

# Volunteering Team Effectiveness in Business Context

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## The Campus Ambassador Team Case

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## Summary

For years now, the effectiveness of teams is subject of research and organizational debate. This case study is focused on volunteering teams in a business context. The research explored how different factors influence the effectiveness of those volunteering teams in business context. It was concluded that influences of input and process dimensions on team effectiveness differ per team. This research encourages a continuously integrated monitoring and an ongoing conversation about team effectiveness. The integrated conditional team effectiveness steering framework constructed and explored in this research is a unique tool that can help in this quest. Next, this research stresses three important stories for volunteering teams in a business context. In this context this research emphasizes particular interest for team cohesion, clarity of goals and roles and motivation by self-development.

**Key words:** team effectiveness, volunteering business context, team structure, organizational environment, team collaboration, team cohesion, goal and role clarity, volunteering motivation, integrated perspective.

# 1.1 Introduction

This academic thesis will be a journey through the landscape of teams and their effectiveness. To be more specific, this thesis will be about volunteering teams. Not just a regular volunteering team, but a volunteering team in a business context. This academic case research has the aim to build an integrated framework and deliver insights in how volunteering teams in business context can improve their effectiveness.

This topic and aim is interesting, because there is a trend that indicates that more and more often volunteering teams are becoming part of the work environment (Ledingham, 2015; The Community Partnership Movement, 2013; Allen Consulting Group, 2007). For example, we see an increased interest in using volunteering teams within a company to work on corporate social responsibility projects (Ledingham, 2015). Sometimes the teams work directly for community goals and sometimes community goals are integrated or collide along the way. In the case of this research we talk about teams that voluntarily work on recruitment goals of an organization.

Volunteering teams within a business context have the ability to create a win-win for employers and employees. Employees have the possibility to develop skills, create future work possibilities and it will help giving them a sense of purpose, while employers can work on their image and create economic business synergies (Allen Consulting Group, 2007; The Community Partnership Movement, 2013). This is in line with what Ledingham (2015) says: 'volunteer programs are strategic assets for companies, and managers should view and promote them as such.' Creating an integrated overview and insights in what makes such teams more effective is an important objective of this research, because to make such teams or projects successful 'a company's culture must actively support and value volunteering', according to Ledingham (2015).

The last decade's general teams and their effectiveness have increasingly become subject of research and public discussion. This trend started in response to a broader use of teams in organizations and in the society as a whole (Azmy, 2012; Mickan & Rodger, 2000; Hackman, 1983; Campion & Medsker, 1993; Thomson, Perry, & Miller, 2007; Duel, 2010; Gladstein, 1984). Hackman (1983) particularly mentions the increase in autonomous (self-regulating) teams, project teams and task forces. The reason for using teams is the sound conviction that teamwork exceeds individual work (Azmy, 2012; Snier 2007). Campion and Medsker (1993) mention different researchers that acknowledge and emphasize that groups have the ability to increase both the productivity and the satisfaction of employees.

The way a work environment and collaboration is designed is constantly changing. The work environment is becoming increasingly complex. Networks are becoming increasingly international and multi-level complex. Companies become more and more interdependent on different government organizations, businesses, suppliers and customers. Also taking the rapidly changing technology into account, new organizational forms are needed and formed all around the world (Azmy, 2012; Thomson, Perry, & Miller, 2007). Teams are one of those forms that are increasingly appropriate because of the growing complexity and strategic element in businesses (Sheard & Kakabadse, 2002). Glassop (2002) expresses the primary benefits of team structures in terms of a higher productivity, a flatter management structure and a decrease in (employee) turnover.

Teams can also have downsides. Teams can waste energy and time, can attribute to low performance norms, make bad decisions and teams can also create conflict, stress and frustration (Hackman, 1983; Campion & Medsker, 1993). Gladstein (1984) articulates this view by mentioning that task groups either accomplish or undermine organizational goals and either frustrate or fulfill individuals team members' needs. This research will focus on positive aspect of teams to improve the effectiveness thus is in some sense asymmetric. Team effectiveness could also be increased by focusing on negative aspects and trying to limit those influences, but again, this research focuses on themes and factors that positively influence team effectiveness.

To make sure teams will work to fulfill their members' needs and obtain the organizations objectives, it is important to expand what we know about managing, designing and consulting work teams (Hackman, 1983). Campion and Medsker (1993) also stress the importance and the need to understand the characteristics of team effectiveness. To summarize, we can conclude that it is becoming more and more important that we understand the factors that influence team performance and team satisfaction (Gladstein, 1984; Campion & Medsker, 1993; Hackman, 1983).

Despite the fact that there is a city filled with books and research about team effectiveness, this research is an attempt to integrate perspectives of team effectiveness. This will be done by building a team effectiveness framework. The framework will be adjusted and constructed by looking at the specific context of the case. The research takes place in ongoing organizational teams, so not in a laboratory setting. By doing so, it contributes to the scientific call for real life team examination. This will help to take the organizational context into account and provides insight on whether laboratory proven relations also hold in the complex reality of organizational life (Gladstein, 1984).

When the team effectiveness framework is built, it will be used as an integrated research perspective in the case study of the Campus Ambassador Teams. The case study consists of a current state and comparative analysis of the team effectiveness of the case teams. The research is carried out in an organization that wants to improve the team effectiveness of the Campus Ambassador Teams. Those eight teams (in the Netherlands) work within a commercial recruitment setting and are on a voluntary basis (team members don't get paid). Of some teams it is said that they perform perfectly while others are being criticized.

The main purpose of this research is not to certify team effectiveness relations indicated in the framework, but to build and explore an integrated conditional steering framework. This framework will be explored by broadly operationalizing it with a current state and comparative analysis of the Campus Ambassador Teams. This should result in practical case insight and integrated team effectiveness stories that help improving volunteering teams in a business context. So this research aims to introduce a comprehensive and integrated framework for analyzing volunteering teams in a business context. This research will for example look at organizational, collaborative and structural aspects of the Campus Ambassador Teams. This research should result in recommendations and outcomes that form the basis to start an ongoing conversation of team effectiveness of the Campus Ambassador Teams.

To achieve the objectives introduced above, the main research question to be answered is:

*To what extent do team structure, organizational environment and team collaboration influence the team effectiveness of the Campus Ambassador Teams?*

The framework will not be perfect. By looking at team effectiveness it is hard to be all encompassing. This thesis will focus on team effectiveness factors and themes that are scoped within dimensions. Creating the framework, academic literature as well as specific contextual themes, are taken into account. This specific case scope encourages the research to be about real life issues.

In figure 1 the structure of the paper is represented. At first a team effectiveness framework will be formed. The framework will be used as a scope to analyze the Campus Ambassador Teams. This research will be based on a combination of quantitative and qualitative data. The data will be gathered by a survey for all the Campus Ambassador Teams and in-depth interviews with twenty key stakeholders. In the end, recommendations for improving Campus Ambassador Team effectiveness will be given.

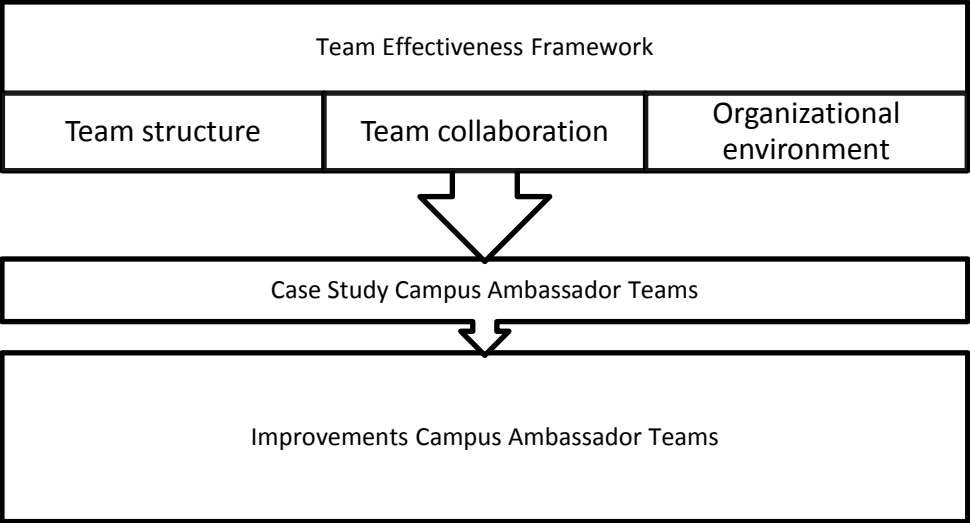


Figure 1 Structure of the research

## 1.2 Introduction case context

The organization where the research takes place is a big multi-national company (referred to as ‘the company’). I will be part of the recruitment team during my research. Within this department I will be analyzing one of their talent attraction channels; the Campus Ambassador Teams (sometimes referred

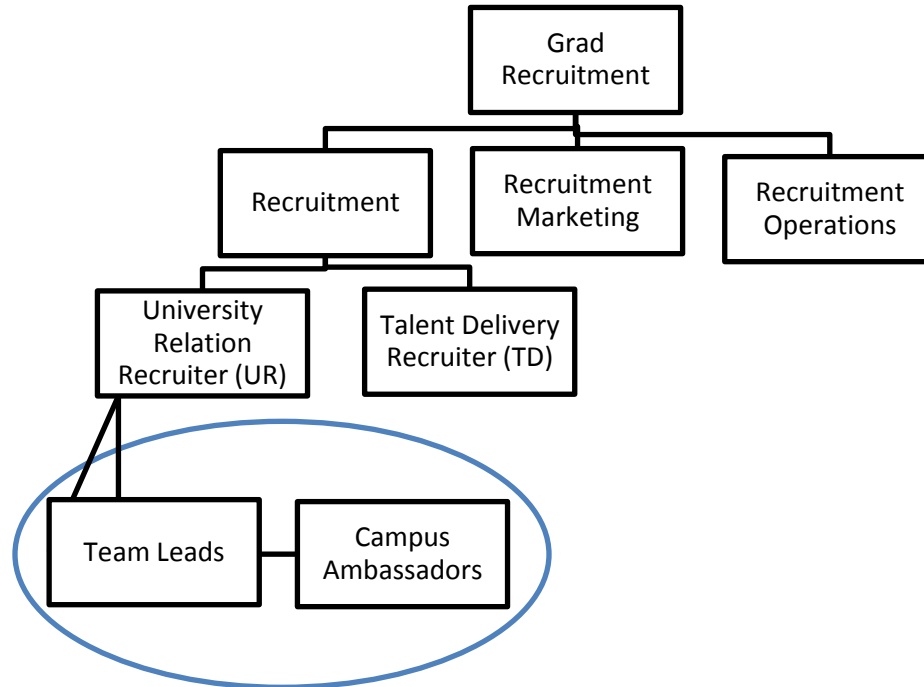


Figure 2 Organizational Recruitment Structure

to as CATs or CA-teams). In figure 2, you see the company structure of the graduate recruitment department. The eight Dutch CA-teams that are in scope of this research are managed by the graduate recruitment department. The University Relation Recruiters (sometimes referred to as URs), of which there are three in the Netherlands, are the coordinators of those volunteering teams. One of those recruiters is the supervisor of my research project. The recruitment marketing department is also involved in the Campus Ambassador Teams. This involvement is particularly displayed in two important ways; (1) they manage the budgets and (2) they deliver the (European) vision on how to attract the recruitment graduate targets.

### Campus Ambassador Teams

In the Netherlands, the Campus Ambassador Teams consist of volunteering company employees. Campus Ambassadors are not recruitment professionals, so they have to be supported, facilitated and trained to attract young talent to the business. Their goal is finding the best campus talent to join the company and share the company’s attraction story with them. Their predicted workload is between five to fifteen days a year. Looking at figure 3 we see that Campus Ambassador Teams are responsible for the first part of the attraction channel. They have to touch and inspire students, inform and convince them about the graduate program and relate and include them so that quality application come in that will result in high quality hires.





Figure 3 Role Campus Ambassador Teams – The Talent Attraction Tunnel

Campus Ambassador Teams are structured by university. There are eight teams, so eight universities are being represented. Every team has one Team Lead (a more senior manager, who also volunteers) and a University Relation Recruiter (paid), who are leading the teams. Their roles vary among the different university teams. The CA and the UR roles are subject to a lot of personal changes; every year the composition of the teams changes. The UR role is rotating every one and a half year and the commitment and years of involvement of CAs vary a lot.

### The circumstances

The graduate recruitment market is changing; (technical) talent is scarce and the competition is fierce. Beside these market trends, budgets within the company are cut and the popularity among students to apply for 'the company' is under pressure. There is less money and the efficiency has to go up. This is resulting in stress and high labor intensity in the recruitment and marketing teams. The strategy of student attraction is also changing. The business wants to change their strategy from hoisting the flag to a more personal approach towards students.

To round up, the Campus Ambassador Teams in the Netherlands are vital in attracting future leaders to 'the company', says my project description. In the current business climate there is a need to make a careful assessment in terms of targets and the resources that are mobilized to achieve those targets (financially, but also in terms of manpower). The way CATs are set up and managed is also topic of discussion, because it will have a direct impact on the motivation of the team and how well they carry out their role. Against the increased competition for talent and under delivery of (technical) graduate hires for the past years, there is a need to re-assess whether CATs are set up for success to enable the business to continue to meet the organizational targets in the most efficient and effective way.

Following the re-assessment; academic research recommendations have to be written with the goal to (1) achieve alignment in targets and activities on campus in order to recruit graduates in an affordable and sustainable way, (2) optimize CAT-model by reducing inconsistencies in CAT ways of working, standardize where possible and free up time for marketing stakeholders and URs to spend time on candidate intimacy and (3) empower CAs' engagement with talent pools in alignment with targets and build efficiencies through synergies.

Clear deliverables to be achieved by doing research have been formulated by the company. The first deliverable is a current state analysis of the Campus Ambassador Teams and its effectiveness in the

Netherlands. Second, a plan for improvement should be formulated. It can be concluded that two practical key questions need to be answered in this research:

- *What is the current state of the team input, process and output of the Campus Ambassador Teams?*
- *How can we improve team effectiveness of the Campus Ambassador Teams?*

Figure 4 shows a summary of objectives and why it is relevant on a high strategic level for the company. By asking ‘*To what extent do team structure, organizational environment and team collaboration influence the team effectiveness of the Campus Ambassador Teams?*’, this research is determined to both generate insights on a more abstract academic level as well as answering the two practical key questions and in that way contributing to real life issues.

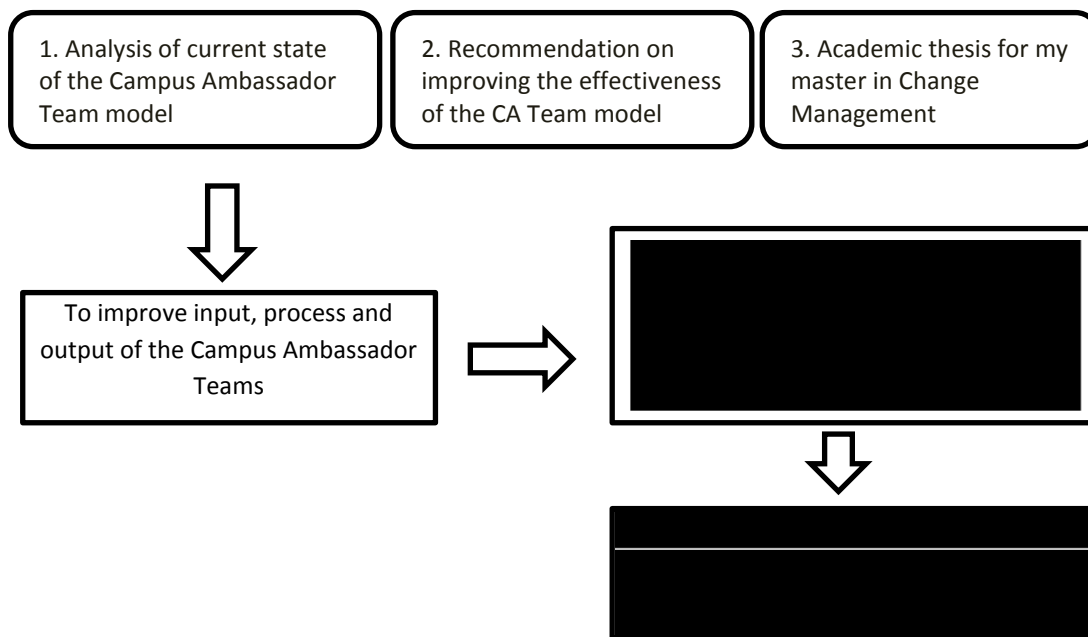


Figure 4 Objectives of this Academic Case Study

## 2. Theoretical framework

The objective of this section is to construct and clarify the team effectiveness framework. This framework is constructed to explore the influence of team structure, team collaboration and organizational environment on the team effectiveness of the campus ambassadors (chapter 3-5).

The framework will be constructed to allow a broad integral current state analysis of the campus ambassador teams which has to result in recommendations that start an ongoing conversion to improve the team effectiveness.

In this first section of chapter 2 the basic principles underpinning the framework will be constructed will be chosen and defined. Next, team effectiveness, team structure, organizational environment and team collaboration will be defined and the choices of the scope will be further explained. At last all the input and process dimensions will be concluded by integral expectations of the relations of the specific dimension on team effectiveness. Those expectations form an integrated perspective to look at the dimensions when operationalizing the model in chapter 4.

### Introducing the team effectiveness framework (TEM1)

Figure 5 show the team effectiveness framework constructed for this research. At first, it is important to acknowledge a few problems that arise when we look at the research of teamwork and team

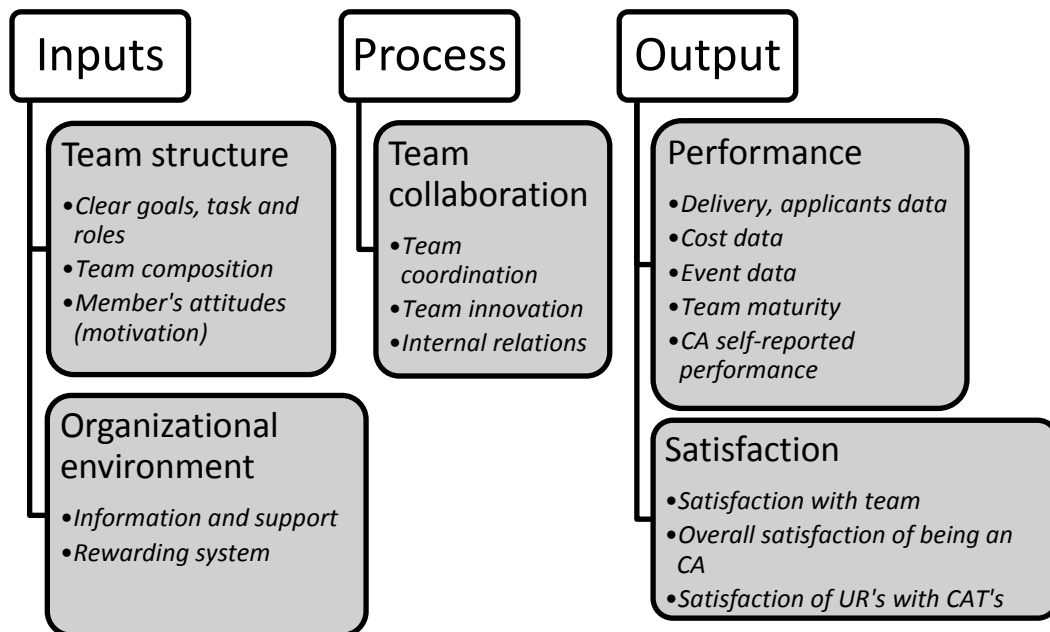


Figure 5 TEM1 Dimensions and influencing factors

effectiveness. There is not much consistency and consensus on the focus of research on team effectiveness. Every research often chooses a research direction that is relevant for a specific context. Another problem that arises is the inconsistency in labeling and defining the models. The constructs that researchers built are always a bit different to each other. This makes it hard to speak about clear effects

of variables on team effectiveness (Duel, 2010). This research also has a specific context and asks for a framework that answers the real life problems of the Campus Ambassador Teams within the organization context. The outcome of this literature study is another context driven team effectiveness framework (figure 5) to answer the theoretical and practical key questions.

Starting to define a research model; this research starts with a basic distinction between team input, team process and team output. This IPO model was first constructed by McGrath (1964). A lot of the literature of team effectiveness models is based on this IPO basic principle. The IPO model has been used as starting point in many team effectiveness researches and cases before. This model is a strong basis model to predict team performance (Neuman, Bolin, & Lonergan, 2000). Thus, this research will start by embracing the distinction between a team input, process and output variable.

To narrow down the scope and increase the possibility of finding answers on real life organizational problems choices of input, process and output dimensions have to be made. Two input dimensions are chosen; team structure and organizational environment. One important process dimension is identified; team collaboration. Last, two outcome dimensions have been picked out; performance and overall satisfaction.

Those dimensions have been chosen based on a lot of different team effectiveness models. Hackman (1983) for example comes close to this model by looking at the design of groups, organizational context and group synergy as dimensions of team effectiveness. It is important to include variables from different level of analysis because this will improve the comprehensiveness of research (Gladstein, 1984). Snier (2007) uses a conceptual model of team effectiveness which consists of team composition, team climate and team circumstances. Thus, both Hackman (1983) and Snier (2007) use similar dimension to frame team input and team process. Gladstein (1984) also makes a similar distinction (as in TEM1) between two kinds of inputs; he distinguishes group level inputs and organizational level inputs. This distinction can be compared with the input dimensions in this framework; team structure and organizational environment.

In this research team collaboration is the label used for the team process dimension. Bower et al. (2003) calls the process dimension team climate. Team climate is referring to variable such as shared vision, commitment and support for innovation. This model constructed by Bower et al. (2003) has been taken into account when constructing the dimension of team collaboration.

Team output has also been measured and researched in different dimension. Sundstrum (1999) defines Team effectiveness as the 'extent to which a work team meets the performance expectation of key counterparts-managers, customers, and others- while continuing to meet members' expectations of work with the team (p. 10).' Piña et al. (2008) categorize team output in three dimensions of impact; performance effectiveness, attitudinal outcomes and behavioural outcomes. These dimensions are not equally important for each team, it depends on the activities of the team. Snier (2007) acknowledges also that team effectiveness measurements depends on the specifics of a team. Taking into account the specifics of the volunteering teams in this case study and analysing output dimension constructs in other researches led to two way distinction of team output: performance and satisfaction.

The first step to construct the teameffectiveness framework is finished. To conclude; input, process and output dimensions have been chosen (figure 8). In the next part factors and themes for every dimension will be discussed and further defined. Still it is important to acknowledge are two major challenges concerning team effectiveness within organization; the (1) knowledge of what variables

influence team effectiveness is limited and (2) measuring those variables (Cantu, 2007) is often ambiguous. This research tries to the first challenge by integrating perspectives (literature) by using three dimensions that influences team output; team structure, organizational environment and team collaboration.

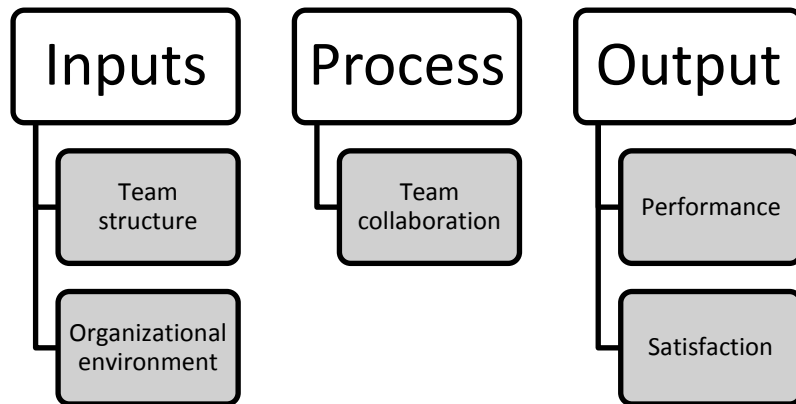


Figure 6 First Steps Team Effectiveness Model (TEM1) - Dimensions

To further design the framework key stakeholders are consulted to get a clear idea about important case specific variables. Second, a literature study is conducted to complete the model and to explore the relations underpinning the model so an integrated perspective can be formulated into dimension based expectations.

#### Exploring context researched teams: Campus Ambassador Teams

In this case we work with volunteering teams in a business context. In literature we find that teams are no longer always groups of people that work in the same area, that use the same equipment and deal with the same clients within the same locations. Teams can be comprised of people from different areas within the organization, located all around the country or even globe with a high degree of interdependence geared toward the accomplishment of mutual goals (Azmy, 2012). Gidron (1978) defines a volunteer as 'a person who works in a particular institution on a regular basis, of his own free will and without receiving direct economic rewards for his work.' Campus Ambassador Teams can be seen as an example of the definition of volunteering teams elaborated. The teams consist of members all across the company and do their work on a voluntary basis.

## 2.1 Defining team output

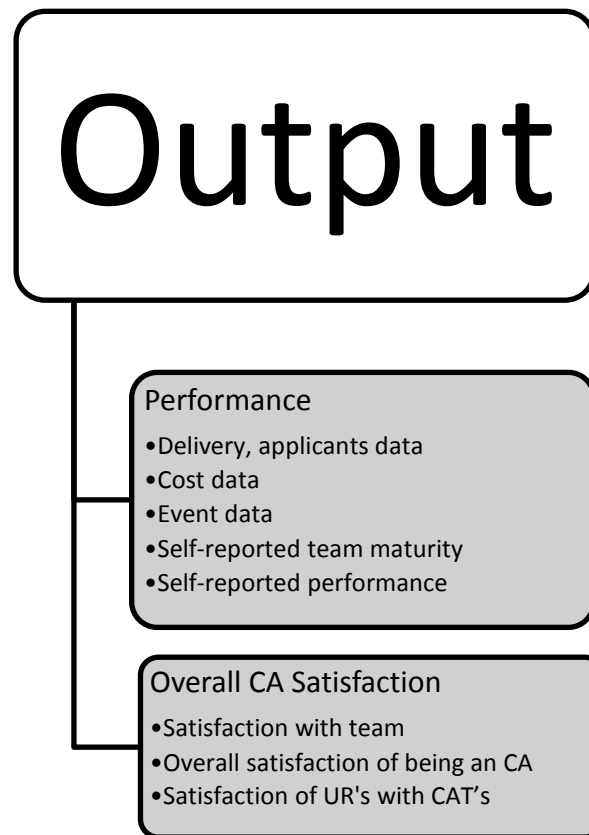


Figure 7 Defined Team Output

In this section the team output (team effectiveness) of the framework (TEM1) is defined and decisions on what will be measured are made (see figure 6). Azmy (2012) acknowledges that defining team effectiveness depends on the objectives of the teams subject of research. Yet we can also look in the literature and see how team output is measured in multiple researches. This research uses a constituency approach in defining team outcome criteria. It both uses literature as a dialogue with the key stakeholders. Involving different stakeholders and academic sources improves the validity of the research (Bower, Campbell, Bokke, & Sibbald, 2003).

In dialogue with the key stakeholders multiple performance data points are determined. The key stakeholders stress the importance of recruitment data, cost data and event data. Those data themes are marked as relevant to measure the effectiveness of the Campus Ambassador Teams. Looking at team effectiveness it is common to look at performance measurements. Cohen, Ledford and Spreitzer (1994) for example mention employee performance ratings based on quality, productivity, costs and safety. Yet Hackman (1983) acknowledges that team tasks often do not have clean right-or-wrong answers. Quantitative measurements of how well teams are doing are often not available or incomplete, that is also the case for campus ambassador teams. Hackman (1983) moreover emphasizes that you have to look at more than just raw productivity data when assessing groups. This is in line with Sundstrum, De Meuse and Futrell (1990) who measure team effectiveness in both performance and

viability. They also mention that a broad definition is favored, this means also taking into account members satisfaction. Van Roosmalen (2012) labels team outcome into three important factors: team result, team survivability and individual satisfaction. Hackman (1983) uses three similar but more comprehensive criteria for team effectiveness:

- 1) 'The productive output of the work group should meet or exceed the performance stands of the people who receive and/or review the output (p. 21).'
- 2) 'The social processes used in carrying out the work should maintain or enhance the capability of members to work together on subsequent team task (p. 22).'
- 3) 'The group experience should, on balance, satisfy rather than frustrate the personal needs of a group member (p. 22).'

Snier (2007) summarizes those three important aspects of team outcome as: acceptable for the customer, enhance future work in the team and the happiness of the team experience. In this framework (TEM1) it was decided to embrace the strategy of Gladstein (1984) and Lepine, Piccolo, Jackson, Mathieu, & Saul (2008); team outcome is measured by switching group effectiveness with performance and satisfaction. The aspect of viability is led out because in the case of the Campus Ambassador Teams regular rotations are part of the structure and context of the teams.

- *Performance*

Performance of project teams is generally measured using six variables: adherence to schedules, innovation, project quality, overall performance, adherence to budgets and interaction among team members (Snier, 2007; Hackman, 1983). In the case of the Campus Ambassador we will use event data, recruitment data and budget data following the dialogue with the key stakeholders. Hackman (1983) confirms that in conducting experiments on group performance, researchers often try to select task for which it is relatively easy to tell how well a group has performed. For example the number of right answers could be counted, or the time to finish a project could be measured. For teams in organizations however, Hackman (1983) explicitly mentions, effectiveness criteria are more complex. To overcome this problem and get more insight in this complex data, the experience performance of the key stakeholders will also be researched (self-rated maturity and performance).

- *Satisfaction*

Team satisfaction is mentioned as an important factor of team effectiveness or team output (Snier, 2007; Lepine et al., 2008; Hackman, 1983; Van Roosmalen, 2012; Azmy, 2012). Often organizations primarily focus on performance factors in looking at team effectiveness. In such cases satisfaction is valued as less important. In volunteering teams, as the Campus Ambassador Teams, satisfaction is more important. If the organization wants to ensure the continuity of the undertaken activities, the volunteers must be freely willing to keep committed. The company is depending on intrinsic motivation because no official contract is in place.

## 2.1 Defining input dimension (1): team structure

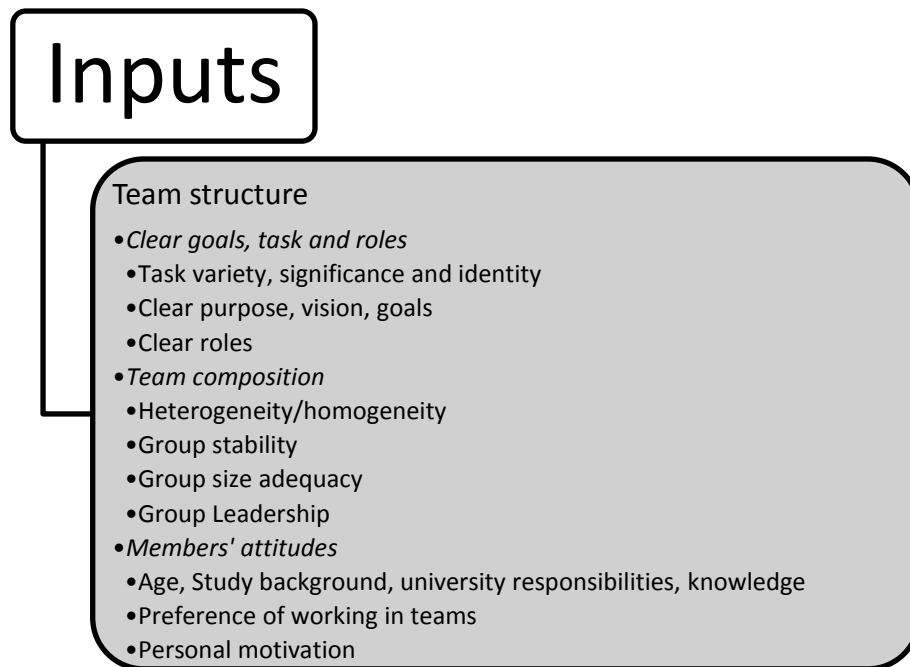


Figure 8 Defined team input variable (1): Team structure – factors and themes

In this section the team input dimension; Team structure of the (TEM1) framework is defined and decisions on what themes will be taken into account are being made (see figure 8). This team structure dimension is used in almost all team effectiveness models studied. But again in almost all cases different factors and themes are used to measure this construct. This research chooses to focus on three important factors within team structure; goals, task and roles, team composition and members' attitudes. This choice is based on two important sources: team effectiveness literature and the key stakeholders in the case. The key stakeholders were consulted but also my own interpretation as a researcher on what might be important and interesting plays a role. Below the chosen themes and how they influence team effectiveness will be discussed. If it is necessary to acknowledge the specific value for voluntary teams, a specific contribution will be made.

### Goals, tasks and roles

- *Task variety, significance and identity*

Campion et al. (1993) speak about the motivational effect of the design of the job, for example variety of the task. Variety in task means that members have the possibility to work on a number of different assignment. It can motivate team members by giving them the possibility to work on different skills and fairly distribute both tough tasks as well as fun and interesting tasks (Campion et al.,1993; Hackman, 1987; Cohen et al., 1994). Cummings (1978) and Campion et al. (1993) both state that when a task of a team or teammember is experienced as significant for customers or the organization they are more motivated and teams will be more effective. They also stress that when team tasks have a clear identity it can increase the groups responsibility for the significant and clear task. A clear identity of a task makes



the task more visible within an organization which will help possible members to identify with the task and take responsibility for it. This clarity will increase team effectiveness, thus Campion et al. (1993). Hackman (1993) summarizes this themes by acknowledging that a meaningful task with visible outcomes will increase the effort of individual team members.

- *Clear purpose, vision, goals*

Azmy (2012) points out five important factors of a successful team performance Azmy (2012). One of those five factors is a clear mission. Team effectiveness entails communication of a team's mission according to Sundstrum et al. (1990) they elaborate that a clear defined purpose or mission creates clear expectations. When a team is clearly informed about expectation regarding output, quality, timing, pacing and changes, teams tend to be more effective. Working together with other departments or organizations increases ambiguity and the risk of mixing goal and team purpose messages. In such a situation the need for a clear mission and clear communication increases (Sundstrum, De Meuse, & Futrell, 1990).

Clearly defined goals are also related to the group task. Sheard and Kakabadse (2002) state that it is essential that the team task is articulated in terms of clearly defined goals. This is an important incentive for groups to become a team. A team has boundary condition in terms of time, money and available resource, that makes it essential for an organization to clearly prioritize goals and commitments (Sheard & Kakabadse, 2002). Dissimilar views on goals and mission could result in ineffective communication and backup behavior or lack of ability to anticipate on other team members actions, which could decrease team effectiveness (van Roosmalen, 2012).

- *Clear roles*

Task identity discussed above clearly links with clear roles, yet there is a distinct difference between tasks and roles. A role is your whole particular job, for example an accountant, and a task is a work-related activity. Talking about roles is about more than just tasks. It is about all the tasks combined and even more, that determine your role in the group, sometimes linked to a specific entitlement. Sheard and Kakabadse (2002) state that, effective teams consist of members that agree upon and clearly understand their roles and those of others in the team. Ulloa and Adams (2004) also acknowledge the importance of role clarity. They state that attitudes towards teamwork improve when roles and a common purpose are available. This is particular important during the process of teaming (collaboration). Team members need to understand and know what the team has to achieve and what role they play. According to Ulloa and Adams (2004) role clarity also increases the respect and authority team members have among each other, which can increases team effectiveness.

## **Team composition**

Almost all team effectiveness models have group compositions themes. The themes used by Cohen, Ledford and Spreitzer (1994) in this factor are group expertise, group size adequacy and group stability. Gladstein (1984) also uses the theme of formal leadership when further analyzing team composition. In this research we replace group expertise with the theme of group heterogeneity and homogeneity in line with Cohen et al. (1993). The themes of the factor team composition and their expected influence on team effectiveness are worked out below.

- *Heterogeneity and homogeneity*

Hackman (1983) emphasizes a moderate diverse population of a team. Cohen et al. (1994) mention the right mix of people which also indicates a balance between heterogeneity and homogeneity to be most effective for a team. It is important to have the right amount of different knowledge and skill and yet enough homogeneity to work well together. Campion et al. (1993) and Cantu (2007) also stress the strength of both heterogeneity and homogeneity. Heterogeneity has a positive effect on problem solving, learning possibilities and innovation and so indirectly improve the team performance. Homogeneity tends to positively influence communication, conflicts, satisfaction and turnover within a team and so indirectly increase team performance as well. When tasks are more diverse and harder to fulfill heterogeneity becomes more important (Campion et al., 1993; Cantu, 2007). Based on the literature both heterogeneity and homogeneity can improve team effectiveness depending on the circumstances and the context of the case. It is key to find the right balance in a specific team situation (Mickan & Rodger, 2000).

- *Group stability*

This theme can be defined as the continuity of the group membership (Cohen et al., 1994). If members often leave the team, time is lost looking for new suitable candidates and even more time is lost before the new members understand the ways the team is working. The time and knowledge losses may decrease team effectiveness. Especially in volunteering teams there is often a big group of people involved that cannot always commit the same amount of time. Group stability generally has a positive influence on team effectiveness yet teams with long term similar goals and task could also benefit from fresh blood. New people generate new ideas; unfold blind sides which can also improve team effectiveness. So although stability especially in volunteering environment will enhance team effectiveness, once in a while a rotation or new members can improve effectiveness as well.

- *Group size adequacy*

The size of a team is effective when the group is just large enough to fulfill its tasks (Hackman, 1983). Cohen et al. and Campion et al. confirm this thought by stating that a group size should be the smallest number needed. Additional people are expected to result in less commitment, higher coordination costs and higher process losses. The team size that creates the highest output depends on the task of the team. Every case can have a different adequate group size but the concept of minimizing the number of participants is important (Hackman, 1983). Particularly in volunteering teams management can be overexcited with all possible involvement and are therefore inclined to let everyone join the team. While minimizing members to the task and goals will lead to more effective teams.

- *Group Leadership*

Snier (2007) defines this theme as the way leadership is performed in a team. The presence of a leader or manager of a team has a positive impact on the results a team achieves. Zaccaro, Heinen, and Schuffler (2009) confirm and explain that a leader is able to help team members achieving synergies. Synergies exist when a team accomplish more than the sum of individual members are able to accomplish. Cantu(2007) characterizes leadership in effective team as being an effective guide to the

team and providing necessary support and encouragement. In this research we will not dive into detail in this theme but in creating an overview in the world of effectiveness of volunteering teams in business context it is important to take leadership into account. In this research we will particularly focus on leadership clarity because role ambiguity plays an important role in this specific research case. West et al. (2003) explain that leadership clarity relates to shared perceptions of group members about who is in the lead. They argue that lack of clarity or conflict about the leadership role can have a negative impact on team effectiveness. It is not only important to have clarity about who is in the lead but also what is expected of the leader. Confusion about leadership will negatively influence participation, support and goal clarity which will lead to less effective teams (West, Borrill, Dawson, Brodbeck, Shapiro, & Haward, 2003).

Sundstrum et al. (1990) acknowledges a new trend towards self-management. Leadership may be more divided over the team and the role of 'key figures' within the team increases. In this sense leadership clarity is not a static but more a dynamic phenomenon. Leadership is formed during the process of teaming and becomes clearer during this process. In this case we will focus on the aspect of clarity, commitment and acceptance of the leadership role which all positively influence team effectiveness.

## **Members' attitudes**

In creating an overview of the input dimension labeled team structure, it is also important to look at personal members' level of how a team is constructed. The characteristics and attitudes of the members are an important factor that is part of a lot of team effectiveness models (Snier, 2007; Azmy, 2012; Hackman, 1983; Duel, 2010). In volunteering teams motivation plays a bigger role because financial rewards are not part of the rewarding mix. Motivation will therefore play a major role in this research because it creates opportunities to better understand and act upon the rewarding needs of the volunteers.

- *Age, Study background, university responsibilities, knowledge*

Characteristics of team members are important to take into account when looking at team effectiveness. Hackman (1983) suggests that effective teams consist of members who have high task relevant expertise. What this means differs in every case. It is important to identify the knowledge, experience and skills that are needed on a personal level to optimal fulfill the roles available. Logically we can say that a team where individual characteristics match the identified and necessary knowledge, skills and experience, team effectiveness will be positively influenced. In this campus ambassador case it is important to look at age, study background, university responsibilities and specific recruitment knowledge.

- *Preference of working in teams*

This theme and its relation to team effectiveness is obvious: employees who prefer to work in groups may be more satisfied and effective in groups (Cummings, 1881 and campion et al. 1993). In this particular volunteering case, this theme will probably not play an important role because you voluntarily accept to do volunteering work in a team and it is therefore likely that people enjoy working in teams.

- *Personal motivation*

As mentioned above motivation plays an important role because of the volunteering character of the team model. In general a lot of characteristics of effective teams refer to high motivation and commitment to group and member goals (Stogdill, 1972). For this motivation theme we follow Gidron (1978) and Okun (1994) who both write about motivations and rewards in the context of volunteering work. This theme, of personal motivation, will be about the expectations of the volunteers. The rewards and recognition theme will be part of the dimension of the organizational context. According to Gidron (1978) it is necessary to fit the nature of rewards with the expectation in order to keep your volunteering team members involved.

According to Gidron (1978) people do not only volunteer because of altruistic motives. People do volunteering work both for others and self-oriented motives. The other way around, Gidron (1978) also acknowledges that paid workers expect more than just economic rewards. They also expect rewards as: challenge, interest, social relationships, variety, opportunity for advancement and a lot more.

Looking at the motives Okun (1994) and Gidron (1978) mention, five different motives for volunteering work are distinguished. The first one, and most elaborated one, is a value driven motive; it motivates people to help others or to fulfill a universal obligation (1). The second motive is a social one; social recognition or trying to better fit in with one's social network (2). The third motive is the opportunity to relief negative feelings and feel important and needed (3). The fourth motive is the learning possibility; you learn more about the world and it adds variety to your (work) life (4). The fifth is a career oriented motive; the volunteering work could be connected with paid work (5). In our case a lot of young people are involved and so it is important to know that according to Gidron (1978) self-development and self-testing stands out as motivating factor for young volunteers.

Although this theme of motivation plays a big role in team effectiveness, only rough conclusions are drawn. The more motivated the teams are the more effective the teams will be. In this section we further discussed the different motives because having insights in the motive mix of this specific case could create insights to make teams more effective. Gidron (1978) builds on this thought by stating that: 'If there is an intention to involve volunteers in a meaningful and effective way in organizations based on paid work, it becomes important to develop knowledge about the motivations of volunteers to work on a sustained basis (p. 18).'

**Expectation A:** Looking at the theory discussed above; the integral expectation of the input dimension team structure is that:

*A Team structure that has clear goals, task and roles, a composition that is both diverse and supplementary, both stable and renewing, an adequate group size, clear leadership, members with enough knowledge and preference to work together, with strong motivation for the volunteering goal positively relates to team effectiveness.*<sup>1</sup>

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<sup>1</sup> It is important to realize that this framework is not built to validate relations between variables and team effectiveness. A brought expectation is formulated to summarize the overall integrated perspective and shows the ambiguity of relations that can be different in changing contexts and teams. This expectation will help during our comparative analysis to look for integrated results and tensions.

## 2.2 Introducing input dimension (2): organizational environment

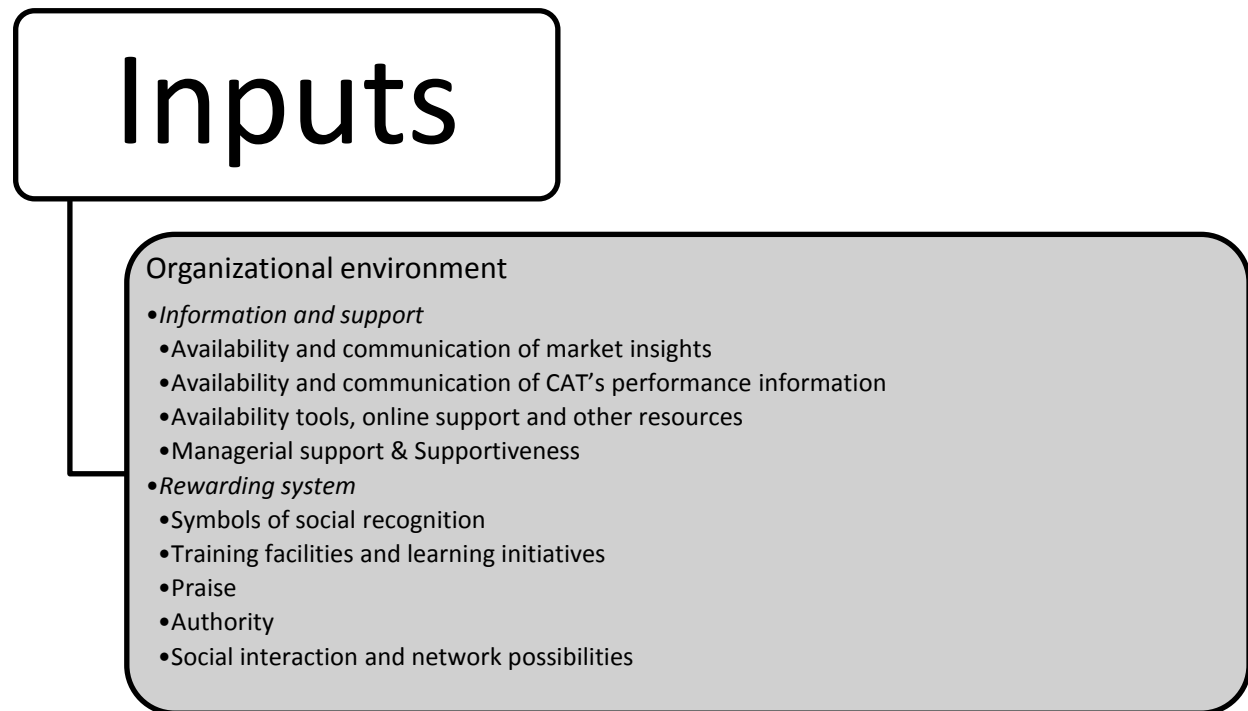


Figure 9 Defined team input variable (2): Organizational environment – factors and themes

In this section the team input variable; Organizational environment of the framework (TEM1) is defined and decisions on what themes will be taken into account are being made (see figure 9). Organizational environment is often used as a variable in team effectiveness models and studies. For example, Campion et al. (1993) uses the words organizational context to label this dimension. Cohen et al. (1994) uses the dimension employee involvement context. In this model and dimension themes like information rewards and resources are subject to research. Combining those different models and again engaging and discussing with the key stakeholders, this case specific organizational dimension was created (see figure 9). Below the chosen themes and how they influence team effectiveness will be discussed. If it is necessary to acknowledge the specific value for voluntary teams, a specific contribution will be made.

### Information and support

The organization often controls the information and the resources available. Looking at team effectivity it important to look at how the organizational environment makes information available and supports the teams with resources. This factor is especially interesting in a volunteering setting because there is often less time and resource available.

- *Availability and communication of market insights*

Dionne, Yammarino, Atwater, and Spangler (2004) acknowledge the globalization of markets and information. The speed and volume of the information has increased. Teaming brings different individual information together but also the organization plays an important role in facilitating the right

amount and necessary information to fulfill the team task. The organizational task to provide information that is needed has a political dimension because information creates power positions and confidentiality can play a role (Thomson, Perry, & Miller, 2007). Thomson et al. (2007) even discuss this theme of information within the scope of governance emphasizing the political character.

To create employee involvement and innovation an organizational environment should support information about customers, business performance, competitors and organizational changes (Cohen et al., 1994). The information system of an organization is critical to plan and execute the team task and be effective (Hackman, 1983). If a group has no clear information and data available about the likely outcomes of alternative approaches, the team can perform less effectively while the group thinks that they are acting effectively and reasonably (Hackman, 1983).

- *Availability and communication of CATs' performance information*

It is important for an effective team to have an information system that provides up to date data performance information so the current situation can be evaluated and alternatives can be explored (Hackman, 1983). Just as feedback on the performance of the whole group, a team also performs better when individual members receive information about their own performance (Klaus & Glaser, 1970). Hackman (1983) and Cohen et al. (1994) also stress that clarity about the parameters of the performance situation increases team effectiveness. Dyer (2010) stresses that performance monitoring improves back-up behaviour and so indirectly improves team effectiveness. If there is no clear information and data available about personal and team performance this can cause inefficiencies. When performance information is available teams can work on continuous improvements and be more effective (Dyer, 2010).

- *Availability tools, online support and other resources*

Mickan and Rodger (2000) mention adequate resources as one of the characteristics of effective teams. Teams need to be provided with adequate technical and administrative support and financial resources. An organizational environment should make resources available that permit employees to accomplish their goals. By providing the right amount of resources and support the organization creates involvement of the team members (Cohen et al., 1994). Among others, Sundstrum et al. (1990) acknowledge the technical and online effort an organization should take. An organization should try to achieve a perfect fit between task and technology. When the resources are efficient regarding the task it can increase team effectiveness (Hackman, 1983).

- *Managerial support & Supportiveness*

Campion et al. (1993) point out that often management of an organization controls resources (both material and information). This makes it a necessity for managers and leaders to support teams. They are essential to make group functioning possible. This theme strongly relates to leadership. During the explanation of the team structure dimension we spoke about the importance of clarity of leadership within a team composition. This theme makes us think about how managers should behave and support teams. Cantu (2007) emphasizes a leader that serves the teams and effectively guides them by providing

necessary support and encouragement. The particular kind of assistance required will depend on both the task requirements and the specific needs of the group (Hackman 1983).

## **Rewarding system**

Sundstrum, De Meuse and Futrell (1990) mention the need to examine organizational context in relation to team effectiveness. Important factors that they mention within this dimension are autonomy, rewarding system and training. This research comprehensively discusses the theme of the rewarding system of an organization because volunteering teams ask for a brought definition of rewarding. Because of this need for a brought interpretation themes as training, autonomy and social possibilities are considered as part of the rewarding system. Other models choose to approach those themes on their own as a factor or dimension. Choosing the themes relevant for analyzing the rewarding system, the volunteering rewards described by Gidron (1978) are used.

That rewards are necessary from an employee perspective is obvious. There is a link between both performance, as well as the intention to commitment, and the system of rewarding (Cantu, 2007). That makes it important to build a framework for looking at the rewarding system especially in the case of volunteering teams because of the absence of financial rewards.

- *Symbols of social recognition*

Hackman (1983) makes us familiar with a basic assumption: when you increase the consequences for the work delivered by a team the effort of team members tends to increase. Discussing a rewarding system Hackman (1983) mentions three important ways to reward. One of those rewarding systems is creating positive consequences to enhance excellent performance. An example of positive consequences Gidron (1978) points out as symbols of social recognition. Volunteers didn't rate this reward of importance but the coordinators that were interviewed considered those rewards of great importance. A few researches have shown a positive correlation between recognition for well performed work and team performance (Cantu, 2007). Hackman (1983) stresses an important remark about recognition; it is important to focus on group not individual behavior. There can be considerable destructive effect of rewarding individuals instead of the whole team. This dilemma is faced by managers who in most cases also want to reward individual performance, by doing so they risk conflicts and less motivated unrewarded members.

- *Praise*

Praise, in line with symbols of social recognition, is a positive consequence you can create when someone or a team performs well. Quoting my supervisor: 'Everybody just wants a little bit of love'. Leaders that recognize team members' strengths can promote success of projects, and even help in creating a wider culture of motivation. It could create a culture in which team members praise each other and they all feel recognized for playing their part in the equation (Peterson, 2007). Receiving praise or recognition from a broader group, or the company as a whole, can also be labeled as team visibility. Outcome visibility can create public recognition and praise (Sundstrum, De Meuse, & Futrell, 1990) and will motivate team members.

- *Training facilities and learning initiatives*

Training and learning possibilities often are used in team effectiveness models as an input factor on its own. But in a volunteering environment we use it as a theme within the factor of the rewarding system. Hackman (1983), Cohen et al. (1994) and Sundstrum et al. (1990) stress that an educational system has a positive effect on knowledge and skill and so improves team effectiveness. Elaborating, they acknowledge that it is important to have relevant educational resources available. By using this theme of training and learning possibilities within the borders of the rewarding system we want to enhance another positive effect of learning and training possibilities. They work as a reward for volunteering work and so increase motivation and improve team effectiveness (Gidron, 1978). Especially young volunteers tend to experience the voluntary work as a way to learn. They are motivated for voluntary work because it is an opportunity to test and develop skills and knowledge (Gidron, 1978). Training and learning initiatives helps in making the team members more familiar with the work and environment they need to perform in. This familiarity to the job is also positive related to the effectiveness of a team (Campion et al., 1993). Salas, Cooke and Rosen (2008) add that team training has a positive impact on teamwork and when a team works well together they also perform better.

- *Autonomy*

Autonomy within teams causes teams to develop leadership capabilities (Sundstrum, De Meuse, & Futrell, 1990). Freedom for decision and initiative are linked to characteristics of effective groups (Stogdill, 1972). Autonomy can be seen as getting authority to personally achieve goals. This authority is an important motivation for volunteers (Gidron, 1978). Giving autonomy to a team creates challenges that can be motivational and educational. Hackman (1983), Cohen et al. (1994) and Campion et al. (1993) acknowledge that when a reward system challenges performance it can create shared commitment which can positively influence team effectiveness; the effort of a team and collective responsibility and ownership tends to increase. Cohen et al. (1994) stress the need to give teams power to make decisions on their own because it creates an organizational environment that supports involvement. Autonomy can create a self-regulatory capacity within the group which can improve team effective (Cohen et al., 1994).

- *Social interaction and network possibilities*

Gidron (1978) is clear about the importance of an organizational environment that promotes relational contact within the team and in a broader context. According to Gidron (1978) most rewards expected by volunteers are in some way related to interpersonal relations. An organization should therefore build a system that provides volunteers with enough possibilities of social interaction and network possibilities. For example, Sundstrum et al. (1990) explicitly mention team celebrations as a reward and a way to improve team effectiveness.

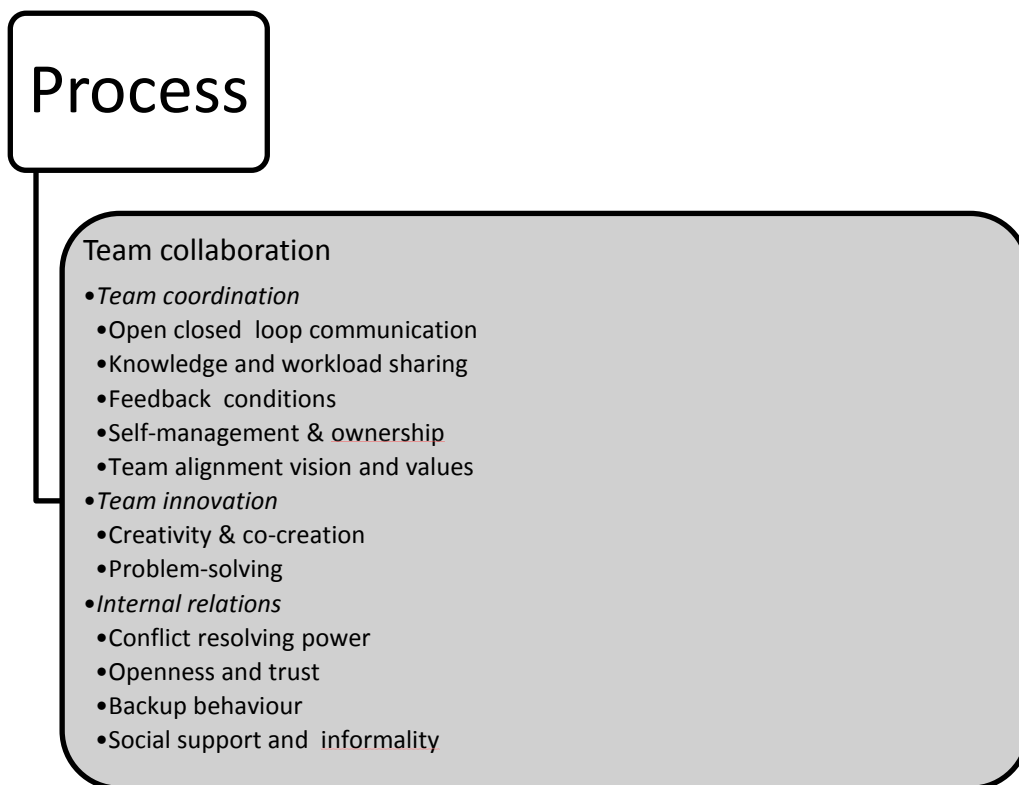
Looking back at the factor rewarding system it is important to point out that the methods of appreciation used in this model, are broad and financial rewards have been left out because of the volunteering character of the case. It is also important to acknowledge that the specific mix of rewards (rewarding system) that is needed to create the most effective teams is not static. According to Gidron (1978) expectation about rewards tend to change over time and need an ongoing evaluation. This rewarding factor will be used to determine whether and to what extent the different rewards are in



place in the organization. Looking at the theme of personal motivation (input factor team structure) we can explore if there is a fit in expectation.

**Expectation B:** Looking at the discussed literature above the integral expectation of the input dimension; organizational environment is that: **An organizational environment that has clear and comprehensive information available, effective tools to communicate, a system of support and a broad rewarding system consisting of possibilities to learn, symbols of recognition, praise, authority and social interaction possibilities, positively relates to team effectiveness.**<sup>1</sup>

## 2.3 Introducing process dimension: team collaboration



**Figure 10 Defined team process variables: team collaboration – factors and themes**

In this part the third and only process dimension will be discussed. This process dimension is named team collaboration. Hackman (1983) concludes that the process part of the world of teams is the stage where relational troubles and fights play out. In line with Hackman, Campion et al. (1993) say that process is about those things that go on within a group that influences team effectiveness. Gladstein (1984) also uses group process as a variable in his model, other researchers use comparable constructs like social interaction process. It is important to use process as an effectiveness measurement because the processes of the teams contributes to different team members attitudes such as satisfaction and commitment which can improve the team performance and willingness to help others (Cantu, 2007).

Bower et al. (2003) considers an effective process more as a condition to be able to improve a team. Conflicts, value differences and tension in control and power can become obstacles in structural changes in a team. The process variable is also strongly linked with the concept of team cohesiveness. Cohesive teams are characterized by a mature coordination, high commitment and less absenteeism (Cantu, 2007).

Cohen et al. (1994) use coordination and innovation as key variables in describing group process. In this research we follow this approach and add one factor to those themes: internal relations. So in this research three factors will be worked out to explore the themes within the process dimension: team coordination, team innovation and internal relations.

## **Team coordination**

The factor team coordination will cover themes that are related to working efficiently and energetic together within a team. Cohen et al. (1994) stress that effective group coordination involves team members that work together without wasting and duplicating a lot of effort. An effective team coordination and team spirit can foster a can do mentality and improve team effectiveness (Cohen et al., 1994).

- *Open, closed loop communication*

Communication is a widespread theme when discussing team effectiveness (Campion et al. 1993). Salas et al. (2005) for example acknowledge the importance of closed loop communication. Closed loop communication means that after the receiver interprets the message, the sender follows up to make sure the intended message is understood as intended to. Closed loop communication is extremely important in a team setting because of the context of background noise that will make it hard to understand the message. Second, team members focus on different working areas so miscommunication is likely (van Roosmalen, 2012). Sheard & Kakabadse (2002) describe effective team communication as an open dialogue. Open communication should be promoted by the leaders to create more effective teams (Bower, Campbell, Bokke, & Sibbald, 2003; Stogdill, 1972). Looking at communication within teams, Cantu (2007) stresses that it is important to look at the process of gathering and distributing information as well as the ability to share ideas openly. At last he mentions the use of appropriate (non-)verbal behaviors while listening actively. Thus, an open communication climate in which people try to engage in closed loop communication will positively impact team effectiveness (Campion et al. 1993; Salas et al. 2005).

- *Knowledge and workload sharing*

Effective sharing of information creates more effective teams (Bower, Campbell, Bokke, & Sibbald, 2003; Azmy, 2012; Cantu, 2007). By sharing knowledge and workload a team improves effective decision making and commitment (Azmy, 2012). Commitment and effective decision making can improve team effectiveness. Especially in the case of volunteering teams it is important to share knowledge. Volunteering work often implies work next to normal jobs. Teams in this setting often don't see each other every day or week. To make sure every person is not reinventing the wheel it is important to share knowledge. Workload sharing can also be seen as extremely important in volunteering teams because of the time issue but also because commitment and appreciation within the team are more

important to keep the volunteers motivated and involved (there is no financial reward to keep them). Workload sharing prevents social loading or free riding which can improve the team process (Campion et al., 1993).

- *Feedback conditions*

Evaluating the overall team performance as well as peer feedback for individual team members is important to improve team effectiveness (Azmy, 2012). Continuous monitoring and a culture of feedback make it possible to adjust your team or personal task regarding the goals (Cohen et al., 1994; Azmy 2012). There is a wide agreement that timely feedback on performance increases team effectiveness. Sundstrum et al. (1990) add that it is best to create an environment of short feedback circles and quantifiable performance measurements. Leaders, and the organization as a whole, should facilitate and promote opportunities for teams to reflect upon individual and group performance to become a more effective team (Sharif & Nahas, 2013).

- *Self-management & ownership*

According to Azmy (2012) one of the five most important factors of successful team performance is a sense of ownership among the team members. They must take ownership in creating a team that is both task effective and socially effective. Leaders should support teams towards self-management (Sharif & Nahas, 2013). Self-management links to reducing cost because coordinating and management cost can be reduced when team and individuals take ownership and start managing on their selves. In volunteering teams self-management can be even more rewarding because resources are often scarce in a volunteering environment. Self-management is also linked to volunteering motivation. Learning experiences and autonomy motivates volunteers to be committed and motivated and thus will positively influence team effectiveness (Gidron, 1978).

- *Team alignment vision and values*

Azmy (2012) mentions creating common interests, goals and strategies as the first step in creating effective teams. Hackman (1983) acknowledges that alignment of the task with the performance strategy is one of the determinants of an effective team process. Bower et al. (2003) build on this statement by defining that an effective team climate consists of shared perceptions. It is important for an effective team to be alignment about the shared vision and objectives. Commitment to a shared purpose and specific clear goals is positively related to team performance. Shared value is a broader and maybe deeper label of alignment. Mathieu, Heffner, Goodwin, Salas, and Cannon-Bowers (2000) speak about shared mental models. In their research they reveal that sharedness of team mental models is positively related to team performance fully mediated by the team process.

## **Team innovation**

Cohen et al. (1994) defines team innovation processes as group activities that are promoted to invent and implement new ideas and better ways of working. Effectiveness of a team may depend on the group's ability to innovate and by doing so address changing demands or situations. Bower et al. (2003) and Hackman (1983) also use team innovation as a factor to look at the process of a team. They claim that team innovation is important to keep valuable and effective in a changing world.

- *Creativity & co-creation*

To look for innovation in the team process we start by looking for creativity and co-creation. Today the world is highly connected. Sharing experiences of services and products is widespread around the world. Stakeholders more often prefer an ongoing conversation with; the organization, the team and individual team member. Co-creation is about acting through collaboration with all those stakeholders (Ramaswamy & Gouillart, 2010). This constant dialog should be seen as an interactive process of learning together. Together you have the opportunity to create value through collective efforts and ideas that exceeds the things you can create on your own (Payne, Storbacka, & Frow, 2008). The advantage of co-creation often is referred to as group synergy. According to Hackman (1983) group synergies improve team effectiveness in two ways. First of all, it creates innovative ways to improve the team process. By doing so group synergies can reduce the cost of process losses and create new value by unleashing new capabilities or resources. Second, group synergies can cause shared commitment to the team goals and minimize coordination and motivation losses (Hackman, 1983, p. 28-29).

Hackman (1983) also acknowledges the importance of creative thinking of each team member. The habit of thinking creatively can create useful insights and ideas that can improve team effectiveness. This way of thinking and an environment of co-creation can also be linked to the theme of continuous improvement (Azmy, 2012), which is also positively related to team effectiveness. Cantu (2007) defines continuous improvements as ‘the constant effort by the team to eliminate waste, reduce response time, simplify the design of both products and processes, and improve quality and customer service (p. 11).’

- *Problem-solving*

The process of problem solving is the second theme discussed when elaborating team innovation. When a group finds a way to exploit resources that everyone else has overlooked, it might create a way to get around performance obstacles, or it might come up with new ideas for solving a difficult problem (Hackman, 1983, p. 39). Gladstein (1984) acknowledges that effectively solving problems ask for specific process behaviors. Trust is mentioned as one of those process themes that influence problem solving. A high-trust environment is significantly more effective in problem solving than teams that work in a low-trust context (Boss, 1978).

Problem solving on its own is an important skill for teams (Cantu, 2007). A team attitude that accepts problems as part of life, take the time to clearly understand and define the problem, brainstorm for solutions, thinking about pros and cons and then act, can improve problem solving and thus team effectiveness. In contrast to a blaming approach, taking a problem solving approach can help teams to learn from mistakes (Tjosvold, Yu, & Hui, 2004). Tjosvold et al. (2004) also suggest that mistakes and problems provide important information on how to effectively complete the task and goals of a team. This makes it important to carefully analyze and solve a problem.

## **Internal relations**

Looking at the process within a team, it is important to look at the relationships. Healthy interpersonal relations help maintain effective and appropriate behavior with fellow workers which can contribute to more knowledge sharing and better decisions making in teams. Teams with strong interpersonal relationships tend to have less absenteeism and higher involvement (Cantu, 2007).

- *Conflict resolving power*

An important theme regarding relations is conflict management. The way a team handles conflicts and tries to resolve them is an important theme that links to team effectiveness. First of all, lack of personal conflicts is positive related to team effectiveness because it positively influences maintenance behavior (Gladstein, 1984). Second, conflicts can be a process obstacle to adjust to structural changes that would improve team effectiveness (Bower et al., 2003) so when a conflict occurs the conflict should be managed in an effective way. Cantu (2007) emphasizes the importance of the ability to recognize a conflict, the sources and appropriate engagement in the conflict. Effective conflict management should result in facilitating a solution to the problem and improve or restore cohesiveness and involvement of the team. Effective conflict management should also provide alternatives for the future and establish a better decision making process to prevent conflicts from happening in the future (Ulloa & Adams, 2004).

At the other side, conflicts can also be productive it can awaken members to new ideas and alternative approaches, and in that sense attribute to an innovative process (Cantu, 2007). So it is not always about trying to prevent conflicts but it is important to appropriately manage and resolve them.

- *Openness and trust*

Cantu (2007) defines trust as 'the degree to which team members believe they can depend on other team members' abilities and intentions (Cantu, 2007, p. 18).' When there is no trust, team members will share less information, overprotect their own work and communicate less openly. This will have a negative impact on team effectiveness. At the same time lack of trust can result in avoiding people which decreases the team effectiveness even further (van Roosmalen, 2012). Salas et al. (2005) acknowledge that it is important to mutual trust each other for the sake of the team. Creating a sense of trust and openness supports a climate of safety. A psychological safe environment is positive related to team collaboration (Ulloa & Adams, 2004). Trust also is an important condition for a team to accept team leadership. When leadership is supported and taken seriously this can improve team effectiveness (Salas et al., 2005). Trust is not that easy create because it has a risk factor for every individual. Trusting each other means that you have to edure levels of uncertainty (Roosmalen, 2012). Summarizing, the presence of trust and openness within the team process can positively influence team effectiveness.

- *Backup behaviour*

According to Stogdill (1972) and Bower et al. (2003) inter-member loyalty is an important characteristic of an effective team. A team process in which members back each other up in difficult situation or when unexpected condition occur helps in completing the tasks of a team. In that sense, backup behavior directly affects team performance by making sure that all aspect of the team task are finished and the team goals are achieved (Salas et al. (2005). An effective team process thus requires that members help each other out and positively interact with each other (Campion et al., 1993). Campion et al. (1993) add by linking flexibility to backup behavior. Flexible behavior makes it possible to act in unexpected situation and improves the team effectiveness. Creating a team climate with effective backup behavior asks for shared mental models and performance measuring and feedback (Salas et al., 2005). Without knowing what other members do it is hard to express backup behavior.

- *Social support and informality*

Azmy (2012) defines informality as a 'climate that tends to be informal, comfortable and relaxed. There are no obvious tensions or signs of boredom (p. 21).' Such a climate improves social interaction which especially within a voluntary setting is an important motivational factor. It also is linked with social support or supportiveness (Gladstein, 1984). Gladstein (1984) and Stogdill (1972) mentions that supportiveness is a group maintenance behaviour; it enhances the desire to stay in a team. Mickan & Rodgers (200) summarize by stating that an effective team is a team in which a supportive social structure is formed. In such a climate teammembers adapt their own behaviour to optimize the team effort.

**Expectation C:** Looking at the theory discussed above the integral expectation of the process dimension team collaboration is that: **A climate of team collaboration in which there is open and closed loop communication, knowledge and workload sharing, feedback is promoted, ownership, alignment in vision and values, creativity and co-creation, effective problem solving and conflict management, openness and trust, backup behavior, social support and an informal atmosphere positively relates to team effectiveness.<sup>1</sup>**

## Summary

In this chapter the framework (TEM1) has been constructed and introduced. Factors and themes have been explored and defined. Relations towards team effectiveness have been discussed. Three broad expectations have been formulated to summarize the integral relations and help to explore the world of volunteering teams in business context.

We can conclude that the broad expectations contain some obvious expected linear relations but mostly contradictory and conditional relations. The integral rather short introduction of many factors and themes creates an ambiguous picture of interdependent and overlapping relations. There seem many tensions and trade-offs between possible manageable variables. The framework is meant to unravel a bit of the fuzzy field of team effectiveness but is clearly not a control model for managers to top down implement changes. The framework should be seen as an integral and conditional steering framework primarily intended to point out improvement areas in a specific conditional case.

The framework (table 1) shows the asymmetric focus on positive themes and factors on team effectiveness. Due to the major topic area and time constrains it was decided to not elaborate on negative themes and factors on team effectiveness. Table 1 shows an overview on what we discussed so far.

In the next chapter the methodology of the exploration will be discussed. The used data collecting methods will be elaborated and the philosophical foundation will be extensively discussed.

Dimensions	Factors	Important Themes	Impact on Team Effectiveness	Expectations
<b>Input: Team structure</b>	<ul style="list-style-type: none"> <li>▪ Goals, task and roles</li> <li>▪ Team composition</li> <li>▪ Membership characteristics and attitudes</li> </ul>	Task variety, Significance and identity, clear purpose, Clear vision and goals Clear roles Heterogeneity/homogeneity, Group stability Group size Group leadership Knowledge Preference of working in teams Personal motivation	Positive related Positive related Positive related Positive related Both ways related Both ways related Both ways related Both ways related Both ways related Positive related Positive related Both ways related	A. A Team structure that has clear goals, task and roles, a composition that is both divers and supplementary, both stable and renewing, an adequate group size, clear leadership, members with enough knowledge and preference to work together, with strong motivation for the volunteering goal positively relates to team effectiveness.
<b>Input: Organizational Environment</b>	<ul style="list-style-type: none"> <li>▪ Information and support</li> <li>▪ Rewarding system</li> </ul>	Availability and communication of market insights and CATs' performance Availability tools Online support Managerial supportiveness Symbols of social recognition Training facilities and learning initiatives, Praise Autonomy Social interaction and network possibilities	Positive related  Positive related Positive related Positive related Positive related Both ways related  Positive related Positive related Positive related	B. An organizational environment that has clear and comprehensive information available, effective tools to communicate, a system of support and a broad rewarding system consisting of possibilities to learn, symbols of recognition, praise, authority and social interaction possibilities, positively relates to team effectiveness.
<b>Process: Team Collaboration</b>	<ul style="list-style-type: none"> <li>▪ Team coordination</li> <li>▪ Team innovation</li> <li>▪ Internal relations</li> </ul>	Communication Knowledge and workload sharing Feedback conditions Self-management & ownership Team alignment vision and values Creativity & co-creation Problem-solving Conflict resolving power Openness and trust Backup behaviour Social support and Informality	Positive related Positive related Both ways related Positive related Positive related Positive related Positive related Positive related Positive related Positive related Positive related Positive related	C. A climate of team collaboration in which there is open and closed loop communication, knowledge and workload sharing, feedback is promoted, ownership, alignment in vision and values, creativity and co-creation, effective problem solving and conflict management, openness and trust, backup behavior, social support and an informal atmosphere positively relates to team effectiveness

Table 1 TEM1 Framework of input factors and process factor related to team effectiveness.

### 3. Methodology

In this chapter the design and the execution of the research will be discussed. At first the research design will be introduced. Next, the philosophical background, research implication for a case study, participant and stakeholders, data collection methods, data analysis and the validity and reliability of the research will be addressed. Robson (2011) stresses, throughout his book, that the research question should always be leading in the methodology and the research design that you choose. This centrality of the research question is not easy in a real life case study in which both practical and theoretical questions need to be answered. This multi-level expectations and influences automatically results in ambiguous choices and a process that is not always easy to describe or plan at forehand. Chia and Holt (2009) acknowledge that strategy without a clear design can emerge through uncounscious local interventions that deal with local current problems. This research has a clear design but was inspired by Chia and Holt (2009) to keep room for ambiguity. That implies that the context partly shapes the design and process of the research. Stebbins (2001) emphasizes that research in any field begins with curiosity. Yet the research design and method texts often look like they were written to kill curiosity by quoting overused text books and putting design and methods into a formula. Chia and Holt (2009) argue against fixed formulas by emphasizing that ordering and controlling the environment overlooks the more pervasive tendency that a consistent stratgy emerges through non-delibered actions.

Just as in all social processes, all research projects involve guesswork, looking around, fumbling about, following rather loosely formulated hunches, filling in empty spaces and figuring out a way to categorize and define the learnings of the research (Stebbins, 2001). In this research this meant that I was not afraid to engage with the stakeholders and let the environment play a role (not possible to control anyway) in the research process and design. This implied engaging with the key stakeholders through introduction interviews and enabling them to tell more about their wishes and let them co-design the framework I discussed in chapter two. Yet although the design is not a formula and there was room for local engagement and changes, one thing remains absolutely clear: the research questions are leading in developing and elaborating the research design and methods.

Practical key questions:

- *What is the current state of the team input, process and output of the campus ambassador teams?*
- *How can we improve team effectiveness of the campus ambassador teams?*

Theoretical key question:

- *To what extent do team structure, organizational environment and team collaboration influence the team effectiveness of the Campus Ambassador Teams?*

### Research design

This research is a mixed methods case study to explore the world of volunteering teams in business context; the campus ambassador teams.



First of all it is an exploratory research. Exploration can be seen as a synonym for research because in almost all research cases students are searching for the experience to stumble over something unseen or unknown (Stebbins, 2001). As discussed in the introduction and in chapter two, the goal of this research is not to validate relations or a model but to explore the integrated framework and the world of volunteering teams in a business context. Broad expectations are used to explore the ambiguous social world of teams and look for tensions and improvement areas. Exploration with its open character and emphasis on flexibility and pragmatism is assumed to be more inviting and accurate in representing social research. Instead of confirming and settling narrow and discipline-based statements, exploratory research tends to unsettle and question what one knows (Stebbins 2001). Exploratory research is about putting yourself, as a researcher, deliberately in a place where discovery is possible and broad. Stebbins (2001) emphasizes that explanatory research requires lengthy and multiple fieldwork research. Thus, to really validate the framework created in this research a lot more research is needed. This research will explore the high level conditional relations and tries to unravel some insights in the world of volunteering teams in business context.

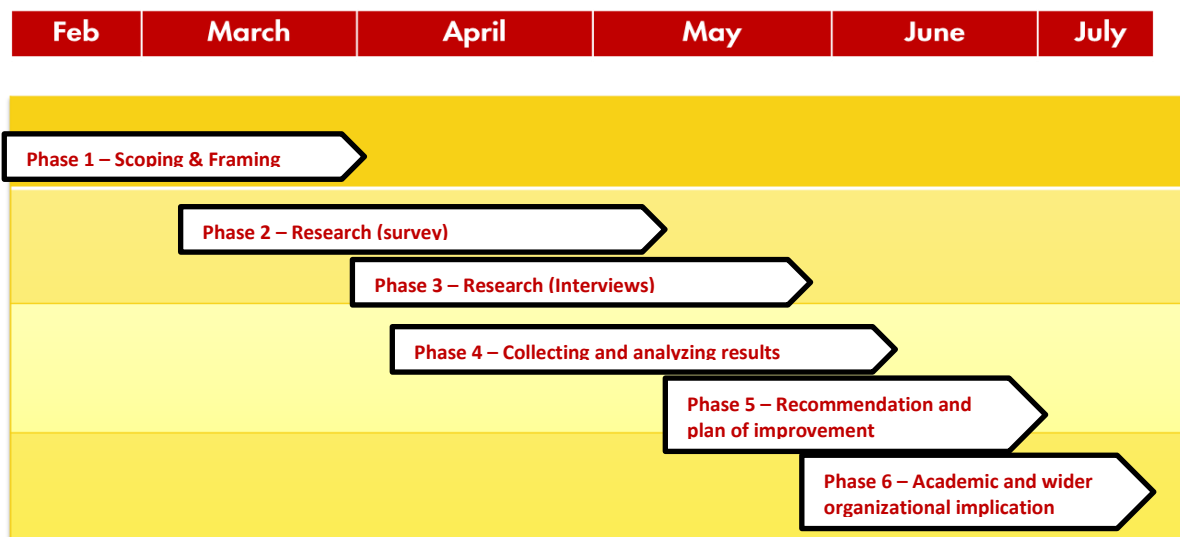
Second, in this research we work with a literature based framework. The team effectiveness framework (TEM1), which has been constructed in chapter two, is a tool to look at the researched teams and create an overview. The choice for a framework was partly made to meet the cultural needs of the organization involved. The organization prefers a research language of models and quantitative data. In working with the familiar organizational language, involvement and engagement of stakeholders was more easily. Furthermore using the local language can make the outcomes to better stick in the organization. Making your research last in an organization is important because as earlier discussed research should deliver possibilities for real life problems.

Third, in this research I opted for a mixed-methods approach also known as a multi strategy design. Such a design has both quantitative and qualitative elements (Robson, 2011). In using a framework with different theoretical constructs it is almost impossible to only use one method to collect all the different kind of data needed. Another important reason to both using qualitative and quantitative data is the call for maximum involvement of the organization. They strongly recommended maximum involvement because experienced engagement could be a positive side effect of my research when possible future changes need to be realized. By using a quantitative approach; the survey, every team member was able to deliver input in the research. By also using a qualitative research approach; the semi-structured interviews, the researcher can better analyse the results and create a broader sense making of what is happening in the teams.

The use of multiple data collection approaches is common in the field of case studies (Robson, 2011). In general, we see that qualitative research is used to gather data that is naturally occurring to find answers on what and how questions (Silverman, 2011). This is in line with one of the benefits of multi-strategy design Robson (2011) mentions. Multi-design has the ability to deal with complex situations and phenomena. This makes the approach especially valuable in real world settings because multiple perspectives are needed to understand the phenomena. The second advantage of using mixed methods is that it allows an explaining of the findings. In this research qualitative research is used to better understand and explain the data collected from the quantitative method. Often unusual findings can better be unravelled with a different approach. A third advantage Robson (2011) mentions is that multi strategy makes it possible to colour the picture of quantitative data with qualitative research data.

It creates a more colourful picture of the research topic you're investigating. At last a qualitative phase can be an instrument to develop a quantitative part. In this research introduction interviews were conducted to collect data to help developing the framework constructed in chapter two.

Figure 11 shows the roadmap that was used to complete this research. It shows the different phases and methods used during the research. To finalize, the research design fits best within the frame of a sequential transformative design (Robson, 2011). The survey and interviews are conducted sequential. The results are integrated during interpretation phase and the research design is guided by the team effectiveness framework created for this specific case study. A transformative design is typically used when research is dedicated to a social change. In this case study the goal is to reveal insights to help campus ambassador teams and other volunteering teams in business context becoming more effective.



### Milestones

1. Academic model
2. Survey
3. Result report (current state analysis)
4. Team profiles
5. Recommendations
6. Thesis

Figure 11 Roadmap research

Some say a multi strategy design is not possible. They stress that qualitative and quantitative are based upon two different paradigms that are not compatible with each other (Robson 2011). But if you look at it from a more practical perspective, we should stop overemphasizing the differences and see there is a more complex two way relationship between paradigms and research methods. In the next section the philosophical foundations and paradigms underpinning this research will be elaborated and discussed.

## **Philosophical foundation**

According to Johnson, Onwuegbuzie and Turner (2007) an important question arises when using mixed methods: what philosophy foundation will best partner with this method of research? This question relates with the ontology of a research. Ontology is about the assumptions and beliefs we hold about reality, more specifically about the reality that is the object of the research (Biesta, 2010). A (Post) positivism philosophy is strongly related to quantitative research. This research position has a mechanistic ontology, this entails a systemic approach in terms of causes, effects and deterministic connections (Johnson et al., 2007; Biesta, 2010). In contrast, qualitative research is strongly related to a (post)constructivism or structuralism philosophical foundation (Johnson et al., 2007). Robson (2011) explains that social constructionism sees reality as constructed through interaction between people; meaning does not exist on its own, it is constructed by interaction and engagement in a process of interpretation. Denzin and Lincoln (2011) further stress that constructivism adopts a relativistic ontology. This approach argues that to understand the social world you should examine transactions (epistemology), using dialectical and hermeneutic methodologies.

The mixed methods paradigm differs from qualitative or quantitative purists. Many mixed methods writers argue for pragmatism as the most useful philosophy to partner with multi-strategy research (Robson 2011). According to Robson (2011) pragmatism is connected to an ontology called realism. This practice focuses on accurate representation of nature and real life without idealization. Biesta (2010) adds that this position of realism stresses that knowledge only offers us possibilities but not any certainties. This epistemology is also referred to as instrumentalism and Johnson and Onwuegbuzie (2004) advocate pragmatism as a way of dualism. Looking from different paradigms to a research topic can help to get a clear view on how to mix research approaches fruitfully. So pragmatism emphasizes ontological pluralism instead of a purist position. The attention in this ontology is more focused on methodical concerns instead of metaphysical concerns (Robson 2011).

A mixed methods approach thus uses a method and philosophy that attempt to fit together the insights provided by both qualitative and quantitative research into a workable solution (Johnson & Onwuegbuzie, 2004). Biesta (2007) further unravels this practical epistemology by sharing the theory of John Dewey who was a philosopher in the beginning of the twentieth century. Dewey stressed a practical epistemology of knowing. He approaches research questions within an action framework which can be summarized as 'knowing as a way of doing'. This research has the intent to create insights in the world of volunteering teams and this philosophical foundation of pragmatism offers a logical justification for mixing different research approaches.

## **Case study**

Just as mixed methods research, case studies can also be seen as a specific research category or even a specific research method. Yin (2009) defines case studies as a research strategy that involves empirical research into a particular, real life phenomenon taking into account the context. Robson (2011) states that in a sense all research projects are case studies. They all take place in particular places and during a particular time with particular participants. Often multiple sources of evidence are used to explore a case, just as in this research (Yin, 2009). Robson (2011) stresses that design flexibility is inherent to a case study and even is inherent in every study until we design it out.

The reason to do a case study is to get a deep understanding of a particular phenomenon (Stebbins, 2001). This underlying primary goal drives all practical decision in conducting a case research. Thus, the philosophical foundation of this research, referred to as pragmatism, is in line with a case study approach as well. Getting a deep understanding of a case requires more than just countable data and trends. Social reality is co-constructed by people, so to get a deep understanding; experiences, beliefs, and values must be studied as well (Stebbins, 2001).

A case study can be valuable for an organization because it promotes gathering of diverse organizational data, often both quantitative as qualitative. With this data the researcher can provide an external analytical perspective that is interesting for insiders who are intertwined with the case context (Stebbins, 2001). Robson (2011) indicates that a holistic case study also has academic value although it is a research of one specific contextual case. A case study is not concerned with statistical generalization but tends to start a public discussion by attempting to generalize in a theoretical or analytical way.

## **Participants and stakeholders**

Stebbins (2001) emphasizes that, the goal of deeply understanding a phenomenon, is leading in the process of sampling. The researcher should make all practical decision based on the key questions of the research and the will to deeply understand a case. Sampling as a practical choice asks the question: which participants might be informative? Glaser (1978) acknowledges that in the initial stages of a study, researchers will approach those groups or individuals whom they believe will guide a process of emerging design. They will begin by talking to the most knowledgeable people to get a clear picture of relevancies. At the same time, talking to those key stakeholders will help to locate oneself within the organisation to come in a position to gather rich and sufficient data.

In this research we follow this approach by first of all doing introduction interviews with key stakeholders and within those interviews detect the interesting stakeholders to participate in the research. This approach emphasizes an active role of the researcher himself as well. As a researcher you need to engage within the webs of interactions that construct the phenomenon (Denzin & Lincoln, 2011). According to Denzin and Lincoln (2011) such a role of the researcher emphasizes the use of purposive sampling and semi-structured interviews.

Although the sample of the research is constructed in a dialogue with the key stakeholders, it can also be stressed that the research engaged in theoretical sampling. The framework constructed in chapter two is primarily based on literature. The literature directs the need for specific data. This need for specific data emphasizes theoretical sampling. It can be concluded that processes of purposive and theoretical sampling were taking place at the same time.

In figure 12 the important stakeholders are listed and categorized. Stakeholders from circle one are directly involved and have a more general influence and knowledge about Campus Ambassador Teams. Circle two is also directly involved but more specific (only one team) or just have a small portion of influence and power regarding CATs. Circle three are still involved but not directly (For example in another country). They are interesting to consult but will not be part of the research itself. The others involved are important to keep in the loop (informing). At the end of the research project they also need to be informed about the learnings of the research so they can benefit from the (local) findings. To round up it is important to mention circle one and two will form the core of the research. They will be

asked for input in a formal research way, either by filling in the survey or by answering questions during the semi-structured interviews.

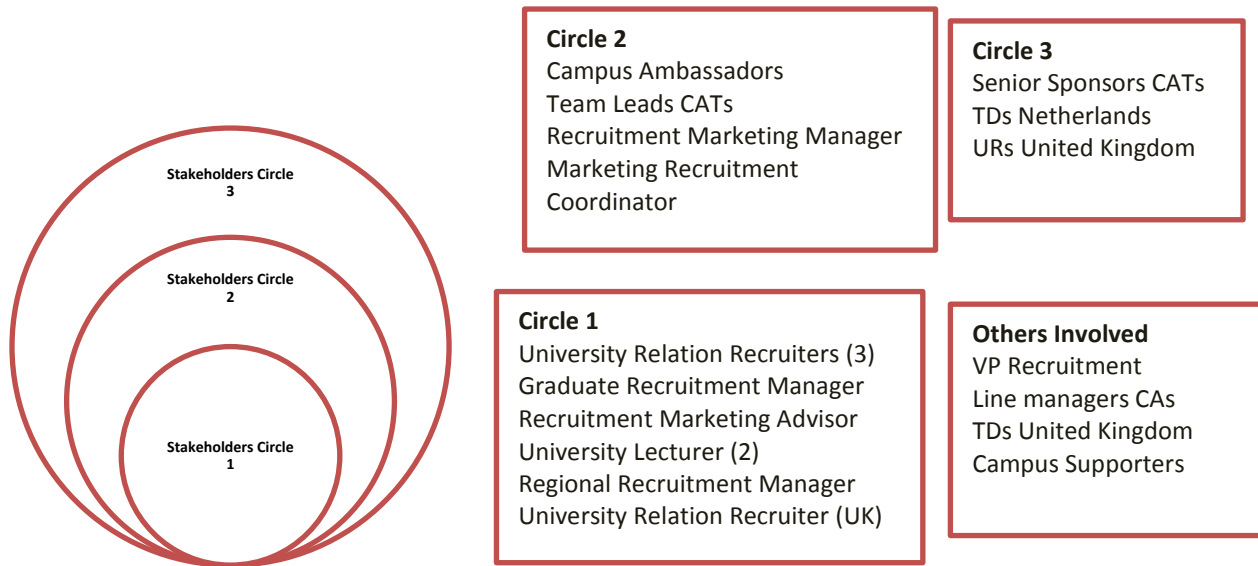


Figure 12: Key stakeholders

## Data collection (research) methods

As stated in the introduction this thesis will focus on the influence of team inputs and team process on team effectiveness. To explore this theme a framework is constructed and will be operationalized in the case of the Campus Ambassador Teams. A multi strategy methods approach was used to find data to explore the ambiguous relations of input and process factors on team effectiveness. In this section the different research methods are discussed and worked out for this particular case study.

## Literature research

The theoretical framework constructed and discussed in chapter two forms the scope of the research. This literature research is the first method used to get a better understanding of how input and process factors influence the effectiveness of volunteering teams in a business context. Broad expectations were formulated, not with the intention to explain or validate the relations but to explore the framework and the world of volunteering teams in business context. The expectations show tensions between themes and factors, supposed trade-offs and overlapping relations. This demonstrates that teams are a social phenomenon that is hard to define in linear relationships and the framework is conditional. But by focusing on the integrated relations a multi-level analysis can be made and contextual needs can be detected.

## Survey

To map the terrain of team input, process and output an extensive survey is used. The survey is based on the framework constructed in chapter two (TEM1). In appendix A the proposition of the survey and the email that was sent to the population (N) is presented. The focus of this survey is to retrieve sufficient data about input process and output experiences of the stakeholders directly involved in the teams (CAs and TLs). The eight teams consist out of 92 stakeholders which form the population (N) of this survey.

An amount of 71 stakeholders started filling in the survey of which 56 Campus Ambassadors and Team Leads completed the survey fully. This can be explained by either a lack of interest in the topic or improving the effectiveness. Also the time that needed to be invested, thirty minutes, was a lot of effort according to some respondents. Some participants stressed that the survey was too extensive and was not focused enough. Looking at the population and the respondent rate we see an approximate 77% respondent rate. The percentage that finished the survey is approximate 61%. In figure 13 a more detailed profile of the sample (n) is showed.

The composition of the survey is in two ways based on literature content. First of all the literature is linked to the team effectiveness framework. This framework also forms the basis of this survey. Second, because by formulating the statements per factor and theme, literature of similar framework measurements were used. Particularly the survey statements van Roosmalen (2012), Cauty (2007) and Snier (2007) used in similar constructs have been taken into account when formulating and choosing multiple statements per theme.

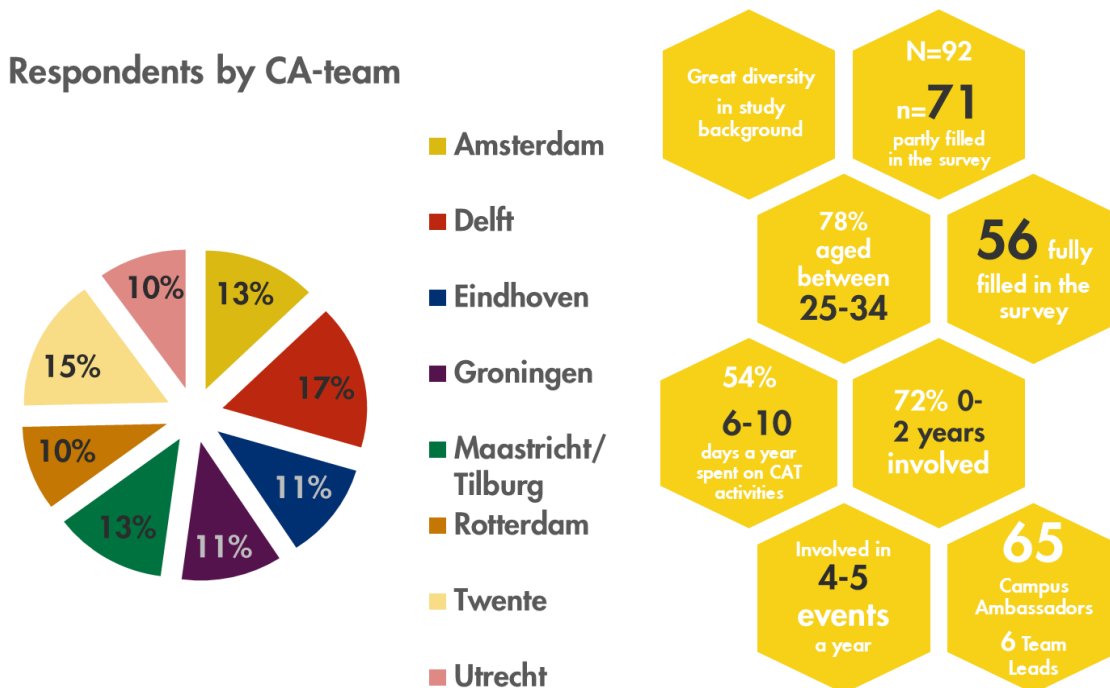


Figure 13 Survey sample details

In the survey, a Likert-scale of 1 to 7 is used in which 1 represents totally disagree and 7 stands for totally agree. During the composition of the survey, statements were framed positive when possible. A low score than indicates negative outcomes and a higher score positive outcomes. Due to time issues it is decided to use multiple statements to be sure enough data is gathered. The survey needed to be sent in an early stadium of the research to give all stakeholders enough chance to fill it in, so a long revising process of the survey was not possible. A short peer review of one campus ambassador and two direct key stakeholders was used to optimize the survey before sending it to the whole population. At the end, this resulted in a lot of data and some of it turned out to be not relevant or needed to be left out.

### **Semi structured, in-depth interviews**

Semi-structured, in-depth interviews are also used to map the terrain of the input, process and output of the campus ambassador teams. Stebbins (2001) acknowledges that reducing experiences in a social environment to numbers (means, standard deviations), through for example a survey, creates too great a loss of meaning. Thus using only quantitative methods to collect data that represent a preselected framework, does not satisfy the expectations of a case study research.

The interviews are used to better understand the data collected in the survey and also help by creating focus for the analysis. Next to the survey the interviews help to determine what stands out and what not. Due to time issues and the enormous amount of data, it was decided to partly transcribe the interviews. In appendix B you can find an example of an elaborated interview. At the start the goals was to interview 22 stakeholders; 5 key stakeholders, 7 Team Leads and 10 Campus Ambassador, Yet due to last minute cancelations the sample consists of 20 interviews; 2 Campus Ambassadors cancelled. The five key stakeholders consist of 3 University Relation Recruiters, a recruitment marketing stakeholder and a recruitment manager. The eight teams were represented by their Team Lead and one Campus Ambassador, carefully selected with the help of the university relation recruiters. One Campus Ambassador Team currently doesn't has a Team Lead so only a Campus Ambassador has been interviewed.

The interviews are semi-structured which means that a topic list is formulated yet there is enough room during the interviews of 30-60 minutes to elaborate on themes that are not on the topic list. The topic list is showed in appendix C and is strongly connected with the framework constructed in chapter two. The topic list was sent at least three days before the interview so the participants could prepare if they wanted to.

### **Data & document analysis**

Finally, I will also use performance data and organizational documents in this research. Organizational documents such as organograms and policy documents are being used to strengthen and contextualize the case phenomenon because they contain clues to better understand the social world of the Campus Ambassador Teams. This analysis will not take place at the forefront; the information gathered should come to light in trying to understand the context of the organization.

The data-analysis is intended to collect and analyse data about the output of the teams. The different data sets were collected from a data centre on the other side of the world. The performance data point were chosen in dialogue with the key stakeholders and determined in chapter two. Performance data will be summarized and collected per team so a comparison is possible.

## **Data analysis**

The data of the survey and interviews is analysed following the structure of the framework and expectations constructed in chapter two. Because a large amount of data is collected from 20 interviews and 71 partly filled in surveys, it necessary to choose interesting and outstanding data to analyse because not everything can be discussed. This means some data will be disregarded although it might feed an entire research on its own. The key questions (both academic and practical) will be leading in this process. The data will be presented in chapter four and two ways of presenting the data have been chosen.

First of all a current state analysis of all the teams combined will be worked out. The framework will be operationalized within the organizational setting of the campus ambassador teams and the overall remarkable results will be discussed and general trends will be identified. Second, two team per dimension will be compared. This comparative analysis makes it possible to explore the expectation of the framework and answer the academic research question. Searching for remarkable data; the mean and the standard deviation are the two important statistics that will be taken into account. Next to outstanding survey results, quotes of interviews will integrated in the analysis to further explain the team comparison or trends found.

As a researcher I am fully aware that I am a big part of the analysis. Although I try to follow the literature model, look for remarkable statistics and trends or striking features in the interviews, there is always a personal bias. But as earlier said the goal is not to explain or validate anything but to explore and start a discussion by doing social research. As a researcher I intend, as Stebbins (2001) emphasizes, to have profound respect for the complexity of social phenomena. This means when analysing being alert to patterns and the variety of meanings of participants.

## **Validity and reliability**

A lot of ways this research tries to enhance the validity and reliability have already been discussed during the discussion of the design, philosophical foundation and the methods being used. This section tries to dig a bit deeper in the validity and reliability of the survey and to summarize and clarify other aspects of validity and reliability that already have been mentioned.

External Validity concerns the generalization possibly of the research. A case study means that this validity is often low. Yet that does not mean that a case study is not valuable in a broader context. Organizations with similar issues or questions can use the research to their benefit. As discussed in an earlier stadium, not statistical generalization will be made but analytical and theoretical inferences.

Internal validity is about the validity of the results of the research. The obtained results should be a good reflection of reality and relevant for the questions to answer. Triangulation (1) such as collaboration between quantitative and qualitative data improves the validity of results (Robson, 2011, p. 167). This research also improved internal validity by studying all Campus Ambassador Teams within the organization. The validity is also improved by diversification of the sample. Both a survey for all different team members and interviews with Campus ambassadors, Team Leads and stakeholders are conducted.

In constructing and conducting the survey attention is paid to validity. Anonymity was realised in the survey as in most interviews (although for some roles anonymity was not really possible). A Likert-scale of 7 point was used in the survey; this enhances the options and allocation of meaning and



decreases the chance for neutral answers. The survey statements were also triangulated for every participant (changing order).

Another aspect of internal validity is my internal involvement as researcher. Because I was part of the organisation for four months on a daily basis, a lot of information was shared with me and I could experience the organization myself which helps to better analyse and understand the complex social reality.

According to Mabry (2008) being reflexive and asking for peer review can improve the reliability of the research. Especially feedback from colleagues and critical friends with expertise about the topic, case or methods of your research can form an accurate check on the logic of arguments, practical relevance and evidence gathered. Mabry (2008) summarizes that research subjects can help to assure the accuracy of data and methods by member-checking. Both in constructing the framework, survey and interview guide a dialogue with key stakeholders was part of the process. Thus in this research it was acknowledged that engaging people helps to validate the outcomes.

## Summary

In figure 14 the structure of the research introduced in the first chapter is completed with the methods being used. In this methodology chapter we discussed that this research is an explorative research that uses a literature framework for looking at team effectiveness. The framework is used to search for integral data needed to create a current state analysis of the campus ambassadors and answer the key question about how team inputs and team process influences team effectiveness. To gather this data a mixed research method is being used. The philosophical foundation of this research is called pragmatism and tries to both utilize benefits of constructionist and positivistic approaches. This research is a case study which indicates outcomes that deeply understand a phenomenon within a context. Such a case study research is hard to statistically generalize but it unravels insight for similar situation and teams in other organisations. Second, the results offer concrete help to improve the real life issues in the case researched.

The results and analysis will be presented in chapter four. The analysis will contain a general analysis of all the campus ambassador teams together (current state analysis) in which areas of improvement are detected. Second, a comparative research of different teams will lead to results and insights that further explore the framework (TEM1) and relations (expectations) behind volunteering team effectiveness in business context.

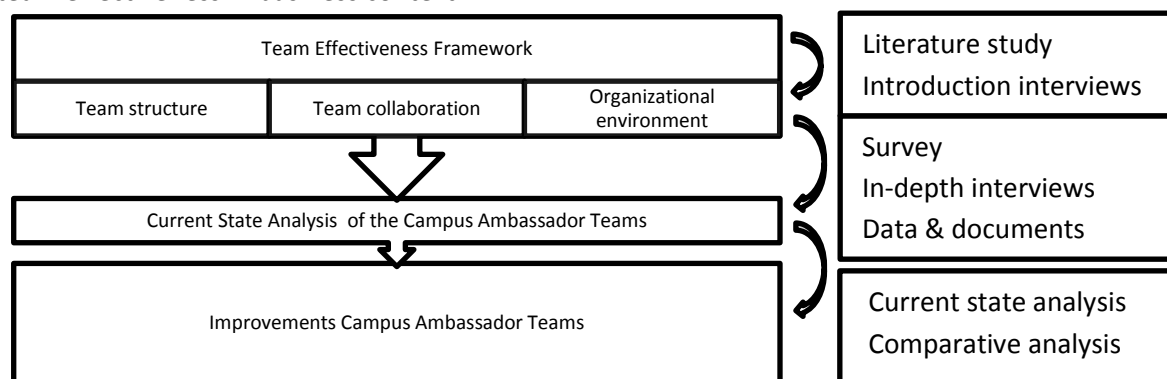


Figure 24 Structure of the research with methods

## 4. Results & analysis

The literature based integrated team effectiveness framework (TEM1) was used to determine broad expectations. Both the quantitative data and the quantitative results will be put together within the

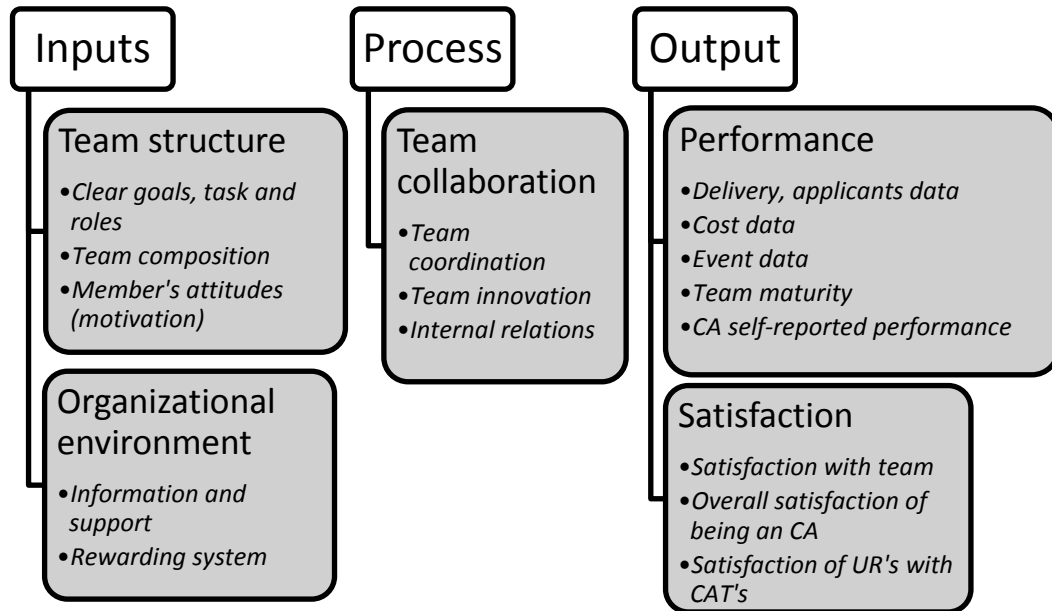


Figure 5 TEM1 Team effectiveness framework: dimensions and influencing factors

context of this framework both to explore the integral conditional framework (the expectations) as to create a current state analysis of the campus ambassador teams. First the team output will be constructed and discussed. These output results are needed to make a comparative analysis for every dimension separately (input (2), and process). After discussing the results of the output dimension, team structure, organizational environment and team collaboration will be separately operationalized and discussed. This research uses an integral approach, thus the analysis will take place on the level of the influencing factors and not every theme will be specifically analysed. The expectation formulated in chapter two already indicate a high-level analysis. As discussed every theme could enhance an analysis which has the size of this thesis. The goal of this research is not to explore every theme on its own but to explore volunteering teams through the lens of the constructed integrated and conditional effectiveness model.

For each dimension interview quotes<sup>2</sup> are used to deepen the understanding of the survey results and explore the current state of the campus ambassador teams. Sometimes the interview results confirm and clarify the survey results but they can also cause more ambiguity. In such a case they help to explore the tensions between different themes and factors. The survey results are presented in compact tables that include the means, and deviations<sup>3</sup> of the teams in scope and the overall team

<sup>2</sup> Quotes are translated in English (originally in Dutch), for original Dutch quotes see Appendix E

<sup>3</sup> Most researches also insert more statistical analysis such as a t-test or correlations. Due to time available and the size of this research it is decided that focus on the exploring statistical data of the mean and deviation in combination with the interview data offers sufficient data to explore the framework and answer the key questions.

results. Both the results of the input dimensions and the process dimension will be completed with a conclusion in which the expectation constructed in chapter two will be further discussed. An overview of the survey results is shown in Appendix D.

For every dimension an overall current state analysis and a comparative analysis will be formed. Due to time and the scope of this research, two teams are compared to explore one of the expectations constructed in the framework in chapter two. Thus, this research compares two different teams for every input and process dimension integral expectation. Thus, six teams in total will be analysed in three different comparative analyses. Two teams don't have a specific team analysis in this research. To select teams to compare for each dimension three criteria are used; use different teams, enough differentiation in the survey results of the specific dimension between the teams, and the size of the sample of the teams. This resulted in leaving the teams with the smallest samples out (team 6 and 8).

## **Results team output**

In this section we will present and discuss the data gathered for the output dimension of the framework. The output will be discussed for all the teams combined (current state analysis) and for six individual teams in three comparative analyses. The comparison will be between the same teams that will be compared within the input and process dimensions. This way we can make an analysis on the influence of a specific dimension on team effectiveness. Most numerical performance data is collected for two years 2014 and 2015, events data is collected and evaluated in dialogue with the University Relation Recruiters and the cost and budgets of teams was collected from the marketing recruitment department.

### **Current state analysis: output (performance and satisfaction)**

In measuring the team performance multiple factors have been identified in dialogue with the key stakeholders: applicant, hire, event and cost data were selected as the key data to look at. The other part of the performance, team maturity and self-rated performance, was measured both in the survey as in the interview. The results of the survey on performance and satisfaction can be found in table 2 and 3 and the results of the performance data can be found in 4 (end of this section). First the satisfaction and self-reported performance will be discussed (table 3 and 4), followed by the performance data (table 5), and at last the maturity results of the teams (interviews and survey) will be presented. Outstanding (integrated) results will be presented and analysed (italic text).

#### **Satisfaction and self-reported performance**

Table 3 shows an overall satisfaction rate of 7,88 (scale 1-10). This immediately stood out when analysing the survey results. Statements about enjoyment (116) and respect are also rated relatively high. Those results indicate an *overall positive satisfaction and enjoyment of being a CA or TL*. In almost all interviews a lot of improvement areas have been discussed but when asking for satisfaction at the end of the interview almost all reacted positive. A correspondent said: 'I think that most of the members are pretty satisfied (27:56, CA team 2)'. It is important for an organization that wants to improve and change things to take into account the current state satisfaction. Campus Ambassadors and Team Leads are satisfied with the current situation thus there will not be an urge to change.

The second interesting result is the *highlighted importance of the CA-model in attracting talent* and the *related high self-rated performance on improving the image of 'the company' on campus*. A Campus Ambassador asked for the impact of the teams on hires answered: 'I think its huge (25:41, CA team1)'. This quote reflects the opinion of almost all key stakeholders; that Campus Ambassador Teams are vital in attracting talent. The results of the survey especially acknowledge that the teams improve the image of the students about the company (statement 105) and the university relations (107). In the survey self-reported performance quotes may be rated high but there is also doubt about the value that the teams deliver. An interview correspondent notes that the teams 'create visibility on the campus (1:15, CA team 3)' and at the same time is 'cynical about the real value we add (33:04, CA1 team 5)' because of the lack of hires. Other stakeholders indicate that 'teams can be more effective (34:45, UR1)' which reflects the amount of improvements mentioned during the interviews.

This ambiguity about whether or not the teams are effective introduces the third result that stands out; *self-reported indicators differ per person and are hard to measure*. The performance statement about delivering enough quality applicants (100) is rated as one of the lowest performance statement while this statement presents the performance goal the best according to the key stakeholders. A stakeholder says: 'my goal is of course to hire talents but I cannot always blame the teams, sometimes you just have no hires for an unknown reason (26:56, UR 3)' and another stakeholder reflects that: 'we don't know if those events have impact (33:52, UR2)'. This theme of not measuring impact of the activities is mentioned over and over again. Just as the lack of clarity about the objectives which will be further discussed during the discussion of the input (team structure) results.

The fourth outstanding result is that *events are valued efficient and necessary by Team Leads and Campus Ambassadors*. This result is based on the survey (111 and 112) and is in contrast with the call for fewer events by key stakeholders. The recruitment stakeholder thinks that: 'we should look very carefully and critically to what activities the teams do (29:20, Recruitment stakeholder)'. Also CAs indicate in interviews that events can be better and are not always efficient. Three examples are: 'People are scared that if they don't spent all their money they will not get it next year (37:12 CA team 8)', 'there is room to spent less money (36:54, CA team 8)' and we could 'improve the follow-up of the events we do (33:54, UR1)'. So on the one hand events are valued effective and necessary and on the other hand there is a call for less events and more efficiency.

### **Performance data**

Looking at the performance data (table 4) it can be concluded that overall the performance data has been improved this also back-ups the picture of the self-reported performance. First of all we see that *the number of events is increasing yet cost per event is declining* (Table 5 and more event data in Appendix F). This indicates an efficiency improvement over the years 2014 and 2015. Another positive improvement that stands out *is that CA team cost per hire is going down and application to hire ratio is going up*. This again indicated improved efficiency of the whole attraction and hire channel.

<b>Actual costs</b>					
<b>CA-teams</b>					
<b>NL \$</b>		<b>Number of events</b>		<b>Actual Costs per Event</b>	
<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>

Table 5 Event data Dutch CA-teams

The outstanding negative data are the number of applicant and the interview conversion ratio that are going down. As discussed earlier it is not fair to make the team fully responsible for number of applications when a lot of external aspects play a role.

### Team maturity

The survey (103 and 104) indicates a high self-rated maturity. Especially for the volunteering nature of the teams, campus ambassadors and team leads stress their mature involvement and independent work. On the other hand, recruitment and marketing stakeholders stress that they are too often involved in the process while there is a pressing need for the teams to become more self-managing. The recruitment manager says: 'the future of the model is to look at what the teams can do their selves (25:40, Recruitment stakeholder)'.

To summarize, we unravelled some of the current output situation yet ambiguity and tensions are also brought to the surface. These results should open a dialogue and discussion on what local and integrated steps need to be undertaken to become more effective teams.

CA-Teams	Overall Satisfaction
Team 7	8,22
Team 4	8,2
Team 2	8,17
Team 3	7,86
Team 5	7,75
Team 1	7,71
Team 8	7,5
Team 6	6,75
<b>Average</b>	<b>7,88</b>

Table 2 Overall satisfaction survey results (scale 1-10)

Output Dimension: Performance	Overall (8 teams)		
	N	mean	st. dev.
100. Our team delivers enough quality applicants	56	5,32	1,31
101. Our team delivers enough value for the money that is invested	56	5,59	1,42

102. Our team is able to entuse students to apply	56	5,93	1,02
103. Our team is mature and is able to work without a lot of help from the business	56	5,82	1,07
104. Our team successfully helps and unburdens graduate recruitment	56	5,75	1,06
105. Our team is able to improve the image of students about the comp.	56	6,07	1,02
106. Our CAT performs better than other CAT's	56	4,79	1,33
107. Our team improves and preserves the university relations	56	6,14	0,81
108. Involvement in my team helps me to improve skills and knowledge relevant for the company	56	5,46	1,07
109. Our team contributes to the involvement of the total company in the recruitment process	56	5,57	1,29
110. My CAT successfully achieved the assigned objectives	56	5,75	1,02
111. My CAT organizes recruitment activities and events efficiently	56	5,86	0,93
112. Recruitment activities and events that are organized by my CAT are necessary to reach recruitment goals	56	6,13	0,98
<b>Output Dimension: Satisfaction</b>	<b>Overall (8 teams)</b>		
	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
113. I am satisfied with the work we delivered as a team	56	5,75	0,85
114. I feel my input is valued by the members of the team	56	5,86	0,85
115. Team member morale is high in the team	56	5,71	1,11
116. I enjoy being a CA/ TL in this team	56	6,21	0,84
117. I want to be involved in the CAT the coming years	56	5,54	1,19
118. There is respect for the individuals in the team	56	6,18	0,80
119. I feel my input is valued by the company	56	4,86	1,32
120. I feel encouraged to do my task within the CA-model	56	5,73	0,83
121. I feel recognized by the company for doing my task within the CA-model	56	4,32	1,52
122. I feel rewarded for doing my task within the CA-model	56	4,63	1,34

**Table 3 Survey results output dimension (performance and satisfaction)**

Data	Average or total all CA teams		
	2014	2015	
Applicants			-30.37%
Hires			17.24%
Applicants to hires ratio (1 out of)			-40.00%
Interview conversion ratio			-6.08%
CA-team costs per applicant			35.39%
CA-team costs per hire			-22.27%
CA-team costs per event			-21.61%
Target to delivery ratio			45.61%

**Table 4 Performance data all the CA-teams (2014 & 2015)**

## Team comparison - team effectiveness results

- *CA-team 1 vs. CA-team 4*

Looking at the performance and satisfaction results (survey table 6) we can conclude that team 4 scores a lot higher than team 1 on both factors. In comparison to team 6 but also in comparison with the overall scores, team 1 scores remarkably low on both output indicators. In contrast, team 4 scores remarkably high with means around 6 on almost all statements. The interview correspondents of team 1 confirm this trend by acknowledging that they see ‘a lot of room for improvement (28:58, CA team 1)’ and the team ‘spends lots of money on student societies while not knowing if it is the right strategy (37:48, CA team 1)’. Stakeholder of team 4 state in line with the conclusions that ‘we did very well last year (22:49, CA team 4)’, ‘when we look at the output the team is doing great (17:09, TL team 4)’ and ‘team 4 is extremely successful (28:24, UR 3). Both teams acknowledge during the interviews that they are satisfied with their roles. The CA correspondent of team 4 says: ‘I am really happy with my role and the input I can bring. It adds variety to my job (23:36, CA team 4)’. The same correspondent adds also a different side of the high performance situation of team 4: ‘It can change quickly. If there were only two applications that failed the world would look different. It can be more luck than team effort (23:36, CA team 4)’. The performance data shows quite a different story. Although team 4 performs better based on almost all survey data both teams perform less well in 2015 in comparison to 2014 based on the performance data. Especially the cost ratios that are improving in almost all teams are deteriorating in team 1 and partly in team 4. Still, it can be concluded that team 4 clearly shows a better integral (overall) team effectiveness output than team 1.

Output Dimension: Performance	Team 1			Team 4			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
100. Our team delivers enough quality applicants	7	4,86	0,99	5	6,20	0,40	56	5,32	1,31
101. Our team delivers enough value for the money that is invested	7	4,86	0,64	5	6,40	0,49	56	5,59	1,42
102. Our team is able to enthuse students to apply	7	5,14	1,46	5	6,40	0,49	56	5,93	1,02
103. Our team is mature and is able to work without a lot of help from the business	7	5,14	1,12	5	6,00	0,00	56	5,82	1,07
104. Our team successfully helps and unburdens graduate recruitment	7	5,57	0,49	5	6,00	0,00	56	5,75	1,06
105. Our team is able to improve the image of students about the comp.	7	5,29	1,16	5	6,60	0,49	56	6,07	1,02
106. Our CAT performs better than other CAT's	7	4,29	1,03	5	6,00	1,10	56	4,79	1,33
107. Our team improves and preserves the university relations	7	5,86	0,64	5	6,20	0,75	56	6,14	0,81
108. Involvement in my team helps me to improve skills and knowledge relevant for the company	7	5,57	0,49	5	5,60	1,02	56	5,46	1,07
109. Our team contributes to the involvement of the total company in the recruitment process	7	5,14	0,99	5	6,00	0,63	56	5,57	1,29
110. My CAT successfully achieved the assigned objectives	7	5,86	0,64	5	6,00	1,55	56	5,75	1,02
111. My CAT organizes recruitment activities and events efficiently	7	5,43	0,73	5	6,20	0,40	56	5,86	0,93
112. Recruitment activities and events that are organized by my CAT are necessary to reach	7	6,00	0,76	5	6,20	0,75	56	6,13	0,98

recruitment goals									
Output Dimension: Satisfaction	Team 1			Team 4			Overall (8 teams)		
	n	mean	st.de v.	n	mean	st. dev.	N	mean	st. dev.
113. I am satisfied with the work we delivered as a team	7	5,71	1,03	5	6,20	0,40	56	5,75	0,85
114. I feel my input is valued by the members of the team	7	5,71	0,88	5	6,20	0,75	56	5,86	0,85
115. Team member morale is high in the team	7	6,00	0,76	5	6,20	0,40	56	5,71	1,11
116. I enjoy being a CA/ TL in this team	7	6,14	0,64	5	6,00	0,63	56	6,21	0,84
117. I want to be involved in the CAT the coming years	7	5,43	1,18	5	5,00	1,67	56	5,54	1,19
118. There is respect for the individuals in the team	7	5,86	0,83	5	6,00	0,00	56	6,18	0,80
119. I feel my input is valued by the company	7	5,00	0,00	5	4,40	1,74	56	4,86	1,32
120. I feel encouraged to do my task within the CA-model	7	5,43	0,73	5	5,60	0,80	56	5,73	0,83
121. I feel recognized by the company for doing my task within the CA-model	7	4,43	0,73	5	3,80	1,33	56	4,32	1,52
122. I feel rewarded for doing my task within the CA-model	7	4,43	0,90	5	4,40	1,02	56	4,63	1,34
Output Dimension Overall satisfaction*different question	Team 1			Team 4			Overall (8 teams)		
Rate your overall satisfaction of being CA/TL (1 represents the lowest satisfaction and 10 the highest satisfaction).	n	mean	st.de v.	n	mean	st. dev.	N	mean	st. dev.
	7	7,71	0,70	5	8,20	0,40	56	7,88	0,93

Table 6 Survey results output – CA-team 1 vs. CA-team 4

Data	CA team 1			CA team 4		
	2014	2015		2014	2015	
Applicants			-42,78%			-33,97%
Hires			-5,26%			-25,00%
Applicants to hires ratio (1 out of)			-9,84%			-13,64%
Interview conversion ratio			-3,77%			19,64%
CA-team costs per applicant			83,57%			31,48%
CA-team costs per hire			42,55%			15,76%
CA-team costs per event			26,04%			-33,22%
Target to delivery ratio			-21,41%			-25,00%

Table 7 Performance data – CA-team 1 vs. CA-team 4

- CA-team 2 vs. CA-team 3

Looking at the performance results (survey, table 8) we can conclude that team 2 scores on almost all statements (a little) higher on self-rated performance than team 3. The only clear exception is the maturity statement (103) in which team 3 scores a little higher than team 2. The campus ambassador of team 2 stresses this positive performance rating by stating that they are: ‘the best kid in class (24:30, CA team 2)’. The correspondent also acknowledges the good performance by saying: ‘I spent my budget



really efficient (25:46, CA team 2)’. The team lead of team 2 is less convinced. The correspondent mentions that: ‘in the first place it is hard to measure our performance (17:51, TL team 2)’. Looking at the interview data of team 3 we also find confirmation of the performance sketched by the survey results. The correspondent says: ‘we rarely achieve our targets (20:16, CA team 3)’ and ‘not taking into account the targets, what is being achieved differs per study direction (20:25, CA team 3)’. The team is ‘not always efficient with money (21:25, CA team 3)’ and there could be some ‘more activity within the team (21:03, CA team 3)’. The performance data (table 9) does not show a clear distinction between the two teams. Both teams show improved performance data in 2015 on costs but also on delivery of the targets. Team 3 remarkably improved its number of hires with 150%. Yet those percentages show improvement but looking at the absolute and relative numbers without comparing two years we see that team 2 outperforms team 3 on all the performance data.

The comparison of team satisfaction is more ambiguous; there is not one team that scores better on most statements. Although team 2 scores higher on overall satisfaction, notable are the high scores of team 3 on future team involvement (117), respect (118) and influence (119) within the team. Team 2 scores higher on other statements that indicate satisfaction such as team morale (115), recognition (121), rewarding (122) and encouragements (120) from the company. The satisfaction within team 3 is mostly damaged by ‘people who do not deliver what they promise or not taking any initiative (23:15, CA team 3)’. Team 2 also acknowledges participation and involvement are important for team morale and team satisfaction (27:56, CA team 2).

To conclude, the comparison of the team output of team 2 and team 3 results in a better overall output for team 2. A correspondent notes that it is important to take into account the ‘difficult context of team 3 in which almost all talented candidate drop out during the process while team 3 works really hard (31:30, UR 3)’. Although the difference in performance and satisfaction is clearly better for team 2 this quote is an important note of caution to keep taking into account the ambiguity of the social world of teams.

Output Dimension: Performance	Team 2			Team 3			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
100. Our team delivers enough quality applicants	12	5,50	1,19	7	5,14	1,55	56	5,32	1,31
101. Our team delivers enough value for the money that is invested	12	6,00	1,08	7	5,57	1,59	56	5,59	1,42
102. Our team is able to enthuse students to apply	12	5,92	0,86	7	5,71	1,28	56	5,93	1,02
103. Our team is mature and is able to work without a lot of help from the business	12	5,92	1,11	7	6,14	0,83	56	5,82	1,07
104. Our team successfully helps and unburdens graduate recruitment	12	6,00	1,00	7	5,57	1,18	56	5,75	1,06
105. Our team is able to improve the image of students about the comp.	12	6,17	0,90	7	5,86	0,99	56	6,07	1,02
106. Our CAT performs better than other CAT's	12	5,25	1,30	7	4,14	0,35	56	4,79	1,33
107. Our team improves and preserves the university relations	12	6,25	0,92	7	6,14	0,83	56	6,14	0,81
108. Involvement in my team helps me to improve skills and knowledge relevant for the company	12	5,92	1,04	7	5,29	1,16	56	5,46	1,07
109. Our team contributes to the involvement of the total company in the recruitment process	12	6,00	0,82	7	5,71	1,03	56	5,57	1,29
110. My CAT successfully achieved the assigned objectives	12	5,92	0,95	7	5,71	0,88	56	5,75	1,02

111. My CAT organizes recruitment activities and events efficiently	12	6,17	0,90	7	5,86	0,83	56	5,86	0,93
112. Recruitment activities and events that are organized by my CAT are necessary to reach recruitment goals	12	6,17	1,07	7	6,43	0,73	56	6,13	0,98
<b>Output Dimension: Satisfaction</b>	<b>Team 2</b>			<b>Team 3</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
113. I am satisfied with the work we delivered as a team	12	6,17	0,90	7	5,29	0,88	56	5,75	0,85
114. I feel my input is valued by the members of the team	12	5,83	0,99	7	6,00	0,93	56	5,86	0,85
115. Team member morale is high in the team	12	6,08	0,86	7	5,57	0,49	56	5,71	1,11
116. I enjoy being a CA/ TL in this team	12	6,42	0,95	7	6,43	0,49	56	6,21	0,84
117. I want to be involved in the CAT the coming years	12	5,58	1,11	7	6,14	0,99	56	5,54	1,19
118. There is respect for the individuals in the team	12	6,17	0,90	7	6,57	0,73	56	6,18	0,80
119. I feel my input is valued by the company	12	5,42	0,95	7	4,71	1,67	56	4,86	1,32
120. I feel encouraged to do my task within the CA-model	12	6,00	0,91	7	5,71	0,88	56	5,73	0,83
121. I feel recognized by the company for doing my task within the CA-model	12	5,33	1,37	7	4,14	1,81	56	4,32	1,52
122. I feel rewarded for doing my task within the CA-model	12	5,33	0,94	7	4,43	1,59	56	4,63	1,34
<b>Output Dimension Overall satisfaction*different question</b>	<b>Team 2</b>			<b>Team 3</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>n</i>	<i>mean</i>	<i>st.de v.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
Rate your overall satisfaction of being CA/TL (1 represents the lowest satisfaction and 10 the highest satisfaction).	12	8,17	0,90	7	7,86	0,35	56	7,88	0,93

Table 8 Survey results output – CA-team 2 vs. CA-team 3

Data	CA team 2			CA team 3		
	2014	2015		2014	2015	
Applicants			-20,96%			-11,11%
Hires			20,83%			150,00%
Applicants to hires ratio (1 out of)			-35,00%			-64,00%
Interview conversion ratio			-3,03%			-17,14%
CA-team costs per applicant			17,80%			26,90%
CA-team costs per hire			-22,95%			-54,88%
CA-team costs per event			-1,42%			-31,07%
Target to delivery ratio			18,26%			150,00%

Table 9 Performance data – CA-team 2 vs. CA-team 3

- Team 5 vs. team 7

Looking at the performance results (survey, table 10) we cannot immediately conclude what team scores better. Team 5 rates value for money (101), quality applicants (100) and achieving assigned objectives (110) remarkably better than team 7. Team 7 scores notable higher on team maturity (103, 104) and improving university relations (107). Yet, if we only take into account the self-rated

performance team 5 would come up as the best performing team, because they score better on 8 out of 11 statements and when team 7 rates higher there is less of a difference. The interview data shows a contrary image. Team 5 stresses that team performance is often ‘a factor of luck (32:43, CA1 team 5)’. The correspondent of team 5 is cynical about ‘the real value they add (33:17, CA1 team 5)’ as a team. The other interview correspondent of team 5 rates the performance as ‘medium (25:36, CA2 team 5)’. Improvement areas that team 5 mentions are ‘actively tracking of actions (26:32, CA2 team 5)’ and ‘improving the efficiency of events (35:45, CA1 team5)’. The interview data of team 7 improves the image of their team performance. The team is noted to be ‘constant (19:54, CA team 7)’ and ‘performing really well (43:17, UR 1)’. The Team Lead of team 7 confirms the lack of measurements stressed before: ‘data is not available (39:28, TL team 7)’ to measure if CA-teams play a role in the application choice. Looking at the performance data (table 11) we see a striking improvement in the performance of team 7. Team 5 made a less impressive improvements and even half of the data is worse in 2015 in comparison with 2014. The performance data clearly show that team 7 has improved more in 2015 in all aspects of performance (or less deteriorating). Looking at the separate data of 2014 and 2015, team 5 is performing better considering the costs ratios while team 7 is performing better considering the application ratios.

Comparing team satisfaction of team 5 and team 7 (survey table 10) shows a more evident result. Team 7 clearly outperforms team 2. In 11 out of 13 statements team 7 rates satisfaction higher than team 2. Team 7 even scores highest of all teams on overall satisfaction. This result is in line with the interview data. The Campus Ambassador expresses that he thinks that ‘satisfaction will be good (26:37, CA team 7)’. A possible reason is that ‘within team 7 there is an open, relax and quite culture and when there is a problem, there is always someone who raises his hand (15:32, CA team 7)’. A possible explanation for the lower scores of team 5 could be that the team is a merge of two team and the Campus Ambassador ‘don’t feel like traveling all the way to other university (4:26, CA1 team 5)’ or the fact that ‘some people put a lot more energy in the team than others (10:19, CA2 team 5)’. Summarizing, the comparison of the team output of team 5 and team 7 results in a slightly better overall output for team 7. Although performance indicators show ambiguous results, the satisfaction difference is so high that overall output is valued slightly higher for team 7. The results clearly show different output challenges for both teams. The local context clearly plays an important role in how performance and satisfactions rated.

Output Dimension: Performance	Team 5			Team 7			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st.dev.</i>
100. Our team delivers enough quality applicants	8	5,63	0,99	9	4,44	1,50	56	5,32	1,31
101. Our team delivers enough value for the money that is invested	8	6,13	1,17	9	5,33	1,25	56	5,59	1,42
102. Our team is able to enthuse students to apply	8	6,25	0,66	9	6,11	0,87	56	5,93	1,02
103. Our team is mature and is able to work without a lot of help from the business	8	5,75	1,39	9	6,11	0,74	56	5,82	1,07
104. Our team successfully helps and unburdens graduate recruitment	8	5,63	1,32	9	5,78	0,63	56	5,75	1,06
105. Our team is able to improve the image of students about the comp.	8	6,50	0,71	9	6,22	0,63	56	6,07	1,02
106. Our CAT performs better than other CAT's	8	4,88	1,27	9	4,33	0,94	56	4,79	1,33

107. Our team improves and preserves the university relations	8	5,88	0,93	9	6,33	0,67	56	6,14	0,81
108. Involvement in my team helps me to improve skills and knowledge relevant for the company	8	5,50	0,71	9	5,56	0,68	56	5,46	1,07
109. Our team contributes to the involvement of the total company in the recruitment process	8	5,50	1,22	9	5,00	1,76	56	5,57	1,29
110. My CAT successfully achieved the assigned objectives	8	6,00	0,50	9	4,78	1,13	56	5,75	1,02
111. My CAT organizes recruitment activities and events efficiently	8	5,63	1,22	9	5,89	0,74	56	5,86	0,93
112. Recruitment activities and events that are organized by my CAT are necessary to reach recruitment goals	8	6,38	0,48	9	6,11	1,20	56	6,13	0,98
<b>Output Dimension: Satisfaction</b>	<b>Team 5</b>			<b>Team 7</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st.dev</i>
113. I am satisfied with the work we delivered as a team	8	5,50	0,50	9	5,78	0,63	56	5,75	0,85
114. I feel my input is valued by the members of the team	8	6,00	0,71	9	5,78	0,63	56	5,86	0,85
115. Team member morale is high in the team	8	5,63	0,70	9	6,22	0,63	56	5,71	1,11
116. I enjoy being a CA/ TL in this team	8	6,00	0,71	9	6,56	0,50	56	6,21	0,84
117. I want to be involved in the CAT the coming years	8	5,13	1,27	9	6,11	0,57	56	5,54	1,19
118. There is respect for the individuals in the team	8	6,25	0,66	9	6,44	0,50	56	6,18	0,80
119. I feel my input is valued by the company	8	4,75	1,20	9	5,00	0,82	56	4,86	1,32
120. I feel encouraged to do my task within the CA-model	8	5,63	0,70	9	6,00	0,67	56	5,73	0,83
121. I feel recognized by the company for doing my task within the CA-model	8	4,50	0,71	9	3,89	1,52	56	4,32	1,52
122. I feel rewarded for doing my task within the CA-model	8	4,75	0,97	9	4,89	0,57	56	4,63	1,34
<b>Output Dimension: Overall satisfaction* different question</b>	<b>Team 5</b>			<b>Team 7</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st.dev</i>
Rate your overall satisfaction of being CA/TL (1 represents the lowest satisfaction and 10 the highest satisfaction).	8	7,75	0,43	9	8,22	0,63	56	7,88	0,93

Table 10 Survey result output – CA-team 5 vs. CA-team 7

Data	CA team 5			CA team 7		
	2014	2015		2014	2015	
Applicants			-45,05%			-32,43%
Hires			-12,50%			80,00%
Applicants to hires ratio (1 out of)			-28,71%			-62,16%
Interview conversion ratio			-32,11%			20,34%
CA-team costs per applicant			12,31%			98,34%
CA-team costs per hire			-29,47%			-25,55%
CA-team costs per event			-3,02%			-8,30%
Target to delivery ratio			-			170,00%

Table 11 Performance data – CA-team 5 vs. CA-team 7

## **Results team input: team structure**

In this section we will present and discuss the data gathered within the team structure (input) dimension of the framework. The team structure will be discussed for all the teams combined (current state analysis) and team 2 and team 3 will be compared. The comparative analyses will result in a summarizing analysis on Expectation A and thus partly answers the key question. The current state analysis built on the practical key question and improvement areas will be detected.

Again the survey results will function as key ingredient for the analysis and the interview results will help in understanding and deepening the analysis of both the current state analysis as the comparative analysis.

## **Current state analysis: team structure (input)**

Outstanding results that indicate how the current states of the teams look like are being presented. Each factor of the team structure framework will be discussed separately.

### **Clear goals, tasks and roles**

The objectives of the Campus Ambassador Teams are clearly understood. That is the first conclusion looking at the survey results (Table 12: 1 and 6). Yet looking a bit further we see that when asked for the other group members (5) the rating is almost a full point lower. Still, results are above 5 and indicate that the teams think they understand the goals and tasks pretty well. In line with previous discussed results, the lowest rating is about the measurability of the goals (2). *Objectives of the CA-teams seem to be understood yet in almost every interview, explanations of objectives differ.* Some correspondents focus on the aspect of 'visual presence on campus (1:09, CA team 1)', others focus on application by stressing that they have to 'convince talent to apply (0:41, CA team 4)', others say that 'on top of the list people need to be hired (0:45, CA2 team 5)', other stress the importance of 'building relations (4:12, CA team 8)' and other focus on tasks by stressing that campus ambassador teams need to 'develop activities that are valuable for both parties (2:51, TL team 6)'. It can be concluded that there is a lot of ambiguity towards what most important goals and task campus ambassador teams are responsible for and what aspects of performance should be judged.

The second noticeable result is that *the role of the Team Lead is less well understood* in comparison to the role of Campus Ambassador and University Relation Recruiter (Table 12: 7, 8, 9). The high standard deviation of statement 8 also indicates that answers were wide spread which can indicate disagreement on whether the role of team lead is clear. In an interview one of the correspondent reacted with the striking question: 'who do you mean? (5:54, CA team 1)' when asked about the Team Lead. Another interview correspondent confirms this thought by stating: 'that role is not clear to me, the team also worked well without the Team Lead (4:11, CA team 4)'. Also a University Relation Recruiter acknowledges this ambiguity of the role of the Team Lead. The University Relation Recruiter said: 'I think that the role of team lead is interpreted as a minor role in comparison to what I think the team lead should do (12:28, UR 1)'. We can conclude that there are 'mixed messages (9:08, Recruitment stakeholder)' towards how to fill in the role of Team Lead.

Input Dimension Team structure factor: clear goals, tasks and roles	Overall (8 teams)		
	N	mean	st. dev.
1. Our team has a meaningful, shared purpose	61	5,74	1,02
2. As a team we consistently produce strong measurable results	61	4,93	1,24
3. We set challenging goals	61	5,39	1,25
4. I understand the objectives of the CAT	61	6,10	0,86
5. The mission and the goals of the team are clear to everyone of the team	61	5,38	1,13
6. The goals of my team are well aligned with the mission and goals of recruitment	61	5,75	0,88
7. I understand the role of CA's in the CA-model	61	6,05	0,86
8. I understand the role of the team lead in the CA-model	61	5,23	1,46
9. I understand the role of the University Relations Recruiter in the CA-model	61	5,52	1,28
10. All team members (UR, Team lead, Campus Ambassador and Senior Sponsors) clearly understand their role in reaching the goals of recruitment	61	5,43	1,02
11. The team members agree on defined roles	61	5,31	1,22
12. My tasks as a CA are divers and vary during the year	61	5,30	1,23
13. Being a CA is a significant task for the company	61	5,30	1,09
14. Being a CA is something to be proud of	61	6,05	0,86

Table 12 Survey results – Clear goals, tasks and roles

### Team composition

Looking at the survey results of the team composition (Table 13), three statements were rated below 4 (19, 21, 22) which indicates disagreement with the statements. All three statements claim that something is wrong with the current team situation and the correspondents clearly reject these propositions. This indicates that team members are satisfied with the current team compositions; there is no need for more stability (19) or smaller (21) or bigger teams (22). Looking to the overall statements we can conclude that overall scores are a bit lower than presented in other factors. This can indicate the members are less satisfied or are neutral towards this factor. Fortunately, the interview data offers some help in focusing on interesting outcomes regarding team composition. First of all, instead of *stability teams prefer more and plain rotations* within the team. 'If it was up to me, people would rotate a bit faster (8:59, CA team 4)' thus one of the correspondents. A correspondent elaborates this need: 'when people participate for too long, energy drains away and members get frustrated about the HR environment (11:59, CA team 8)'.

Although the survey results don't show a clear need for more homogeneous teams (16, 17), the interview data builds on this small difference and indicates *that only a small part of the teams want more homogeneous teams*. A correspondent says: 'when you work with lonely islands, why don't put these islands together (45:18, CA team 1)'. This correspondent emphasizes a change from a university to a skill pool based structure of teams, in which team members targets and work are more homogenous. Only in the teams that focus on commercial universities this need is shared. The technical teams want to hold on to the current structure. A technical correspondent says: 'I think that the structure that we have and we way we organize the team is very useful (30:16, CA team 7)'. These results show the contextual influence on whether the team composition should be more homogeneous or heterogeneous.

The last remarkable result to be discussed within this factor is that *leadership is not clearly enough defined* (23, 24). The ratings are not outstanding low but they stand out in combination with the

interview data that indicates disagreement on who is the responsible leader of the team. This theme links with the lack of clarity about the Team Lead role. A team lead says that: ‘the university relation recruiter sometimes put too much pressure on campus ambassadors (7:33, TL team 3)’ indicating that the University Relation Recruiter is in charge of the teams while a University Relation Recruiter indicates that she: ‘would like to see more of a Team Lead than what they currently perform (12:44, UR 1)’. A Team Lead says that by trusting on volunteers without clear leadership, the structure is ‘like shifting sands (19:12, TL team 1)’. It can be concluded that for the Campus Ambassadors, Team Leads and University Relation Recruiters it is not clear who is in the lead.

Input Dimension Team structure factor: team composition	Overall (8 teams)		
	N	mean	st. dev.
15. My CAT has a diverse mix of people with all sorts of skills	61	5,43	1,06
16. The team is homogeneous enough to be a strong team	61	4,87	1,34
17. The team is heterogeneous enough to be a strong team	61	5,39	0,78
18. The CAT has a stable core of people involved	61	5,30	1,11
19. CAT members are rotating too frequently	61	3,11	1,20
20. My CAT has an adequate size	61	5,46	0,89
21. A smaller CAT size would increase team effectiveness	61	2,87	1,31
22. A bigger CAT size would increase team effectiveness	61	3,21	1,34
23. The team has a clear leader	61	4,98	1,46
24. Leadership within the CA-model is clearly defined	61	4,59	1,47

Table 13 Survey results – Team composition

### Motivation

The ranked motivation factors in the survey (table 14) indicate that *intrinsic recruitment motivation and self-development are the most important motivational factors* in participating in the Campus Ambassador Teams. This confirms the expectations of an interview correspondent who says: ‘a condition of being part of the Campus Ambassador Team is to be intrinsically motivated (10:50, UR 3)’. Those two outstanding motivational factors don’t picture the whole story. Multiple team members mention that ‘discontent (12:52, CA team 1)’ about recruitment or just simple ‘pleasure (14:10, CA team 7)’ is motivating them. Some even want a financial reward by bringing up a ‘referral system (11:42, CA team 1)’. A key stakeholder sometimes doesn’t even understand why people participate. She says: ‘there are members of whom I just don’t understand why they are Campus Ambassador. They never have time and are less motivated then others (14:27, Marketing stakeholder)’. Yet the interview data also confirms the intrinsic recruitment motivation and learning possibilities. Correspondents mention ‘broader development (15:27, TL team 6)’ and ‘learning experience (14:10, CA team 7)’ as motivations for doing their roles voluntarily.

The second outstanding result is that *staying involved with the students association is for some the most important motivational factor and for others not important at all (25, 26)*. Although the mean of the survey results (25, 26) don’t stand out the high standard deviation indicates that answers were widely spread. Interview data confirms the split between members who are strongly motivated by their old network at the university and the members who don’t really have any warm feelings for their university or student association. One of the correspondents fights the pro-university group by stating:

‘When you have been active in an association then it looks like old boys network scenes. People spent some money and then you have a dinner with your old friends (14:27, CA team 1)’. The other group is represented by a correspondent who says: ‘Most of all I like stay in contact with my university. I don’t overdo it but I am proud when people of my old university are hired (18:14, CA1 team 5)’.

Input Dimension Team structure factor: Members’ characteristics and attitudes (motivation)	Overall (8 teams)		
	N	mean	st. dev.
27 My team members participate as CA/TL because they want to keep in contact with their university/student association	61	4,89	1,28
36 Being a CA/TL gives me the opportunity to give something back to the university/student association I come from	61	4,69	1,62

Input Dimension Team structure factor: Motivation What motivates you to be a CA/TL? [Rate from 1-8, 1 being the most motivating factor [only choose each number once]]* different type of question	Overall (8 teams)
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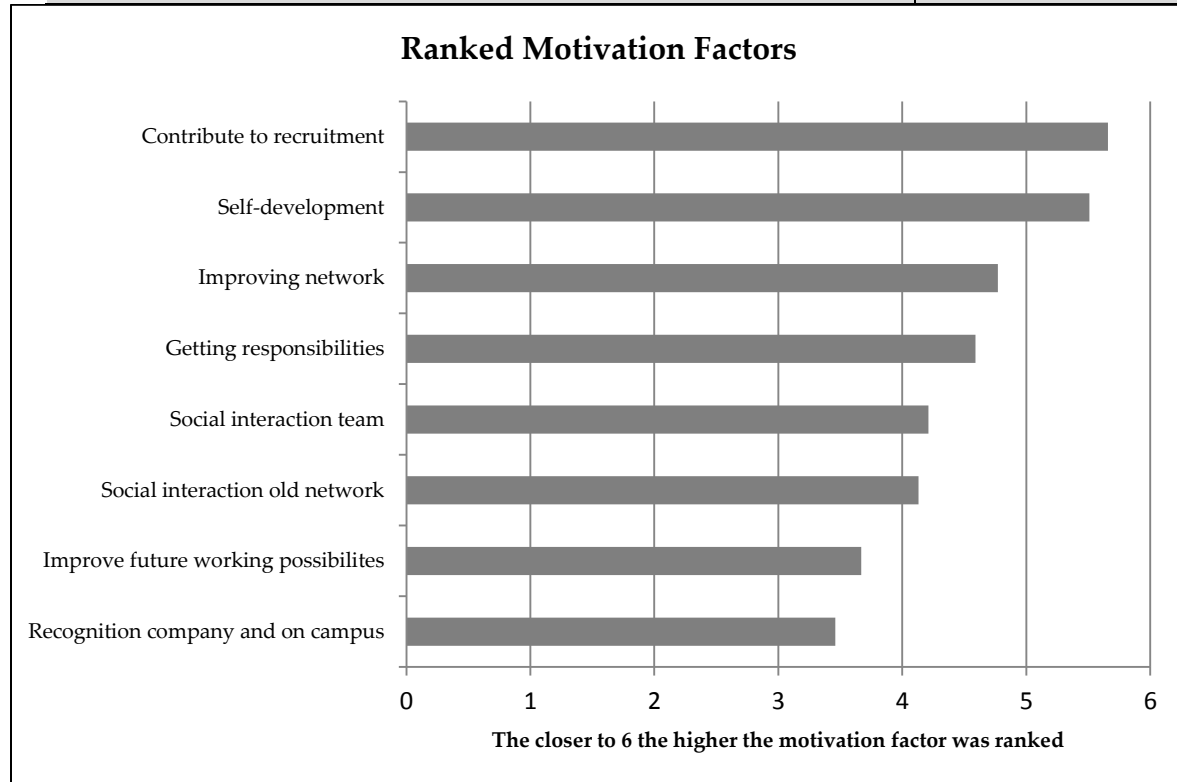


Table 14 Survey results - Motivation

**Improvement areas based on the current state of the team structure**

It can be concluded that there is ambiguity regarding the team objectives and measurements are often absent. Roles are interpreted differently and especially the role of the Team Lead is not clear enough. This is related to the theme of leadership. In the teams we see ambiguity of whom is in the lead and who has the responsibility to do what task. Especially the distribution of leadership between the University Relation Recruiter and the Team Lead causes disagreement. At last we see that self-



development and network possibilities are important motivational factors next to intrinsic recruitment motivation. This should be taken into account in shaping the environment of the teams. Yet when discussing the team composition the local team context played a big role. There seems to be no one size fits all answers to improve all the teams. Figure 15 summarizes the improvement areas detected.

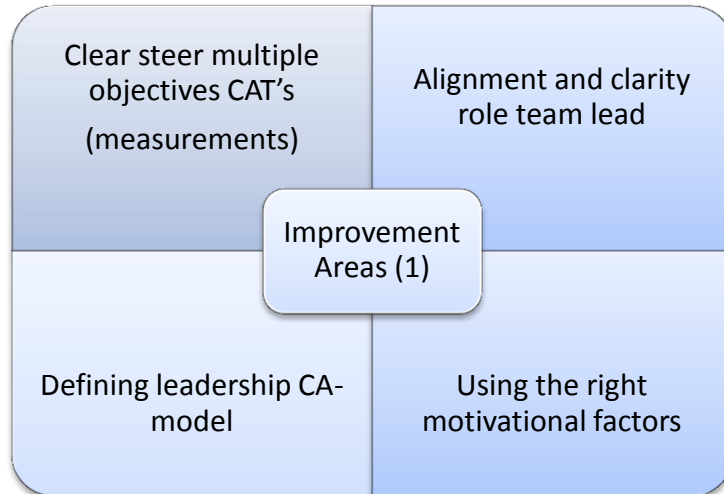


Figure 15 Improvement Areas - Team Structure

### CA-team 2 vs CA-team 3 – team structure and team effectiveness

When comparing the **clarity of goals task and roles**, the survey results (Table 15) show a clear message. Team 2 is obviously clearer about the goals and tasks of the team (1, 3, 4, 5, and 6). Roles are rated similarly between the two teams (7, 8, and 9) just as the significance of the tasks (12, 13, and 14). An interview correspondent of team 2 says: ‘the goal is to attract the right talent, to come into contact with those talents and make sure that the company has a face on campus (3:08, TL team 2)’. This quote is a sign that team 2 understand the multi-level goals of the teams. Team 3 also mentions ‘visibility (1:15, CA team 3)’ and organizing events but does not elaborate on application or hires. Although clarity of roles is rated similarly, team 3 seems to struggle with the role of the Team Lead and University Relation Recruiter. An interview correspondent of team 3 asks: ‘do you mean the senior Team Lead? (3:57, CA team 3) and the Team Lead of team 3 indicates that she always ‘forgets the name of the University Recruiter (1:47, TL team 3). Both quotes are a sign that roles are not really clear or on top of mind of team 3.

Comparing the **team composition** two things stand out. First of all we see that diversity is rated higher in team 2 (15) than within team 3. Second, we see that leadership clarity is rated more positively in team 2 (23 and 24) as well. The Team Lead of team 3 confirms the first result by saying: ‘I think our team is still a bit to homogenous (5:34, TL team 3)’, but team 3 also thinks: ‘the team composition has improved; we have grown and have members who are really committed (6:36, CA team 3)’. Team 2 acknowledges the importance of leadership clarity by stating: ‘it is important to have someone who is able to maintain an overview in the team of which members are spread throughout the country (36:13, CA team2)’.

Comparing **motivations** we see a lot of similarities. For example, both teams rate self-development and intrinsic recruitment motivation as the most important motivation factors (1 and 3,

Table 15). Team 2 scores a bit higher on intrinsic recruitment motivation and serving the company (34). Team 3 is motivated more by meeting new and interesting people (35). Team 3 also acknowledges the importance of learning: ‘being a CA broadens my work life and I learn a lot from it (10:44, CA team 3)’. The interview correspondent of team 2 confirms the importance of recruitment motivation by stating: ‘I like this company a lot and love to bring good people in (9:46, CA team 2)’. The last result that stands out is the importance of the student association and university. Both survey statements on this issue (28 and 36) were rated similar and neutral yet the interview data shows that this is an important motivational factor that should not be forgotten. ‘A lot of people like to keep contact with the university (11:09, CA team 2), ‘it gives them some sort of prestige on the university (4:57, TL team 2)’, and ‘lots of people like to keep contact with their old student society (8:42, CA team 3)’ are three examples of this important motivation.

- **Conclusion on Expectation A**

A twofold analysis can be made when exploring Expectation A. First of all, the integrated team structure results show that team 2 has a team structure in which there is more clarity on goals, tasks and roles, a team composition in which there is more diversity, clarity on leadership and motivation is more focused on recruitment goals than within team 3. According to our integral framework this should indicate that team 2 is a more effective team. The results about output confirm this assumption so the integrated and ambiguous expectation holds in this case study and we can emphasize that: ***A Team structure that has clear goals, task and roles, a composition that is both divers and supplementary, both stable and renewing, an adequate group size, clear leadership, members with enough knowledge and preference to work together, with strong motivation for the volunteering goal positively relates to team effectiveness.***

Second, this expectation is not really defining linear relationships or clear yes or no answers at all. The tensions and two-way ambiguous and contextual influences formulated in the Expectation prevent this. This expectation, and thus the framework, challenges the reader to explore the tensions of factors that positively influence each other (synergies) or work as a trade-off (tensions). For example we see that some Campus Ambassador Teams work in a more competitive environment and would benefit from a renewing team composition while others have difficulties with maintenance behavior and would become more effective when the team would become more stable. For example, in this comparison we see the need of team 5 to have a bigger team because currently the travel time to the university is too long for the number of people involved. Team 2 would benefit from a bit smaller team because the sense of responsibility is low because not everybody has to be involved to achieve the goals planned. These are just two examples of the many tensions and contextual differences in the framework constructed.

Input Dimension Team structure factor: clear goals, tasks and roles	Team 2			Team 3			Overall (8 teams)		
	n	mean	st.dev	n	mean	st.dev	N	mean	st. dev.
1. Our team has a meaningful, shared purpose	12	6,25	0,83	7	5,14	0,99	61	5,74	1,02
2. As a team we consistently produce strong measurable results	12	5,58	1,19	7	4,43	0,90	61	4,93	1,24
3. We set challenging goals	12	6,25	0,72	7	5,57	1,18	61	5,39	1,25
4. I understand the objectives of the CAT	12	6,33	0,75	7	5,86	0,99	61	6,10	0,86

5. The mission and the goals of the team are clear to everyone of the team	12	5,92	1,11	7	4,57	1,50	61	5,38	1,13
6. The goals of my team are well aligned with the mission and goals of recruitment	12	6,17	0,90	7	5,57	1,05	61	5,75	0,88
7. I understand the role of CA's in the CA-model	12	6,33	0,75	7	6,29	0,45	61	6,05	0,86
8. I understand the role of the team lead in the CA-model	12	5,92	0,92	7	5,57	0,73	61	5,23	1,46
9. I understand the role of the University Relations Recruiter in the CA-model	12	6,25	1,01	7	6,29	0,45	61	5,52	1,28
10. All team members (UR, Team lead, Campus Ambassador and Senior Sponsors) clearly understand their role in reaching the goals of recruitment	12	6,00	1,08	7	5,29	1,28	61	5,43	1,02
11. The team members agree on defined roles	12	5,58	1,04	7	5,57	1,18	61	5,31	1,22
12. My tasks as a CA are divers and vary during the year	12	5,75	0,72	7	5,57	1,18	61	5,30	1,23
13. Being a CA is a significant task for the company	12	5,50	1,04	7	5,86	0,99	61	5,30	1,09
14. Being a CA is something to be proud of	12	6,33	0,85	7	6,14	0,64	61	6,05	0,86
<b>Input Dimension</b> <b>Team structure factor: team composition</b>	<b>Team 2</b>			<b>Team 3</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
15. My CAT has a diverse mix of people with all sorts of skills	12	6,00	1,00	7	5,29	1,03	61	5,43	1,06
16. The team is homogeneous enough to be a strong team	12	5,17	1,28	7	4,00	1,41	61	4,87	1,34
17. The team is heterogeneous enough to be a strong team	12	5,67	0,94	7	5,29	0,70	61	5,39	0,78
18. The CAT has a stable core of people involved	12	5,83	0,90	7	5,71	0,70	61	5,30	1,11
19. CAT members are rotating too frequently	12	2,83	1,21	7	3,00	0,93	61	3,11	1,20
20. My CAT has an adequate size	12	5,75	1,16	7	5,43	0,73	61	5,46	0,89
21. A smaller CAT size would increase team effectiveness	12	2,33	1,31	7	3,86	1,46	61	2,87	1,31
22. A bigger CAT size would increase team effectiveness	12	2,75	1,16	7	2,29	1,03	61	3,21	1,34
23. The team has a clear leader	12	6,25	1,09	7	4,57	1,18	61	4,98	1,46
24. Leadership within the CA-model is clearly defined	12	5,58	1,44	7	4,29	1,39	61	4,59	1,47
<b>Input Dimension</b> <b>Team structure factor: Members' characteristics and attitudes (motivation)</b>	<b>Team 2</b>			<b>Team 3</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
27. My team members participate as CA/TL because they want to improve their position within the company	12	4,42	0,95	7	4,00	1,69	61	3,89	1,31
28. My team members participate as CA/TL because they want to keep in contact with their university/student association	12	5,17	1,52	7	5,43	1,05	61	4,89	1,28
29. My team members participate as CA/TL because they want to develop their skills and increase their knowledge	12	5,00	1,58	7	4,00	0,76	61	4,49	1,31
30. My team members participate as CA/TL because they enjoy the social interaction both within as outside the team	12	6,00	0,82	7	5,71	0,88	61	5,44	0,78
31. My team members participate as CA/TL because they are committed to the recruitment of talent for	12	5,58	0,64	7	5,29	1,16	61	5,16	1,02

the company									
32. Being a CA/TL is an opportunity to do something interesting and unusual which adds variety to my work life	12	6,50	0,50	7	5,29	1,98	61	5,41	1,02
33. Being a CA/TL is an opportunity to take responsibility for attracting the right talent for the company	12	6,17	0,69	7	6,29	0,45	61	5,54	0,72
34. I am motivated to be a CA/TL because it is a way to be of service to the company	12	6,00	1,22	7	4,71	1,67	61	5,02	1,29
35. Being a CA/TL is an opportunity to meet new and interesting people	12	6,08	0,86	7	6,57	0,49	61	5,31	0,99
36. Being a CA/TL gives me the opportunity to give something back to the university/student association I come from	12	5,42	1,19	7	5,00	1,85	61	4,69	1,62
<b>Input Dimension</b>									
<b>Team structure factor: Motivation</b>									
<i>What motivates you to be a CA/TL? [Rate from 1-8, 1 being the most motivating factor [only choose each number once]]* different type of question</i>									
	<b>Team 2</b>			<b>Team 3</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st.dev.</i>
1. Contribute to recruiting the best talent for the company	12	2,67	2,29	7	3,14	2,36	61	3,37	2,29
2. Improving future work possibilities within and outside the organization	12	5,33	2,13	7	6,14	2,17	61	5,25	2,46
3. Self-development (skills, knowledge and variety)	12	2,58	1,32	7	2,43	1,05	61	3,46	2,05
4. Opportunity for social interaction with team members	12	4,92	1,55	7	4,86	2,10	61	4,86	1,92
5. Opportunity for social interaction with old (university) network	12	4,75	2,42	7	4,29	1,75	61	4,99	2,19
6. Improving network both at university as in the company	12	4,58	1,80	7	4,29	2,71	61	4,25	2,30
7. (Social) Recognition within the company and on campus	12	6,42	1,04	7	5,71	1,83	61	5,51	2,03
8. Getting responsibilities and autonomy to come up with ideas and execute them	12	4,75	2,49	7	5,14	1,25	61	4,31	2,05

Table 15 Survey results team structure – CA-team 2 vs. CA-team 3

## Results team input: organizational environment

In this section we will present and discuss the data gathered within the organizational environment (input) dimension of the framework. The organizational environment will be discussed for all the teams combined (current state analysis) and team 5 and team 7 will be compared. The comparative analyses will result in a conclusion on Expectation B and partly answers the key question. The current state analysis built on the practical key question and thus will picture a current state of the team input (organizational environment) and improvement areas will be detected.

Again the survey results will function as key ingredient for the analysis and the interview results will help in understanding and deepening the analysis of both the current state analysis as the comparative analysis.

## Current state analysis: organizational environment (input)

Outstanding results that indicate how the current state of the organizational environment might look like are being presented. Each factor of the organizational environment framework will be discussed separately.

## Information and support

The survey results (Table 16) indicate *that information about recruitment insights (37), roles (41) and own achievements (44) is valued relatively low* with scores below 5. Information about results (42) and updated targets and goals (43) are valued better with scores around 5,5 but remain topic of improvement. The second outstanding result is *the low scores for the resources used to communicate (45, 46 and 47)*. These scores do also not pass the 5 on a scale of 7. Another interesting result in this dataset (Table 16) is the *high standard deviations which indicate a lot of different experiences regarding information availability and communication*. Interview data confirms the opportunities of improving information facilities. A correspondent says: ‘I still don’t have a clear overview of what is all available (10:34, TL team 3)’ when discussing information availability. Other correspondents are more precise and talk about an ‘inadequate SharePoint (16:14, CA team 8)’ and even think that: ‘no one is really looking on the SharePoint (14:01, UR1)’. A Team Lead continues by calling the marketing material ‘a little old fashioned (21:23, TL team 6)’. The providers of the information also see room for improvement. One of them states: ‘we should make the information easier and more accessible (41:15, UR 1)’.

When analysing the support of the teams (Table 16), it is clear that *recruitment marketing (50) and overall business support (49) is values less* in regards to support from the line manager (48) and the University Relation Recruiters (51). The interview data shows similar results. For example, a marketing correspondent thinks: ‘that we could support them better (16:53, Marketing stakeholder)’ talking about their own support towards the CA-teams. A campus ambassador thinks that CA-teams ‘should not do the practicalities but HR is not doing anything so we are doing it (19:04, CA team 1)’. The most important criticism on support can be summarized with the word *bureaucracy*. A correspondent confirms by stating: ‘It always takes so long before you get anything done (13:14, CA team 3)’ and another correspondent says: ‘I am so annoyed with that stack of paper of which we have no clue why it is needed (21:48, TL team 6)’.

Input Dimension Team environment factor: information and support	Overall (8 teams)		
	N	mean	st. dev.
37. The team is informed about recruitment market insights	58	4,69	1,49
38. I am informed about how I can best attract targeted students	58	4,97	1,25
39. I have access to all of the information I need to perform my work	58	5,09	1,38
40. The mission and goals of CAT’s are communicated clearly	58	5,50	0,99
41. Roles are explained and communicated clearly	58	4,90	1,30
42. Information about updated targets and goals are available to the CAT	58	5,29	1,26
43. Information about the results of my CAT are available and communicated	58	5,53	1,33
44. Information about my own achievements is available and communicated	58	4,09	1,60
45. I read and use the information available at SharePoint	58	4,60	1,61
46. I can find information about resources and tools easily	58	4,74	1,43
47. The methods we use to communicate information are effective	58	4,71	1,38
48. My line manager supports me being a CA/TL	58	5,71	1,13
49. As a CA/TL I feel supported by the company	58	5,16	1,44
50. The Recruitment marketing department supports the CAT when needed	58	5,24	1,53
51. My UR supports me in my task as a CA/TL	58	5,81	1,22

## Table 16 Survey results – Information and support

### Rewarding system

Examining the survey results (Table 17) first of all shows that *rewarding is valued low*. This factor shows a lot of statements that are rated insufficient with scores below 4. We can also conclude that this factor rates the lowest in comparison to all the other factors in the survey. Especially the overall feeling of reward (52) and the symbols of recognition (53) are rated low. When asked if they receive praise, only the University Relation Recruiter (61) scores sufficient while the company (59) and manager (60) receive less appreciation. Interview data builds on this results for example by a correspondent who agitated asks: ‘What rewarding system? (12:24, TL team 3)’. Recruitment stakeholders acknowledge that the rewards only imply that: ‘they have our dying gratitude (14:49, Recruitment stakeholder)’ and that recruitment ‘thanks you for your help and that’s it (15:19, Recruitment stakeholder)’. A campus ambassador confirms this shortcoming by advising: ‘do something with Christmas or with birthdays. It is not about money but about small recognitions; so write a card (28:11, CA team 8)’. An important remark is the high standard deviations detected in the results. This implies that rewarding and recognition is mixed experienced across the sample and expectations notably differ.

The second result that stands out is the lowest score in the survey result (55) which shows that *the work the CA-teams do is not visible enough for the whole company*. The results discussed in the output dimension indicate a similar result. Satisfaction statements regarding recognition (119 and 121, see appendix D) are valued lowest among the other satisfaction statements. A Campus Ambassador expresses this problem clear: ‘I think that it is important that someone makes clear to the whole company how important this is (18:00, CA team 2)’. Others mention agitated that their work ‘is not on the radar (18:00, CA team 8)’ and is seen as ‘hobbyism (13:11, TL team 4)’. Team Leads try to be part of the solution by ‘trying to convince line managers how important it is that we have Campus Ambassadors involved in the recruitment process (2:24, TL team 2)’.

Positive exceptions in the rewarding results (Table 17) are *the relative high ratings of the network opportunities (67, 68 and 69) and the authority (64 and 65) during the volunteering work*. The interview correspondents mention ‘team building (25:25, TL team 1)’ and ‘organizing social activities for all people of the CA-team (20:08, UR 2)’ as positive rewarding experiences. Another Campus Ambassador confirms that it ‘is just great for your own network (11:27, CA team 2)’.

The fourth outstanding result is that *learning possibilities score low while we already concluded that it is an important motivation factor*. The survey indicates that members of the team have not received training to become better (56 and 58) and neither appreciate the learning system of the company (57). A Campus Ambassador sees ‘a lot of improvement possibilities (15:13, CA team 4)’ when discussing a possible training to become ambassadors of the company. According to a University Relation Recruiter: ‘when you are really serious about campus ambassadors and you want them to work autonomous than you should pro-actively train them (21:29, UR 3)’. It is an easy way to promote Campus Ambassadorship and create a win-win for the organization and the team member but ‘we don’t frame it as a learning opportunity at all (21:11, UR 3)’.

Input Dimension Team environment factor: rewarding system	Overall (8 teams)		
	N	mean	st. dev.
52. As a CA/TL I feel rewarded by the company	58	3,98	1,58
53. Symbols of recognition are in place to acknowledge the work of CA's/TL's	58	3,43	1,49
54. The team is recognized for completing major milestones	58	4,69	1,49
55. The work the CAT's do is visible to the whole company	58	3,02	1,44
56. Since I am part of the CAT I have received training to become a more effective CA/team lead	58	3,24	1,50
57. The organization has a strong CA/TL learning system	58	3,48	1,47
58. I receive sufficient training from the organization to do my CA/TL task	58	4,16	1,51
59. I receive praise for my efforts as a CA/TL from the company	58	4,16	1,63
60. I receive praise for my efforts as a CA/TL from my (line) manager	58	3,90	1,75
61. I receive praise for my efforts as a CA/TL from my UR	58	5,33	1,24
62. The best performers on our team are recognized and rewarded more	58	3,07	1,31
63. All team members are recognized and rewarded equally for their work on the team, independent of their individual contribution	58	4,72	1,23
64. As a CA I get enough authority to work on plans and execute them	58	5,59	1,10
65. There is room to take responsibility and come up with ideas instead of only executing orders	58	5,84	1,08
66. The organization stimulates social interaction between CA's/TL's and CAT's	58	4,71	1,38
67. Being a CA/TL gives you the opportunity to improve your network within the organization	58	5,50	0,77
68. Being a CA/TL enhance social interaction with the university and the student network	58	5,67	0,84
69. Being a CA/TL gives you the opportunity to improve your network outside the organization	58	5,26	1,23

Table 17 Survey results – Rewarding system

### Improvement areas based on the current state of the organizational environment

To conclude, we detected four overall organizational environment improvement areas. First of all we see that learning and development possibilities are rated low while in the previous team structure section we saw the learning opportunities for motivating team members. Learning and development opportunities of the teams should therefore be improved. Second we came across dissatisfaction with recognition within the firm. By improving the visibility of the teams recognition can be improved. The two foremost improvement areas regarding information and support are bureaucracy and the lack of good tools and communication channels. Figure 16 summarizes the improvement areas detected.

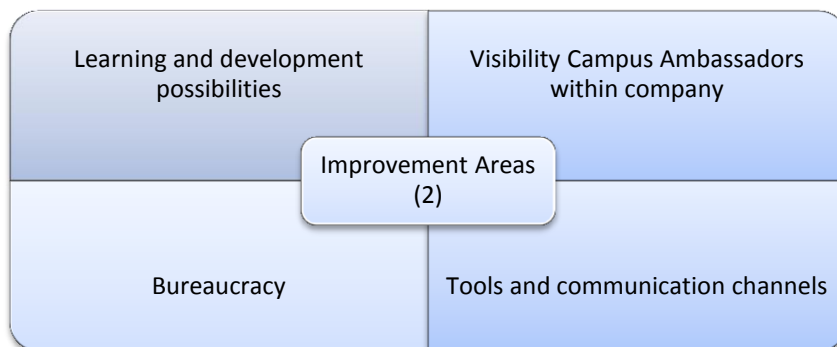


Figure 16 Improvement Areas – Organizational Environment

## CA-team 5 vs CA-team 7 – team environment and team effectiveness

Comparing the **information and support** the survey results (Table 18) show an ambiguous message. Team 7 rates the information about recruitment market insight (37) a lot higher while team 5 rates the information about their own performance (44) and updated targets (42) higher. A clearer comparison seems to be able looking at the tools and information system (45 and 46). Team 5 values both statements clearly better but when rating overall communication methods (47) team 7 scores slightly higher. In fact we can conclude that both teams see improvement areas when asked for information availability and communication. Both teams address different opportunities. Team 5 says: ‘the information services are often not sufficient and often reactive instead of pro-active (22:20, CA1 team 5)’. The correspondent also challenges the available tools by claiming that: ‘the central business is not delivering enough (22:40, CA1team 5)’. This is confirmed by the Team Lead of team 5 who says: ‘the tools are insufficient (12:20, TL team 5)’. The communication website is also negatively valued as ‘not relevant (16:03, CA team 5)’ and ‘not having sufficient background (14:23, CA team 5)’. Team 7 focusses primarily on the ‘chaotic website (11:19, CA team 7)’ and ‘shortage of cases (11:45, CA team 7)’ when addressing opportunities. The Team Lead of team 7 is more positive about the information availability he claims: ‘there is more than enough information available it is more about the personal touch (25:56, TL team 7)’. The personal touch can be interpreted as a call to improve the communication of the available information. We can conclude that both teams value the factor information low and that while team 5 might be considered slightly more optimistic looking at the survey data, the interview data show the opposite.

When analysing the support experienced we see a lot of similar results again(50 and 51) and scores are often higher than overall team means (48, 49 and 51) which indicates a positive value of support in contrast with information availability and communication. Line manager support (48) is rated particularly high in team 5 while support of the University Relation Recruiter (51) and the marketing department (50) are valued similarly. While the survey results indicate a positive support experience the interview data of team 5 shows more negative thoughts. They ‘let us reinvent the wheel (23:52, CA1 team 5)’ according to a Campus Ambassador of team 5. He also mentions that: ‘support of CA-teams must be improved (40:53, CA team 5)’. But also positive experiences are being expressed: ‘my line manager has always been supportive just as senior leaders (18:10, CA team 5)’.

Comparing the **rewarding system** of both teams results are closely aligned yet team 7 scores overall a bit higher (Table 18). The biggest difference in favour of team 7 is the experienced reward of social interaction (66). The only clear difference in favour of team 5 is the recognition of major milestones (54). Looking at the means for overall rewarding (52, 53, 54 and 55) low scores for both teams are presented. These low scores are in line with the overall result yet even lower. Interview data confirms these low scores. A Campus Ambassador of team 5 calls the rewarding system ‘nothing (26:21, CA1 team 5)’ and also team 7 says that a rewarding system is ‘not available’, yet he adds that ‘it’s not needed (13:52, CA team 7)’ as well. Both teams also rate the learning environment insufficient (56, 57 and 58) still team 7 values the statements slightly better. The interview data confirms this analysis. A Campus Ambassador of team 5 says: ‘I do not think enough training is being offered (27:15, CA1 team 5)’ while a campus ambassador of team 7 expresses learning as his most important reward: ‘I learn a lot and maybe that’s for me the reward; the learning experience (14:10, CA team 7)’. The last outstanding



result for both teams is that they both miss visibility within the company as a reward for what they are doing (55). A correspondent of team 7 says: ‘it would be nice if my manager would hear about the useful work we do (14:27, CA team 7)’ and team 5 also stresses that: ‘line managers often don’t know what it exactly means to be a CA (20:04, CA2 team5)’. The lack of recognition is expressed by a correspondent of team 5 by stating that other people ‘shrug their shoulders (19:37, CA2 team5)’ if they tell they are active as a Campus Ambassador. The Team Lead of team 5 doesn’t see a real problem in the recognition and rewarding system. The correspondent states that: teams are rewarded with ‘skill development, bringing in new talent (14:50, TL team 5)’ and providing the option ‘to spend time (16:48, TL team 5)’ on this volunteering issue.

- **Conclusion on Expectation B**

The results don’t show a clear difference in experienced organizational environment between team 5 and team 7. Especially looking at information and support both teams show similar results or both have their own outliers. Analysing the rewarding system we see slightly higher scores in team 7. Overall we can conclude that teams score comparable with a small integral advantage for team 7. According to our constructed framework this should indicate that both teams should show similar team effectiveness results with team 7 doing slightly better. The results about output showed that the integrated output of team 7 was rated slightly better than team 5 so the integrated Expectation B holds: **An organizational environment that has clear and comprehensive information available, effective tools to communicate, a system of support and a broad rewarding system consisting of possibilities to learn, symbols of recognition, praise, authority and social interaction possibilities, positively relates to team effectiveness.**

Yet again, although these relations seem linear the results of the comparison show ambiguity on many interpretations of the factors. Both teams, for example, have different interpretations on how effective information availability should look like. Both teams think there is a lot to improve but acknowledge different themes. This indicates the need for local implementations and discussions with the help of this integral framework.

Input Dimension Team environment factor: information and support	Team 5			Team 7			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st.dev</i>
37. The team is informed about recruitment market insights	8	3,38	1,41	9	4,89	0,57	58	4,69	1,49
38. I am informed about how I can best attract targeted students	8	5,00	0,87	9	5,00	1,15	58	4,97	1,25
39. I have access to all of the information I need to perform my work	8	5,25	1,20	9	5,44	0,50	58	5,09	1,38
40. The mission and goals of CAT's are communicated clearly	8	5,38	0,70	9	5,56	0,68	58	5,50	0,99
41. Roles are explained and communicated clearly	8	5,38	0,48	9	5,00	0,82	58	4,90	1,30
42. Information about updated targets and goals are available to the CAT	8	5,75	0,97	9	4,78	1,13	58	5,29	1,26
43. Information about the results of my CAT are available and communicated	8	5,63	0,70	9	5,33	1,05	58	5,53	1,33
44. Information about my own achievements is available and communicated	8	4,50	1,00	9	3,67	1,56	58	4,09	1,60
45. I read and use the information available at SharePoint	8	5,63	0,48	9	3,67	1,25	58	4,60	1,61

46. I can find information about resources and tools easily	8	5,00	1,32	9	4,11	0,99	58	4,74	1,43
47. The methods we use to communicate information are effective	8	4,50	1,50	9	4,89	0,57	58	4,71	1,38
48. My line manager supports me being a CA/TL	8	6,38	0,48	9	5,89	0,57	58	5,71	1,13
49. As a CA/TL I feel supported by the company	8	5,75	0,97	9	5,22	0,79	58	5,16	1,44
50. The Recruitment marketing department supports the CAT when needed	8	5,00	1,41	9	5,11	1,79	58	5,24	1,53
51. My UR supports me in my task as a CA/TL	8	6,25	1,09	9	6,22	0,79	58	5,81	1,22
<b>Input Dimension</b> <b>Team environment factor: rewarding system</b>	<b>Team 5</b>			<b>Team 7</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
52. As a CA/TL I feel rewarded by the company	8	3,88	1,05	9	3,89	1,37	58	3,98	1,58
53. Symbols of recognition are in place to acknowledge the work of CA's/TL's	8	3,13	1,17	9	3,00	1,33	58	3,43	1,49
54. The team is recognized for completing major milestones	8	5,00	1,41	9	4,33	1,05	58	4,69	1,49
55. The work the CAT's do is visible to the whole company	8	2,88	0,93	9	2,44	1,26	58	3,02	1,44
56. Since I am part of the CAT I have received training to become a more effective CA/team lead	8	2,63	1,22	9	3,22	1,55	58	3,24	1,50
57. The organization has a strong CA/TL learning system	8	3,35	1,56	9	3,89	1,20	58	3,48	1,47
58. I receive sufficient training from the organization to do my CA/TL task	8	3,63	1,32	9	4,00	1,76	58	4,16	1,51
59. I receive praise for my efforts as a CA/TL from the company	8	3,75	1,20	9	3,78	1,31	58	4,16	1,63
60. I receive praise for my efforts as a CA/TL from my (line) manager	8	2,88	1,36	9	3,78	1,31	58	3,90	1,75
61. I receive praise for my efforts as a CA/TL from my UR	8	5,25	0,97	9	5,78	0,92	58	5,33	1,24
62. The best performers on our team are recognized and rewarded more	8	2,63	0,99	9	2,56	1,17	58	3,07	1,31
63. All team members are recognized and rewarded equally for their work on the team, independent of their individual contribution	8	4,38	0,99	9	4,89	0,99	58	4,72	1,23
64. As a CA I get enough authority to work on plans and execute them	8	5,13	0,60	9	5,56	1,07	58	5,59	1,10
65. There is room to take responsibility and come up with ideas instead of only executing orders	8	5,65	0,70	9	5,78	1,47	58	5,84	1,08
66. The organization stimulates social interaction between CA's/TL's and CAT's	8	4,88	1,17	9	5,33	0,67	58	4,71	1,38
67. Being a CA/TL gives you the opportunity to improve your network within the organization	8	5,25	0,66	9	5,44	0,50	58	5,50	0,77
68. Being a CA/TL enhance social interaction with the university and the student network	8	5,38	1,11	9	5,67	0,47	58	5,67	0,84
69. Being a CA/TL gives you the opportunity to improve your network outside the organization	8	4,88	1,05	9	5,11	0,99	58	5,26	1,23

Table 18 Survey results – Organizational environment – CA-team 5 vs CA-team 7

## Results team process: team collaboration

In this section we will present and discuss the data gathered within the team collaboration (process) dimension of the framework. The team collaboration will be discussed for all the teams combined (current state analysis) and team 1 and team 4 will be compared. The comparative analyses will result in a conclusion on Expectation A and thus partly answers the key question. The current state analysis built

on the practical key question and thus will picture a current state of the team process (team collaboration) and improvement areas will be detected.

Again the survey results will function as key ingredient for the analysis and the interview results will help in understanding and deepening the analysis of both the current state analysis as the comparative analysis.

### **Current state analysis: team collaboration (process)**

Outstanding results that indicate how the current state of the team collaboration might look like are being presented. Each factor of the team collaboration framework will be discussed separately.

#### **Team coordination**

The first trend that stands out in the team collaboration survey results (Table 19) is that the results circulate around 5 and can be interpreted neutral. Communication outside the team meetings is for example valued neutral (score around 5). Combined with the interview data we see that cohesion and involvement within the teams is often very low. A Campus Ambassador for example says: 'I have not had many face-to-face meetings (19:41, CA team 2)' and another Campus Ambassador speaks about follow team members when saying: 'I never see those others (3:01, CA team 8)'. This results in the first important analysis that *cohesion within the CA-teams is low*. Thus, the neutral response in this dimension can partly be explained because of the limited interaction within and between the teams.

Looking at the feedback conditions (76, 77 and 78); even slightly lower valuations are presented. This can partly be explained by the difficulty with measurability. Hard data that could be evaluated and discussed is often not available. This shortcoming has been discussed during the current state analysis of the team structure. Knowledge sharing statement results (74 and 75) do not indicate a strong need for improvement. Although the negative rated statement (66) about social interaction between and within teams already points to some ambiguity, the interview data even indicates a clear trend of *insufficient knowledge sharing* both within as between teams. Interview correspondents speak about: 'opportunities to do things more aligned (17:12, CA team3)', 'working together in the preparation of events instead of individual (15:06, TL team 3)', 'currently were working too much in silo's (23:03, CA2 team 5)' and 'things that take place in isolation (11:45, TL team 5)'. The teams are often 'organizing things on their own while there are lots of opportunities to work together (17:12, CA team 3)'. Especially there 'should be much more collaboration between the different university teams (25:57, TL team 4)'. Another correspondent confirms this analysis and says: 'a better connect between different teams should be arranged (20:39, TL team 7)'. Both the insufficient feedback and knowledge sharing culture are strongly linked and explained by the first analysis of low cohesion within teams. A Team Lead frames it this way: 'we call it teams because they have the same tasks but they don't work closely together and that is not needed because they all have their own subfield of focus (skill pools)(7:26, TL team 2)'. A Campus Ambassador does see the need and a way of improving cohesion. He states that: 'when you work on lonely islands shouldn't we put those islands together (45:18, CA team 1)'. This is a clear steer for a different team structure based on skill pools instead of universities. Another correspondent also claims that there are opportunities to 'make better use of each other' and thus teams 'need to communicate better and know what team members are doing. In a situation of more collaboration we could achieve more (23:06, CA2 team 5)'.

Process Dimension Team collaboration factor: team coordination	Overall (8 teams)		
	N	mean	st. dev.
70. Communication outside team meetings is effective	57	5,00	1,17
71. Successes are being articulated and celebrated within the team	57	5,11	1,19
72. (online) Team meetings are productive	57	5,09	1,13
73. Communication in our team is open and honest	57	5,88	1,01
74. Knowledge and information sharing is understood to be a team norm within my CAT	57	5,14	1,32
75. The team collaborates by sharing ideas to ensure the work is carried out effectively	57	5,44	0,94
76. The team evaluates its process and productivity	57	4,95	1,25
77. I give feedback to my fellow team members	57	4,70	1,17
78. I feel free to address errors and underperformance in my team	57	4,67	1,29
79. I feel free to question changes in plans, tasks and performance	57	6,04	0,84
80. Team members take personal responsibility for the effectiveness of our team	57	5,23	1,18
81. Team members show a can-do approach when problems arise	57	5,72	1,04
82. I take ownership of my share of the work	57	6,21	0,67
83. Team members experience a sense of shared goals and objectives	57	5,40	1,07
84. Team members work in the same direction and stimulate each other	57	5,32	1,11
85. Working in our team inspires people to do their best	57	5,14	1,08

Table 19 Survey results – Team coordination

### Team innovation

Looking at the survey results of team innovation (Table 20), we see that it is in line with the neutral valuations discussed in the previous analysis. Innovation seems not really a topic to complain about or to praise. A Team Lead states that: ‘we don’t sit together and brainstorm (17:17, TL team 2)’ clearly indicating the lack of time because teams don’t see or speak each other often. A Campus Ambassador seems to indicate that innovation is not really on top of mind because: ‘it is easier to fall back on regular activities and frequently participated speakers (14:43, CA team 6)’. A Team Lead stresses that innovation from a more central organizational level today is ‘reactive’ and ‘HR-recruitment should bring some more innovation (34:45, TL team 6)’ in the teams.

Process Dimension Team collaboration factor: team innovation	Overall (8 teams)		
	N	mean	st. dev.
86. The team experiments with different ways of doing things and is creative in its approach	57	4,79	1,42
87. Time is spent on team building to increase team cohesiveness	57	4,84	1,46
88. Time with the team is spent to come up with new ideas	57	4,61	1,37
89. Team problem solving results in effective solutions.	57	5,07	1,11
90. We address and resolve issues quickly.	57	5,09	1,25

Table 20 Survey results – Team innovation

### Internal relations

Analysing the survey results of the internal relations creates the most positive analysis of the three team collaboration factors. It can be concluded that *most teams are open and respectful and within the teams members help each other out when needed*. Respect (65) scores high (6,44) just as the three statements

(94, 96 and 97) which indicate back-up behavior. This analysis is confirmed by the interview data collected. For example a Campus Ambassador says that ‘members have each other’s back (16:23, CA team 7)’ and another CA states that: ‘If I ask people for help or to support me for an event, there are always two or three people who raise their hands (24:55, CA team 5)’. The last outstanding result is the lower valuation of the conflict management statements (91 and 93) yet the interview data in which only one conflict was mentioned indicate that these statements were rated low because there were no conflicts at all. A Campus Ambassador stresses this thought: ‘we do not work close together enough to get into conflicts, so we don’t need to resolve them (22:25, CA team 1)’. There is one exception a Campus Ambassador tells about a ‘bad team dynamic’ and a process that is ‘in complete standstill (25:12, CA team 8)’.

As last remark I want to point out that not all correspondents emphasize more cohesion. Some even claim that the ‘team is quite connected for the fact that the team is spread around the country (20:35, CA team 2)’ or name the level of collaboration ‘fit for purpose (16:19, TL team 4)’.

Process Dimension Team collaboration factor: internal relations	Overall (8 teams)		
	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
91. When disagreements occur within the CAT, they are usually directly addressed to resolve them	57	5,33	1,01
92. We are able to work through differences of opinions without damaging relationships	57	5,70	1,03
93. Effective conflict management is exercised within the team	57	4,79	1,17
94. Team members trust one another and will consult each other if they need support	57	5,79	1,00
95. As a member of the team, I am treated with respect	57	6,33	0,80
96. Team members help each other out when needed	57	5,82	0,99
97. When last moment help is needed team members help each other out	57	5,81	0,96
98. Team members display high levels of cooperation and mutual support	57	5,79	1,10
99. The team members show appreciations towards one another	57	5,72	0,83

**Table 21 Survey results – Internal relations**

### **Improvement areas based on the current state of the team collaboration**

To conclude we detected three major improvement areas in the team collaboration dimension. First, we see a clear indication that knowledge sharing needs to be improved. Stories of teams not working together with other teams were stressed multiple times during the interviews. Participants also mentioned that they do often not really know what other team members are currently doing. The second theme is labeled cohesion. It can be concluded that most team members are not closely connected or feel as if they are part of team. Improving team cohesion can limit performance losses for example by improving knowledge sharing. It can also result in more synergies which is one of the important reasons for working together in teams at all. The last improvement area detected is innovation. Teams do not often think about new ways to approach the goals or vision and because of the volunteering character of the teams it is most easy to do what you already have done the past years. Innovation is needed to keep performing well and achieve the goals in a constantly changing environment.

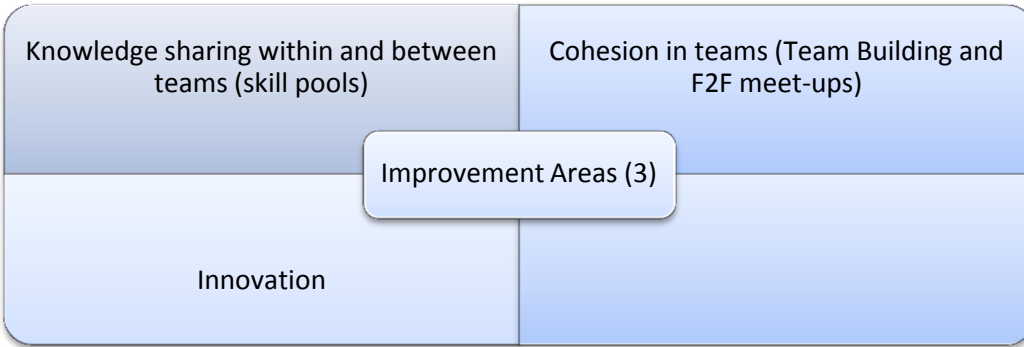


Figure 17 Improvement Areas – Team Collaboration

### CA-team 1 vs CA-team 4 – team collaboration and team effectiveness

Comparing the **Team Coordination**, the survey results (Table 21) show a clear message. Team 4 rates the statements in 15 out of 16 cases better which indicates a team with more alignment (83 and 84), ownership (79 and 80), knowledge sharing (74 and 75) and better rated internal communication (70, 71 and 73). The only theme on which team 1 scores slightly better is feedback conditions (76 and 77). The interview data shows a similar trend in which team 4 is more connected and more involved in collaboration. A University Relation Recruiter acknowledges these positive results of team 4 by stating that: ‘within team 4 they interact a lot better, it also has something to do with the culture of the city that is a bit more social (24:15, UR3)’. The Campus Ambassador of team 1 shows the opposite by saying: ‘for me it is unclear what my team really is, because I mainly work with IT members (2:07, CA team 1)’, It may be clear that this negatively influences the team coordination. The correspondent is also aware that this ‘creates inefficiencies in the workflows (3:01, CA team 10)’. The interview data also shows some positive team coordination results for team 1. The Campus Ambassador mentions that she tries to gather ‘best practices (24:07, CA team 1)’ and the Team Lead speaks of ‘good dynamics and a cooperative culture (29:53, TL team 1)’. The Campus Ambassador of team 4 confirms the positive scores of team coordination by claiming that: ‘everyone is reasonable committed (20:40, CA team 4)’. The Team Lead of team 4 ‘sees that members help each other and that they are constructive (16:19, TL team 4)’ the correspondent is ‘really satisfied (16:19, TL team 4)’ about the collaboration. At the same time less positive statements are being made by team 4 about team coordination. The Team Lead says the team is not ‘really close (16:19, TL team 4)’ and the Campus Ambassador appoints the team meetings as ‘not really effective’ but still ‘acceptable (9:49, CA team 4)’.

Comparing the **Team Innovation** of team 1 and 4 builds on the trend discussed in the first section. Again team 4 rates the statements higher which indicate a process in which innovation plays a bigger part than within team 1. In the interview data team 1 mentions multiple times, that innovation is something to pay attention to or improve while team 4 is apparently satisfied and does not elaborate on this factor. The Team Lead of team 1 mentions that they ‘got started (32:29, TL team 1)’ with innovation last months and while the Campus Ambassador thinks that it is no yet structured but ‘random(23:10)’ the Team Lead stresses that they try ‘to make a step every year (35:17, TL team 1)’.

Comparing the **Internal relations** between team 1 and team 4, we see two outstanding results. First of all we see that trust (94 and 95), back-up behaviour (96 and 97) and social support (98, and 99)

again are better valued in team 4. This confirms the view in which team 4 is more connected and cohesion is higher than within team 1. A correspondent of team 1 shows that they are less connected by stating: ‘somewhere you belong together but at the same time not at all (8:43, CA team)’. Yet we also see more positive data when the same correspondent notes that: ‘the core members of the team take over work when needed’. Yet in the interview data team 4, although we also see ambiguities, shows more convincing team collaboration. The Campus Ambassador even claims that: ‘there is always someone volunteering to help (21:38, CA team 4)’ and ‘when you organize something you can always count on the team members (29:49, CA team 4)’. The ‘everybody who comes of this university (team 4) drink occasion (29:32, CA team 4)’ is another example of the informal and connected team collaboration. The Campus Ambassador of team 4 is clear when he says: ‘I just like the team a lot (29:14, CA team 4)’. A small remark is the statement of the same correspondent claiming that: ‘some Campus Ambassadors have never spoken to each other (22:25, CA team 4)’.

The second striking comparison is the conflict management theme (91, 92 and 93). Team 1 scores against the trend suddenly better. Part of this result could be explained by the fact that the teams do not work together closely so no conflicts occur and they don’t have to be solved (22:25, CA team 1). No conflicts are mentioned when asked during the interviews with team 1 and team 4 so the relevancy of the statements is small in this case.

- **Conclusion on Expectation C**

The results show that team 4 appreciates the team collaboration higher than team 1. The climate of team 4 is thereby more aligned with the themes within the team coordination, team innovation and internal relations effectiveness framework. According to our constructed framework this should indicate that team 4 is a more effective team. The results about output confirm this assumption so Expectation C holds in this case: **A climate of team collaboration in which there is open and closed loop communication, knowledge and workload sharing, feedback is promoted, ownership, alignment in vision and values, creativity and co-creation, effective problem solving and conflict management, openness and trust, backup behavior, social support and an informal atmosphere positively relates to team effectiveness**

Again, we did not prove or validate one way relations. The Expectation shows tensions and two-way ambiguous relations. In the operationalization of the framework, team 1 for example is emphasizing a more homogeneous team structure to be more connected and effective while the current team structure resulted in a positive team cohesion within team 4. This is an example of how the integrated framework enhances focus on tensions and context. Another example of tensions in the framework is that; when a team is more connected, conflict management becomes a more important influence factor on team effectiveness. This analysis shows that attention for local differences and influences (ambiguity) prevents this integral model to cause clear one dimensional implementations. That would clearly not work for all teams. A local discussion with the help of the integrated results and analysis is favored.

Process Dimension Team collaboration factor: team coordination	Team 1			Team 4			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
70. Communication outside team meetings is effective	8	4,75	0,97	5	5,40	0,49	57	5,00	1,17
71. Successes are being articulated and celebrated within the team	8	4,75	0,97	5	6,00	0,89	57	5,11	1,19

72. (online) Team meetings are productive	8	5,25	0,66	5	5,40	0,49	57	5,09	1,13
73. Communication in our team is open and honest	8	5,63	0,48	5	6,20	0,40	57	5,88	1,01
74. Knowledge and information sharing is understood to be a team norm within my CAT	8	4,75	1,09	5	5,40	0,49	57	5,14	1,32
75. The team collaborates by sharing ideas to ensure the work is carried out effectively	8	5,00	0,50	5	5,60	0,49	57	5,44	0,94
76. The team evaluates its process and productivity	8	5,00	0,71	5	5,20	0,75	57	4,95	1,25
77. I give feedback to my fellow team members	8	5,25	0,97	5	4,00	1,41	57	4,70	1,17
78. I feel free to address errors and underperformance in my team	8	4,63	0,86	5	5,00	0,89	57	4,67	1,29
79. I feel free to question changes in plans, tasks and performance	8	5,50	0,87	5	6,40	0,49	57	6,04	0,84
80. Team members take personal responsibility for the effectiveness of our team	8	5,50	1,00	5	6,20	0,40	57	5,23	1,18
81. Team members show a can-do approach when problems arise	8	5,50	0,71	5	6,20	0,75	57	5,72	1,04
82. I take ownership of my share of the work	8	6,13	0,33	5	6,20	0,40	57	6,21	0,67
83. Team members experience a sense of shared goals and objectives	8	5,00	1,32	5	5,60	0,80	57	5,40	1,07
84. Team members work in the same direction and stimulate each other	8	5,25	0,66	5	5,80	0,98	57	5,32	1,11
85. Working in our team inspires people to do their best	8	5,00	0,50	5	5,40	0,80	57	5,14	1,08
<b>Process Dimension</b> <b>Team collaboration factor: team innovation</b>	<b>Team 1</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>N</i>	<i>mean</i>	<i>st.dev.</i>
86. The team experiments with different ways of doing things and is creative in its approach	8	4,50	1,00	5	4,80	0,40	57	4,79	1,42
87. Time is spent on team building to increase team cohesiveness	8	4,50	0,71	5	5,40	1,02	57	4,84	1,46
88. Time with the team is spent to come up with new ideas	8	4,25	0,83	5	5,00	1,10	57	4,61	1,37
89. Team problem solving results in effective solutions.	8	4,63	0,99	5	5,60	0,49	57	5,07	1,11
90. We address and resolve issues quickly.	8	4,50	0,87	5	5,60	0,80	57	5,09	1,25
<b>Process Dimension</b> <b>Team collaboration factor: internal relations</b>	<b>Team 1</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>N</i>	<i>mean</i>	<i>st.dev.</i>
91. When disagreements occur within the CAT, they are usually directly addressed to resolve them	8	5,50	1,00	5	4,60	0,80	57	5,33	1,01
92. We are able to work through differences of opinions without damaging relationships	8	5,88	0,78	5	5,60	0,80	57	5,70	1,03
93. Effective conflict management is exercised within the team	8	5,25	1,09	5	4,60	0,80	57	4,79	1,17
94. Team members trust one another and will consult each other if they need support	8	5,75	0,83	5	6,00	0,63	57	5,79	1,00
95. As a member of the team, I am treated with respect	8	5,75	0,83	5	6,20	0,75	57	6,33	0,80
96. Team members help each other out when needed	8	5,63	0,99	5	6,20	0,40	57	5,82	0,99
97. When last moment help is needed team members help each other out	8	5,25	1,20	5	5,60	1,02	57	5,81	0,96
98. Team members display high levels of cooperation and mutual support	8	5,63	0,86	5	6,00	1,10	57	5,79	1,10
99. The team members show appreciations towards one another	8	5,88	0,60	5	5,80	0,75	57	5,72	0,83

Table 22 Survey results – Team collaboration – CA-team 1 vs. CA-team 4



## **Summary and overall analysis**

During this section we operationalized the integral conditional framework by conducting a current state and comparative analysis. Exploring the team effectiveness with the integral framework resulted in similar formulated integral expectations. Digging deeper, the comparison confirms the ambiguous expectations and show tensions, paradoxes, contextual differences, overlapping themes and missing data. This conditionality makes it impossible to make generalization about the influence of factors because they differ per team (conditions).

On the other hand the framework does create opportunities. The use of an integrated and contextual approach makes room for more and different explanations, multi-level insights and local opportunities. The influences currently presented are depending on the time, place and people involved thus need to be continuously revised. The results therefore should not be used to carry out a one-time change but the framework can enhance an ongoing conversation and thus make a contribution to a culture of continuous improving team effectiveness.

The Expectations can be seen as a summary of the integral conditional steering framework. The ambiguous and two-way influences of the factors on team effectiveness should not be used to rank and strictly manage teams but to explore and discuss outstanding contextual outcomes. All these ambiguities don't cause wrong results in this case study, they yield conditional opportunities. So the analyses mainly shows that the implementation and impact of themes can differ per team depending on contextual influences as time, place and the people involved.

The current state analysis indicates outcomes on a wider contextual level of volunteering teams in a business context. Important, considering the prior analysis, is the notion that there is still the possibility of local deviations. Results should be discussed and monitored continuously and implemented locally. By interpreting the frameworks results conditional this research tries to reflect the ambiguous world of team effectiveness.

In the next and last chapter conclusions will be formulated, a discussion about the research will be started and the practical recommendations in this case study will be elaborated.

## 5. Conclusion & discussion

### Conclusion

Central during this research was the question: *To what extent do team structure, organizational environment and team collaboration influence the team effectiveness of the Campus Ambassador Teams?*

First 'team effectiveness' has been defined. Next, three dimensions that influence team effectiveness have been selected and relational expectations have been formulated for each of the dimensions. Cohen et al. (1994) acknowledge that researchers have made few attempts to integrate perspectives of team effectiveness. The scope and clustered expectation per dimension can be seen as an attempt to integrate perspectives. The integral conditional framework to explore the world of volunteering teams has been constructed with the help of the abundant international literature and a recurring dialogue with the key stakeholders in the case study. It is an *integral* framework because it focuses on the overall picture of all themes within a dimension combined instead of the influence of all the variables and themes on its own. The framework is conditional in the sense that the framework is dependent on impenetrable contextual influences that are related to time, place, and people involved. The framework is not and does not imply to be all encompassing. Yet the framework does create value on its own because it is a tool (integral conditional steering framework) to create insights and overview in the complex world of teams. Those insights can start an ongoing conversation of the volunteering team effectiveness in a business context. The model does not intend or claim to create truths; it aims to start a discussion based on imperfect yet organized data.

Creating an integral and conditional framework was the first step in answering the key question of this research. The second step was operationalizing it in the case study of the Campus Ambassador Teams. This created integral results of the team effectiveness of the Campus Ambassador Teams and, in general, volunteering teams in a business context. Both interview and survey data were gathered and a current state analysis of all the teams and comparative analysis of two teams per dimensions have been executed.

The comparative analysis did not explore specific themes or variables on its own but combined clustered sets of factors and themes within one dimension. The outcomes show corresponding sets of relations between the literature and the case study of the Campus Ambassador Teams. The research thus confirms the clustered expected relationship of the team structure, organizational environment and team collaboration on team effectiveness. This means that the framework shows that an analysis of the integrated dimensions within teams helps to indicate which teams are more effective. The framework shows that for every team different factors and themes are worth improving and only an integrated view can help in determining which team is more effective.

Thus certain themes or factors might have more impact in one specific team than within another team. Thus answering the key question, this research is a steer to continuously explore the team effectiveness with an integrated perspective. The answer is not about ranking factors of importance but to analyze every case in its specific time, place and with specific stakeholders involved and start an ongoing conversation about the results to improve team effectiveness.

## Conclusion

1. *Influences of input and process dimensions on team effectiveness differ per team. This research stresses continuously integrated monitoring and an ongoing conversation about the outcomes. The integrated conditional team effectiveness steering framework is a unique tool constructed in this research that can help in this quest.*

## The bigger story of volunteering teams in business context

The first unique output of this research is the integrated and conditional framework. The operationalization stresses the need for an integrated and contextual approach. Because this case study has a specific context of volunteering teams in a business context, this section of the conclusion focused on the outcome stories that could be interesting for similar context or even broader teaming. It might seem conflicting to first favour an integrated and conditional approach and now point out themes of specific contextual interest. By sharing interesting stories of this particular case study, the goal is to inspire organizations that work with teams in similar contexts. The stories do not intend to encourage the reader to stop using an integrated perspective. So an important remark before sharing the stories is that this research emphasizes that any team context is different and may be in need of different effectiveness focus areas.

Three results in this case study are worth repeating and elaborating and can be seen as the bigger story of volunteering teams in a business context. Those three aspects have been filtered out of the results and analysis of the current state of the Campus Ambassador Teams.

The first story that should stick is the importance of *team cohesion*. This research shows a case in which team members experience limited connection with their team mates. An important explanation for this result is the volunteering character and thus the limited time spent with each other. The time that is spent together must be spent as efficient as possible and respondents indicate that teambuilding or team innovation often is not part of this efficiency. Another explanation is found when looking at the structure. Within the group, people have different targeted audiences. Sometimes there is not enough similarity in the activities and actions to achieve a team experience. Wrongly, team cohesion is low on the priority lists both in constructing the volunteering teams as in time spent to improve the cohesion. This research indicates the importance of team cohesion and team commitment. This research shows that teams who are more connected perform better and are more satisfied with the work they do as a volunteer. Both aspects are important. Satisfaction is especially important for the continuity and commitment of the volunteering teams. Thus, although team cohesion costs time and money it is important to invest time and money in team cohesion because it results in more effective teams.

The second story that needs to be told is *the importance of the clarity of goals and roles* in teams. This theme is already often stressed by academics, but in the case of volunteering teams in a business context it is worth to argue again. This case study shows that with limited meetings and other hierarchical relations that the volunteers bring with them (in the same business context), misconceptions lurk when looking at goals and roles. Especially leadership is hard to define because of the different commitment volunteering members show. Roles are experienced differently, some feel responsible while others keep finger pointing to the 'paid' organization. People being intrinsically motivated for volunteering work also bring their own perception on what the important goals are to the team. They expect that they can work on their own perceptive goals and don't want to give in so easily

on formulated organizational goals because they are doing it voluntarily. A clear message with committed appointed leadership at front seems to work best if we look at the results of this case study.

The third and last interesting story this research wants to share is the insight of *self-development as motivation for volunteering work* within a business context. The results show that self-development is the second most important reason to be active in the volunteering teams next to the intrinsic recruitment motivation. In this case study, the organization was not really aware of this motive, or at least was not anticipating on it. This insight could create easy win-wins for organization that want to enable volunteering teams in a business context. The organization invests in the knowledge and skills of volunteers. According to this research this should result in better performance of the teams and a stronger motivation of the volunteers who feel rewarded. Self-development can also be useful to attract volunteers in a business context.

### **Conclusion**

2. *This research stresses three important stories for volunteering teams in a business context. In this context there should be particular interest for team cohesion, clarity of goals and roles and motivation by self-development.*

## **Discussion**

This discussion starts with the quote of Hofstede, Neuijen, Ohayv and Sanders (1990): ‘The usefulness of an approach that quantifies is that it makes a fuzzy field at least somewhat accessible (Hofstede, Neuijen, Ohayv, & Sanders, 1990) (p. 313)’. This statement clearly explains the intentions of this research. This thesis has no intentions to explain and validate a model for team effectiveness or claims to fully understand a social phenomenon such as teams. It intends to create and explore a case-specific framework to unravel a piece of the ‘fuzzy field’ of team effectiveness. This research takes a first start of helping other organizations as well by constructing an integral conditional steering framework, but it is hard to be all encompassing. Although this research has positive intentions, it is clear that there are many limitations.

The first limitation is the use of a constructed framework. This causes a limited scope of the topic team effectiveness. As discussed, the intention is to unravel the fuzzy field of team effectiveness, but it is always about balancing between information losses and creating clarity. A conditional integrated perspective that focuses and searches for positive aspect to improve team effectiveness was chosen. The factors and themes picked out were mainly positively related. Negative factors and themes influencing team effectiveness have been left out or discussed less. This resulted in an asymmetric framework with factors and themes that positively influence team effectiveness of volunteering teams in a business context. Further research that focused on this other aspects can expand the framework and try to add some colour to the image of team effectiveness of volunteering teams in a business context.

Not only a side of the coin is partly missing, the side explored is also far from perfect. As discussed, it is hard to be all encompassing when framing a social phenomenon like team effectiveness. For example correspondents stress that knowledge sharing between different teams was not really measured. An addition to the framework could be a two way knowledge sharing theme addressing both within and between team knowledge sharing. This research was not intended to create a perfect framework, but explores an integrated way of analysing and monitoring volunteering teams in a

business context. Research to test the specific impact of loose themes and factors could create more clarity on what aspects to focus on when trying to improve team effectiveness. Yet, this research emphasizes that an integrated perspective is best because all teams are readily affected by different contextual variables and each variable has a different impact in a different team situation. Continuously looking at the integrated aspects and looking for what is relevant in the context and current time is the approach stressed in this thesis. Narrowing your focus on a small set of themes or factors could create the misperception that monitoring results are realities and could result in ignoring the complex contextual needs. A narrow approach often leads to management prescriptions instead of an ongoing conversation about the imperfect yet quantifiable partial truths.

A third limitation in the model is the process dimension. This dimension indicates a process and should therefore be measured on multiple moments in time. In this research, process was researched as a static phenomenon and thereby time was left out. Further research should find answers on how to create a framework in which process dynamics are integrated.

This absence of the factor time is not only a limitation in the process dimension, but in the whole case study research as well. McGrath et al. (2000) acknowledges that teams are often studied without taking future and past into account. This absence of time is a clear limitation in the results and analysis. Only one point in history has been taken into account; the current state. The framework should therefore not be used once, but as an integral framework to continuously monitor and discuss the team effectiveness.

By choosing a broad and helicopter view research on team effectiveness, a lot of data was needed and had to be gathered to operationalize the framework. Due to time issues the analysis is limited. The research was carried out with broad expectations and high level analysis. An extended analysis of every theme could not be made, which causes a selection bias. A rough selection of data was made for the analysis. The process of data cleaning, selecting and analysis is far from perfect due to the time constrains and the high level design of this research and is subject to own preferences. Further research of more cases should help further crystalizing what team factors and themes are important and will help to validate the analysis in this research.

The universal applicability of a case study is always discussable. Although this research emphasizes an integrated perspective, the framework is only limited in its comprehensiveness and some themes have been scoped while others have been omitted. Using stakeholders to co-construct the framework makes the framework contextual valuable but less applicable to other situations. The applicable context is formulated as volunteering teams in a business context. But still every team and every business context will be different. Because the analysis is only based on one case study, statistical generalizations are not possible. According to Mabry (2008), context is an important aspect of the dynamism and complexity of a case study. This research recognizes that cases are shaped by their many contexts; social, political, ideological, organizational, cultural, historical etc. This emphasizes the character of the research that does not intend to explain but to explore the world of volunteering teams in business context by analysing one case study.

Teams should not be studied as if people are interchangeable while every team consists of people with unique entities (McGrath et al., 2000). This confirms the understanding that teams will not always be effective in a different setting (Azmy, 2012). Thus although team effectiveness elements have been pointed out to look at in similar context, the themes should always form a basis for dialogue and

joint integrated discovery. The integrated conditional steering framework could be a helpful tool in this quest.

## Recommendations

In this last section of this research, the recommendations for the particular case study are presented. This part answers the practical key question formulated in the introduction as: *how can we improve team effectiveness of the campus ambassador teams?*

These recommendations can also be valuable in a broader sense, because organizations can learn from the steps recommended to work towards more effective teams. Not every step has to be applicable to still inspire and challenge other teams and their effectiveness.

The first important notion is that due to the business climate within the organization studied, key stakeholders stressed the need to make the teams more self-managing. Because of this explicit demand, improvement areas detected during the current state analysis have been made part of an infographic roadmap towards more self-managing teams presented in appendix G.

The improvement areas detected in the current state analysis can be brought back to three major themes; team structure opportunities, information and cohesion opportunities and recognition and rewarding opportunities.

First we see that the team structure could be improved by creating clear objectives and measurements of the CA-teams. The organization secondly can improve its strategy message and communicate it more clearly. Such a story line derives and reflects the measurable objectives set during the first improvement. Third roles and tasks should be aligned with the storyline and the objectives. In this particular case study we see a particular need for a clearer role of the team lead, who also should be more committed to make the teams more self-managing. This is a particular need because of the business climate that will consist of less organizational support.

When team structure has been improved, the organization can move forward towards improving the communication and team cohesiveness. This next phase is about improving the boundary condition, such as better tools and channels, but also about changing the team culture by making more time to share knowledge. The importance of team cohesion is a specific need for a volunteering team because teams do not see each other often, which can lead to effectiveness losses during the team process. In this case not enough time is spent on team building because it has no priority during the scarce time available. A logical problem that arises in volunteering teams yet this research indicates the importance of a strong cohesion to improve team effectiveness. Time spent to work on the team cohesion can have real output effect thus is worth prioritizing.

The third and last phase of improving the team effectiveness of the volunteering teams and making them more self-managing is labelled recognition and rewarding. Commitment is important in volunteering teams because often they don't have an official contract. Rewarding and recognition logically becomes more important to make team members effective and to make them spend time on achieving the team goals. The first step to improve motivation is by improving development and learning possibilities. Notable is that the team members and team leads indicate that self-development opportunity is the second most important motivational factor, while at the same time they experience the learning possibilities as insufficient. Learning can also help the team members to be more self-managing and take up more and different responsibilities. Improving the learning possibilities thus

creates a win-win by motivating and rewarding participants and improving team effectiveness directly by improving the skills and knowledge of the teams. Secondly, the visibility of the teams within the organization needs to be improved. By making sure the business understands the importance of the teams, they will be more motivated because it will increase recognition through more praise and rewards by different layers of the organizations. This indicates a more positive motivation circle and enthusiasm which can create synergies and can lead to more people being involved in this volunteering work. At last the department responsible for the teams should structure and improve their own rewarding system. Results clearly indicate that small rewards would be appreciated.

Those three improvement areas and the resulting recommendation should result in more self-managing and effective teams. Appendix G shows the infographic roadmap and a summary and overview of the discussed focus areas, current state and proposed future state.

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# Appendix A: survey proposition & email to respondents

- Introduction email

## PLEASE READ CAREFULLY

Dear Campus Ambassadors and Team Leads,

As you likely have heard, I am examining the team effectiveness of the Campus Ambassador Teams during my internship and thesis project. This case study has the aim to both be valuable to 'the company' as in an academic way. It will contribute to 'the company' by creating an overview of the Campus Ambassador Team's effectiveness, giving insights in motivational and rewarding incentives and as an academic foundation for recommendations of improvements. Alongside these objectives, this survey contributes value by giving you as a Campus Ambassador or team lead the possibility to give feedback on the team effectiveness and to participate in the process of continuous improvement.

*Please note that this survey will not focus on the recruitment strategy of the team!*

This survey will help to get a better understanding of how team input and team process could improve team effectiveness. By using a survey within a theoretical framework the research will be able to give focus points to improve the campus ambassador team effectiveness.

This survey will take approximately 25-35 minutes and is **anonymous**. The results will anonymously be published in my thesis and used to develop a rapport about improving the CA model. Results will also be published and made available to all participants.

To write solid recommendations to improve Campus Ambassador Team Effectiveness your input is crucial. So please take the time to fill in the survey, the deadline for filling in the survey is the 29<sup>th</sup> April (10 days from now).

The survey link:

<https://www.surveymonkey.co.uk/r/CATeffectiveness>

With kind regards,

Huub Edelman

*Additional remark: If the website is slow try to start the survey in Google Chrome instead of Windows Explorer*

A few notes before starting this survey:

- When we speak about team we refer to your own Campus Ambassador Team.

- If you just started in your role, use the experiences you've had so far and your expectations of the team to fill in the survey.
- Don't forget to have a good look at the horizontal axis which indicate the answer options (from totally disagree to totally agree).
- All questions need to be answered unless indicated otherwise.
- Propositions will need to be answered on a scale from 1 to 7, with 1=totally disagree, 4=neither agree nor disagree, and 7=totally agree, unless indicated otherwise.

Abbreviations used:

CA = Campus Ambassador

CAT = Campus Ambassador Team

CA-model = Campus Ambassador Model

TL = Team Lead

UR = University Relations Recruiter

\*\*\* start survey \*\*\*

- General information

What Campus Ambassador Team are you part of?

What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 or older

For how long have you been involved in the Campus Ambassador Team?

- 0-1 Year
- 2-3 years
- 4-5 years

- 6 years or more

For what study background are you responsible as a CA? (Team Leads can skip this answer)

- IT related studies
- Finance related studies
- Business related studies
- HR related studies
- Geo and Applied sciences related studies
- Mechanical Engineering
- Chemical Engineering/Chemistry
- Electrical Engineering
- Aerospace Engineering
- (Applied) Physics
- Industrial Engineering related studies
- Civil Engineering
- Offshore Engineering
- Not study related – student association

How many recruitment events is you CAT involved in during one year (make a guess)?

- 0-5
- 6-11
- 12-17
- 18-23
- 24 or more

How many events or recruitment activities are you personally involved in during one year? (Fill in a number)

How many days a year do you spend on all your CAT activities?

- 0-3 days
- 4-7 days
- 8-11 days
- 12-15 days
- 16 days or more

- **Team structure**

*The following statements revolve around the team structure. Indicate to what extent you disagree or agree with the statements.*

*Clear goals, task and roles*

- Clear purpose, vision, goals
1. Our team has a meaningful, shared purpose
  2. As a team we consistently produce strong measurable results
  3. We set challenging goals
  4. I understand the objectives of the CAT
  5. The mission and the goals of the team are clear to everyone of the team
  6. The goals of my team are well aligned with the mission and goals of recruitment

- Clear roles
7. I understand the role of CA's in the CA-model
  8. I understand the role of the team lead in the CA-model
  9. I understand the role of the University Relations Recruiter in the CA-model
  10. All team members (UR, Team lead, Campus Ambassador and Senior Sponsors) clearly understand their role in reaching the goals of recruitment
  11. The team members agree on defined roles

- Task variety, significance and identity
12. My tasks as a CA are divers and vary during the year
  13. Being a CA is a significant task for the company
  14. Being a CA is something to be proud of

### *Team composition*

- Heterogeneity/homogeneity
15. My CAT has a diverse mix of people with all sorts of skills
  16. The team is homogeneous enough to be a strong team
  17. The team is heterogeneous enough to be a strong team

- Group stability
18. The CAT has a stable core of people involved
  19. CAT members are rotating too frequently

- Group size adequacy
20. My CAT has an adequate size
  21. A smaller CAT size would increase team effectiveness
  22. A bigger CAT size would increase team effectiveness

- Group Leadership
23. The team has a clear leader

24. Leadership within the CA-model is clearly defined

### *Members' characteristics and attitudes*

- Preference of working in teams

25. I enjoy working in teams

26. I prefer doing my task alone

- Personal motivations Team members

27. My team members participate as CA/TL because they want to improve their position within the company

28. My team members participate as CA/TL because they want to keep in contact with their university/student association

29. My team members participate as CA/TL because they want to develop their skills and increase their knowledge

30. My team members participate as CA/TL because they enjoy the social interaction both within as outside the team

31. My team members participate as CA/TL because they are committed to the recruitment of talent for the company

32. Being a CA/TL is an opportunity to do something interesting and unusual which adds variety to my work life

33. Being a CA/TL is an opportunity to take responsibility for attracting the right talent for the company

34. I am motivated to be a CA/TL because it is a way to be of service to the company

35. Being a CA/TL is an opportunity to meet new and interesting people

36. Being a CA/TL gives me the opportunity to give something back to the university/student association I come from

What motivates you to be a CA/TL? [Rate from 1-8, 1 being the most motivating factor [only choose each number once]]

1. Contribute to recruiting the best talent for the company
2. Improving future work possibilities within and outside the organization
3. Self-development (skills, knowledge and variety)
4. Opportunity for social interaction with team members
5. Opportunity for social interaction with old (university) network
6. Improving network both at university as in the company
7. (Social) Recognition within the company and on campus
8. Getting responsibilities and autonomy to come up with ideas and execute them

- Organizational environment



*The following statements revolve around the organizational environment of the team. Indicate to what extent you disagree or agree with the statements.*

### *Information and support*

- Availability and communication of market insights

37. The team is informed about recruitment market insights

38. I am informed about how I can best attract targeted students

39. I have access to all of the information I need to perform my work

- Availability and communication of CAT's performance information

40. The mission and goals of CAT's are communicated clearly

41. Roles are explained and communicated clearly

42. Information about updated targets and goals are available to the CAT

43. Information about the results of my CAT are available and communicated

44. Information about my own achievements is available and communicated

- Availability tools, online support and other resources

45. I read and use the information available at SharePoint

46. I can find information about resources and tools easily

47. The methods we use to communicate information are effective

- Managerial support & Supportiveness

48. My line manager supports me being a CA/TL

49. As a CA/TL I feel supported by the company

50. The Recruitment marketing department supports the CAT when needed

51. My UR supports me in my task as a CA/TL

### *Rewarding system*

- Symbols of social recognition

52. As a CA/TL I feel rewarded by the company

53. Symbols of recognition are in place to acknowledge the work of CA's/TL's

54. The team is recognized for completing major milestones

55. The work the CAT's do is visible to the whole company

- Training facilities and learning initiatives

56. Since I am part of the CAT I have received training to become a more effective CA/team lead

57. The organization has a strong CA/TL learning system

58. I receive sufficient training from the organization to do my CA/TL task

- Praise

- 59. I receive praise for my efforts as a CA/TL from the company
- 60. I receive praise for my efforts as a CA/TL from my (line) manager
- 61. I receive praise for my efforts as a CA/TL from my UR
- 62. The best performers on our team are recognized and rewarded more
- 63. All team members are recognized and rewarded equally for their work on the team, independent of their individual contribution

- Authority

- 64. As a CA I get enough authority to work on plans and execute them
- 65. There is room to take responsibility and come up with ideas instead of only executing orders

- Social interaction and network possibilities

- 66. The organization stimulates social interaction between CA's/TL's and CAT's
- 67. Being a CA/TL gives you the opportunity to improve your network within the organization
- 68. Being a CA/TL enhance social interaction with the university and the student network
- 69. Being a CA/TL gives you the opportunity to improve your network outside the organization

- Team collaboration

*The following statements revolve around team collaboration. Indicate to what extent you disagree or agree with the statements.*

### *Team coordination*

- Communication

- 70. Communication outside team meetings is effective
- 71. Successes are being articulated and celebrated within the team
- 72. (online) Team meetings are productive
- 73. Communication in our team is open and honest

- Knowledge and workload sharing

- 74. Knowledge and information sharing is understood to be a team norm within my CAT
- 75. The team collaborates by sharing ideas to ensure the work is carried out effectively

- Feedback conditions

- 76. The team evaluates its process and productivity
- 77. I give feedback to my fellow team members
- 78. I feel free to address errors and underperformance in my team
- 79. I feel free to question changes in plans, tasks and performance

- Self-management & ownership

- 80. Team members take personal responsibility for the effectiveness of our team
- 81. Team members show a can-do approach when problems arise
- 82. I take ownership of my share of the work

- Team alignment vision and values

- 83. Team members experience a sense of shared goals and objectives
- 84. Team members work in the same direction and stimulate each other
- 85. Working in our team inspires people to do their best

### *Team innovation*

- Creativity & co-creation

- 86. The team experiments with different ways of doing things and is creative in its approach
- 87. Time is spent on team building to increase team cohesiveness
- 88. Time with the team is spent to come up with new ideas

- Problem-solving

- 89. Team problem solving results in effective solutions.
- 90. We address and resolve issues quickly.

### *Internal relations*

- Conflict resolving power

- 91. When disagreements occur within the CAT, they are usually directly addressed to resolve them
- 92. We are able to work through differences of opinions without damaging relationships
- 93. Effective conflict management is exercised within the team

- Openness and trust

- 94. Team members trust one another and will consult each other if they need support
- 95. As a member of the team, I am treated with respect

- Backup behaviour

- 96. Team members help each other out when needed

97. When last moment help is needed team members help each other out

- Social support and informality

98. Team members display high levels of cooperation and mutual support

99. The team members show appreciations towards one another

## • Performance

*The following statements revolve around the team performance and satisfaction. Indicate to what extent you disagree or agree with the statements.*

- CA and team lead self-reported performance

100. Our team delivers enough quality applicants

101. Our team delivers enough value for the money that is invested

102. Our team is able to enthuse students to apply

103. Our team is mature and is able to work without a lot of help from the business

104. Our team successfully helps and unburdens graduate recruitment

105. Our team is able to improve the image of students about the company

106. Our CAT performs better than other CAT's

107. Our team improves and preserves the university relations

108. Involvement in my team helps me to improve skills and knowledge relevant for the company

109. Our team contributes to the involvement of the total company in the recruitment process

110. My CAT successfully achieved the assigned objectives

111. My CAT organizes recruitment activities and events efficiently

112. Recruitment activities and events that are organized by my CAT are necessary to reach recruitment goals

## • Satisfaction

- Satisfaction with team

113. I am satisfied with the work we delivered as a team

114. I feel my input is valued by the members of the team

115. Team member morale is high in the team

116. I enjoy being a CA/ TL in this team

117. I want to be involved in the CAT the coming years

118. There is respect for the individuals in the team

119. I feel my input is valued by the company

- General satisfaction with extrinsic rewards and work(task)
- 120. I feel encouraged to do my task within the CA-model
- 121. I feel recognized by the company for doing my task within the CA-model
- 122. I feel rewarded for doing my task within the CA-model
- Overall satisfaction of being an CA

Rate your overall satisfaction of being CA/TL (1 represents the lowest satisfaction and 10 the highest satisfaction).

- **Areas of improvements**

*The survey about the current state of the CAT's effectiveness is finished. To give you the chance of also bringing in future improvement ideas and areas one (optional) open question is added.*

What would you want to improve in your CAT or the CA-model (optional)?

*Please again note that this survey is not focused on the recruitment strategy of the team but on the team effectiveness!*

What important aspects of team effectiveness have not been covered (optional)?

Other comments on this survey (optional)

This survey has ended. Thank you for your involvement in improving the CA-model.

After analyzing the data, interviews with the TL and one CA of every team will complete the research. Results will be shared before the end of June.

Please click next to finish

## Appendix B: example of elaborated interview

Interview – Campus Ambassador– [REDACTED]

Date: 9-5-2016

Location: Office

Language: Dutch

Length: 51:55

Interviewer: Huub Edelman

\*\*\*Start Interview CA 1\*\*\*

0:24 *IT- graduate focus Maastricht/Tilburg*

1:09 Ik hoorde via de studievereniging wie de contact persoon was (*Voor het CA-model*)

2:00 Voorzitter te wisselen

2:25 Ik heb nooit meegekregen wat de strategische reden was van de merge

2:27 Dat kwam bij elkaar en dat is ook niet zo'n probleem

3:48 Daarvoor had [REDACTED] helemaal geen team

4:05 Ik heb daar niet zoveel last van (*twee teams*)

4:26 Ik zit bij het campus team voor een deel omdat ik het leuk vind om naar [REDACTED] af te reizen.  
Heb ik niet zoveel zin om ook naar Tilburg af te reizen

5:24 *Doel campus ambassador team (alleen targets)*

6:19 *Rol CA*

8:27 Dat vond ik altijd best wel leuk (*follow up*)

8:44 *Rol team lead*

8:57 Organiserende rol

9:06 Je werkt met allemaal vrijwilligers dus dat is heel lastig

9:51 Op niet skillpool niveaus relaties te onthouden

10:07 *Rol university recruiter*

10:14 Die is nog iets meer afhankelijk van dat wij dit allemaal vrijwillig doen

11:34 Onze team lead zou iets beter zijn best kunnen doen om tussen de meetings door wat follow up te doen

12:23 Relatie met [REDACTED] misschien wat minder hecht

12:47 Zij heeft het gewoon te druk om naar alle events te gaan (*UR*) dat vind ik toch jammer ik denk dat studenten altijd graag iemand van HR op zo'n evenement te zien

13:09 Dat stuk vind ik jammer

14:07 Ik denk eigenlijk dat wij wel iets groter zouden kunnen zijn

15:48 Dat hele skillpool maakt mij eigenlijk niet zoveel uit

16:33 Heel erg gebalanceerd

17:07 Het is redelijk stabiel, ik denk dat mensen er ook redelijk lang inzitten

18:14 Met name vind ik het heel erg leuk om iets van een band met de universiteit te hebben bij mij ik moet niet overdrijven het is niet dat ik heel trots ben op mijn universiteit maar je vind het toch leuk als er mensen van jou universiteit bij 'the company' komen werken

19:05 Dit is voor mij de perfecte manier om daar aan mee te doen (*ambieer geen HR carrière*)

19:44 Ik hou er wel van om van die evenementen te bezoeken

19:49 Uiteindelijk doe je het ook om goed talent binnen te halen dat is niet mijn hoofd reden

20:13 Het zou kunnen dat mensen het iets belangrijker vinden om recruitment te helpen

21:47 Iets van leiderschapsontwikkeling (*Motivatie team lead*)

22:02 Leiderschap in GDP zetten (*team lead*)

22:20 Ik vind de informatie voorziening niet vaak goed. Ik vind die vaak reactief

22:40 Ik hoor nu al twee jaar dat we IT talent moeten binnen halen en er komt van centraal niveau gewoon heel weinig

22:55 Dat vind ik echt schandalig (*Dat ik zelf een casus heb moeten maken*)

23:40 Junior internships daar is helemaal geen informatie over

23:52 Laten ze ons weer een beetje zelf het wiel uitvinden

24:15 Ik denk ook wel dat er een duidelijke strategie is

24:33 Het is niet totaal ivorentoren, het is niet alleen kommer en kwijl

24:48 Iedereen verschuilt zich erachter die targets

24:58 Maar ik vind wel netjes dat degene die de targets zet dat zelf zou communiceren

25:31 Ik snap dat je geen inspreekavonden wil organiseren

25:56 We krijgen een mail van de ██████████ er wordt intern een beetje aan recognition gedaan

26:21 Daar vind ik eigenlijk niets niks mee (*waardering*)

27:15 Verder denk ik niet dat er nu heel veel wordt aangeboden (*training*)

28:14 *Positief over Campus Ambassador day*

28:58 Ik denk dat we best eerlijk zijn

30:04 Ik spreek die jongen van IT toch iets vaker

30:29 Het is een heel gemoedelijke sfeer maar wel professioneel

32:04 Creatief omgaan met de mogelijkheden die we hebben

32:19 Formeel natuurlijk als we de IT targets halen

32:43 Ik denk dat er nog best een factor geluk bij zit

33:04 Dat maakt mij ook wel cynisch over de echte waarde die wij toevoegen

33:34 Ik heb het ook niet omlaag of omhoog zien gaan doordat we bepaalde evenementen organiseerde

34:30 *Positieve feedback op evenementen dan ben ik tevreden*

34:36 Ik denk dat wij met heel weinig geld



35:15 Je moet bij ons ook wel meenemen dat wij wat verder moeten reizen

35:45 Wat we daarna uit die evenementen halen dat zou beter kunnen

37:18 Ook wel riskant omdat je altijd afhankelijk bent van het vrijwilligers werk (*kosten technisch wel handig model veel gratis werk*)

37:50 Ik denk dat zij wat meer op het persoonlijk contact (*UR*)

38:56 Dat je die campus teams nog iets meer accountable zou moeten houden

39:34 Die zouden dat nog iets meer in de gaten moeten houden (*stroomlijnen attraction en ontwikkeling sollicitatie*)

40:27 Je hebt gewoon meer manuren nodig uiteindelijk

40:53 *Ondersteuning voor CA teams moet echt beter*

41:49 Ik zou zeggen huur een bureau in

42:29 We hebben interns nodig dat is dan de schreeuw, en vervolgens gebeurd er niets meer

42:52 Die campus toolkit is sterk verouderd

43:25 Het zou wat gestroomlijnder aan de top kunnen zijn

44:10 Ik zou iets meer recruiters nemen

44:19 Er ligt teveel verantwoordelijkheid bij ons als teams

44:32 Het is echt bij de gratie Gods dat het zo vaak goed gaat

44:56 Absoluut (met het persoonlijk contact win je het)

47:14 Als je echt die teams meer zelfstandig wil maken dan zou je eigenlijk moet en werken met een tijdcode waar ze wat tijd op zouden kunnen schrijven

47:29 Of een veel duidelijke rol van de teamlead

48:00 Ik snap dat wel (skillpool wise teams)

48:04 Ik denk dat Maastricht dan als eerste op de schop zou gaan maar ik snap dat je niet per universiteit wilt hebben.

48:15 Nogmaals ik vind het heel erg leuk en zou me eerder aanmelden bij [REDACTED]

48:58 Ik vind het überhaupt leuk om op recruitmentevents te staan

49:11 Ik zou me wel iets minder geneigd voelen om mijn hand op te steken (bij andere universiteiten)

\*\*\*END Interview\*\*\*

# Appendix C: interview topic guide

## Volunteering Team Effectiveness in Business Context: The Campus Ambassador Team case

### Research Question

*To what extent does **team structure**, **organizational environment** and **team collaboration** influence team effectiveness of the Campus Ambassador Teams?*

### Project Question

*What does the team structure, organizational environment, team collaboration and team effectiveness of the campus ambassador teams look like?*

#### 1. Introduction & goals

- Introduction comments
- Multi-level goals CAT's

#### 2. Current state analysis

- Team structure
  - Clear goal, tasks and roles
  - Team composition
  - Members characteristics and attitudes
- Organizational environment
  - Information and support
  - Rewarding System
- Team collaboration
  - Team coordination
  - Team innovation
  - Internal relationships
- Team effectiveness CAT's

- Performance
- Satisfaction

#### 3. Future state demands and desires

- Focus areas of improvement
- Current ideas of improvements

#### 4. Interesting results survey

#### 5. Proposed changes and organization situation

#### 6. Closing

- Consideration current research process
- Do you have any additional information you would like to add?

Do you have any questions for me?

## Appendix D: survey results

Input Dimension Team structure factor: clear goals, tasks and roles	Team 1			Team 2			Team 3			Team 4			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
1. Our team has a meaningful, shared purpose	8	5,38	0,86	12	6,25	0,83	7	5,14	0,99	6	6,33	0,47	61	5,74	1,02
2. As a team we consistently produce strong measurable results	8	5,00	1,00	12	5,58	1,19	7	4,43	0,90	6	5,33	1,25	61	4,93	1,24
3. We set challenging goals	8	5,38	1,32	12	6,25	0,72	7	5,57	1,18	6	5,00	0,82	61	5,39	1,25
4. I understand the objectives of the CAT	8	6,13	0,78	12	6,33	0,75	7	5,86	0,99	6	6,33	0,75	61	6,10	0,86
5. The mission and the goals of the team are clear to everyone of the team	8	5,25	0,83	12	5,92	1,11	7	4,57	1,50	6	5,83	0,69	61	5,38	1,13
6. The goals of my team are well aligned with the mission and goals of recruitment	8	5,38	0,86	12	6,17	0,90	7	5,57	1,05	6	6,00	0,58	61	5,75	0,88
7. I understand the role of CA's in the CA-model	8	5,75	0,83	12	6,33	0,75	7	6,29	0,45	6	5,83	1,34	61	6,05	0,86
8. I understand the role of the team lead in the CA-model	8	4,00	1,58	12	5,92	0,92	7	5,57	0,73	6	5,17	1,34	61	5,23	1,46
9. I understand the role of the University Relations Recruiter in the CA-model	8	5,13	0,78	12	6,25	1,01	7	6,29	0,45	6	5,33	1,37	61	5,52	1,28
10. All team members (UR, Team lead, Campus Ambassador and Senior Sponsors) clearly understand their role in reaching the goals of recruitment	8	5,38	0,70	12	6,00	1,08	7	5,29	1,28	6	5,67	0,75	61	5,43	1,02
11. The team members agree on defined roles	8	4,50	1,58	12	5,58	1,04	7	5,57	1,18	6	5,33	1,11	61	5,31	1,22
12. My tasks as a CA are divers and vary during the year	8	5,13	1,17	12	5,75	0,72	7	5,57	1,18	6	4,67	1,25	61	5,30	1,23
13. Being a CA is a significant task for the company	8	5,50	0,71	12	5,50	1,04	7	5,86	0,99	6	4,67	1,11	61	5,30	1,09
14. Being a CA is something to be proud of	8	6,13	0,78	12	6,33	0,85	7	6,14	0,64	6	5,67	0,94	61	6,05	0,86
Input Dimension Team structure factor: team composition	Team 1			Team 2			Team 3			Team 4			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
15. My CAT has a diverse mix of people with all sorts of skills	8	5,00	1,32	12	6,00	1,00	7	5,29	1,03	6	6,00	0,00	61	5,43	1,06
16. The team is homogeneous enough to be a strong team	8	4,13	1,36	12	5,17	1,28	7	4,00	1,41	6	5,00	0,58	61	4,87	1,34
17. The team is heterogeneous enough to be a strong team	8	4,88	0,78	12	5,67	0,94	7	5,29	0,70	6	5,17	0,37	61	5,39	0,78
18. The CAT has a stable core of people involved	8	5,00	1,00	12	5,83	0,90	7	5,71	0,70	6	5,00	0,58	61	5,30	1,11
19. CAT members are rotating too frequently	8	4,00	1,32	12	2,83	1,21	7	3,00	0,93	6	3,50	0,50	61	3,11	1,20
20. My CAT has an adequate size	8	5,13	0,60	12	5,75	1,16	7	5,43	0,73	6	5,67	0,47	61	5,46	0,89
21. A smaller CAT size would increase team effectiveness	8	3,25	1,39	12	2,33	1,31	7	3,86	1,46	6	3,50	0,96	61	2,87	1,31
22. A bigger CAT size would increase team effectiveness	8	3,63	1,49	12	2,75	1,16	7	2,29	1,03	6	3,33	0,75	61	3,21	1,34
23. The team has a clear leader	8	4,38	1,41	12	6,25	1,09	7	4,57	1,18	6	5,50	0,96	61	4,98	1,46

24. Leadership within the CA-model is clearly defined	8	3,75	1,09	12	5,58	1,44	7	4,29	1,39	6	5,00	0,58	61	4,59	1,47
<b>Input Dimension</b> <b>Team structure factor: Members' characteristics and attitudes (motivation)</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
25. I enjoy working in teams	8	5,88	0,33	12	6,58	0,49	7	6,29	0,45	6	6,33	0,47	61	5,56	0,57
26. I prefer doing my task alone	8	2,38	0,70	12	2,50	0,87	7	2,14	0,64	6	2,50	0,96	61	2,36	0,98
27. My team members participate as CA/TL because they want to improve their position within the company	8	3,50	1,00	12	4,42	0,95	7	4,00	1,69	6	4,33	1,25	61	3,89	1,31
28. My team members participate as CA/TL because they want to keep in contact with their university/student association	8	4,63	1,22	12	5,17	1,52	7	5,43	1,05	6	5,17	0,69	61	4,89	1,28
29. My team members participate as CA/TL because they want to develop their skills and increase their knowledge	8	4,38	0,99	12	5,00	1,58	7	4,00	0,76	6	5,17	0,69	61	4,49	1,31
30. My team members participate as CA/TL because they enjoy the social interaction both within as outside the team	8	5,88	0,78	12	6,00	0,82	7	5,71	0,88	6	5,83	0,69	61	5,44	0,78
31. My team members participate as CA/TL because they are committed to the recruitment of talent for the company	8	5,88	0,33	12	5,58	0,64	7	5,29	1,16	6	5,50	0,50	61	5,16	1,02
32. Being a CA/TL is an opportunity to do something interesting and unusual which adds variety to my work life	8	5,88	0,60	12	6,50	0,50	7	5,29	1,98	6	6,17	0,69	61	5,41	1,02
33. Being a CA/TL is an opportunity to take responsibility for attracting the right talent for the company	8	6,25	0,43	12	6,17	0,69	7	6,29	0,45	6	5,83	0,37	61	5,54	0,72
34. I am motivated to be a CA/TL because it is a way to be of service to the company	8	5,50	0,71	12	6,00	1,22	7	4,71	1,67	6	5,17	1,07	61	5,02	1,29
35. Being a CA/TL is an opportunity to meet new and interesting people	8	5,38	1,58	12	6,08	0,86	7	6,57	0,49	6	6,33	0,47	61	5,31	0,99
36. Being a CA/TL gives me the opportunity to give something back to the university/student association I come from	8	5,13	1,69	12	5,42	1,19	7	5,00	1,85	6	5,33	1,49	61	4,69	1,62
<b>Input Dimension</b> <b>Team structure factor: Motivation</b> <i>What motivates you to be a CA/TL? [Rate from 1-8, 1 being the most motivating factor [only choose each number once]]* different type of question</i>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
1. Contribute to recruiting the best talent for the company	8	3,75	1,98	12	2,67	2,29	7	3,14	2,36	6	3,17	2,34	61	3,37	2,29
2. Improving future work possibilities within and outside the organization	8	5,25	2,28	12	5,33	2,13	7	6,14	2,17	6	4,67	2,56	61	5,25	2,46
3. Self-development (skills, knowledge and variety)	8	4,25	2,11	12	2,58	1,32	7	2,43	1,05	6	3,83	2,03	61	3,46	2,05
4. Opportunity for social interaction with team members	8	4,63	1,41	12	4,92	1,55	7	4,86	2,10	6	4,67	2,21	61	4,86	1,92
5. Opportunity for social interaction with old (university) network	8	5,38	2,34	12	4,75	2,42	7	4,29	1,75	6	4,17	2,11	61	4,99	2,19
6. Improving network both at university as in the company	8	3,50	2,78	12	4,58	1,80	7	4,29	2,71	6	3,33	0,94	61	4,25	2,30

7. (Social) Recognition within the company and on campus	8	5,00	2,18	12	6,42	1,04	7	5,71	1,83	6	6,33	2,05	61	5,51	2,03
8. Getting responsibilities and autonomy to come up with ideas and execute them	8	4,25	2,28	12	4,75	2,49	7	5,14	1,25	6	5,83	1,57	61	4,31	2,05
<b>Input Dimension</b> <b>Team environment factor: information and support</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
37. The team is informed about recruitment market insights	8	4,50	1,50	12	5,33	1,37	7	4,86	1,81	5	5,60	1,02	58	4,69	1,49
38. I am informed about how I can best attract targeted students	8	4,75	0,83	12	5,50	1,26	7	4,71	1,28	5	5,60	0,49	58	4,97	1,25
39. I have access to all of the information I need to perform my work	8	4,35	1,71	12	6,00	1,00	7	3,57	1,50	5	6,00	0,00	58	5,09	1,38
40. The mission and goals of CAT's are communicated clearly	8	5,13	0,60	12	6,33	0,62	7	4,86	1,64	5	5,80	0,40	58	5,50	0,99
41. Roles are explained and communicated clearly	8	4,13	1,45	12	5,50	1,26	7	5,29	1,28	5	5,20	0,75	58	4,90	1,30
42. Information about updated targets and goals are available to the CAT	8	4,50	1,32	12	5,75	1,16	7	5,57	1,05	5	6,20	0,75	58	5,29	1,26
43. Information about the results of my CAT are available and communicated	8	4,88	1,17	12	6,25	1,09	7	5,43	1,68	5	6,60	0,49	58	5,53	1,33
44. Information about my own achievements is available and communicated	8	3,13	1,17	12	5,08	1,38	7	2,71	1,58	5	4,60	1,36	58	4,09	1,60
45. I read and use the information available at SharePoint	8	4,00	1,41	12	5,75	1,09	7	4,43	1,68	5	5,60	0,49	58	4,60	1,61
46. I can find information about resources and tools easily	8	4,38	1,41	12	6,00	0,82	7	4,43	1,40	5	5,60	0,49	58	4,74	1,43
47. The methods we use to communicate information are effective	8	4,63	1,32	12	5,42	1,11	7	4,57	1,40	5	5,60	0,49	58	4,71	1,38
48. My line manager supports me being a CA/TL	8	4,50	1,66	12	6,00	0,82	7	6,00	0,93	5	5,20	1,17	58	5,71	1,13
49. As a CA/TL I feel supported by the company	8	4,50	0,71	12	6,50	0,50	7	4,43	1,99	5	5,80	0,75	58	5,16	1,44
50. The Recruitment marketing department supports the CAT when needed	8	5,13	0,33	12	6,50	0,65	7	4,29	1,16	5	6,80	0,40	58	5,24	1,53
51. My UR supports me in my task as a CA/TL	8	4,75	1,20	12	6,25	1,01	7	6,29	0,70	5	6,40	0,49	58	5,81	1,22
<b>Input Dimension</b> <b>Team environment factor: rewarding system</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>N</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
52. As a CA/TL I feel rewarded by the company	8	3,63	1,11	12	5,17	1,14	7	3,86	1,73	5	3,80	1,17	58	3,98	1,58
53. Symbols of recognition are in place to acknowledge the work of CA's/TL's	8	4,00	1,00	12	4,25	1,59	7	2,86	1,25	5	3,00	0,89	58	3,43	1,49
54. The team is recognized for completing major milestones	8	4,25	1,71	12	6,00	1,00	7	4,43	1,59	5	4,40	1,02	58	4,69	1,49
55. The work the CAT's do is visible to the whole company	8	3,75	1,56	12	3,42	1,19	7	2,71	1,28	5	2,60	1,36	58	3,02	1,44
56. Since I am part of the CAT I have received training to become a more effective CA/team lead	8	3,38	1,11	12	3,92	1,32	7	3,00	1,60	5	4,20	0,98	58	3,24	1,50
57. The organization has a strong CA/TL learning system	8	3,13	1,54	12	4,08	1,50	7	3,29	0,88	5	4,00	0,63	58	3,48	1,47
58. I receive sufficient training from the organization to do my CA/TL	8	4,25	0,97	12	4,75	1,23	7	4,14	1,73	5	4,40	0,80	58	4,16	1,51

task															
59. I receive praise for my efforts as a CA/TL from the company	8	3,88	1,27	12	5,58	1,19	7	4,00	1,60	5	3,60	1,36	58	4,16	1,63
60. I receive praise for my efforts as a CA/TL from my (line) manager	8	3,25	1,71	12	5,25	1,36	7	4,29	1,67	5	3,00	1,67	58	3,90	1,75
61. I receive praise for my efforts as a CA/TL from my UR	8	4,13	1,05	12	5,67	1,25	7	6,14	0,64	5	5,20	0,75	58	5,33	1,24
62. The best performers on our team are recognized and rewarded more	8	3,00	1,41	12	3,25	1,30	7	3,29	1,48	5	3,40	0,80	58	3,07	1,31
63. All team members are recognized and rewarded equally for their work on the team, independent of their individual contribution	8	4,88	1,27	12	4,83	1,28	7	4,57	1,29	5	5,00	0,89	58	4,72	1,23
64. As a CA I get enough authority to work on plans and execute them	8	5,75	0,43	12	6,17	0,69	7	5,86	0,83	5	6,00	0,63	58	5,59	1,10
65. There is room to take responsibility and come up with ideas instead of only executing orders	8	5,75	0,66	12	6,25	1,09	7	6,00	0,93	5	5,60	1,50	58	5,84	1,08
66. The organization stimulates social interaction between CA's/TL's and CAT's	8	3,63	1,22	12	5,25	1,64	7	4,14	1,64	5	5,20	0,40	58	4,71	1,38
67. Being a CA/TL gives you the opportunity to improve your network within the organization	8	5,00	0,00	12	6,08	0,86	7	5,71	0,45	5	5,40	0,49	58	5,50	0,77
68. Being a CA/TL enhance social interaction with the university and the student network	8	5,25	0,66	12	6,00	0,71	7	6,00	0,76	5	5,80	1,17	58	5,67	0,84
69. Being a CA/TL gives you the opportunity to improve your network outside the organization	8	5,25	0,97	12	5,58	1,26	7	5,71	1,28	5	5,20	1,33	58	5,26	1,23
<b>Process Dimension</b>															
<b>Team collaboration factor: team coordination</b>															
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
70. Communication outside team meetings is effective	8	4,75	0,97	12	5,42	1,38	7	4,71	1,39	5	5,40	0,49	57	5,00	1,17
71. Successes are being articulated and celebrated within the team	8	4,75	0,97	12	5,58	1,26	7	5,57	1,59	5	6,00	0,89	57	5,11	1,19
72. (online) Team meetings are productive	8	5,25	0,66	12	5,75	0,92	7	5,00	0,76	5	5,40	0,49	57	5,09	1,13
73. Communication in our team is open and honest	8	5,63	0,48	12	6,17	0,99	7	5,86	0,83	5	6,20	0,40	57	5,88	1,01
74. Knowledge and information sharing is understood to be a team norm within my CAT	8	4,75	1,09	12	5,92	1,19	7	5,57	0,73	5	5,40	0,49	57	5,14	1,32
75. The team collaborates by sharing ideas to ensure the work is carried out effectively	8	5,00	0,50	12	6,00	1,00	7	5,14	0,99	5	5,60	0,49	57	5,44	0,94
76. The team evaluates its process and productivity	8	5,00	0,71	12	5,42	1,38	7	5,00	1,07	5	5,20	0,75	57	4,95	1,25
77. I give feedback to my fellow team members	8	5,25	0,97	12	5,08	0,95	7	4,14	0,99	5	4,00	1,41	57	4,70	1,17
78. I feel free to address errors and underperformance in my team	8	4,63	0,86	12	5,08	1,04	7	5,00	1,20	5	5,00	0,89	57	4,67	1,29
79. I feel free to question changes in plans, tasks and performance	8	5,50	0,87	12	6,33	0,94	7	6,29	0,45	5	6,40	0,49	57	6,04	0,84
80. Team members take personal responsibility for the effectiveness of our team	8	5,50	1,00	12	5,42	1,19	7	4,86	1,12	5	6,20	0,40	57	5,23	1,18
81. Team members show a can-do approach when problems arise	8	5,50	0,71	12	6,08	0,95	7	5,29	1,03	5	6,20	0,75	57	5,72	1,04
82. I take ownership of my share of the work	8	6,13	0,33	12	6,17	0,80	7	6,57	0,49	5	6,20	0,40	57	6,21	0,67

83. Team members experience a sense of shared goals and objectives	8	5,00	1,32	12	5,83	0,90	7	5,57	1,18	5	5,60	0,80	57	5,40	1,07
84. Team members work in the same direction and stimulate each other	8	5,25	0,66	12	5,50	1,12	7	5,29	1,03	5	5,80	0,98	57	5,32	1,11
85. Working in our team inspires people to do their best	8	5,00	0,50	12	5,67	0,94	7	5,57	0,49	5	5,40	0,80	57	5,14	1,08
<b>Process Dimension</b> <b>Team collaboration factor: team innovation</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
86. The team experiments with different ways of doing things and is creative in its approach	8	4,50	1,00	12	5,08	1,11	7	5,14	1,46	5	4,80	0,40	57	4,79	1,42
87. Time is spent on team building to increase team cohesiveness	8	4,50	0,71	12	5,75	0,92	7	5,57	1,18	5	5,40	1,02	57	4,84	1,46
88. Time with the team is spent to come up with new ideas	8	4,25	0,83	12	4,92	1,55	7	4,86	1,25	5	5,00	1,10	57	4,61	1,37
89. Team problem solving results in effective solutions.	8	4,63	0,99	12	5,08	1,11	7	5,43	0,90	5	5,60	0,49	57	5,07	1,11
90. We address and resolve issues quickly.	8	4,50	0,87	12	5,58	1,11	7	4,71	1,39	5	5,60	0,80	57	5,09	1,25
<b>Process Dimension</b> <b>Team collaboration factor: internal relations</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
91. When disagreements occur within the CAT, they are usually directly addressed to resolve them	8	5,50	1,00	12	5,25	1,16	7	5,29	0,88	5	4,60	0,80	57	5,33	1,01
92. We are able to work through differences of opinions without damaging relationships	8	5,88	0,78	12	5,50	1,19	7	5,71	0,70	5	5,60	0,80	57	5,70	1,03
93. Effective conflict management is exercised within the team	8	5,25	1,09	12	4,83	1,21	7	5,00	0,93	5	4,60	0,80	57	4,79	1,17
94. Team members trust one another and will consult each other if they need support	8	5,75	0,83	12	6,08	0,95	7	6,00	0,76	5	6,00	0,63	57	5,79	1,00
95. As a member of the team, I am treated with respect	8	5,75	0,83	12	6,25	0,92	7	6,57	0,73	5	6,20	0,75	57	6,33	0,80
96. Team members help each other out when needed	8	5,63	0,99	12	5,75	1,01	7	6,29	0,70	5	6,20	0,40	57	5,82	0,99
97. When last moment help is needed team members help each other out	8	5,25	1,20	12	5,92	0,95	7	5,86	0,35	5	5,60	1,02	57	5,81	0,96
98. Team members display high levels of cooperation and mutual support	8	5,63	0,86	12	6,00	1,00	7	6,29	0,70	5	6,00	1,10	57	5,79	1,10
99. The team members show appreciations towards one another	8	5,88	0,60	12	5,92	0,86	7	6,14	0,64	5	5,80	0,75	57	5,72	0,83
<b>Output Dimension: Performance</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
100. Our team delivers enough quality applicants	7	4,86	0,99	12	5,50	1,19	7	5,14	1,55	5	6,20	0,40	56	5,32	1,31
101. Our team delivers enough value for the money that is invested	7	4,86	0,64	12	6,00	1,08	7	5,57	1,59	5	6,40	0,49	56	5,59	1,42
102. Our team is able to enthuse students to apply	7	5,14	1,46	12	5,92	0,86	7	5,71	1,28	5	6,40	0,49	56	5,93	1,02
103. Our team is mature and is able to work without a lot of help from the business	7	5,14	1,12	12	5,92	1,11	7	6,14	0,83	5	6,00	0,00	56	5,82	1,07



104. Our team successfully helps and unburdens graduate recruitment	7	5,57	0,49	12	6,00	1,00	7	5,57	1,18	5	6,00	0,00	56	5,75	1,06
105. Our team is able to improve the image of students about the comp.	7	5,29	1,16	12	6,17	0,90	7	5,86	0,99	5	6,60	0,49	56	6,07	1,02
106. Our CAT performs better than other CAT's	7	4,29	1,03	12	5,25	1,30	7	4,14	0,35	5	6,00	1,10	56	4,79	1,33
107. Our team improves and preserves the university relations	7	5,86	0,64	12	6,25	0,92	7	6,14	0,83	5	6,20	0,75	56	6,14	0,81
108. Involvement in my team helps me to improve skills and knowledge relevant for the company	7	5,57	0,49	12	5,92	1,04	7	5,29	1,16	5	5,60	1,02	56	5,46	1,07
109. Our team contributes to the involvement of the total company in the recruitment process	7	5,14	0,99	12	6,00	0,82	7	5,71	1,03	5	6,00	0,63	56	5,57	1,29
110. My CAT successfully achieved the assigned objectives	7	5,86	0,64	12	5,92	0,95	7	5,71	0,88	5	6,00	1,55	56	5,75	1,02
111. My CAT organizes recruitment activities and events efficiently	7	5,43	0,73	12	6,17	0,90	7	5,86	0,83	5	6,20	0,40	56	5,86	0,93
112. Recruitment activities and events that are organized by my CAT are necessary to reach recruitment goals	7	6,00	0,76	12	6,17	1,07	7	6,43	0,73	5	6,20	0,75	56	6,13	0,98
<b>Output Dimension: Satisfaction</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
113. I am satisfied with the work we delivered as a team	7	5,71	1,03	12	6,17	0,90	7	5,29	0,88	5	6,20	0,40	56	5,75	0,85
114. I feel my input is valued by the members of the team	7	5,71	0,88	12	5,83	0,99	7	6,00	0,93	5	6,20	0,75	56	5,86	0,85
115. Team member morale is high in the team	7	6,00	0,76	12	6,08	0,86	7	5,57	0,49	5	6,20	0,40	56	5,71	1,11
116. I enjoy being a CA/ TL in this team	7	6,14	0,64	12	6,42	0,95	7	6,43	0,49	5	6,00	0,63	56	6,21	0,84
117. I want to be involved in the CAT the coming years	7	5,43	1,18	12	5,58	1,11	7	6,14	0,99	5	5,00	1,67	56	5,54	1,19
118. There is respect for the individuals in the team	7	5,86	0,83	12	6,17	0,90	7	6,57	0,73	5	6,00	0,00	56	6,18	0,80
119. I feel my input is valued by the company	7	5,00	0,00	12	5,42	0,95	7	4,71	1,67	5	4,40	1,74	56	4,86	1,32
120. I feel encouraged to do my task within the CA-model	7	5,43	0,73	12	6,00	0,91	7	5,71	0,88	5	5,60	0,80	56	5,73	0,83
121. I feel recognized by the company for doing my task within the CA-model	7	4,43	0,73	12	5,33	1,37	7	4,14	1,81	5	3,80	1,33	56	4,32	1,52
122. I feel rewarded for doing my task within the CA-model	7	4,43	0,90	12	5,33	0,94	7	4,43	1,59	5	4,40	1,02	56	4,63	1,34
<b>Output Dimension</b>	<b>Team 1</b>			<b>Team 2</b>			<b>Team 3</b>			<b>Team 4</b>			<b>Overall (8 teams)</b>		
<b>Overall satisfaction*different question</b>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
Rate your overall satisfaction of being CA/TL (1 represents the lowest satisfaction and 10 the highest satisfaction).	7	7,71	0,70	12	8,17	0,90	7	7,86	0,35	5	8,20	0,40	56	7,88	0,93

Input Dimension Team structure factor: clear goals, tasks and roles	Team 5			Team 6			Team 7			Team 8			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
1. Our team has a meaningful, shared purpose	8	6,13	0,60	6	5,00	1,00	10	6,10	0,54	4	4,50	1,50	61	5,74	1,02
2. As a team we consistently produce strong measurable results	8	4,75	0,83	6	5,67	0,94	10	4,60	0,92	4	3,25	1,64	61	4,93	1,24
3. We set challenging goals	8	5,13	1,36	6	5,00	1,15	10	5,70	0,78	4	3,50	1,12	61	5,39	1,25
4. I understand the objectives of the CAT	8	6,13	0,33	6	5,33	1,25	10	6,10	0,83	4	6,50	0,50	61	6,10	0,86
5. The mission and the goals of the team are clear to everyone of the team	8	5,50	0,50	6	5,00	0,82	10	5,80	0,75	4	4,00	1,41	61	5,38	1,13
6. The goals of my team are well aligned with the mission and goals of recruitment	8	5,88	0,60	6	5,67	0,47	10	5,80	0,75	4	5,00	1,22	61	5,75	0,88
7. I understand the role of CA's in the CA-model	8	6,00	0,71	6	6,17	0,69	10	6,00	0,63	4	5,75	1,30	61	6,05	0,86
8. I understand the role of the team lead in the CA-model	8	6,00	1,22	6	5,44	1,11	10	5,20	1,47	4	3,50	1,50	61	5,23	1,46
9. I understand the role of the University Relations Recruiter in the CA-model	8	5,50	0,71	6	3,67	1,25	10	5,90	0,83	4	5,00	1,87	61	5,52	1,28
10. All team members (UR, Team lead, Campus Ambassador and Senior Sponsors) clearly understand their role in reaching the goals of recruitment	8	5,75	0,43	6	5,00	1,00	10	5,20	0,60	4	4,25	1,30	61	5,43	1,02
11. The team members agree on defined roles	8	5,75	0,83	6	5,00	0,82	10	5,70	0,90	4	4,25	1,48	61	5,31	1,22
12. My tasks as a CA are divers and vary during the year	8	4,88	1,27	6	5,00	1,41	10	5,40	1,11	4	5,75	1,64	61	5,30	1,23
13. Being a CA is a significant task for the company	8	4,75	0,97	6	5,50	1,61	10	5,30	0,64	4	5,00	1,22	61	5,30	1,09
14. Being a CA is something to be proud of	8	5,63	1,11	6	6,00	0,82	10	6,00	0,63	4	6,50	0,50	61	6,05	0,86
Input Dimension Team structure factor: team composition	Team 5			Team 6			Team 7			Team 8			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
15. My CAT has a diverse mix of people with all sorts of skills	8	5,75	0,43	6	5,67	0,47	10	5,50	1,02	4	4,75	1,79	61	5,43	1,06
16. The team is homogeneous enough to be a strong team	8	5,38	0,99	6	5,67	0,75	10	5,70	0,90	4	3,50	1,50	61	4,87	1,34
17. The team is heterogeneous enough to be a strong team	8	5,88	0,33	6	5,67	0,75	10	5,40	0,80	4	5,50	0,50	61	5,39	0,78
18. The CAT has a stable core of people involved	8	6,00	0,71	6	5,33	0,75	10	5,60	1,11	4	3,75	1,79	61	5,30	1,11
19. CAT members are rotating too frequently	8	2,38	1,32	6	2,83	0,69	10	3,20	0,98	4	3,50	1,50	61	3,11	1,20
20. My CAT has an adequate size	8	5,75	0,83	6	5,67	0,75	10	6,10	0,70	4	4,50	0,50	61	5,46	0,89
21. A smaller CAT size would increase team effectiveness	8	2,50	1,12	6	2,67	0,75	10	2,60	0,92	4	3,00	1,58	61	2,87	1,31
22. A bigger CAT size would increase team effectiveness	8	4,13	1,54	6	3,33	1,11	10	3,20	0,87	4	3,50	1,80	61	3,21	1,34
23. The team has a clear leader	8	5,38	0,99	6	5,00	1,00	10	5,20	1,33	4	3,00	1,73	61	4,98	1,46
24. Leadership within the CA-model is clearly defined	8	5,63	0,86	6	4,17	1,34	10	4,90	1,30	4	2,75	1,30	61	4,59	1,47

Input Dimension Team structure factor: Members' characteristics and attitudes (motivation)	Team 5			Team 6			Team 7			Team 8			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
25. I enjoy working in teams	8	6,50	0,50	6	6,33	0,47	10	6,50	0,67	4	6,00	0,71	61	5,56	0,57
26. I prefer doing my task alone	8	2,25	0,97	6	3,00	1,15	10	2,40	1,11	4	1,25	0,43	61	2,36	0,98
27. My team members participate as CA/TL because they want to improve their position within the company	8	3,88	1,27	6	3,83	1,21	10	3,30	1,55	4	3,75	0,43	61	3,89	1,31
28. My team members participate as CA/TL because they want to keep in contact with their university/student association	8	4,75	1,56	6	5,00	1,63	10	5,70	0,64	4	5,25	0,83	61	4,89	1,28
29. My team members participate as CA/TL because they want to develop their skills and increase their knowledge	8	4,38	1,49	6	4,67	1,11	10	4,50	1,43	4	4,00	1,22	61	4,49	1,31
30. My team members participate as CA/TL because they enjoy the social interaction both within as outside the team	8	5,63	0,48	6	5,67	0,47	10	5,90	0,54	4	5,00	1,22	61	5,44	0,78
31. My team members participate as CA/TL because they are committed to the recruitment of talent for the company	8	5,38	1,22	6	5,83	0,90	10	5,30	1,27	4	4,00	0,71	61	5,16	1,02
32. Being a CA/TL is an opportunity to do something interesting and unusual which adds variety to my work life	8	5,88	0,78	6	5,67	1,25	10	6,20	0,60	4	6,50	0,50	61	5,41	1,02
33. Being a CA/TL is an opportunity to take responsibility for attracting the right talent for the company	8	5,38	0,99	6	6,17	0,37	10	5,80	0,75	4	6,75	0,43	61	5,54	0,72
34. I am motivated to be a CA/TL because it is a way to be of service to the company	8	5,00	1,50	6	5,50	1,12	10	5,50	0,92	4	5,50	1,50	61	5,02	1,29
35. Being a CA/TL is an opportunity to meet new and interesting people	8	5,75	0,83	6	5,83	0,69	10	6,10	0,83	4	6,00	1,22	61	5,31	0,99
36. Being a CA/TL gives me the opportunity to give something back to the university/student association I come from	8	4,88	1,83	6	3,33	1,60	10	5,40	1,02	4	6,50	0,50	61	4,69	1,62
Input Dimension Team structure factor: Motivation <i>What motivates you to be a CA/TL? [Rate from 1-8, 1 being the most motivating factor [only choose each number once]]* different type of question</i>	Team 5			Team 6			Team 7			Team 8			Overall (8 teams)		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
1. Contribute to recruiting the best talent for the company	8	3,13	1,69	6	4,33	2,92	10	3,80	1,99	4	3,00	2,45	61	3,37	2,29
2. Improving future work possibilities within and outside the organization	8	6,00	2,12	6	4,33	2,05	10	5,50	3,01	4	4,75	2,77	61	5,25	2,46
3. Self-development (skills, knowledge and variety)	8	2,63	1,49	6	3,33	1,97	10	5,40	2,37	4	3,25	0,83	61	3,46	2,05
4. Opportunity for social interaction with team members	8	4,88	2,52	6	4,50	2,29	10	4,40	1,43	4	6,00	1,41	61	4,86	1,92
5. Opportunity for social interaction with old (university) network	8	5,75	2,38	6	5,17	1,34	10	3,90	1,76	4	6,50	1,50	61	4,99	2,19
6. Improving network both at university as in the company	8	4,00	1,87	6	5,33	2,05	10	4,20	2,82	4	4,75	1,79	61	4,25	2,30
7. (Social) Recognition within the company and on campus	8	5,13	1,96	6	6,17	1,95	10	4,60	2,15	4	4,75	2,28	61	5,51	2,03

8. Getting responsibilities and autonomy to come up with ideas and execute them	8	4,50	1,73	6	2,83	1,46	10	4,20	1,66	4	3,00	1,58	61	4,31	2,05
<b>Input Dimension</b> <b>Team environment factor: information and support</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
70. The team is informed about recruitment market insights	8	3,38	1,41	5	4,20	1,17	9	4,89	0,57	4	4,50	1,50	58	4,69	1,49
71. I am informed about how I can best attract targeted students	8	5,00	0,87	5	4,80	1,47	9	5,00	1,15	4	3,50	1,50	58	4,97	1,25
72. I have access to all of the information I need to perform my work	8	5,25	1,20	5	4,40	1,02	9	5,44	0,50	4	5,25	0,43	58	5,09	1,38
73. The mission and goals of CAT's are communicated clearly	8	5,38	0,70	5	5,20	0,75	9	5,56	0,68	4	5,00	1,00	58	5,50	0,99
74. Roles are explained and communicated clearly	8	5,38	0,48	5	4,00	1,41	9	5,00	0,82	4	3,50	1,12	58	4,90	1,30
75. Information about updated targets and goals are available to the CAT	8	5,75	0,97	5	4,80	1,17	9	4,78	1,13	4	4,75	1,30	58	5,29	1,26
76. Information about the results of my CAT are available and communicated	8	5,63	0,70	5	5,00	2,00	9	5,33	1,05	4	4,50	0,50	58	5,53	1,33
77. Information about my own achievements is available and communicated	8	4,50	1,00	5	4,60	1,50	9	3,67	1,56	4	4,25	1,48	58	4,09	1,60
78. I read and use the information available at SharePoint	8	5,63	0,48	5	4,40	1,36	9	3,67	1,25	4	1,75	0,43	58	4,60	1,61
79. I can find information about resources and tools easily	8	5,00	1,32	5	3,80	1,47	9	4,11	0,99	4	3,25	1,09	58	4,74	1,43
80. The methods we use to communicate information are effective	8	4,50	1,50	5	3,80	1,60	9	4,89	0,57	4	3,00	1,22	58	4,71	1,38
81. My line manager supports me being a CA/TL	8	6,38	0,48	5	5,80	0,98	9	5,89	0,57	4	5,50	0,87	58	5,71	1,13
82. As a CA/TL I feel supported by the company	8	5,75	0,97	5	3,60	1,20	9	5,22	0,79	4	3,50	1,12	58	5,16	1,44
83. The Recruitment marketing department supports the CAT when needed	8	5,00	1,41	5	3,40	1,02	9	5,11	1,79	4	4,50	1,80	58	5,24	1,53
84. My UR supports me in my task as a CA/TL	8	6,25	1,09	5	5,00	0,89	9	6,22	0,79	4	4,25	1,48	58	5,81	1,22
<b>Input Dimension</b> <b>Team environment factor: rewarding system</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
85. As a CA/TL I feel rewarded by the company	8	3,88	1,05	5	3,20	1,94	9	3,89	1,37	4	3,00	2,35	58	3,98	1,58
86. Symbols of recognition are in place to acknowledge the work of CA's/TL's	8	3,13	1,17	5	3,40	1,85	9	3,00	1,33	4	3,00	1,87	58	3,43	1,49
87. The team is recognized for completing major milestones	8	5,00	1,41	5	3,80	0,75	9	4,33	1,05	4	3,75	1,48	58	4,69	1,49
88. The work the CAT's do is visible to the whole company	8	2,88	0,93	5	2,80	1,83	9	2,44	1,26	4	3,25	1,92	58	3,02	1,44
89. Since I am part of the CAT I have received training to become a more effective CA/team lead	8	2,63	1,22	5	2,60	1,62	9	3,22	1,55	4	2,25	1,64	58	3,24	1,50
90. The organization has a strong CA/TL learning system	8	3,35	1,56	5	2,60	1,36	9	3,89	1,20	4	2,75	1,92	58	3,48	1,47
91. I receive sufficient training from the organization to do my CA/TL task	8	3,63	1,32	5	3,00	1,10	9	4,00	1,76	4	4,75	2,17	58	4,16	1,51

92. I receive praise for my efforts as a CA/TL from the company	8	3,75	1,20	5	3,80	2,04	9	3,78	1,31	4	3,50	2,06	58	4,16	1,63
93. I receive praise for my efforts as a CA/TL from my (line) manager	8	2,88	1,36	5	4,00	1,79	9	3,78	1,31	4	3,75	1,79	58	3,90	1,75
94. I receive praise for my efforts as a CA/TL from my UR	8	5,25	0,97	5	5,20	0,75	9	5,78	0,92	4	4,75	1,92	58	5,33	1,24
95. The best performers on our team are recognized and rewarded more	8	2,63	0,99	5	3,20	1,33	9	2,56	1,17	4	3,75	1,48	58	3,07	1,31
96. All team members are recognized and rewarded equally for their work on the team, independent of their individual contribution	8	4,38	0,99	5	3,80	1,47	9	4,89	0,99	4	5,50	0,87	58	4,72	1,23
97. As a CA I get enough authority to work on plans and execute them	8	5,13	0,60	5	4,80	1,94	9	5,56	1,07	4	4,50	1,50	58	5,59	1,10
98. There is room to take responsibility and come up with ideas instead of only executing orders	8	5,65	0,70	5	5,80	0,75	9	5,78	1,47	4	5,50	0,87	58	5,84	1,08
99. The organization stimulates social interaction between CA's/TL's and CAT's	8	4,88	1,17	5	4,40	0,80	9	5,33	0,67	4	4,25	1,30	58	4,71	1,38
100. Being a CA/TL gives you the opportunity to improve your network within the organization	8	5,25	0,66	5	4,80	0,98	9	5,44	0,50	4	6,00	0,71	58	5,50	0,77
101. Being a CA/TL enhance social interaction with the university and the student network	8	5,38	1,11	5	5,20	0,40	9	5,67	0,47	4	6,00	0,71	58	5,67	0,84
102. Being a CA/TL gives you the opportunity to improve your network outside the organization	8	4,88	1,05	5	4,20	1,33	9	5,11	0,99	4	6,00	0,71	58	5,26	1,23
<b>Process Dimension</b> <b>Team collaboration factor: team coordination</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>N</i>	<i>mean</i>	<i>st.dev.</i>
123. Communication outside team meetings is effective	8	4,75	0,97	4	4,50	1,12	9	5,33	0,94	4	4,50	1,12	57	5,00	1,17
124. Successes are being articulated and celebrated within the team	8	5,00	0,50	4	5,00	1,22	9	4,44	0,96	4	4,25	0,43	57	5,11	1,19
125. (online) Team meetings are productive	8	5,50	0,87	4	4,00	1,00	9	4,78	1,03	4	3,50	1,66	57	5,09	1,13
126. Communication in our team is open and honest	8	5,50	0,50	4	5,75	0,83	9	6,33	0,47	4	5,00	2,45	57	5,88	1,01
127. Knowledge and information sharing is understood to be a team norm within my CAT	8	5,63	0,70	4	4,00	0,71	9	4,89	1,29	4	3,25	1,92	57	5,14	1,32
128. The team collaborates by sharing ideas to ensure the work is carried out effectively	8	5,75	0,43	4	5,00	0,00	9	5,67	0,67	4	4,25	1,48	57	5,44	0,94
129. The team evaluates its process and productivity	8	4,88	1,17	4	4,75	0,43	9	4,78	1,47	4	3,75	1,64	57	4,95	1,25
130. I give feedback to my fellow team members	8	5,00	1,00	4	4,75	1,09	9	3,89	0,87	4	5,50	1,12	57	4,70	1,17
131. I feel free to address errors and underperformance in my team	8	5,13	0,60	4	3,75	1,64	9	4,33	1,41	4	3,25	1,79	57	4,67	1,29
132. I feel free to question changes in plans, tasks and performance	8	6,25	0,66	4	6,00	0,71	9	5,56	0,83	4	6,00	0,71	57	6,04	0,84
133. Team members take personal responsibility for the effectiveness of our team	8	4,88	1,36	4	5,25	0,83	9	5,22	0,92	4	4,25	1,48	57	5,23	1,18
134. Team members show a can-do approach when problems arise	8	5,88	0,78	4	5,75	0,43	9	5,89	0,57	4	4,50	2,06	57	5,72	1,04
135. I take ownership of my share of the work	8	6,13	0,78	4	6,00	0,00	9	6,11	0,74	4	6,50	0,87	57	6,21	0,67
136. Team members experience a sense of shared goals and objectives	8	5,50	0,71	4	5,25	0,43	9	5,44	0,50	4	4,25	1,79	57	5,40	1,07

137. Team members work in the same direction and stimulate each other	8	5,50	0,50	4	5,00	0,71	9	5,78	0,42	4	3,25	1,79	57	5,32	1,11
138. Working in our team inspires people to do their best	8	5,13	1,05	4	5,00	0,71	9	5,22	0,42	4	2,75	1,48	57	5,14	1,08
<b>Process Dimension</b> <b>Team collaboration factor: team innovation</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
139. The team experiments with different ways of doing things and is creative in its approach	8	5,63	0,86	4	4,75	1,64	9	4,44	1,64	4	3,00	1,87	57	4,79	1,42
140. Time is spent on team building to increase team cohesiveness	8	3,25	1,20	4	5,00	1,41	9	5,33	0,47	4	2,75	1,92	57	4,84	1,46
141. Time with the team is spent to come up with new ideas	8	4,75	1,09	4	4,75	1,48	9	4,89	0,87	4	2,50	1,50	57	4,61	1,37
142. Team problem solving results in effective solutions.	8	5,25	0,83	4	4,75	1,09	9	5,33	0,82	4	4,00	1,87	57	5,07	1,11
143. We address and resolve issues quickly.	8	5,63	0,70	4	4,50	1,12	9	5,33	0,94	4	3,75	1,92	57	5,09	1,25
<b>Process Dimension</b> <b>Team collaboration factor: internal relations</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
144. When disagreements occur within the CAT, they are usually directly addressed to resolve them	8	5,75	0,43	4	5,25	0,83	9	5,33	0,82	4	5,50	1,66	57	5,33	1,01
145. We are able to work through differences of opinions without damaging relationships	8	6,00	0,71	4	5,25	1,09	9	6,00	0,47	4	5,25	2,05	57	5,70	1,03
146. Effective conflict management is exercised within the team	8	5,38	0,86	4	5,25	1,09	9	4,22	0,79	4	3,25	1,30	57	4,79	1,17
147. Team members trust one another and will consult each other if they need support	8	5,75	0,66	4	5,75	0,83	9	5,89	0,57	4	4,25	1,92	57	5,79	1,00
148. As a member of the team, I am treated with respect	8	6,50	0,50	4	6,00	0,71	9	6,78	0,42	4	6,50	0,87	57	6,33	0,80
149. Team members help each other out when needed	8	5,88	0,60	4	5,75	0,43	9	6,11	0,74	4	4,50	1,80	57	5,82	0,99
150. When last moment help is needed team members help each other out	8	6,13	0,60	4	5,25	0,43	9	6,56	0,50	4	5,00	1,22	57	5,81	0,96
151. Team members display high levels of cooperation and mutual support	8	5,75	0,66	4	5,50	0,50	9	6,00	0,82	4	4,25	2,17	57	5,79	1,10
152. The team members show appreciations towards one another	8	5,50	0,50	4	5,25	0,43	9	5,67	0,82	4	5,00	1,41	57	5,72	0,83
<b>Output Dimension: Performance</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
153. Our team delivers enough quality applicants	8	5,63	0,99	4	6,25	0,43	9	4,44	1,50	4	5,25	1,48	56	5,32	1,31
154. Our team delivers enough value for the money that is invested	8	6,13	1,17	4	5,25	1,92	9	5,33	1,25	4	4,50	2,29	56	5,59	1,42
155. Our team is able to enthuse students to apply	8	6,25	0,66	4	5,75	0,43	9	6,11	0,87	4	6,25	0,83	56	5,93	1,02
156. Our team is mature and is able to work without a lot of help from the business	8	5,75	1,39	4	5,25	1,30	9	6,11	0,74	4	6,00	0,71	56	5,82	1,07
157. Our team successfully helps and unburdens graduate recruitment	8	5,63	1,32	4	6,00	0,71	9	5,78	0,63	4	5,25	2,05	56	5,75	1,06

158. Our team is able to improve the image of students about the comp.	8	6,50	0,71	4	5,50	1,66	9	6,22	0,63	4	6,25	0,83	56	6,07	1,02
159. Our CAT performs better than other CAT's	8	4,88	1,27	4	5,50	1,12	9	4,33	0,94	4	4,00	2,12	56	4,79	1,33
160. Our team improves and preserves the university relations	8	5,88	0,93	4	6,25	0,43	9	6,33	0,67	4	6,25	0,83	56	6,14	0,81
161. Involvement in my team helps me to improve skills and knowledge relevant for the company	8	5,50	0,71	4	4,25	1,30	9	5,56	0,68	4	5,00	1,58	56	5,46	1,07
162. Our team contributes to the involvement of the total company in the recruitment process	8	5,50	1,22	4	5,25	1,92	9	5,00	1,76	4	6,00	1,22	56	5,57	1,29
163. My CAT successfully achieved the assigned objectives	8	6,00	0,50	4	6,25	0,43	9	4,78	1,13	4	6,00	0,71	56	5,75	1,02
164. My CAT organizes recruitment activities and events efficiently	8	5,63	1,22	4	6,25	0,43	9	5,89	0,74	4	5,25	1,30	56	5,86	0,93
165. Recruitment activities and events that are organized by my CAT are necessary to reach recruitment goals	8	6,38	0,48	4	6,50	0,50	9	6,11	1,20	4	4,75	1,09	56	6,13	0,98
<b>Output Dimension: Satisfaction</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
166. I am satisfied with the work we delivered as a team	8	5,50	0,50	4	5,50	0,87	9	5,78	0,63	4	5,50	0,87	56	5,75	0,85
167. I feel my input is valued by the members of the team	8	6,00	0,71	4	5,75	0,43	9	5,78	0,63	4	5,50	1,12	56	5,86	0,85
168. Team member morale is high in the team	8	5,63	0,70	4	5,50	0,50	9	6,22	0,63	4	3,00	1,58	56	5,71	1,11
169. I enjoy being a CA/ TL in this team	8	6,00	0,71	4	5,75	0,43	9	6,56	0,50	4	5,75	1,64	56	6,21	0,84
170. I want to be involved in the CAT the coming years	8	5,13	1,27	4	5,00	0,71	9	6,11	0,57	4	5,25	1,30	56	5,54	1,19
171. There is respect for the individuals in the team	8	6,25	0,66	4	6,00	0,71	9	6,44	0,50	4	5,75	1,30	56	6,18	0,80
172. I feel my input is valued by the company	8	4,75	1,20	4	4,25	2,05	9	5,00	0,82	4	4,25	1,48	56	4,86	1,32
173. I feel encouraged to do my task within the CA-model	8	5,63	0,70	4	5,50	1,12	9	6,00	0,67	4	5,50	0,50	56	5,73	0,83
174. I feel recognized by the company for doing my task within the CA-model	8	4,50	0,71	4	3,50	2,06	9	3,89	1,52	4	3,50	1,50	56	4,32	1,52
175. I feel rewarded for doing my task within the CA-model	8	4,75	0,97	4	3,75	2,38	9	4,89	0,57	4	3,50	1,80	56	4,63	1,34
<b>Output Dimension: Overall satisfaction* different question</b>	<b>Team 5</b>			<b>Team 6</b>			<b>Team 7</b>			<b>Team 8</b>			<b>Overall (8 teams)</b>		
	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st.dev.</i>	<i>n</i>	<i>mean</i>	<i>st. dev.</i>	<i>N</i>	<i>mean</i>	<i>st. dev.</i>
Rate your overall satisfaction of being CA/TL (1 represents the lowest satisfaction and 10 the highest satisfaction).	8	7,75	0,43	4	6,75	1,64	9	8,22	0,63	4	7,50	1,50	56	7,88	0,93

## Appendix E: summary interview quotes

- **Output**

### *Team 1*

25:41 Ik denk enorm (over rol in hires) (CA team 1)

26:45 Technisch heb ik geen idee hoe we het doen (CA team 1)

28:58 Ik zie heel veel room for improvement (CA team 1)

37:48 We geven heel veel geld uit aan studieverenigingen en ik weet niet of dat de juiste manier is (CA team 1)

36:28 Ik ben zeer tevreden met het team (TL team 1)

36:56 De harde kern worstelt wat meer met dat er meer van hen gevraagd wordt dan hun lijnmanager eraan wil geven (TL team 1)

### *Team 2*

24:30 Beste kindje van de klas (CA team 2)

25:46 Ik denk dat ik met mijn budget erg efficiënt ben geweest (CA team 2)

27:56 Ik denk dat de meeste mensen wel tevreden zijn. Ik zie dat de participatie af en toe naar beneden gaat dat heeft ook te maken met hoe druk mensen zijn. Daarom moet je wel kijken hoe lang laat je het iemand doen. (CA team 2)

17:51 Het is in de eerste plaats heel moeilijk te meten (TL team 2)

18:01 Haalt Marianne haar target? (TL team 2)

19:08 Over het algemeen vind ik dat we binnen 'the company' mensen aannemen die gewoon goed kunnen functioneren ook binnen hun eerste baan (TL team 2)

20:15 Ik denk dat het ze het graag doen. Ik denk dat ze wel vaak vinden dat er een conflict is met hun huidige werk (TL team 2)

### *Team 3*

20:16 Als team halen we zelden de targets (CA team 3)

20:25 Los van de targets, wat wordt aangepakt en welke dingen doen we, het scheelt per studie. (CA team 3)

21:03 Er mag wel meer gebeuren binnen ons team (commitment) (CA team 3)

21:25 Efficiëntie geld, niet altijd (CA team 3)

23:15 De dingen waar mensen niet tevreden mee zijn is als mensen niet leveren of te weinig initiatief nemen. Dat zijn zaken die mensen tegenvallen. (CA team 3)

17:45 Onze activiteiten hebben uitgevoerd, ons geld hebben opgemaakt aan goede activiteiten (TL team 3)

17:53 Als we een stapje maken met de beeldvorming (TL team 3)

### *Team 4*

22:49 Ik denk dat we het afgelopen jaar erg goed hebben gedaan (CA team 4)



23:36 Het kan snel anders zijn, we hebben afgelopen jaar dan een goed jaar gehad kwa targets maar als we twee mensen minder hadden gesolliciteerd dan was het alweer heel anders geweest. Dat kan dan meer toeval zijn dan dat dat nu echt een goede parameter is wat mij betreft (CA team 4)

28:31 Ik ben heel tevreden over mijn rol wat ik daar voor input kan leveren en wat ik daar voor terug krijg. Het is gewoon heel anders dan je werk. (CA team 4)

17:09 Als kijkt naar de output doen ze het goed (TL team 4)

17:50 Volgens mij besteden we niet veel geld (TL team 4)

18:26 Ik ben heel tevreden met ze (TL team 4)

#### *Team 5*

32:43 Ik denk dat er nog best een factor geluk bij zit (CA1 team 5)

33:04 Dat maakt mij ook wel cynisch over de echte waarde die wij toevoegen (CA1 team 5)

33:34 Ik heb het ook niet omlaag of omhoog zien gaan doordat we bepaalde evenementen organiseerde (CA1 team 5)

35:45 Wat we daarna uit die evenementen halen dat zou beter kunnen (CA1 team 5)

44:32 Het is echt bij de gratie Gods dat het zo vaak goed gaat (CA1 team 5)

25:36 Ik zou zeggen medium (performance rating) Ik denk dat er een groot verschil is in het team tussen hoeveel tijd en energie mensen erin steken (CA2 team 5)

26:32 Actief tracken van acties, is een zwak punt van ons team (CA2 team 5)

26:46 Verantwoordelijkheidsgevoel van ons team moet nog wat worden aangescherpt (CA2 team 5)

27:24 Ik denk dat onze events zeker effectief zijn ik denk dat ze in sommige gevallen nog iets beter kunnen opvolgen (CA2 team 5)

22:56 Daar zijn teveel moving parts die een stukje buiten onze controle gaan. We zijn niet involved in target setting (*niet perse kijken naar targets*) (TL team 5)

#### *Team 6*

27:51 Ik zie het niet als rol van de campus ambassador om uiteindelijk al die graduates naar 'the company' toe te halen daarin is het een schakel maar de grotere machine is toch hoe we ons branden aan studenten hoe wij ons überhaupt als strategie kunnen branden (TL team 6)

31:08 Dat zal een gemengd beeld geven. Ik denk dat ze het leuk vinden om te doen ook in de zin van dat ze ook effect zien van hun activiteiten (TL team 6)

#### *Team 7*

19:54 Over het algemeen denk ik dat we erg constant zijn over de jaren heen, de targets wisselen nog wel eens (CA team 7)

26:37 Ik denk dat de tevredenheid goed is (CA team 7)

23:54 We doen daarvoor ons best [efficiënt met geld omgaan], maar moeilijk meetbaar (CA team 7)

38:52 Heeft het campus ambassador team enkele rol gespeeld in de sollicitatie (TL team 7)

39:28 Die data hebben we niet (TL team 7)

#### *Team 8*

20:49 Geen accountability sommige events dat irriteert mij omdat ik het met minder moet doen (CA team 8)  
24:34 Beroerd (prestatie) (CA team 8)  
36:54 Er is wel ruimte om minder geld uit te geven (package deals maken) (CA team 8)  
37:12 Mensen zijn ook bang he als ze het geld niet opmaken dat ze het dan niet meer krijgen volgend jaar (CA team 8)

#### *Other stakeholders*

26:16 Mijn perceptie is dat er in Nederland niet een team is dat er met kop en schouder bovenuit springt. Waarmee ik bedoel is dat ie als een soort best practice example dient (Marketing stakeholder)  
29:20 Ik denk dat we heel kritisch moeten zijn in wat voor activiteiten de teams doen (Recruitment stakeholder)  
25:08 Uiteindelijk is het budget leidend (Recruitment stakeholder)  
25:40 Inzet vanuit zichzelf en uitgaan van wat de campus ambassadeurs zelf kunnen dat is denk ik meer de toekomst van het model. (Recruitment stakeholder)  
34:45 Het team kan effectiever zijn in after-care (UR 1)  
33:54 Ik denk wel dat ik strenger zou kunnen zijn in de follow-up van evenementen (UR 1)  
34:17 Ik vind dat beide teams het heel goed doen (██████████) (UR 1)  
33:52 Van de evenementen die je doet weten we niet of ze impact hebben (UR 2)  
26:56 Mijn uiteindelijke doel is natuurlijk hires. Maar ik kan ze dat natuurlijk niet aanrekenen, soms heb je geen hire om wat voor reden dan ook (UR 3)  
28:24 Wat ik nu zie: ██████████ is uitermate succesvol (UR 3)  
28:47 Ze hebben de candidate intimacy gewaarborgd (Groningen) (UR 3)  
31:30 Moeilijke context iedereen faalt iedereen sneuvelt. Terwijl ze hartstikke hard werken en het komt er niet. (██████████) (UR 3)

- **Input: Team structure**

#### *Team 1*

1:09 Belangrijkste is de visuele presence van 'the company' op de universiteiten (CA team 1)  
2:07 Onduidelijk wat mijn team is omdat ik vooral met IT-ers optrek (CA team 1)  
3:01 Dat maakt ook de werkprocessen niet heel efficiënt (CA team 1)  
5:54 Wie is dat? (de team lead) (CA team 1)  
8:01 Ik denk dat het team heel groot is (CA team 1)  
11:42 Ik zou het wel fijn vinden als er meer referral zit aan het hele verhaal (CA team 1)  
12:52 Het is een beetje een potje recruitment voor IT studenten, we slaan volledig de plank mis. Bijna vanuit een soort van ongenoegen dat je het gaat doen (CA team 1)  
14:27 Al je in zo'n vereniging actief bent geweest dan is het natuurlijk een beetje old boys netwerk en dan schuif je een beetje geld hier en daar en dan ga je er met zijn alle nog eens uiteten met elkaar (CA team 1)  
45:18 Als je dan toch als eilandjes werkt kun je beter die eilandjes bij elkaar zetten (CA team 1)  
3:31 Maar de echte verantwoordelijkheid ligt bij de university recruiter. Ik denk dat dat soms nog wel eens wordt verward (TL team 1)

7:33 Dat merk ik ook bij een university relation recruiter die soms iets teveel bij de campus ambassador neerlegt en ik heb al een aantal keer terug gehad dat lijnmanagers boos zijn, geïrriteerd zijn en dus letterlijk zeggen je bent teveel tijd aan het spenderen aan campus ambassador activiteiten (TL team 1)  
19:12 Op alle vlakken is het een beetje drijfzand (structuur) (TL team 1)

#### *Team 2*

1:42 Ik heb gewoon het contact met de studievereniging. Ik wil graag goede activiteiten voor beide partijen (CA team 2)  
2:01 Het gaat natuurlijk ook om redelijk wat goodwill en een bepaalde reputatie opbouwen wat niet perse heel serieus hoeft te zijn (CA team 2)  
9:46 Ik vind het een mooi bedrijf en wil graag goede mensen binnenhalen (CA team 2)  
11:09 Veel mensen vinden het leuk om dat contact te houden met Delft (CA team 2)  
11:27 Het is gewoon een heel leuk team, ook gewoon leuk voor je eigen netwerk (CA team 2)  
36:13 Het is een vrijwillig team en een heel erg verdeelt team over het land. Ik denk dat het daarom wel belangrijk is dat je iemand hebt die heel goed dat overzicht kan houden. (CA team 2)  
2:24 Ik probeer de lijnmanagers te overtuigen hoe belangrijk het is dat we campus ambassadors hebben (TL team 2)  
3:08 Het doel is het helpen aantrekken van het juiste talent, het in contact komen met het juiste talent en zorgen dat 'the company' als werkgever op de universiteit een gezicht heeft (TL team 2)  
5:23 Voor haar is dit haar brood en boter (TL team 2)  
4:57 Dat geeft toch een bepaald aanzien (TL team 2)

#### *Team 3*

1:15 'the company' zichtbaar is in ██████████ (CA team 3)  
1:25 Dingen georganiseerd worden zo moet dat bijdrage aan recruitment (CA team 3)  
1:47 Verantwoordelijkheden zou ik samenvatten met de link tussen recruitment en de studievereniging (CA team 3)  
3:57 De senior team lead bedoel je? (CA team 3)  
6:36 Ik denk dat de teamsamenstelling verbeterd is. We zijn uitgebreid, goede vertegenwoordiging van de belangrijke studies. Mensen die zich er echt voor inzetten. (CA team 3)  
8:42 Veel mensen vinden het gewoon leuk om iets naast hun werk te doen. Veel mensen vinden het leuk om contact te houden met hun oude studie en daarvoor in te zetten. (CA team 3)  
10:44 Verbreding die je best wel veel leert (CA team 3)  
27:19 rol team lead zou meer feedback en sturing mogen bevatten (CA team 3)  
1:47 Die naam vergeet ik eigenlijk altijd university recruiter (TL team 3)  
3:53 Als we naar de toekomst kijken willen we gewoon dat er meer mensen gaan solliciteren (██████████) en we willen heel erg werken aan het imago dat 'the company' heeft op de universiteit bij zowel studenten als staf (TL team 3)  
5:34 Ik denk dat het team nog iets te homogeen is (TL team 3)

#### *Team 4*

0:41 Talenten zover krijgen om te solliciteren (CA team 4)

0:54 Het bijdoel is eigenlijk dat we specifiek mensen krijgen voor specifieke rollen, het bijdoel is eigenlijk om de targets te vullen (CA team 4)  
4:11 Die is mij nog niet helemaal duidelijk, ook zonder team lead werkte het team goed (CA team 4)  
4:28 Ik weet niet precies wat zijn doel is, wat zijn target is (TL) (CA team 4)  
8:59 Van mij mogen een aantal mensen wat sneller doorstromen (CA team 4)  
12:14 Je probeert ook het organiseren van leuke events is ook iets wat je terug wilt doen voor je vereniging (CA team 4)  
3:02 Mijn rol is uiteindelijk een beperkte (TL team 4)  
9:50 Belangrijkste motivatie is het plezier erin (TL team 4)  
24:51 Hoe zorgen we ervoor dat zij nog wel beschikbaar blijft voor mensen. Zij is echt wel onderdeel van het succes hier (rol UR) (TL team 4)

#### *Team 5*

2:25 Ik heb nooit meegekregen wat de strategische reden was van de merge (CA1 team 5)  
4:26 Ik zit bij het campus team voor een deel omdat ik het leuk vind om naar ██████ af te reizen. Heb ik niet zoveel zin om ook naar ██████ af te reizen (CA1 team 5)  
18:14 Met name vind ik het heel erg leuk om iets van een band met de universiteit te hebben bij mij ik moet niet overdrijven het is niet dat ik heel trots ben op mijn universiteit maar je vind het toch leuk als er mensen van jou universiteit bij 'the company' komen werken (CA1 team 5)  
19:49 Uiteindelijk doe je het ook om goed talent binnen te halen dat is niet mijn hoofd reden (CA1 team 5)  
0:45 Met stip bovenaan dat er hires komen uit ██████ (CA2 team 5)  
1:00 Ook gewoon visibility creëren en een beeld creëren van 'the company' (CA2 team 5)  
6:52 Ik denk dat het een goede driehoek is. Ik denk dat de campus ambassadors goed moeten weten hoe je ze in kunt zetten. Hoe zet je de teamlead in en hoe zet je de university relation recruiter in en hoe werk je effectief met elkaar samen. (CA2 team 5)

#### *Team 6*

1:15 Mijn rol is dat er plezier in zit (TL) (TL team 6)  
2:51 Activiteiten ontwikkelen die voor beide partijen van toegevoegde waarde (TL team 6)  
15:27 Dat ze zich wat breder ontwikkelen (TL team 6)  
36:10 Met team ██████ gaat het erg goed zegmaar ook al zijn de wisselingen erg snel (TL team 6)

#### *Team 7*

2:17 Dat mensen vroeg of laat in de pipeline enthousiast gemaakt worden (CA team 7)  
4:28 Voor mij is niet helemaal duidelijk wat zijn rol is. Hij heeft wel een goede toevoeging maar ik weet niet of hij specifieke verantwoordelijkheden heeft (CA team 7)  
36:05 Het huidige model fit for purpose zijn per universiteit werkt goed (CA team 7)  
2:17 Ik zie mezelf meer als primus inter pares op dit moment (TL) (TL team 7)  
3:55 We hebben een hele hoop mensen in de flux vervangen, dus we hebben nu weer een relatief jong team (TL team 7)

7:17 'The company' heeft een relatief slechte naam in [REDACTED]. We proberen ook die image building te veranderen (TL team 7)

13:46 Zij is het cement in het team(UR) (TL team 7)

30:16 Ik denk de structuur die we hebben, de manier hoe we het nu doen is heel nuttig (CA team 7)

#### *Team 8*

4:12 Relaties bouwen en proberen delivery te halen (CA team 8)

5:09 Van die begrippen wordt ik ook een beetje kukel (CA team 8)

11:59 Volgens mij lopen mensen veel te lang mee zodat de energie wegloopt ze zijn ook flink gefrustreerd met het HR apparaat (CA team 8)

#### *Other stakeholders*

2:20 Het identificeren van toptalent op hun eigen universiteit (Marketing stakeholder)

2:46 insight informatie delen met recruitment en marketing (Marketing stakeholder)

6:25 Verantwoordelijk dat het team de juiste dingen doet. Is wel een close connection tussen UR en de team lead (Marketing stakeholder)

13:13 Er is een heel groot aantal dat het puur doet uit persoonlijke bevoegenheid enthousiasme om het enthousiasme van 'the company' over te dragen op nieuwe mensen dat zijn naar mijn idee de beste campus ambassadeurs. Het maakt mij niet uit hoeveel ervaring ze hebben of wat ze precies doen want zij trekken er wel weer mensen bij met een andere achtergrond (Marketing stakeholder)

14:27 Er zitten er ook een aantal bij waarvan ik me af vraag waarom ze in hemelsnaam campus ambassadeur zijn want ze hebben nooit tijd en zijn veel minder enthousiast dan anderen (Marketing stakeholder)

39:20 Nu is het soms niet duidelijk waar de verantwoordelijkheid ligt (Marketing stakeholder)

1:46 De 'the company' brand on campus wordt versterkt en ten tweede het identificeren van talent door activiteiten die Campus Ambassadeurs ontwikkelen ofwel in samenwerking doen met ons. (Recruitment stakeholder)

8:12 Wat ik vaak mis in de teams is voldoende body. Zijn de teams groot genoeg? (Recruitment stakeholder)

8:38 Wat je ook mist is het stukje senioriteit (Recruitment stakeholder)

9:08 Ik denk dat de teams een beetje mixed messages hebben over wie doet nu wat (Recruitment stakeholder)

9:25 Ik denk dat de rollen niet altijd even helder zijn dat komt ook omdat niet elke team lead zijn rol even sterk uitvoert. (Recruitment stakeholder)

14:02 Het is vrijwillig maar niet vrijblijvend (Recruitment stakeholder)

1:42 Kunnen helpen in mankracht en vooral dat zij de geloofwaardige partijen zijn voor de studenten. (UR 1)

0:48 Dat ik samen met de team lead het team aanstuur (UR 1)

3:18 Dat betekent op lange termijn relaties bouwen (UR 1)

5:34 Je moet ze voldoende faciliteren. Ik vind mezelf ook gewoon ondersteunend aan het team (UR 1)

8:32 Het liefst zou ik van de team leads nog meer strategie zien (UR 1)

12:04 Ik weet zeker dat de UR's hun rol anders invullen. (UR 1)

12:28 Ik denk dat de CA's de team lead rol kleiner vinden dan dat ik die vind (UR 1)  
12:44 Ik zou meer van een team lead willen zien dan ze nu doen (UR 1)  
4:51 Dat was een beetje moeilijk in het begin. De verwachtingen stonden wel op papier maar die waren nooit echt in de praktijk gebracht vanaf het startpunt. (UR 2)  
11:24 Ik heb heel verloop gehad ook in mijn [REDACTED] team en [REDACTED] team (UR 2)  
13:56 Ook gewoon leuk om andermans geld uit te geven (UR 2)  
1:14 Ik denk dat het belangrijkste doel van de campus ambassadors is het bouwen van een future talent pipeline (UR 3)  
4:38 Ik verwacht van de lead dat ze de strategische directie en de doelen bepalen en dat ze het team accountabel houden en inspireren (UR 3)  
10:01 In [REDACTED] had ik nul vrouwen (UR 3)  
10:50 De mensen die je in je team hebt moeten intrinsiek gemotiveerd zijn (UR 3)

- **Input: Team environment**

#### *Team 1*

19:04 Ik vind niet dat wij die practicalities moeten doen eigenlijk (CA team 1)  
19:09 HR doet het niet dus doen wij het wel (CA team 1)  
21:45 Ik zou nog harder rennen als ik er nog meer waardering voor krijg (CA team 1)  
22:26 Bijna prehistorisch dat we dat niet hebben (*event evaluatie*) (TL team 1)  
25:25 Wat wij doen is team building activiteiten (*beloning*) (TL team 1)

#### *Team 2*

12:54 Wat ik af en toe nog mis is een algemene strategie (CA team 2)  
18:00 Ik vind dat er wel iets gedaan kan worden, hoe wordt het allemaal bekendgemaakt in de rest van de organisatie, hoe belangrijk het is. (CA team 2)

#### *Team 3*

13:14 Het duurt altijd vrij lang voordat je dingen voor elkaar krijgt (bureaucratie) (CA team 3)  
14:04 Wat ik overal om me heen zie is dat lijn managers supporten (CA team 3)  
14:46 De waardering is niet echt gestructureerd (CA team 3)  
10:34 Ik heb nog steeds niet een volledig beeld van wat er allemaal beschikbaar is (*informatievoorziening*) (TL team 3)  
11:48 CA moeten support vooral zelf regelen en balanceren (TL team 3)  
12:24 Welk beloningssysteem? (TL team 3)  
13:02 Even aandacht ervoor, even die persoonlijke indruk (TL team 3)

#### *Team 4*

15:13 Training voor mensen enthousiast maken daar hebben we nog wel wat te verbeteren (CA team 4)  
18:27 Voor mij is het gewoon dat ik het zelf moet regelen, andere werk niet in het geding mag komen (CA team 4)  
13:11 Het wordt toch gezien vaak als hobbyisme (*Support vanuit de business*) (TL team 4)  
13:43 Ik denk dat het te weinig gebeurt (*waardering & erkenning*) (TL team 4)

#### Team 5

- 22:20 Ik vind de informatie voorziening niet vaak goed. Ik vind die vaak reactief (CA1 team 5)
- 22:40 Ik hoor nu al twee jaar dat we IT talent moeten binnen halen en er komt van centraal niveau gewoon heel weinig (CA1 team 5)
- 22:55 Dat vind ik echt schandelijk (*Dat ik zelf een casus heb moeten maken*) (CA1 team 5)
- 23:40 Junior internships daar is helemaal geen informatie over (CA1 team 5)
- 23:52 Laten ze ons weer een beetje zelf het wiel uitvinden (CA1 team 5)
- 25:56 We krijgen een mail van de [REDACTED] er wordt intern een beetje aan recognition gedaan (CA1 team 5)
- 26:21 Daar vind ik eigenlijk niets niks mee (*waardering*) (CA1 team 5)
- 27:15 Verder denk ik niet dat er nu heel veel wordt aangeboden (*training*) (CA1 team 5)
- 40:53 Ondersteuning voor CA teams moet echt beter (CA1 team 5)
- 14:23 Dat ik geen informatie zie behalve de updates van de UR en dan heb je natuurlijk nog de SharePoint die prima is maar het heeft niet veel achtergrond. [vind het wel minimaal] (CA2 team 5)
- 16:03 Ik moet eerlijk bekennen dat ik al een tijdje niet op de SharePoint heb gekeken omdat ik hem dus ook niet heel relevant vind [algemene SharePoint] (CA2 team 5)
- 18:10 Mijn eigen lijnmanagers zijn altijd heel supportive geweest en senior leaders ook (CA2 team 5)
- 19:37 Maar als je verteld ik ben actief als CA dan wordt er toch meestal zo'n beetje schouders opgehaald. (CA2 team 5)
- 20:04 Maar ik denk dat lijnmanagers vaak niet doorhebben en weten wat het nu exact inhoud om CA te zijn. (CA2 team 5)
- 12:20 Die tools zijn echt onvoldoende (TL team 5)
- 12:42 Continu gaan we weer met dezelfde casussen naar de universiteit, dat is gewoon echt schandelijk (TL team 5)
- 14:50 De CA teams worden niet beloond de reward komt er uit voort de skills die je ontwikkeld en het nieuwe talent dat je binnen haalt (TL team 5)
- 16:48 Als organisatie geven we er toestemming voor om er tijd aan te besteden (*beloning*) (TL team 5)
- 40:06 Het schouderklopje en het bedanken dat dat de grootste impact heeft (TL team 5)
- 40:29 De kleine signalen die de grootste impact hebben (TL team 5)

#### Team 6

- 18:17 Geldelijke beloning zou ik ja (*duidelijk geen voorstander*) ik denk meer de zichtbare beloning naar de rest van het bedrijf, dat je laat zien dat mensen hier tijd voor nemen (TL team 6)
- 21:23 Ik vind ons marketing materiaal enigszins ouderwets (TL team 6)
- 21:48 Ik erger me ook mateloos aan stapels papier waarvan we eigenlijk niet weten wat we er mee aan moeten (TL team 6)
- 22:14 Er is een beetje een disconnect tussen het campus ambassador team en HR recruitment die natuurlijk aan het evalueren zijn hoe ze nog effectiever kunnen zijn, maar die wijzigingen komen soms wat abrupt (TL team 6)

#### Team 7

11:19 De website is een beetje chaotisch in de zin dat alles verstopt zit (CA team 7)  
11:45 Heel weinig cases hebben, workshops die we al jaren doen (CA team 7)  
13:52 Die is er niet en die hoeft er ook niet te zijn (rewarding-system) (CA team 7)  
14:10 Ik hoeft er niks voor terug, ik leer er zelf heel veel van, dat is misschien de beloning; de leerervaring (CA team 7)  
14:27 Het is fijn als mijn manager ook te horen krijgt dat het nuttig is wat we doen (CA team 7)  
25:56 Er is meer dan voldoende informatie het gaat meer om de personal touch (TL team 7)  
29:23 Ik hoef geen schouderklopje van mijn baas te hebben (TL team 7)  
30:07 Makkelijk om kritiek te leven en erkenning is altijd een hele mountain waar men overheen moet (TL team 7)  
30:45 Mijn eigen blackspot dat ik die teams af en toe een schouderklop moet geven (TL team 7)

#### *Team 8*

16:14 Gebrekkige SharePoint (CA team 8)  
16:36 Je hoeft het wiel niet opnieuw uit te vinden maak het jezelf zo makkelijk mogelijk (CA team 8)  
18:00 Staat niet op de radar (*visibility business*) (CA team 8)  
28:11 Doe is wat met kerst of met verjaardagen het zit hem niet in geld het zit hem in kleine dingen schijf is een kaart laat de VP daar iets meer aan doen (CA team 8)

#### *Other stakeholders*

16:53 Ik denk dat we hun meer support zouden kunnen geven (Marketing stakeholder)  
17:12 Tegelijkertijd moet het ook duidelijk zijn tot waar de support rijkt (Marketing stakeholder)  
19:24 Hun definitie van support is anders dan onze definitie van support. (Marketing stakeholder)  
21:13 Is niet altijd beseft vanuit het management hoeveel tijd het kost om zo'n team met zoveel wisselende mensen draaiende te houden. Als je zo'n team heel effectief wil maken moet je daar meer tijd in kunnen stoppen vanuit het recruitment (Marketing stakeholder)  
14:22 Ik heb liever geen team dan een team met bad apples dat lang te veel bijsturing nodig heeft  
  
14:49 They have our dying gratitude (Recruitment stakeholder)  
15:19 We thank you for your help and that is it (Recruitment stakeholder)  
17:16 Je moet eigenlijk een ecosysteem bouwen om de campus ambassadeurs heen maar dat doen we eigenlijk niet, het is teveel werk. (Recruitment stakeholder)  
13:52 Het ei van Columbus is nog niet gevonden (UR 1)  
14:01 Elke team heeft zijn eigen SharePoint site. Ik denk dat niemand daar op kijkt. (UR 1)  
14:42 Het is er in principe allemaal wel maar ik denk niet dat er heel veel gebruik van wordt gemaakt. (UR 1)  
19:16 Wat voor bureaucratische rompslomp die arme jongen moet oplossen. Daar wordt je gillend gek van. (UR 1)  
41:15 Je zou de informatie makkelijker en accessibel kunnen maken (UR 1)  
19:11 Toen kwam naar voren dat zijn lijnmanager er heel negatief instaat dat hij in het campus ambassador team zit (UR 2)



16:55 Onboarding van een campus ambassador is iets heel simpels maar gaat vaak niet 100% goed (UR 2)

20:08 Sociale dingen regelen voor de mensen die in het campus ambassador team zitten. Heeft ook met beloning te maken dat maakt die verbinding sterker. Daar kan de team lead ook heel goed in helpen denk ik. (UR 2)

16:34 Is niet heel erg duidelijk. Uit ervaring weten we dat ze daar niet vaak naar kijken. (*Information*) (UR 3)

17:22 De basis is er maar ze kijken er gewoon niet naar (UR 3)

18:08 Ik denk dat ze meer erkenning kunnen hebben (UR 3)

21:11 We framen het ook helemaal niet als een leer oppertunity (UR 3)

21:29 Als je echt serieus bent over je campus ambassador teams en je wilt gewoon dat ze autonoom gaan werken. Dat ze iets meer actief leren (UR 3)

- **Process: Team collaboration**

#### *Team 1*

2:07 Onduidelijk wat mijn team is omdat ik vooral met IT-ers optrek (CA team 1)

3:01 Dat maakt ook de werkprocessen niet heel efficiënt (CA team 1)

8:43 Ergens hoor je bij elkaar maar ergens ook weer helemaal niet (CA team 1)

22:25 We werken niet zo nauw samen dat er conflicten komen dus dan hoeven we die ook niet op te lossen (CA team 1)

31:25 Harde kern pakken ook dingen van elkaar over (TL team 1)

32:29 Innovativiteit zijn we laatste maanden wat meer mee aan de slag gegaan (TL team 1)

24:07 Ik probeer bij hun best practices vandaan te halen (CA team 1)

23:10 Het gebeurt nu nog redelijk random (*Innovatie*)(CA team)

29:53 De dynamiek goed is... samenwerkingsgerichte cultuur (TL team 1)

35:17 We doen nu elk jaar een stapje (*innovatie*) (TL team 1)

#### *Team 2*

19:41 Ik heb nog niet veel face-to-faces meegemaakt (CA team 2)

20:35 Best een hecht team voor het feit dat we overal verspreid zitten (CA team 2)

7:26 Het is niet super belangrijk hoe zo'n team is samengesteld want we noemen het een team omdat ze allemaal vergelijkbare werkzaamheden verrichten maar ze werken niet erg nauw samen en dat is ook niet nodig want ze hebben allemaal hun eigen deel te terrein (TL team 2)

17:17 We gaan niet zitten brainstormen (TL team 2)

#### *Team 3*

17:12 Goede interactie, ik zie wel dat we meer kunnen samenwerken. We zijn los dingen aan het organiseren waar we wel meer samen zouden kunnen werken (CA team 3)

15:43 Het is heel makkelijk om terug te vallen op vaste activiteiten en vaste sprekers

15:06 Terwijl je ook samen kunt kijken, samen voorbereiden in plaats van individueel dan kun je veel meer winnen

25:57 Ik denk dat we nog veel meer zouden moeten samen werken met de verschillende universiteiten teams (TL team 3)

#### *Team 4*

21:38 Tot nog toe hebben we nog nooit gehad dat niemand zichzelf als vrijwilliger opgaf (CA team 4)

22:02 In het organiseren van een event kunnen we wel op elkaar aan (CA team 4)

20:40 Iedereen is wel redelijk committed (CA team 4)

22:25 Ik denk dat er mensen in ons campus ambassador team zijn die elkaar nog nooit hebben gesproken daar zou je misschien wat aan moeten doen (CA team 4)

29:14 Het zijn wel leuke dagen waar je mee bezig bent. Het team zelf vind ik erg leuk (CA team 4)

29:32 Iedereen die uit [REDACTED] komt mag op deze borrel komen (CA team 4)

29:49 Als je iets organiseerd kun je ook rekenen op andere team members (CA team 4)

16:19 Als ik zie hoe mensen elkaar helpen vind ik dat ze dat goed en constructief doen daar ben ik eigenlijk wel heel tevreden over maar zeg je is er echt een hecht close [REDACTED] team? Nee niet echt, we zouden er veel meer tijd in moeten stoppen maar dat is ook niet nodig dus voor de purposes its good (TL team 4)

9:49 Als je soms teammeetings hebt is het niet volledig effectief maar voor mij is dat een aanvaardbaar iets (CA team 4)

32:40 Er kan wat meer integratie zijn tussen alle campus ambassador teams in Nederland (CA team 4)

33:05 Als iets heel goed werkt bij het ene team zouden we het ook moeten proberen in een ander team (CA team 4)

16:12 Dus een echt team daar zijn een aantal dingen niet applicable op (TL team 4)

#### *Team 5*

30:29 Het is een heel gemoedelijke sfeer maar wel professioneel (CA1 team 5)

10:19 Je merkt gewoon sommige mensen er meer energie insteken dan anderen in dat opzicht heb je aan sommige mensen wel meer dan anderen (CA2 team 5)

12:17 Iets meer problemen gehad met aanwezigheid, calls verplaatsen et cetera (CA2 team 5)

23:03 En ik vind dat we teveel in silo's werken (CA2 team 5)

23:06 Ik heb niet echt idee dat ik echt weet waar mij follow CA's mee bezig zijn maar ik denk dat we elkaar nog beter kunnen gebruiken en dus nog beter communiceren en weten waar we mee bezig zijn... we kunnen meer bereiken als we beter samenwerken (CA2 team 5)

24:55 Als ik mensen vraag om mee te gaan naar event of te ondersteunen dan zijn er altijd wel twee drie mensen die hun hand op steken (CA2 team 5)

11:45 Dingen vinden soms in isolatie plaats (TL team 5)

#### *Team 6*

19:41 Ik geef ze altijd feedback wat ik er van vond. Die on the job learning die 70% van wat je leert (TL team 6)

34:45 Een stukje vernieuwing qua activiteiten ook vanuit HR-recruitment zou kunnen komen het is nu wat reactief (TL team 6)

#### *Team 7*

7:18 Als team vullen we de gaten op wanneer dat nodig mocht zijn (CA team 7)  
15:32 Binnen ████████ is er een open, ontspannen rustige cultuur. Als er een probleem is, er altijd wel iemand is die zijn vinger op steekt. (CA team 7)  
16:23 Mensen hebben wat voor elkaar over (CA team 7)  
20:39 Ik denk wel dat we een beter connect tussen de verschillende teams kunnen hebben (TL team 7)

#### *Team 8*

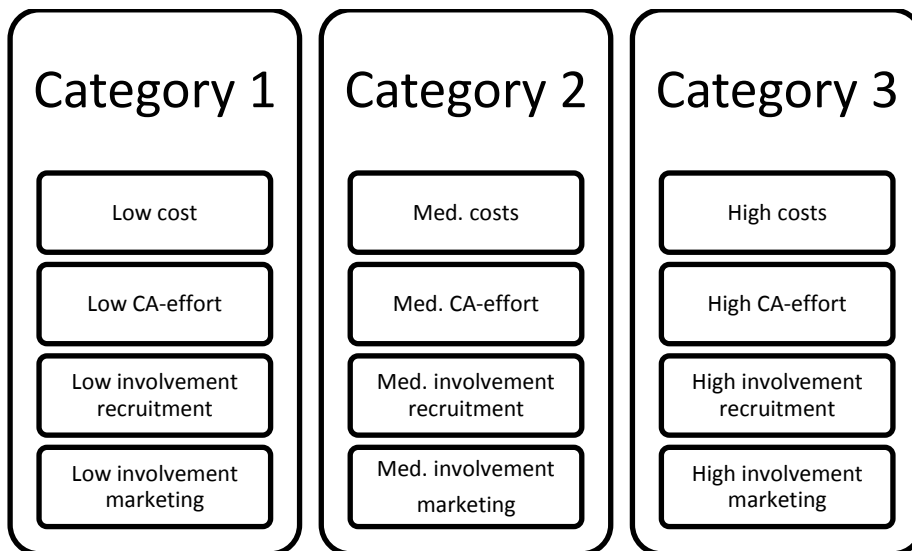
3:01 Die zie ik verder nooit (*Andere teamleden*) (CA team 8)  
3:13 Komen slecht opdagen en klagen een hele hoop (CA team 8)  
13:54 70% van onze groep is niet gemotiveerd (CA team 8)  
32:52 Ik vind knowledge sharing heel belangrijk, ik vind dat er ook heel erg weinig verstand is over de skillpool (CA team 8)  
25:12 Slechte team dynamiek ligt verder op zijn gat er gebeurt niet en ik voel me niet geroepen omdat te doen (CA team 8)

#### *Other stakeholders*

28:06 Het ████████ team werkt heel goed samen en zijn heel loyaal (UR 1)  
23:13 Het ████████ team is hechter (UR 1)  
29:53 Het ████████ team is wat lossier (UR 1)  
31:59 Ik kan niet echt zeggen dat er veel conflicten waren (UR 2)  
23:49 Er was geen team spirit (████████) (UR 3)  
24:15 In ████████ gaat het dan weer super goed. Daar zijn ze cultureel ook iets socialer (UR 3)

## Appendix F: event data

CA Teams	Events per Category					
	2014			2015		
	1	2	3	1	2	3
Team 2	█	█	█	█	█	█
Team 3	█	█	█	█	█	█
Team 6	█	█	█	█	█	█
Team 1	█	█	█	█	█	█
Team 5	█	█	█	█	█	█
Team 4	█	█	█	█	█	█
Team 7	█	█	█	█	█	█
Team 8	█	█	█	█	█	█
Total	█	█	█	█	█	█
Percentage category events to total events	30.82%	47.26%	21.92%	33.54%	48.73%	17.72%



## Appendix G: infographic recommendations



Areas of Improvements	Current State	Proposed Future State
<b>Clear objectives Campus Ambassador Teams (measurements)</b>	Large variety in experienced objectives and no clear effectiveness measurements	Recruitment leadership determines the multi-level objectives and communicates those frequently. When objectives are clear measurements should be designed to measure those objectives
<b>Role clarity and the role of the team lead</b>	Lack of clarity about (leadership) roles and responsibilities	Clear role descriptions, commitment conversations and changing the role of the team lead
<b>Cohesion within teams</b>	Little cohesion because of meeting frequency and because of university based structure	Increase cohesion by experimenting with a IT skill pool team. Clear time investment with fixed change-over moments. A fixed structure of F2F team meetings. Rewarding through budget for yearly team event
<b>Knowledge sharing within and between teams and skill pools</b>	Teams have limited knowledge about what other teams are doing and often even don't know what team mates are doing	Improve cohesion by investing in team building. Improve knowledge sharing by lunch and learns, best practices and by a yearly campus ambassador event

Areas of	Current State	Proposed Future State
<b>Motivation by learning and development possibilities</b>	Almost no structured learning possibilities for CA's while self-development is an important motivational factor to participate as a CA	Create structured learning possibilities and focus more on skill development (better performance and more recognition). Make sure pipeline information and other recruitment insights are shared
<b>Recognition and rewarding</b>	No visibility of the volunteering performance throughout the business. Missing structure of recognition	Create a structure of small but systemized rewards. Make sure the business understands the importance of the CA-teams and work on a broad visibility and recognition within the firm
<b>Clear mission on how to attract the right talent (storyline)</b>	Not enough support and clear messages about how we attract talent. A strong vision of what we are and why people should apply is not available	Create a clear vision. Support CA teams with storylines and train them to spread a clear message. Give them a clear recruitment strategy to work with
<b>Improve tools and communication channels (innovation)</b>	Limited use of tools and communication channels. Not enough support and innovative materials available	Create one clear and easy to use communication channel. Leave room for innovation of the CA's who are closest to the targeted audience. Improve the toolkit and make marketing material more CA friendly