be tested easily. Another criticism, as these theories argue, is the doubt about individuals' attempts to detailed, arithmetic, and philosophical computation¹³².

This theory has significant contributions to explain success-satisfaction relationship. Different from the traditional thought, Porter-Lawler theory supports that success leads satisfaction. Therefore, satisfaction does not maintain success but rewards that are obtained after success cause satisfaction.

¹³⁰ Ataman, p. 449-450

¹³¹ Koçel, p. 652

¹³² Koçel, p. 653

5. MEASURING JOB SATISFACTION

One of the most common survey firms conduct is to measure employee's job satisfaction. Many managers believe that satisfaction is an important indicator of organizational effectiveness and may therefore require close monitoring. There are many ways in which attitudes toward work can be measured, but by far the most popular approach is the use of questionnaires and interviews that allow employees to rate various aspects of their jobs. When choosing an instrument, a firm's first concern is whether it should develop its own questionnaire/interview schedule or purchase one that has been commercially prepared. The homemade instrument has one primary advantage. It can be specifically designed to address the problems and issues perceived to be most important by the organization. On the other hand, it is time consuming, costly to develop, and requires training and expertise. Many organizations have found that, in the long run, a commercially prepared instrument may do just as well. Even though it is not situation-specific like the homemade device, an existing instrument offers several advantages¹³³.

- 1) The bias of a particular manager is likely to appear in the wording of questions.
- 2) Since the questions have been used before, they are known to be easily understood and meaningful to employees.
- 3) A commercial instrument is faster, easier, and often cheaper to use.
- 4) The better commercial materials are more likely to be both valid and reliable since they have been administered in a variety of different firms and situations.

Job satisfactions surveys, whether by questionnaire or by interview, are of three general types classified according to the form of question asked¹³⁴.

¹³³ McAfee/Champagne, p. 187

¹³⁴ Davis, p. 80

5.1 OBJECTIVE SURVEYS

They present both a question and a choice of answers in such a way that employees merely mark the answer that is their choice. Job Satisfaction Questionnaire (Appendix 1) is an objective survey.

The most popular one uses multiple-choice questions. In this type of survey respondents read all the answers to each question and then mark the answer that is nearest to how they feel. Other types may be marked 'true' and 'false', or employee may mark a numerical value along a horizontal scale of feelings.

5.2 JOB DESCRIPTIVE INDEX (JDI)

One of the more widely used commercial questionnaires is called the Job Descriptive Index (JDI). This device presents workers with a series of adjectives that may or may not describe five aspects of their job (work itself, pay, promotion, supervision, and co-workers). Employees are asked to answer each item Yes (Y) or Agree, No (N) or Disagree, and Don't Know or Unstable(?) to indicate the extent to which each adjective describes their jobs¹³⁵.

¹³⁵ McAfee/Champagne, p. 42-43

Instructions: Put a "Y" beside an item if the item describes the particular aspect of your job (work, pay, and so forth), "N" if the item does not describe the aspect, or "?" if you cannot decide.

WORK

Fascinating.....

Routine

Satisfying

Boring

PAY

Income is adequate.....

Satisfactory profit sharing

Hardly live on income

Bad

SUPERVISION

Asks my advice

Hard to please

Impolite

Praises good work

PROMOTION

Good opportunity for advancement

Opportunity somewhat limited

Promotion on ability

Dead end job

PEOPLE

Stimulating

Boring

Slow

Ambitious

The Job Descriptive Index that is the most popular analytical method offers something of a compromise between length, ease of administration, required level of education of the respondent, and number of job facets (that is, pay, co-workers, supervision, opportunities for promotion, and the work itself). For these reasons (along with evidence of its reliability and validity), the JDI is one of the most widely known and commonly used devices for measuring job satisfaction¹³⁶.

5.3 MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)

Minnesota Satisfaction Questionnaire has both a long (100) items and a short (20) items form. Respondents indicate how satisfied they are with various

¹³⁶ Robert P. Vecchio, **Organizational Behavior**, Orlando: The Dryden Press, 1995, p. 126.

aspects of their present job by selecting one of five alternative responses; "Very Satisfied", "Satisfied", "Neither", "Dissatisfied", "Very Dissatisfied".

Ask yourself: How satisfied am I with this aspect of my job?

VS mean I am very satisfied with this aspect of my job.

S means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

DS means I am dissatisfied with this aspect of my job.

VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about:

VDS DS N S VS

- 1) Being able to keep busy all the time
- 2) The chance to work alone on the job
- 3) The chance to do different things from time to time
- 4) The chance to be "somebody" in the community
- 5) The way my boss handles his men
- 6) The competence of my supervisor in making decisions
- 7) Being able to do things that don't go against my conscience
- 8) The way my job provides for steady employment
- 9) The chance to do things for other people
- 10) The chance to tell people what to do
- 11) The chance to do something that makes use of my abilities
- 12) The way company policies are put into practice
- 13) My pay and the amount of work I do
- 14) The chances for advancement on this job
- 15) The freedom to use my own judgment
- 16) The chance to try my own methods of doing the job
- 17) The working conditions
- 18) The way my co-workers get along with each other
- 19) The praise I get for doing a good job
- 20) The feeling of accomplishment I get from the job

Minnesota Satisfaction Questionnaire permits the independent assessment of attitudes on a number of distinct dimensions. In practice, the responses of people to these different facets tend to be positively correlated, so that people who are satisfied with their supervisor also tend to be satisfied with their co-workers and so on¹³⁷.

¹³⁷ Vecchio, p. 126

6. THE INTERACTION BETWEEN TEAMWORK AND JOB SATISFACTION

It would not be wrong to argue that there is a strong relationship between teamwork and job satisfaction. These two concepts that have been analyzed separately in this project might be related with each other by valid reasons. Interaction between teamwork and job satisfaction creates a notable platform that allows employees react continually at their work.

6.1 BENEFITS OF TEAMWORK THAT INCREASE JOB SATISFACTION

The first part of this project underlines the concept of teamwork and its positive effects on employees. In order to remind, basic effects of teamwork on employees are as follows¹³⁸;

- Teamwork throws various knowledge, talent, and experiences together,
- Teams go beyond the hierarchical structure of organizations that are stiff and unnecessary and they form wholeness around a shared commitment,
- Teams are considered as one of the basic ways to achieve quality of work life and assertive aims,
- Teamwork saves employees from strict controls,
- Building team transforms team leaders and team members into partners who participate into the actualization of their shared commitments,
- Teamwork provides all the opportunity to managers to benefit from talent of their employees,
- Empowerment is one of the dimensions of team work and this dimension reflects the power of decision making,
- Teamwork makes employees use both their physical and intellectual powers,

¹³⁸ Robbins, p. 311

- Teamwork makes employees more social.

6.2 HOW DOES TEAMWORK AFFECT JOB SATISFACTION?

It is possible to claim that all these teamwork characteristics are so effective to create employee satisfaction. If it is needed to analyze all these characteristics one by one, we need to start with first one. Teamwork throws various knowledge, talent, and experiences together. Via working in teams, employees deal with different and diversified concepts rather than dealing with typical issues. In teams, there is a flow of new ideas that are maintained by team members who have different knowledge, talent and experience from each other. These are reasons for satisfaction, because via various knowledge, talent and experience various decisions and opinions can be generated and this brings a change to employees and organizations.

Teams go beyond the hierarchical structure of organizations that are stiff and unnecessary and they form wholeness around a shared commitment. These are the other features of teamwork that obtain satisfaction. As we mentioned in the first part of this study, it is declared that teams do not have strict rules and strict hierarchical structure. As it is known that in many organizations when employees work individually, they usually work under rules and hierarchical structure. This might have a negative effect on employees because it may be argued that rules and strict hierarchical structures limit employees' creativity, decision making and these maintain dissatisfaction. However, work teams are far away from the hierarchical structure of organizations. Therefore, employees who work in team feel freer in generating ideas and in decision making and these lead to precious ideas that uphold organization. And process of employee satisfaction starts via these positive effects of teamwork. Moreover, teams form wholeness around a shared commitment that gathers members together. In other words, a specific issue is analyzed by various people who try to reveal a good solution at the end of team work. Mostly, team members are successful at revealing good solutions because they work together around a specific subject and therefore

team can see the subject from all of its perspectives that cannot be seen completely individually. And seeing all the perspectives lead members reach the right solution easier and faster. This also creates satisfaction.

Teams are considered as one of the basic ways to achieve quality of work life and assertive aims. Teams facilitate to reach quality of work life because members learn to be understanding, clear, social, ambitious, cogent, ordered etc. by working together. When employees have such characteristics it is indispensable to create a quality work life. And the emergence of a quality of work life brings satisfaction. Quality of work life which the management wants is directly related with employees' feelings about the job. There is substantial evidence that quality of work life leads to job satisfaction. At the same time, assertive aims can be actualized by teamwork because working together; sharing responsibilities and sharing workforce are the actualizers of assertive aims. And by achieving their aim, the employees are directly satisfied.

Teamwork saves employees from strict controls. Strict controls that employees face with might have negative effects on employees. When people work individually they usually have strict controls and such controls block their freedom, which leads them to generate new ideas freely. Being lack of freedom by strict controls creates dissatisfaction and this affects many things, such as productivity, decision making, communication, etc. On the other hand, employees are saved from strict controls by team work and therefore they find chance for generating various ideas freely. And creating ideas independently is one of the sources of satisfaction. Since, satisfaction increases gradually by creating various ideas on specific subjects by being a way from strict controls.

Building team transforms team leaders and team members into partners who participate into the actualization of their shared commitments. Teamwork generates leaders' and employees' (team members) have similar role expectations. In teamwork, leaders and employees become partners due to the fact that they have shared commitments. Therefore, this partnership decreases the boundary between leaders and employees. They, for instance, begin to communicate freer with each other and they begin to have more things so share.

Such characteristics create a peaceful environment and get leaders and employees closer. And automatically, all these features generate satisfaction.

Teamwork provides all the opportunity to managers to benefit from talent of their employees. In teams, managers have the opportunity to see and to use talent of their employees. When employees work individually, managers might not realize or see all the talents of their managers because their employees focus on a subject individually. Since, when employees work individually, they do not have the chance to discuss the subject with others in a formed team, they do not share their responsibilities with others, they do not have a shared commitment, etc. In short, they are all alone in their works. This limits their productivity and therefore they cannot show their whole performance to their managers. On the other hand, when employees work in teams, it is easy to produce various ideas due to the fact that there is a collective work. By the means of such positive effects of teamwork on employees' productivity in generating new ideas and on employees' performance, managers have the opportunity to have and be benefited from talent of their employees. And these create mutual satisfaction. In other words, both managers and employees are satisfied via these features. Managers are satisfied because they can overcome problems and can achieve their aim by using their employees' talent and employees are satisfied via being creative by using their talent.

Empowerment is one of the dimensions of teamwork and this dimension reflects the power of decision making. Teamwork empowers its members by eliminating strict rules, controls and hierarchical structure. In teamwork members react freely and they focus on their shared commitment collectively. They are not alone in their work and they share everything from responsibility to aim. All of these factors empower team and the empowerment of team reflects the power of decision making. Empowerment supplies the opportunity of decision making to employees. Since, they really feel dependency on their leader and organization and they really feel that they are useful for their team and organization, and this really satisfies employees.

Teamwork makes employees use both their physical and intellectual power. Using both physical and intellectual power makes team members more productive because they use both their physical and intellectual power by working in teams. When each member uses their talent, experience, knowledge, performance, and power physically and intellectually to the full extends on a specific issue, the emergence of incredible ideas is indispensable. At the same time, spending both physical and intellectual effort make members more active and productive in teams and this directly affects employees' satisfaction.

Teamwork makes employees more social. Working collectively and sharing all the issues that are related to the goal make employees who work in teams more social. People who work in teams cannot isolate themselves from the others, because teamwork necessitates working collectively and therefore they are made socialized via working in teams. Being social improves communication and sharing skills that are two elements, which maintains employee satisfaction. Moreover, social employees have satisfaction in a great sense than the ones who isolate themselves (in other words who work individually), because social employees have more opportunity to achieve success and to complete their tasks. Since, they have a social environment to share their ideas about their tasks and via this way they have the opportunity to realize their task from different point of view. These makes them generate new and various ideas and solutions on their task. It would not be wrong to argue that such elements create employee satisfaction in a great deal.

There are also other factors that make us realize the relationship between teamwork and job satisfaction. Employees have less stress in their works by working in teams because the shared responsibility decreases individuals' panic and stress after they face with high targets and difficulties. People compare what they do and what the others do in their work lives. Their partnership in teams makes them feel that they are significant parts of organization. Being valued by organization is a source of motivation and satisfaction.

Team members feel harmony of success due to the fact that they are the main parts of that success, which has a direct effect on satisfaction. Additionally,

feeling of success is not material. Dependency and actualization of selfhood are the outcomes of feeling of success and they are more effective on productivity rather than material prizes. These are the direct forces that empower employees' satisfaction. Furthermore, teamwork supplies significant benefits to managers. Increased productivity, profitability, motivation, satisfaction, dependency and positive behaviors help managers and their departments' to achieve their goals. Automatically, such glorious improvements directly and positively affect the productivity and development of organizations. Besides, after the formations of teams the attractiveness of organizations is increased in the eyes of employees and customers. It should be noted that all of these points are the exact sources for job satisfaction.

It is also so apparent that teamwork creates a more participant environment that increases satisfaction and motivation of employees. Additionally, this also blocks absence. Moreover, employees who work in teams participate in the whole production that let them see the outcome of their study and this also makes them more satisfied. Teamwork empowers the collaboration and it construes the success that is handled after working collectively.

Communication is one of the vital elements within the motivation process of employees. Lack of communication is one of the most significant elements, which reveals dissatisfaction. Teamwork, in which communication is one of the most important ingredients, supplies satisfaction by creating a wide communication web. Furthermore, confidence and trust are the other elements that dominate satisfaction. It is deeply analyzed that teamwork provides confidence and trust for team members and when employees feel confidence they are automatically satisfied.

It is proven that monotony and dinginess have negative effects on employees' satisfaction. Doing the same things all the time, having relationships with the same people continuously make people to get bored of their work and this boredom maintains dissatisfaction. Teamwork creates generation of new ideas and it limits repeating the same work all the time and it throws together

different employees (sometimes from different departments). In short, newness and changes are occurred by teamwork. Such varieties create satisfaction.

According to Mitchell, there are four main topics, which separate satisfied and dissatisfied employees. These are productivity, absence, turnover, and health. Additionally, these four behavioral consequences give an idea to management about the problems at work. Three of these four items are supplied by teamwork. It is underlined that teamwork increases productivity in the first paragraphs of this part. At the same time, teamwork limits absenteeism because it supports participatory working and work sharing. Since, members should be effective participants in discussions and decision making sessions as well. Therefore, absenteeism is blocked by teamwork and this also leads job satisfaction. In accordance with all of these turnover decreases, and this is another sign for satisfaction.

Teams can also consist of members from different departments but at the same time they are under the same hierarchical level. In such teams, every department is acquainted with what the other departments are doing and as a result of that employees become more coordinative, and production becomes first class. Via such teams, employees from different branches generate different opinions and they find different solutions for problems. These are the factors of satisfaction, because employees enjoy creating a first class production and great success that for work in teams.

Some teams can be also culturally diversified. Such teams consist of members from different nations and they work on a same issue mutually. These teams are also so advantageous because various kinds of ideas can be generated and different kinds of solutions can emerge. Via this way, members can reach the right solution and success will take place at the end of teamwork. Right solution and success also form satisfaction.

Sharing responsibility can be thought as a primary source of satisfaction. In teams, all the members have same target. This makes them share responsibility. Nobody in a team has less or more responsibility to each other. All

the members in teams have the same degree of responsibility. This is the source of satisfaction for employees because if employees do not work in teams and if they have responsibility individually, most probably they would be more stressful. Since, they are alone in their work and they should fulfill their responsibility individually. In other words, they are alone in their struggle for actualizing their responsibility. These create stress and dissatisfaction emerges. On the other hand, members of teams share responsibility and all of them become to be responsible for the same task. This makes them feel that they are not alone in their struggle to achieve their goal. Therefore, they become satisfied.

Employees can also help each other if a problem occurs while they work in teams, because they deal with the same subject and they usually struggle with anonymous problems. When team members have a problem, they always find someone who can help them in their team. Thus, that problem is usually solved. This is another reason for the occurrence of satisfaction, because members who have problems can find someone to help them. On the other hand, a person who works individually might not find somebody to help him, because he work personally and the other may not knowledgeable about his problem or they may not want to help him, because there is a lack of team notion. This can create dissatisfaction, since that person cannot solve his problem completely.

As it is understood from this part of this project, teamwork has many positive effects on employees' job satisfaction. Working in teams forms a significant part of employees' job satisfaction. In organizations, teamwork increases productivity and efficiency that have powerful effects on employees' satisfaction. This is also realized by organization in our recent time and that is why most of the organizations are based on teams and that is why they use work teams.

Besides from all of these issues, from the beginnings of 1990s there are significant changes in economic and social environment. All of these changes lead organizations to be more flexible and to be more open to newness. The spread of work teams in organizations and especially in United States of America,

which is a hot individualistic nation, symbolize changing economic-social environment, and the power of work teams.



7. RESEARCH

The application area of this research was Finansbank Gebze Branch and Vakıfbank Gebze Branch. The basic reason why Finansbank Gebze Branch and Vakıfbank Gebze Branch were chosen as the application area is that they are so effective in using teams and their personnel have reached prestigious success by the help of working in teams.

Especially, in Gebze which is a very significant industrial estate of Turkey, Finansbank and Vakıfbank Gebze Branch have noticeable achievements via their stress on teamwork. Industrial estate of Gebze consists of world's leading companies, such as Colgate-Palmolive Cleaning Products, Procter & Gamble Consumption Products, Ülker Nutrient Industry, Alarko Carrier, Aromsa Nutrient Additive Products, Arçelik, Aygaz, Bemag, Boran Plastic Industry, Carbone Lorraine Industrial Products, Deva Holding, Kale Balata Automotive, Belgin Metallic Oils, Farmamak Packing Materials and many other prestigious firms. Many of these firms are the customers of Finansbank and Vakıfbank Gebze Branch and that is why these branches are the most prosperous ones of Finansbank and Vakıfbank in Turkey. Furthermore, general information about Finansbank and Vakıfbank takes place in Appendix 3-4.

Moreover, one of the most popular financial magazines Financial Times has been retaining "Top 1000 World Banks" for 35 years and it published top 1000 banks of 2003. 14 Turkish banks exist in this list. The increase of these 14 Turkish banks makes Turkey Number 1 in the list that shows world's most ascendant banks. Further, in this list Vakıfbank is world's 2nd most ascendant bank and datas show that Vakıfbank was at number 812 and in 2003 Vakıfbank reached to number 412. Moreover, Finansbank is world's 12th most ascendant bank in Financial Times¹³⁹. These are the other reasons why this study focuses on these two banks that can supply current datas.

Finansbank Gebze Branch and Vakıfbank Gebze Branch uses two kinds of teams, which are Problem-Solving Teams and Self-Managed Teams and this is the most important point that makes these two banks connected to this study.

¹³⁹ Hürriyet, 8 June 2004, p. 10

This is a research that tries to measure job satisfaction in two banks where problem-solving and self-directed teams are used.

7.1 TEAM CHARACTERISTICS OF FINANSBANK AND VAKIFBANK AND THE PLACE OF THESE IN APPLICATION

The basic characteristics of teamwork and its importance within organizations have been mentioned in detail in pervious parts. Now, it is time to clear how Finansbank and Vakıfbank use teamwork.

One of the teams that is used by Finansbank and Vakıfbank Gebze Branches is Problem-Solving Teams.

The basic point that makes Finansbank and Vakıfbank similar is that both banks use Problem-Solving Teams and Self-Managed Teams. Both banks use these kinds of teams in the same direction with what theory tells us about these two teams.

Finansbank Gebze Branch and Vakıfbank Gebze Branch use Problem-Solving Teams in such way;

- In these two banks, problem solving teams consists of volunteers from different units or departments (ie. members from Personal Banking Department, Institutional Marketing, etc.) They meet one or two hours per week to discuss what they can do to solve the problem. Such teams in these two banks are formed in accordance with members' experiences in their job and organization, with sort of problem, with talents, education, ability and knowledge of members.
- In these two banks, problem-solving teams identify specific concerns in their areas of responsibility, develop potential solutions and often are empowered to take action within defined limits (ie. Open account to Industrial estate of Gebze [Gebze Organize Sanayi Bölgesi] senior managers.)

- As it is mentioned in the theory part, problem solving teams are formed when a problem occurs. These two banks form such teams when a problem comes to existence (ie. When they realize that the number of insurance is not enough to reach their monthly target, they immediately form problem-solving teams and discuss what they should do for solving this problem.)
- In these two banks, team's target, commitment and content are designated by top management (ie. General management of these two banks decides on in what way the teams will be act.) Therefore, problem-solving teams in these two banks designate current and potential problems, they analyze them, propose suggestions and offer these suggestions to management at a certain time.
- As theory tells us, these two banks uses five-step process in team's problem solving session. Getting the team together and working, stating and analyzing problem questions, generating ideas for solving the problems, selecting the most useful ideas for a solution, and deciding which ideas will be used.
- Brainstorming is also used by these two banks in their problem-solving sessions.

Deputy Managers of Vakifbank and Finansbank Gebze Branches remark that when problem-solving team members solve the exact problem in their branches, they are directly motivated. Team members become motivated because problem-solving supplies praise, personal and occupational improvement. These are the major motivators according to Herzberg's Motivator-Hygiene Theory. The existence of such motivators, members will be satisfied. Team members believed that they would be nearer to be promoted, satisfied, and advanced after they solve the problem in their teamwork. These are the other motivators, which satisfy team members. Additionally, when team members solve problem, they believe that management will not discharge them.

In other words, being successful at problem-solving, team members feel job security that is hygiene according to Herzberg's Motivator-Hygiene Theory.

Self-Managed Teams are also used by both of them. As they do in their usage of problem-solving teams, they act according to the theory about self-managed teams.

- As it is mentioned in theory part of Self-Managed Teams, in these two banks, members of such teams make decisions on scheduling work (their visits to potential customers), allocating tasks (which members will be at branch while the other are out for customer visit), evaluating job performance (appraising members performance), selecting new team members (choosing new members from various departments to be more effective in their goals), controlling new team members and quality of work.
- Theory tells us that in self-managed teams, each person is supposed to perform different managerial jobs (ie. In these two banks, when one member schedules work, the other orders materials and the other schedules vocations, the other visits potential customers, etc.)
- The number of self-managed team members change between 5-13 in these two banks.
- The member of such teams in these banks learns all the jobs that have to be performed by the team. Therefore, they can manage different jobs simultaneously without any time loss.
- Theory tells us that self-managed team members should be met as often as possible to get the job done. The self-managed team members of these two banks are met as often as necessary to complete their tasks.
- Self-Managed Teams in Finansbank and Vakıfbank are formed according to members' experiences in their jobs, places where they live, departments they belong to, and task that should be completed in a certain time.

At this point it should be depicted that one of the most significant specialty of self-managed teams is that they highly take responsibility which has been mentioned before. Since, all of the tasks of self-managed teams that are mentioned just above necessitate high responsibility. Also, every single result of each item above impose responsibility to team members. Finansbank and Vakifbank self-managed teams always face with such a feeling of responsibility. However, team members are not complainant about this aspect. Such a feeling of complete responsibility in team makes members more motivated because they think they are reliable and successful enough for their organization to have complete responsibilities in their tasks. According to the managers of these two banks, by the pressure of such responsibility team members also work so hard in their projects due to the fact that they do not want be unfaithful toward their organization that really believe in them. Further, when we think that responsibility is a motivator according to Herzberg's Motivator-Hygiene Theory, its existence in a team, members will be motivated because it gives the feeling of personal improvement to them.

The other point about the usage of Problem-Solving Teams and Self-Managed (Autonomous) Teams by these two banks is that while problem-solving team members are satisfied after they solve the problem, self-managed teams in these banks are satisfied after they have the feeling of responsibility which is the basic notion imposed by self-managed teams.

7.2 MEASURING TOOLS

In this research, questionnaire method was used for collecting data. In the research, it was decided to use a ready-made satisfaction measure.

Research composes one step; Application of job satisfaction scale to personnel.

The Job Satisfaction Questionnaire was obtained from Bericap, which is among the leading German firms in the world. Production of Bericap is based on

caps that are produced for every single item that has cap. Globally, it has more than 40 locations. Its operating company is in Germany. In Turkey, Bericap locates in Çayırova/Gebze-Kocaeli. Bericap has been operated in Çayırova for 15 years. Further, it was among a few firms that had net during economic crisis of 2000 in Turkey. Nejat DILER who is the Human Resources Adviser of Bericap (Çayırova) accepted the usage of this Job Satisfaction Questionnaire in this academic study¹⁴⁰.

Job satisfaction questionnaire was applied all personnel of Finansbank and Vakıfbank Gebze Branches (Appendix 1). 5-point likert scale is used in this questionnaire. *Definitely Disagree, Disagree, Unstable, Slightly Agree, Definitely Agree*. *Definitely Disagree* is graded as 1 and *Definitely Agree* is graded as 5 and all the statements in the scale are positive.

There are 29 statements in the scale and one of these statements is open ended "29) *If you have some suggestions about being more productive please write in the blank.*" Other 28 statements in satisfaction scale have based on 5-point likert scale. Across each statement there are *Definitely Disagree, Disagree, Unstable, Slightly Agree, Definitely Agree*. *Definitely Disagree* is graded 1 point and *Definitely Agree* is graded 5 points and all the statements in the scale are positive.

In the satisfaction scale, besides questionnaire various questions have been asked to identify respondents' demographic characteristics. These questions are *Birth date, Gender, Marital Status, Education, and Department*.

The questionnaire that was applied to team members of Finansbank Gebze Branch and Vakıfbank Gebze Branch is an objective survey. It presents both questions and choices of answers in such a way that team members merely mark the answer that is their choice.

In addition to all these, the job satisfaction questionnaire that was applied in Finansbank Gebze Branch and Vakıfbank Gebze Branch is both based on Job Descriptive Index (JDI) and Minnesota Satisfaction Questionnaire (MSQ).

¹⁴⁰ www.bericap.com.tr, (17/07/2004), p.1.

On account of this, job satisfaction questionnaire (Appendix 1) is an extensive one. JDI and MSQ are mentioned *Measuring Job Satisfaction* part of the study. What about these two measuring tools is that the job satisfaction questionnaire (Appendix 1) is in similar direction with Job Descriptive Index (JDI) and Minnesota Satisfaction Questionnaire (MSQ). Job satisfaction questionnaire, for instance, presents team members with a series of adjectives that may or may not describe various aspects of their job, work itself (question #5-10), pay (question #22-24) and promotion(question #4-7).

Table5
Relation of JDI Questions and Job Satisfaction Questionnaire in Application

Question 5: My job satisfies me.	Work: Satisfying...
Question 10: I am not satisfied with my job and I think of changing it.	Work: Satisfying...
Question 22: I am happy with my salary.	Pay: Income is adequate...
Question 24: I am happy with my salary when I compare myself with the others who work for other organizations in similar positions.	Pay: Satisfactory profit sharing...
Question 4: If I complete my work successfully I know that I will be promoted.	Promotion: Good opportunity for advancement...
Question 7: My organization supply me opportunity of promotion.	Promotion: Good opportunity for advancement...

Moreover, it is based on Minnesota satisfaction Questionnaire (MSQ) as well. Since, as it is mentioned in *Measuring Job Satisfaction* part of the study, theory tells us that in MSQ respondents indicate how they are satisfied with various aspects of their present job by selecting one of five alternative responses. Statements 2-7-8-18-20-22-25 in job satisfaction questionnaire are in the same direction with MSQ theory.

Table 6
Relation of MSQ Questions and Job Satisfaction Questionnaire
in Application

Example of MSQ Questions ¹⁴¹	Job Satisfaction Questionnaire ¹⁴²
The chance to be "somebody" in the community	18- People act me as if I am an important person in this organization.
The way my job provides for steady employment	8- I know I will not be discharged as long as I do my job completely.
The chance to do something that makes use of my abilities	25- My current job is parallel with my knowledge and talent.
My pay and the amount of work I do	22- I am happy with my salary that is paid in return of the amount of job I do.
The chances for advancement on this job	7- My organization supply me opportunity of promotion.
The working conditions	20- My working environment is okay in accordance with lightening, noise, cleanness, etc.
The praise I get for doing a good job	2- I am appreciated after I have done a good work.

In addition to all these, if it is necessary to relate Herzberg's Motivator-Hygiene Theory and Adam's Equity Theory with job satisfaction questionnaire, it may be argued that it is based on Herzberg's Motivator-Hygiene Theory and Adam's Equity Theory, which take place in *Job Satisfaction Theories* part of the study. In job satisfaction questionnaire, there are questions that reflect motivators and hygiene. Questions 1-6-7-8-11-12-15-16-17-19-21-20-22-23-24-26-27-28 reflect hygiene and questions 2-3-4-5-9-10-13 reflect motivators in job satisfaction questionnaire.

¹⁴¹ Bruce/Champagne, p. 43-44

¹⁴² Job Satisfaction Questionnaire, Appendix 1

Table 7
Hygiene and Motivators in Job Satisfaction Questionnaire (Appendix 1)

Questions	Hygiene	Motivator
1- Instruments in my department are enough for me in order to actualize my job.	X	
2- I'm appreciated when I become successful.		X
3- Trainings I participate are useful for my both personal and professional effectiveness.		X
4- If I complete my work successfully I know that I will be promoted.		X
5- My job satisfies me.		X
6- The atmosphere of my department value and support different kinds of perspectives.	X	
7- My organization supply me opportunity of promotion.	X	
8- I know I will not be discharged as long as I do my job completely.	X	
9- Trainings I participate prepare me for my future position.		X
10- I am not satisfied with my job and I think of changing it.		X
13- Management values my contributions for doing job better.		X
15- I am satisfied with my organizations.	X	
20- My working environment is okay in accordance with lightening, noise, cleanness, etc.	X	
22- I am happy with salary.	X	
23- I am happy with benefactions that are out of my salary.	X	
24- I am happy with my salary when I compare myself with the others who work in other organizations in similar positions.	X	

26- My title is parallel with the work I do.	X	
27- When it is compared with other organizations, mine is enough in accordance with its job security.	X	
11- This organization has an ardor for taking its personnel's thoughts.	X	
12- My managers support me to take personal and occupational training.	X	
16- I am happy with transportation system.	X	
17- My manager informs me about training programs.	X	
19- I am dissatisfied with my insufficient title.	X	
21- I am satisfied with catering service.	X	
28- I am happy with quality and amount of meals.	X	

Moreover, job satisfaction questionnaire has also some connections with Adams' Equity Theory. Statements 6-11-12-14-18-19-24-25-27 reflects Adams' Equity Theory.

Table 8
Adams' Equity Theory and Job Satisfaction Questionnaire (Appendix 1)

6) The atmosphere of my department value and support different kinds of perspectives.
11) This organizations has an ardor for taking its personnel's thoughts.
12) My managers support me to take personal and occupational training.
14) My thoughts about decisions that will be effective for my future are significant for my organization..
18) People act me as if I am an important person in this organization.
19) I am dissatisfied with my insufficient title.
24) I am happy with my salary when I compare myself with others who work in other organizations in similar positions.
25) My current job is parallel with my knowledge and talent.
27) When it is compared with other organizations, mine is enough in accordance with its job security.

To explain job satisfaction questionnaire demographically may be necessary for readers to have a point of view about the respondents of job

satisfaction questionnaire. Essentially, it is needed to be expressed that demographic datas do not have a functional place in application, however, demographic specialties of job satisfaction questionnaire can be considered as a valuable detail about people who filled it in two banks. Additionally, Appendix 5 consists of demographic tables that show exact demographic results.

- When people are evaluated according to their birth date, the majority of personnel were born 1970 and 1976 (Table 17).
- When the respondents are evaluated in accordance with their gender, it is identified that 59% of them are female and 38. 5% are male. 2. 6% did not give any answers (Table 18).
- When the people who are in the extension of this research analyzed according to their marital status, it is seen that 69. 2% of them are married and 25. 6% are single. 5. 1% did not give any answer to this statement (Table 19).
- When the respondents are evaluated considering to their education level, 53. 8% of them are university graduated, 38. 5% of them are high-school graduated, and 5. 1% have master degree. 2. 6% of them has not got any answers (Table 20).
- When the respondents are evaluated in accordance with their departments, 15. 4% belong to Personal Banking and Operational Banking. 12. 8 % belong to departments of credits and deposits. The other rates are shown in (Table 21).

Besides, job satisfaction questionnaire were delivered 51 personnel; 29 of 51 belong to Finansbank Gebze Branch and 22 of 51 belong to Vakifbank Gebze Branch. 76% of questionnaires were turned back.

In addition to all these, Principal Component Analysis has a significant place in the research. Principal Component Analysis shows that there are three components in the research. These are denoted in Component Matrix just above.

Table 9
Principal Component Analysis
Component Matrix

	Component		
	SATISFACTION	PLEASURE	DEPENDENCY
VAR00025	,772		
VAR00015	,762		
VAR00010	-,730		
VAR00018	,730		
VAR00005	,688		
VAR00026	,665		
VAR00007	,636		
VAR00004	,573		
VAR00019	-,553		
VAR00013	,532		
VAR00011		,830	
VAR00008		,679	
VAR00017		,622	
VAR00023		-,556	
VAR00012		,542	
VAR00021		-,541	
VAR00028		-,528	
VAR00002	,504	,519	
VAR00016			,804
VAR00001			,663
VAR00009			,530

Extraction Method: Principal Component Analysis.
3 components extracted.

This analysis shows that Var10 and Var19 do not have a relation with 'satisfaction'. Var 23, Var 21 and Var28 are not related with 'pleasure'.

Table 10
Components and Number of Statements in Job Satisfaction Questionnaire

Components	Number of Statements in Job Satisfaction Questionnaire
Satisfaction (Factor 1)	25, 15, 18, 5, 26, 7, 4,13
Pleasure (Factor 2)	11, 8, 17, 12, 2
Dependency (Factor 3)	16, 1, 9

At the end of the Factor Analysis, factors that are loaded on questions are divided into three. This shows that our scale is valid. Component Matrix of this study shows that there are three components in this research. These are *satisfaction, pleasure and dependency*.

Table 11
Correlations

		Dependency	Pleasure	Satisfaction
Dependency	Pearson Correlation	1,000	,315	,213
	Sig. (2-tailed)	,	,054	,200
	N	38	38	38
Pleasure	Pearson Correlation	,315	1,000	,724(**)
	Sig. (2-tailed)	,054	,	,000
	N	38	38	38
Satisfaction	Pearson Correlation	,213	,724(**)	1,000
	Sig. (2-tailed)	,200	,000	,
	N	38	38	38

**Correlation is significant at the 0.01 level (2-tailed).

There is a meaningful relationship with pleasure and satisfaction.

7. 3 HYPOTHESES TESTING

Two hypotheses were developed to be tested in this research.

H1: Pleasure of job increases job satisfaction in banks which are based on problem-solving and self-directed teams.

H2: Effect of job pleasure is powered by job satisfaction in employees' dependency on their organization in banks which are based on problem-solving and self-directed teams.

H1: Pleasure of job increases job satisfaction in banks which are based on problem-solving and self-directed teams.

Table 12
Increase of Job Satisfaction by Job Pleasure

Model	R Square	Standardized Coefficients	T	Sig.
	,524	Beta		
1			5,572	,000
	PLEASURE	,724	6,300	,000

a Dependent Variable: SATISFACTION

In the table above, the increase of job satisfaction by job pleasure is shown. It is seen in the table that pleasure of job increases job satisfaction in banks which are based on problem-solving and self-directed teams. Then, the model is meaningful.

H2: Effect of job pleasure is powered by job satisfaction in employees' dependency on their organization in banks which are based on problem-solving and self-directed teams.

Table 13
Job Pleasure's Empowerment by Job Satisfaction in Employees'
Dependency on their Organizations

Model	R Square	Standardized Coefficients	T	Sig.
	,099	Beta		
1			6,073	,000
	SATISFACTION	,315	1,994	,054

a Dependent Variable: DEPENDENCY

The table above demonstrates job pleasure's empowerment by job satisfaction in employee's dependency on their organizations. As it is seen in the analysis, job pleasure's empowerment by job satisfaction does not have any effect on employees' dependency on their organizations. Therefore, the model is not meaningful.

8. CONCLUSION

Finansbank and Vakıfbank Gebze Branches generate the basis of this research. Two kinds of teams are used in these banks; Problem-Solving Teams and Self-Managed (Autonomous) Teams. The basic aim of this study was to underline relationship between job satisfaction and teamwork. In other words, this study shows the interaction between working in teams and the increase of job satisfaction. Both literature and application parts show that there is a close relationship between teamwork and job satisfaction. Further, the overall idea that this study reflect is that if organizations rely on hygiene and equity factors, teams would be more successful, efficient and satisfied.

It should be also summarized the hypotheses of the study. It is based on two hypotheses that are;

H1: Pleasure of job increases job satisfaction in banks which are based on problem-solving and self-directed teams.

H2: Effect of job pleasure is powered by job satisfaction in employees' dependency on their organization in banks which are based on problem-solving and self-directed teams.

As it is mentioned in *Hypotheses Testing* part of the study, according to the analysis H1 is meaningful while H2 is not.


In addition, during this research, it became so apparent that these two banks use such problem-solving and self-directed teams directly from the theories.

The other point about the usage of Problem-Solving Teams and Self-Managed (Autonomous) Teams by these two banks is that while problem-solving team members are satisfied after they solve the problem (pg.95), self-managed teams in these banks are satisfied after they have the feeling of responsibility which is the basic notion imposed by self-managed teams (pg. 97).

Job Satisfaction Questionnaire which is based on Job Descriptive Index and Minnesota Satisfaction Questionnaire was applied to team members in Finansbank and Vakıfbank Gebze Branches.

Throughout this project, the important place of teamwork in organizations and its positive impact on personnel's job satisfaction is depicted. It would be a big fault to deny importance of work teams in organizations. In our century, teams are one of the basic elements that survive organizations. Many organizations today accomplish via work teams and many individuals enjoy satisfaction they feel being a member of team.

Lastly, after experiencing all the positive parts of teamwork, both employees and employers focus on teamwork in their organization. In our time, organizations are aware of;



**TOGETHER
EVERYONE
ACHIEVES
MORE¹⁴³**

¹⁴³ The slogan of Bilkent Üniversitesi Mezunlar Derneği (BİLMED).

APPENDIX 1

Dear Respondent,

This questionnaire was prepared for using for a Master Degree thesis that belongs to Faculty of Public Administration, Department of Human Resources Management and Development. Your participation in this study, your sincerity and attention while you are answering are crucial for the outcome of the survey. Your answers will be kept confidential and all findings will be computerized. I kindly request you to answer each question completely and honestly. I thank you in the name of my university and mine.

Elvan BULUT
Graduate Student of
Faculty of Public Administration
Department of Human Resources Management and Development

Dear Respondent,

I request you to answer all the questions completely in this part that searches personal information.

Birth Date:

Gender

Male () Female ()

Marital Status

Single () Married ()

Education

High School () University () Master () PhD ()

Your Department:

JOB SATISFACTION QUESTIONNAIRE¹⁴⁴

Below, there are various elements about your job. Please evaluate these elements in accordance with the criteria below, and put an "X" to statement that is suitable for you.

1) Definitely Disagree	2) Disagree	3) Unstable
4) Slightly Agree	5) Definitely Agree	

		1	2	3	4	5
1	Instrument in my department are enough for me in order to actualize my job.					
2	I am appreciated after I have done a good work.					
3	Trainings I participate are useful for my both personal and professional effectiveness.					
4	If I complete my work successfully I know that I will be promoted.					
5	My job satisfies me.					
6	The atmosphere of my department value and support different kinds of perspectives.					
7	My organizations supply me opportunity of promotion.					
8	I know I will not be discharged as long as I do my job completely.					
9	Trainings I participate prepare me for my future position.					
10	I am not satisfied with my job and I think of changing it.					
11	This organization has an ardor for taking its personnel's thoughts.					
12	My managers support me to take personal and occupational training.					
13	Management values my contributions for doing job better.					
14	My thoughts about decisions that will be effective for my future are significant for my organization.					
15	I am satisfied with my organization.					
16	I am happy with transportation system.					
17	My manager informs me about training programs.					
18	People act me as if I am an important person in this organization.					
19	I am dissatisfied with my insufficient title.					
20	My working environment is okay in accordance with lighting, noise, cleanness, etc.					
21	I am satisfied with catering service.					
22	I am happy with my salary that is paid in return of the amount of job I do.					
23	I am happy with benefactions that are out of my salary.					
24	I am happy with my salary when I compare myself with the others who work in other organizations in similar positions.					
25	My current job is parallel with my knowledge and talent.					
26	My title is parallel with the work I do.					
27	When it is compared with other organizations, mine is enough in accordance with its job security.					
28	I am happy with quality and amount of meals.					

29) If you have some suggestions about being more productive please write in the blank.

¹⁴⁴ Job Satisfaction Questionnaire was supplied from BERICAP by its Human Resources Adviser Nejat DILER.

APPENDIX 2

Sayın Katılımcı,

Bu anket Marmara Üniversitesi Sosyal Bilimler Enstitüsü bünyesinde bulunan Kamu Yönetimi Anabilim Dalı Human Resources Management and Development Bilim Dalı' na bağlı olarak yapılan bir Yüksek Lisans Tezinde kullanılmak üzere hazırlanmıştır. Bu araştırmaya katılımınız, cevaplandırma gösterdiğiniz samimiyet ve dikkat araştırma sonucu için son derece önem taşımaktadır. Cevaplarınız kesinlikle gizli tutulacak ve tüm bulgular bilgisayar ortamında değerlendirilecektir. Her soruyu eksiksiz ve dürüstçe cevaplandırmanızı diler, katılımınız için üniversitem ve şahsım adına teşekkür ederim.

Elvan BULUT
Marmara Üniversitesi
Human Resources Management and
Development Yüksek Lisans Öğrencisi

Sayın Katılımcı,

Sizinle ilgili olan bu bölümü eksiksiz cevaplandırmanızı rica ederim.

Doğum Yılı:

Cinsiyet:

Bay () Bayan ()

Medeni Hal:

Bekar () Evli ()

Eğitim Derecesi:

Lise () Üniversite () Yüksek Lisans () Doktora ()

Çalıştığınız Bölüm:

ÇALIŞAN MEMNUNİYETİ ANKETİ ¹⁴⁵

Aşağıda işinizin çeşitli yönleriyle ilgili unsurlar bulunmaktadır. Bu unsurları aşağıdaki kriterlere göre değerlendiriniz ve size uygun olan ifadeye "X" işareti koyunuz.

1) Hiç Katılmıyorum	2) Çok Az Katılıyorum	3) Kararsızım
4) Katılıyorum	5) Kesinlikle Katılıyorum	

		1	2	3	4	5
1	Çalıştığım bölümde işimi yapabilmem için gerekli donanıma sahibim.					
2	İyi bir iş başardığımda başarıma takdir edilir.					
3	Katıldığım eğitimler kişisel ve mesleki gelişimim açısından yararlı olmaktadır.					
4	İşimi başarı ile yaparsam terfi etme şansımın arttığını biliyorum.					
5	Bir bütün olarak değerlendirildiğinde işimden tatmin oluyorum.					
6	Çalıştığım bölüm farklı düşüncelerin değerlendirildiği ve teşvik edildiği bir ortama sahiptir.					
7	Şirketimde bana yükselme olanağı sağlanmaktadır.					
8	İşimi en iyi şekilde yaptığımda bu şirketteki yerimin garanti olduğunu bilirim.					
9	Katıldığım eğitimler gelecekte şirkette alacağım görev için yeteneklerimi geliştirme fırsatı verecek niteliktedir.					
10	İşimden memnun değilim ve değiştirmeyi düşünüyorum.					
11	Bu şirkette çalışanların fikir ve düşüncelerinin alınması için gösterilen gayretten memnunum.					
12	Kişisel ve mesleki eğitim almam için yöneticilerimden teşvik görmekteyim.					
13	İşin daha iyi yapılmasına olan katkılarıma bu şirket yönetimi değer vermektedir.					
14	Benim geleceğimi etkileyecek kararlarda ne düşündüğüme önem verilir.					
15	Bir bütün olarak değerlendirildiğinde şirketimden memnunum.					
16	Personel taşıma servislerinden memnunum.					
17	Geliştirilen eğitim programları ile ilgili olarak yöneticim tarafından bilgilendiriliyorum.					
18	Bana bu şirketin önemli bir üyesi gibi davranılmaktadır.					
19	Unvanımın yetersizliği beni rahatsız ediyor.					
20	Çalışma ortamım, ışıklandırma, gürültü, temizlik vb. açıdan yeterlidir.					
21	Yemekhaneden ve yemek servisinden memnunum.					
22	Yaptığım iş karşılığında ödenen ücretten memnunum.					
23	Ücret dışı yapılan yardımlardan memnunum.					
24	Diğer şirketlerde benzer işlerde çalışanlarla karşılaştırıldığında bana ödenen ücretten memnunum.					
25	Yapmakta olduğum iş, bilgi, yetenek ve becerilerimle örtüşmektedir.					
26	Unvanım yapmakta olduğum iş ile örtüşmektedir.					
27	Diğer şirketlerle karşılaştırıldığında iş güvencesi açısından çalıştığım şirket yeterlidir.					
28	Yemeklerin kalitesi ve miktarından memnunum.					

29) Çalışmalarınızda sizi daha verimli kılacak öneriniz var ise lütfen aşağıdaki boş kısma belirtiniz.

¹⁴⁵ Job Satisfaction Questionnaire was supplied from BERICAP by its Human Resources Adviser Nejat DİLER.

APPENDIX 3

Table 14
General Information about Finansbank

Establishment Date	1987	
Field of Activity	Banking	
Number of Employees	3,923	
Number of Branches	150	
	December 31, 2003 (billion TL)	December 31, 2003 (thousand \$)
Asset Size	5,732,029	4,106,523
Total Equity	768,380	550,480
Net Income	153,075	109,665
SHAREHOLDER STRUCTURE		
Fiba Holding A.Ş.	40.22%	
Fina Holding A.Ş.	24.37%	
Girisim Factoring A.Ş.	4.20%	
Fiba Factoring A.Ş.	3.27%	
CGNU Plc.	3.21%	
Publicly Traded	24.73%	

Finansbank, the flagship company of the Fiba Group of Companies, is the 5th biggest private bank in terms of consolidated balance sheet in Turkey. The

Bank's activities are composed of corporate banking, trade finance, and investment banking through its subsidiary, Finans Yatırım and retail banking services.

Considering small and medium sized companies, the Bank has an important place within the market. In 2003, the Bank has enlarged its branch network to 150 branches of which 48 were both corporate and commercial, 102 were only for retail banking services and established high coverage distribution channels to reach more customers. There are retail-banking units in each commercial branch as well.

Internet banking services have been furtherly extended both for retail and corporate customers since year 2000, and continues to operate 24 hours a day as a user-friendly, fast and reliable system with up-to-date technology, through www.finansbank.com.tr.

The volume of installment transactions and credit card transactions increased by 127% and 97%, due to the increase in POS terminals network in merchants by 67% and the number of terminals reached 13,429 in 2003.

Having significant share in Turkey's foreign trade and a wide network of international institutions, Finansbank is frequently cited for its successes in international syndications and capital markets. In 2003, the international trade finance volume of Finansbank was USD 7.2 billion¹⁴⁶.

Finansbank Gebze Branch has four departments; Bireysel Bankacılık (3 Personnel), Kurumsal Bankacılık (6 personnel), Operasyon (10 personnel) and Ticari Bankacılık (4). Finansbank Gebze Branch has two trainee and it has 4 personnel in pay-office. (Because of not having direct English names of these departments their translations may cause misunderstanding. Thus, their Turkish names are written.)

¹⁴⁶ "Fiba group of Companies", www.fibaholding.com.tr/e-fn-finansbank.html

APPENDIX 4

General Information about Vakıfbank

Vakıfbank was founded under the authorization of Special Law Number 6219 dated January 11, 1954 with the objectives of utilizing the assets and incomes of foundations for financial purposes in the best possible way, assisting the accumulation of savings in the country by way of contemporary management and adherence to solid banking principles, and protecting the savings so they can be used efficiently for economic development. Vakıfbank was established with an initial capital of TL 50 million and commenced operations on April 13, 1954¹⁴⁷.

Today Vakıfbank is one of the foremost multi-specialist banks in Turkey. Contemporary banking products and services offered by the Bank cover corporate, commercial and small-scale banking as well as consumer and private banking. In addition to basic banking products and services, Vakıfbank is also active in investment banking and capital markets¹⁴⁸.

Through its financial subsidiaries, the Bank delivers a wide range of financial services ranging from insurance and leasing to factoring using the most advanced technologies. In addition to 294 branches nationwide, Vakıfbank reaches its individual and corporate customers via alternative distribution channels, and plays an active role in financing both exports and imports¹⁴⁹.

Vakıfbank has four overseas subsidiaries and a branch in New York. These subsidiaries are located in Austria, in France, and in the Turkish Republic of Northern Cyprus¹⁵⁰.

¹⁴⁷ "Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 1.

¹⁴⁸ "Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 1.

¹⁴⁹ "Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 1.

¹⁵⁰ "Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 1.

Table 15
Vakifbank Ratings Assigned to by International Rating Agencies¹⁵¹

Moody's	
Long Term Bank Deposits	B3
Financial Strength	E+
Short-Term Bank Deposits	NP
FitchRatings	
Foreign Currency	
Long-Term	B+
Short-Term	B
Outlook	Stable
Local Currency	
Long-Term	B+
Outlook	Stable
National	
Long-Term	BBB
Outlook	Stable
Individual	D/E
Support	4
Capital Intelligence	
Foreign Currency	
Long-Term	B
Short-Term	B
Financial Strength	B+

¹⁵¹ Vakifbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 1.

Support	2
Outlook	Stable

Table16
Shareholder Structure of Vakıfbank¹⁵²
(As of December, 2003)

Shareholders	Group	Share (%)	Amount Billion	(TL)
Republic of Turkey General Directorate of Foundations	A	55	176,427	
Affiliated Foundations	B	19.75	63,354	
Non-Affiliated Foundations	B	0.25	802	
Vakıfbank Employees pensions Fund	C	24.89	79,841	
Vakıfbank Private Social Security Fund	C	0.06	193	
Group C Real Persons	C	0.05	160	
TOTAL		100	320,777	

PS: Vakıfbank stocks and shareholders are classified into three groups (A, B, C) as given above.

Vakıfbank Today;

- US\$ 12.8 billion in total assets- 5th largest Turkish in terms of asset size

¹⁵² Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 3.

- 50 years banking experience
- Management continuity
- A diversified corporate client base
- Strong brand recognition and franchise in retail banking
- Well distributed outlets and extensive alternative distribution channels
- Unique ownership structure provides accountability as the State, flexibility as a private sector institution¹⁵³.

Vakıfbank has assumed a leading role with the products and services that it has provided to its Turkish banking clientele for 50 years and has continued its efforts and successes at all times, notwithstanding the obstacles encountered along the way towards helping the national economy grow, develop and integrate with world economies¹⁵⁴.

Vakıfbank has a unique banking culture. Its staff works in teams like members of a family. Always aware of their social responsibilities when conducting banking business, Vakıfbank has, since its foundation, assumed a leading role in the development of its country. While operating in a profit-oriented manner, Vakıfbank is in an effort to carry out its responsibilities toward the country, has undertaken the financing of many large-scale infrastructural projects. Currently, Vakıfbank is the leading bank in Turkey in Project financing¹⁵⁵.

Vakıfbank Gebze Branch has four departments; Bireysel Krediler (3 personnel), Mevduat Bankacılık Hizmetleri (8 personnel), Ticari Krediler (2

¹⁵³ Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 13.

¹⁵⁴ Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 15.

¹⁵⁵ Vakıfbank In Brief", <http://www.vakifbank.com.tr/eng/VAKIFBANK%20ING%202003.pdf>, (May 17, 2004), p. 15.

personnel), Muhasebe (2 personnel), Kambiyo (2 personnel) and Vezne (2 personnelel). 1 person works as security and 2 person works in pay-office.



APPENDIX 5

DEMOGRAPHIC DATAS

Table 17
Distribution According to Respondents' Birth Date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1958,00	1	2,6	3,3	3,3
	1965,00	2	5,1	6,7	10,0
	1967,00	1	2,6	3,3	13,3
	1968,00	2	5,1	6,7	20,0
	1969,00	2	5,1	6,7	26,7
	1970,00	4	10,3	13,3	40,0
	1971,00	2	5,1	6,7	46,7
	1972,00	1	2,6	3,3	50,0
	1973,00	1	2,6	3,3	53,3
	1974,00	1	2,6	3,3	56,7
	1975,00	3	7,7	10,0	66,7
	1976,00	4	10,3	13,3	80,0
	1977,00	3	7,7	10,0	90,0
	1978,00	2	5,1	6,7	96,7
	1979,00	1	2,6	3,3	100,0
	Total	30	76,9	100,0	
Missing	System	9	23,1		
Total		39	100,0		

Table 18
Distribution According to Respondents' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	23	59,0	60,5	60,5
	male	15	38,5	39,5	100,0
	Total	38	97,4	100,0	
Missing	System	1	2,6		
Total		39	100,0		

Table 19
Distribution According to Respondents' Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	10	25,6	27,0	27,0
	Married	27	69,2	73,0	100,0
	Total	37	94,9	100,0	
Missing	System	2	5,1		
Total		39	100,0		

Table 20
Distribution According to Respondents' Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High-school	15	38,5	39,5	39,5
	University	21	53,8	55,3	94,7
	Master	2	5,1	5,3	100,0
	Total	38	97,4	100,0	
Missing	System	1	2,6		
Total		39	100,0		

Table 21
Distribution According to Respondents' Departments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Operasyon	6	15,4	18,8	18,8
	Bireysel	6	15,4	18,8	37,5
	Güvenlik	2	5,1	6,3	43,8
	Krediler	5	12,8	15,6	59,4
	Bankacılık Hiz	1	2,6	3,1	62,5
	Mevduat	5	12,8	15,6	78,1
	Kurumsal	3	7,7	9,4	87,5
	Stajyer	1	2,6	3,1	90,6
	Ticari	2	5,1	6,3	96,9
	İşletme Bankacılığı	1	2,6	3,1	100,0
	Total	32	82,1	100,0	
	Missing	System	7	17,9	
Total		39	100,0		

P.S. Because of not having direct English names of these departments their translations may cause misunderstanding. Thus, their Turkish names are written in the table.

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