



THE STUDY OF THE RELATIONSHIP BETWEEN TEAMWORK
QUALITY AND PERSONAL SUCCESS OF MEMBERS OF
A SELECTED TEAM OF TPN COMPANY LIMITED

by

SURIYA PRAOPRO

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok Thailand

November 2002

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Examined on : 28 November 2002

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Graduate School of Business
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2002

ABSTRACT

This study was assigned to determine the relationship between teamwork quality and personal success of members of team leaders and agents employed in TPN Company Limited. To answer the research objectives, two independent variables, ie., demographic factors (age, gender, educational level, and number of working years), teamwork quality (communication, coordination, balance of member contributions, mutual support, effort, and cohesion) were used. The dependent variable set for the study was the personal success of members (individual growth, work satisfaction, and learning).

The research reviewed several areas of literature on teamwork quality and personal success of members, theories related to team and teamwork, and new research in teamwork. The population of this study was composed of team leaders and agents employed in TPN Co.,Ltd. A questionnaire survey method was used to collect data from the respondents. The survey was pretest for validity and reliability, using 20 agents.

The findings demonstrated a correlation between teamwork quality and individual growth, shown that there is significant relationship with all variables in terms of communication, coordination, balance of member contributions, mutual support, effort, and cohesion. Effort was the teamwork quality variable that had the highest correlation with individual growth.

The test of correlation conducted to examine the relationship between teamwork quality and work satisfaction revealed that cohesion variable had the highest correlation in the teamwork quality. The test of correlation conducted to examine the relationship between teamwork quality and learning demonstrated that the cohesion variable was also highly correlated with teamwork quality of the agents' learning. The final test, shown that there is a strong significant relationship between respondents' teamwork quality and personal success of members.

These findings led to the recommendations that TPN should put more focus on the interpersonal communication between team leaders and agents. TPN needs to create more effective team building, to hold more team meetings, the top management should provide continuous on- the- job training, and concentrate on ethical principles.



ACKNOWLEDGEMENT

The researcher wishes to recognize and express sincere appreciation to a number of people who offered support and encouragement and contributed to the successful completion of this thesis.

I would like to express my sincere thanks to my advisor, Dr. Patricia Attachariya, for her valuable support, encouragement, time, and patience with my research. I also would like to express my appreciation to Dr. Somprot Sarakosas, Dr. Robert Davis and Dr. Chitipha Ngamkroeckjoti for their significant guidance and valuable suggestions.

My special thanks and gratitude go to the Mr. Prasong Boonman, team leader from Prekaipruek Team of TPN Co.,Ltd, especially team leaders and agents who provide me the data for the survey and cooperation in enabling this study to become a reality.

Another special thanks to Khun Preeda Pasawongse who lights up my idea and supports for Master of Business Administration at Assumption University.

Lastly, all my deepest of gratitude and extremely thanks go to my parents, my younger sister, Miss Malika Praopro, and my boyfriend, Mr. Klaikangwon Boonman for giving me throughout my life and for being a wonderful inducement for me to complete my Master Degree.

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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction to the Study

In order to stay competitive in a global economy, businesses are constantly looking out for strategies that will help them to cope with complexity and competition. Greater dynamism in the economic and social environment has prompted many firms to review their resource deployment and productivity strategies. In this climate, there is a growing realization that the most effective linkage between business activities are forged by people and the way in which they work together in groups is a key concern for management. A team is a group of people who are interdependent with respect to information, resources, and skills and who seek to combine their efforts to achieve a common goal (Thompson, 2000).

Hackman (1987) noted that a team is said to have the following properties: It is a social system perceived to be an entity by its members and by non-members familiar with it, members have some degree of interdependence, a differentiation of roles and duties takes place in the group, and members are collectively responsible for group-level outputs that provide the reason for the group's existence.

Kelly (1995) argued that if the decision making process is effective, it pulls together the skills, knowledge, experience, and opinions of group and produces a solution that is greater than the sum of its parts.

Thompson (2000) mentioned that the development and satisfaction of the individual members is important. Thus, a major criterion of successful teamwork is *individual growth*. Simple stated, teams should represent growth and development opportunities for the individual needs of the members. Human beings have a need for growth, development, and fulfillment. Some teams operate in ways that block the development of individual members and satisfaction of personal needs. In short, members' needs should be more satisfied than frustrated by the team experience. Teams should be sensitive to members and provide opportunities for members to develop new skills. This does not mean that teams, or for that matter, organizations, exist to serve individual needs; rather, successful organizations create opportunities that challenge individual members.

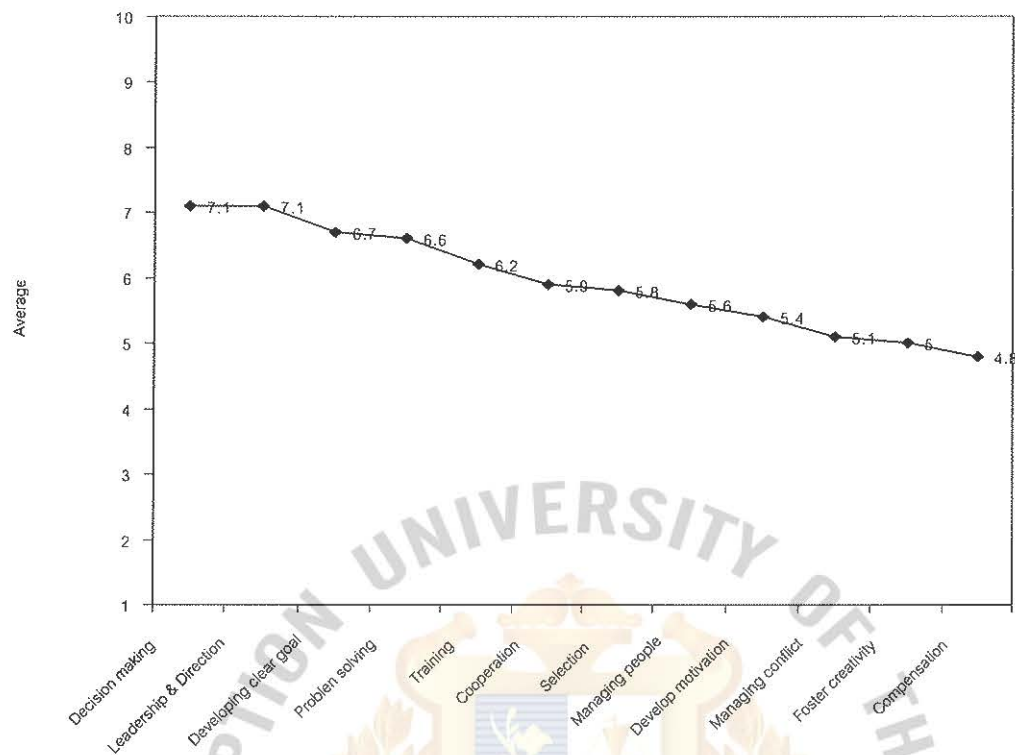
It is not enough for members of a team to be skilled, they also must be motivated to use their knowledge and skills to achieve shared goals. Contrary to popular opinion, motivation is not strictly based on external factors, like reward and compensation. Motivation comes both from within a person and from external factors. People by nature are goal directed, but a poorly designed team or organizational environment can threaten team dedication and persistence.

Kerr & Bruun (1981) identified that public postings make individual team members' contributions identifiable. When each member's contribution to a task displayed where it can be seen by others (e.g., weekly sales figures posted on a bulletin board or e-mail), people are less likely to loaf or slack off, than when only overall group performance is made available. Moreover, Greenberg (1988) said that it is more important for team members to feel appreciated and acknowledged by the

members of their team than by outsiders. There can be serious consequences if people feel they are not valued and respected, so much so that people are more likely to cheat and steal from the organization when they feel they have been unfairly treated.

Steiner (1972) revealed the essential conditions for successful team. The team members must bring adequate knowledge and skill to bear on the task, exert sufficient motivation and effort to accomplish the task at an acceptable level of performance, and coordinate their activities and communication. For teams to perform effectively, members must have the requisite ability, knowledge, and skill to perform the task. This requires that manager appropriately match people with the right skills to the tasks at hand and to the organizational human resource structure itself. An effective team needs people not only with technical skills, but also interpersonal skills, decision-making skills, and problem-solving skills.

According to Thompson's (2000) who conducted a mini-survey of 149 executives and managers from a variety of industries on skill assessment, managers felt most proficient in their decision-making, goal setting, and leadership skills. They felt less proficient about fostering creativity and innovation, managing conflict, and compensation issues. The findings are shown below:

Figure 1.1 Skill Assessments

Source: Thompson,(2000).Making the Team: A Guide for Managers, Prentice Hall, pp.14.

Rationale for the Study

Recently, there are ongoing changes in the nature of work and the workplace both in the private and public sectors in Thailand. Several organizations are in the process of restructuring and greater emphasis is being placed on team quality. The study is conducted on TPN Company Limited which has organized its staff into teams, one such team is Prakaipruek Team and this has its performance and personal success of team members. Therefore, to increase the leverage of individual staff, and to develop their output and contribution to the business, attention to the team quality as well as personal success of team members is needed.

Background of the Company

TPN Company Limited was established in Thailand in 1947 and is a non-life mutual insurance. It is judged as an insurance company whose operations and stability are of a very high standard. In the year 2000, the company had a first-year premium growth rate as high as 172%, equivalent in value to Baht 590 million, had persistency rates as high as 76%, and had a total number of 219,463 policies, representing a total premium of Baht 1,113 million. In addition to the foregoing, the company also had a secure and strong financial base, upon which the company currently had a total registered capital of Baht 629 million and more than Baht 2,821 million in assets (TPN Annual Report, 2000).

In terms of products and other services, the company has developed them continuously so as to ensure they are up-to-date, offer convenience, and speed. As a result, it can satisfy customers to the highest degree. The new products invented and developed by the company are diverse in style and consistent with the current economic situation, available for client's need in three types: Smart Retirement, Saving Plus, and Super Saving. The products are able to supply customers' or the insured's demand through its agents who are knowledgeable, and capable of taking care of customers in the long term

There are 7,500 agents both in the Bangkok area and upcountry. The head office is located in Bangrak district, Bangkok and there are over 50 branch offices upcountry. In this study, the researcher selects only one unit in Bangkok area called "Prakaipruek Team". This team consists of four units: A, B, C, and D, which have

different positions as follows: 1 Vice president, 5 Executive group directors, 18 Group directors, 38 District managers, 76 Area managers, and 228 Agents.

1. 2 Objective of the Study

The general objective of the research is to explore the relationship between teamwork quality and personal success factors of team leaders and agents employed in TPN Company Limited.

The specific research objectives are listed as follows:

- 1) To identify the determinants of teamwork quality.
- 2) To identify the factors related to personal success of team members.
- 3) To examine the correlation between teamwork quality and determinants of personal success of team members.
- 4) To provide a general guideline for the organization in order to increase the quality of the team and the achievement of individual success for its members.

1.3 Statement of Problem

The researcher seeks answers to the following specific questions of the study:

- 1) What are the respondents' perceptions on the determinants of teamwork quality?
 - 1.1 Communication
 - 1.2 Coordination
 - 1.3 Balance of member contribution

- 1.4 Mutual support
- 1.5 Effort
- 1.6 Cohesion
- 2) What are the respondents' perceptions on the factors associated to individual success?
 - 2.1 Individual Growth
 - 2.2 Work Satisfaction
 - 2.3 Learning
- 3) Is there a relationship between the respondents' communication and personal success factors ?
- 4) Is there a relationship between the respondents' coordination and personal success factors ?
- 5) Is there a relationship between the respondents' balance of member contribution and personal success factors ?
- 6) Is there a relationship between the respondents' mutual support and personal success factors ?
- 7) Is there a relationship between the respondents' effort and personal success factors ?
- 8) Is there a relationship between the respondents' cohesion and personal success factors?
- 9) Is there a relationship between the respondents' teamwork quality and individual growth?
- 10) Is there a relationship between the respondents' teamwork quality and work satisfaction?

- 11) Is there a relationship between the respondents' teamwork quality and learning?
- 12) Is there a relationship between the respondents' teamwork quality and personal success of team members?

1.4 Scope of the Research

This study uses a case approach which focuses on agents belonging to the Prakaipruek Team at TPN Company Limited under two variables: teamwork quality is the independent variable, and factors of personal success of team member is the dependent variable.

1.5 Limitations of the Study

- 1) The population of this study consists one selected team, Prakaipruek Team at TPN Company, and may not be representative of the whole population of people in other companies.
- 2) Because the study is based on the insurance business, direct marketing is the channel that is most employed by agents. Most of the agent's time is then used for contracting, serving, and helping his/her clients. Therefore, it might be difficult to have all respondents answer the questionnaire within the given timeframe.
- 3) The data is gathered at only one time during the June 2002. Information gathered at a difficult time could result in different findings.
- 4) The focus of this research is solely on the quality of interactions with teams

rather than team members' activities. This is based on the widespread assumption that the success of work conducted in teams depends on how well team members collaborate or interact with each other.

1.6 Significance of the Study

After the completion of the study, the researcher hopes that it will accomplish the following:

- 1) This study will assist management in providing a better work environment that could enhance the quality of work life and help individuals to increase the quality of teamwork.
- 2) This study will provide a comprehensive understanding of teams in terms of factors that are important to the success of team members.
- 3) The study will investigate a measure of collaboration in teams, thus the company could set up policies or business strategies to help team achieve their objectives.
- 4) The findings can be used as a guide/reference for further study in the teamwork arena.

1.7 Definition of Terms

Prakaipruek Team One of four teams of TPN Company Limited. There are about 400 members both in Bangkok area and up country. This team consists of four units: A, B, C, and D, which have different positions.

Team member An active participant who has a stake in the team's mission, shares responsibility for the team's work, conducts experiments and gathers data before team meetings, contributes information during meetings and represents the team to customers and co-workers (Pokras, 1995).

Team Quality A measurement of collaboration in teams. It consists of communication, coordination, balance of member contributions, mutual support, effort, and cohesion (Hoegl and Gemuenden, 2001).

Communication It provides a means for the exchange of information among team members (Pinto and Pinto, 1990).

Coordination The degree of common understanding regarding the interrelatedness and current status of individual contributions, and also determines the quality of teamwork performed (Hoegl and Gemuenden, 2001).

Balance of member Contributions Every team member is able to contribute all task-relevant knowledge and experience to the team (Hackman, 1987).

Mutual support An attitude held by team members regarding the aura or mood of the team's internal environment. It connotes an atmosphere where the opinions of team member are allowed to emerge, where members are respected by their co-workers, and where

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innovative proactive behavior is rewarded (Rehder & Smith
1986; Vaziri, Lee & Krieger, 1988).

Effort

Norms are defined as shared expectations regarding the
behavior of team members (Levine and Moreland, 1990).

Cohesion

It has been defined as the mutual attract among members of a
group and the resulting desire to remain in the group (Eddy,
1985).



CHAPTER 2

LITERATURE REVIEW

This chapter introduces literature from two fields. The first is the Independent Variable - Teams and Teamwork. The second is the Dependent Variable - Personal Success Factors related to Teamwork.

2.1 Concept on Team

Rasberry & Lindsay (1994) defined a team as a group of two or more people who interact over a period of time and share a common propose. A team meets because of shared goals. One of the best ways to explain how groups become teams is to use an analogy of human hand. A hand is made of four fingers and a thumb. It is a grouping of body parts that performs a variety of functions. When the parts of the hand work together to accomplish a specific task efficiently, they have to function as a team.

Teams are the vehicles for continuous improvement and innovation necessary to remain competitive in today's marketplace. Through teamwork, employees improve the quality of products, and strengthen the way they are organized and work together. But teams must be good for people if they are going to engender the passion and persistence necessary to innovative (Tjosvold, 1994).

Conti and Kleiner (1997) defined a team as having two or more people; has a specific performance objective or recognized goal to attain; and coordination of

activity among the members of the team is required for the attainment of the team goal.

Schermerhorn et al. (1995) defined team as a small group of people with complementary skills, who work together to achieve a common purpose for which they hold themselves collectively accountable. The ability to build effective teams is increasingly considered an essential managerial capacity; the ability to contribute successfully to team performance is increasingly considered as essential capability of any worker. All teams need members who are motivated to actively work with others to accomplish important tasks-whether those tasks involve recommending things, making or doing things, running things. The members of true teams feel “collectively accountable” for what they accomplish through “teamwork”. Formally stated, teamwork occurs when members of a team work together in such a way that certain core values that promote the utilization of skills to accomplish certain goals are represented.

Transfield et al (1998) pointed out that a team can be defined as a group of individuals who share a purpose, occupy a set of interdependent roles, use mutual adjustment as a prime coordination mechanism, and identify with the team and develop emotional attachments to it.

A team is a work group or unit with a common purpose through which members develop mutual relationships for the achievement of goals/tasks. Teamwork, then implies cooperative and coordinated effort by individuals working in the interest

of their common cause. It requires the sharing of talent and leadership, the playing of multiple roles. (Harris and Harris, 1996).

2.2 Concept on Teamwork

McIntyre and Salas (1995) argued that teamwork is important, that teamwork can make or break the effectiveness of the work group, and that teamwork is critical to the performance of the team. The definition of teamwork is a question about the *behavior indicators* of the three facets of the definition of the word *team*: (1) interaction toward (2) common goals, and (3) adaptation to circumstance. In other words, defining teamwork requires an explication of what a team does when it is behaving as a team. They believe that teamwork is a complex of behavioral characteristics. Teamwork as the composite of behavioral indicators of interaction among team members to reach common goals, as well as adaptation by members to the circumstances faced by the team. Essential teamwork behaviors are *performance monitoring, feedback, closed-loop communication, and backing-up behaviors*.

Teamwork means that members monitor one another's performance: The effective team members keep track of fellow team members' work while carrying out their own. Keeping track may mean observing combat systems, to ensure that everything is running as expected, and observing fellow team members, to ensure that they are following procedures correctly and in a timely manner.

Team implies that members provide feedback to and accept it from one another: Feedback is a follow up activity to monitoring and team members feel free to

provide feedback. When team members in the process of monitoring recognize effective performance or ineffective performance by their fellow team members, they pass this information on to their fellow team members. Effective teamwork implies that team member feel free to provide feedback. That is the climate within the group must be such that neither rank nor tenure stands as an obstacle to team members' providing feedback to one another. This kind of freedom is the ideal and is characteristic of high-performing teams. The highest level of teamwork implies the existence of free-flowing feedback.

Teamwork involves effective communication among members, which often involves closed-loop communication: the team communication refers to the exchange of information between a sender and a receiver. It is logical to assert that teamwork involves the exchange of information from one team member to other team members. In one sense, the term close-loop communication defines the exchange of information that occurs in any successful communication. In another sense, closed-loop communication describes something particularly important about decision-making teamwork. In order for information to be exchanged successfully in the context of simultaneous information flow, particular skill is required of the sender to ensure that the information is received as intended. Closed-loop communication involves the following sequences of behavior: (1) the sender initiates the message; (2) the receiver accepts the message and provides feedback to indicate that the message has been received; and (3) the sender double-checks to ensure that the *intended* message was received.

Teamwork implies the willingness, preparedness, and proclivity to back fellow members up during operations: A team's performance monitoring and feedback are necessary conditions of teamwork. The ingredient required for teamwork is truly manifest in itself: back-up behavior. Better teams are distinguished from poorer teams in that their members show a willingness to jump in and help when they are needed, and they accept help without fear of being perceived as weak. Over and over again, team performance depends on knowing one's job.

Two other characteristics of teamwork that can be thought of are *attitudinal* indicators of interaction toward common goals, and adaptation to circumstances. With this background, the principles pertinent to the enabling values can be presented.

Teamwork involves group members' collectively viewing of themselves as a group whose success depends on their interactions: The first attitude is best understood as a value shared by team members and pertinent to their membership in the team. It is the team's awareness of itself as a team. Each member of the team views themselves, when performing within the context of the team task, as the team player, as part of the team; that is, he/she sees the team's success as taking precedence over his/her individual performance. Members of effective teams view themselves as connected team members, not as isolated individuals working with other isolated individuals. Effective teams consist of individuals who recognize that their effectiveness is the team's effectiveness, which depends on the sum total of all team member's performance.

Teamwork means fostering within team interdependence: A team has been defined as a group of people who interact interdependently. Team implies that the subtasks performed by the team members are interconnected. This means the following: (1) the degree of success on the overall team task depends on the degree of success on each of the subtask, and (2) the degree of success on one task is determined by success on the other subtasks.

A distinction must be made between the actual interdependence of subtasks comprising the team and an attitude of interdependence among team members. The latter term refers to the degree to which each team member recognizes that his or her success depends on the success of others. The attitude of interdependence held by a team member is akin to role clarity in the sense that it involves understanding one's own team function in relation to others' team functions. Fostering team interdependence, then means the team's adopting the value that it is **not** only appropriate but essential for each team member to depend on every team member to carry out the team's mission, on the basis of the actual interrelatedness of the subtasks comprising the overall team task. Regarding this principle, effective teams not only have an awareness of the importance of their roles, but also put this into action by fostering within-team interdependence.

Teamwork is characterized by a flexible repertoire of behavioral skills that vary as a function of circumstances. The effective teams show the ability to alter their behavior as different situations dictate. A commonly cited characteristic of effective team is cohesiveness. Parker (1990) argued that there should be a balance between process behaviors that build and maintain the team (that is, cohesiveness) and

activities that promote the completion of basic team tasks. Parker's point is that the effective team exhibits production-oriented and people-oriented skills. In certain circumstances, teams display production-oriented behavior in preference to cohesiveness.

Teams change over time. It has critical implications for team training. The degree to which they change seems to be determined in part by the degree to which the team members have worked together as an intact team. Teamwork not only changes but also develops over time.

Clearly, the fundamental aspect of teamwork – performance monitoring, feedback, closed-loop communication, backing-up behavior, team awareness, and within team-interdependence- improve over time through experience, practice, and training.

2.3 Theories related to Team &Teamwork

Drew and Thomas (1996) presents a new study of team management practice, and the corporate objectives served, in a broad cross-section of organizations in the United Kingdom. The results showed that the three current objectives apparently most served by teamwork are revealed as delivering customer satisfaction (77 percent), achieving total quality (74 percent), and overcoming departmental barriers (65 percent). The objectives least served by teamwork include internationalizing the business (25 percent), and allocating roles and responsibilities (21 percent).

The above survey reveals that firms also expect to pay considerably more attention to developing closer relationships with suppliers through team (55 percent) – indicating a major concern with supply chain management and logistics. A significant increase in the use of teams for this objective is expected indicating likely major changes in the way in which new products, services and processes will be launched in future.

According to Ingram (1996), team working is a disciplined and focused way of working, which may be described by the following characteristics:

- *Relationships*: Teamwork through face-to-face relationships between people in specifically formed groups.
- *Social*: People like to aggregate in groups, and teams represent units of social interaction and potential sources of satisfaction at work.
- *Culture*: Effective group, including teams, generate their own rules, procedures and culture. The term “groupthink” described those shared values and opinions that can be a source of innovation or may act as a barrier to organization change.
- *Purposive*: Team members interact with one another for the purpose of performing to attain common goal. A common source of team failure is that team members interpret the task in different way, so that outcomes or methods are not clearly apparent to the whole team.

It is also a delicate process which needs to be nurtured carefully in a supportive organizational climate which employees participate, communicate well, and work to unwritten codes of conduct in an atmosphere of trust and fun.

Borrelli, Cable and Higgs (1995) developed a team survey of companies in all industry sectors. Both private and public companies were invited to take part this survey. Twenty-eight firms agreed to participate, resulting in 270 questionnaire responses. Initial results found that both single site and smaller teams were more effective. The diverse teams were also shown to be more effective. Diversity was being classified as mixed sex, age group, and nationality. No difference was found between all- male or all female teams, showing they can both be equally effective.

There are nine factors related to team effectiveness as follows:

- (1) **Team balance** - the team has resolved the tension between individualism and mutualism to form a collective partnership based on respect for all members.
- (2) **Leadership** - the leader strengthens commitment and morale, encouraging individual development, and clearly communicates roles and responsibilities.
- (3) **Team to team** - the team interacts effectively with other teams, functions or individual who impact on the achievement of team goals.
- (4) **Overcoming hurdles** - dependence on external bodies and /or dominance by individuals within the team is not allowed to hinder achievement of objectives.
- (5) **Autonomy** – the freedom and opportunity to influence the direction of the team and the achievement of goals related to team objectives.
- (6) **Shared understanding of goals** – clear understanding of the roles, responsibilities, objectives and targets of the team.
- (7) **Recognition** – individual contributions to the team, as well as contributions to the company are fairly acknowledged and valued.

- (8) **Reward** – pay and progression in the company are related to the achievement of both the company and the individual.
- (9) **Full circle feedback** – regular feedback is received from team leader, colleagues, peers, and client/customers.

No single one of these factors was shown strongly to affect team effectiveness on its own. The results are further complicated as each of the factors was shown to be dependent to an extent on the absence or presence of the other factors, as shown in Figure 2.1 below:



Figure 2.1 Links between the Nine Team Effectiveness Factors

Source: Borrelli, G. Cable, J and Higgs M, (1995). Team Performance Management, Vol.1 No.3.

Katzenbach and Smith (1993), contributed the following factors for team success:

- **Goals:** all teams exist to achieve a goal. It is important to remember that the goal, whether it be improved customer satisfaction, increased sales, better morale or higher quality production, becomes the glue to bind a team together: this suggests

that teams cannot succeed without a shared purpose; yet more teams than not in most organization remain unclear as a team about they want to accomplish and why.

- Upper management support: another key to a team success is to have unconditional support from upper management. Without it, the team will be doomed to failure because team building takes time, and management must support it, so as to accomplish its tasks. However, managers are sometimes threatened by the team, and may not give credit where credit is due, to the team: In other words, they fail to realize that their own involvement in team activities will promote trust and co-operation between them and their subordinates and will enhance their own reputation as effective managers.

- Challenge: will further bind a team into cohesion. When a team is faced with a challenge, each participant will start to feel needed and important to the group. It is this challenge that will force the group into defining roles for itself. Another result will be incentives that inspire a group to strive towards the common goal. Generally, the incentive will stem from management and will garner their leader's support. Without incentives a team will usually fail.

- Rules: will play a critical role in defining how the team will interact and work together to accomplish the means to an end.

- Commitment: is the team leader's responsibility to inspire this commitment from his/her group members. Each person will be judged by their abilities and desires to conform to the group's rules. As the members learn to work together and assume responsibility, a bond will form and greater achievements become possible.

- Developing a team: activities are expected to be undertaken, including specific objectives to be achieved or strategies, recommendations or analysis to be performed and the establishment of a sense of urgency.

- Amount of time spent together: This is especially vital in the beginning. Time must be both scheduled and unscheduled. It is the collaborative efforts in the intermediate steps that can tremendously improve a team performance.
- Participation: the group can only achieve high goals if all members participate and express their varying opinions.

According to Kleiner and Conti (1997) the following problems that surfaces is the crucial part of ensuring the effectiveness of teamwork:

- Work structure: standardization of work activities. A change in organizational structure is essential in fostering good teams.
- Keeping sight of their goal: individualism plays a big part in this problem. Control issues, political issues and individual agendas can blur the team's vision.
- Groupthink and analysis paralysis: the ultimate conformity that stifles creativity and individual input. Analysis paralysis is the condition of a group in constant conflict with many opposing views that do not allow for a group decision.
- Lack of visible support and commitment from top management: deficiency seriously interferes with the morale of the team. The team's perception that is seldom taken into action can foster bad feelings.
- Lack of training: achieving cohesive teamwork requires specific learned and inherent skills. Learning the skills and understanding the important characteristics of cohesion can facilitate a group's positive work experience.
- Culture barriers and communication problems: deter group cohesion. Sensitivity to the culture is essential in understanding their motivation. Healthy, clear communication keeps all members up to date and involved in the team's work.

Kleiner and Conti (1997) also recommended the set of tools that help to improve teamwork which help teams understanding and improve workflow within a function. They described teamwork that involves all team members having the same clear goals helps considerably. Team spirit, or the sense of loyalty and dedication, brings together a group of individuals and develops a team committed to its goal. The personal involvement of each member enhances the commitment. A simple activity that can help develop team spirit is to ask each team to write its own mission statement.

Another concept important for successful teamwork is developing clear and elevated goals. Understanding a goal gives an individual the ability to believe in it. The clarity of the goals allows members to communicate them and visualize the potential results. Clear and elevating goals also keep teams focused, thus avoiding the divisive potential of political issues and individual agendas. Essential to effective teamworking are the members themselves. Carefully selecting component team members is one factor that accounts for the success of a team. In order to bring together good team members, and organization must create a job analysis that describes the behaviors, technical knowledge, skills and motivational traits that would constitute a successful performance (Kleiner and Conti, 1997).

An important concept that relates to developing individuals is training. Inadequate training can hinder teamwork. Training can be organized to address three categories of skill; *job skills* – basically include all the technical knowledge that is necessary to do the job; *team / interactive skills* – encompass all the interpersonal and

communication skills that help member become more effective; *quality/action skill* – involve identifying problems and developing recommendations for improvement.

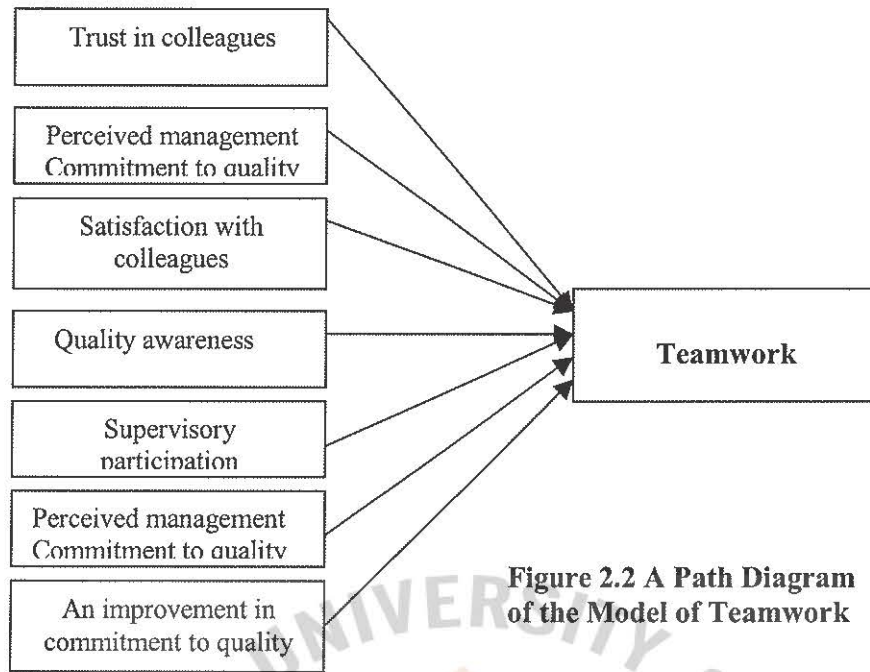
Robbins and Finley (1997) described the following factors keep teams from working - leadership failure, faulty vision, toxic teaming atmosphere, communication shortfalls, rewards and recognition, depleted trust, and change issues.

The concept of teamwork may be viewed and interpreted as having two interrelated dimensions. It has been used to describe the collaborative activity of individuals. At this level, teamwork may be used to describe a characteristic of the group: the extent to which there is co-operative interaction within the group. This notion of co-operative interaction within the group is predicative on an individual's attitude towards the group, in other words, his/her team orientation.

Consequently, a definition of teamwork would have to include elements of perceived teamwork within the group and an individual's team orientation. The definition used here includes both elements of a strong identification with the work group, a willingness to exert effort on behalf of the work group and a perception that other work group members encourage teamwork. The first two elements tap an effective and a behavioral dimension of an individual's team orientation. The third element taps teamwork as a characteristic of the group from an individual member's perception; that is, the extent to which the individual perceives teamwork to be encouraged by other members (Robbins and Finley, 1997).

According to such definition, seven main factors are hypothesized as directly affecting teamwork.

- Trust in colleagues: a belief that co-worker would assist the individual should the need arise and individual's confidence in the ability of his/her co-workers. High trust level would be positively associated with factors such as working relationship/interpersonal closeness and team cohesiveness.
- Perceived colleagues' commitment to quality: if an individual believes his/her co-worker will help them out, he/she, in exchange, will be more likely to have a team orientation and perceive others, through their helping behavior.
- Satisfaction with colleagues: is a consequence of the first two variables.
- Quality awareness: the awareness of the consequences of one's own action, the importance of the quality of one's own work and of continuous improvement for the success of the organization.
- Supervisory participation: participative style of the leader who emphasizes and values teamwork and the involvement of group member is likely to shape an individual's team orientation and perception of teamwork within the group.
- Perceived management commitment to quality: placed on management's commitment to teamwork values as it portrays to organizational members what is importance and signals the attitudes and behaviors that are valued.
- An improvement in general commitment to quality in the organization: reflects an individual's perception of a change in the cultural emphasis or value given to quality within the organization (Coyle-Shapiro, 1997).



**Figure 2.2 A Path Diagram
of the Model of Teamwork**

Source: Coyle-Shapiro, J.(1997). Team Performance Management, Vol.3 No.3, pp.50-161.

2.4 New Research in Teamwork

Romig (1996) presented the model called C to the 5th or C5, provide a new definition of breakthrough teamwork. The first level of performance improvement that happen as a workgroup goes through Structure Teamwork development is the increase in the frequency and quality of the **communication** among group members. A primary rule of breakthrough is that for a team to create the breakthrough idea, the members must have a lot of ideas. Some ideas will not be useful. But the expression of the ideas must always be reinforced by good listening and communication. Good communication becomes the foundation for breakthrough teamwork.

After communication has improved, teams experience a noticeable improvement in **cooperation**. Team members begin asking for and offering help as they work with co-workers or even the supervisor to offer their help because they want the team to achieve its goals. This willingness to ask for and give help produces geometric gains, which result in breakthrough teamwork. The challenge is to reduce cycle time implementing cooperative solutions and actions.

The third level of C5 teamwork is **coordination**. Coordination can occur when informally throughout the workday individual contributors communicate and give assistance to each other. Coordination, as the next level of teamwork, requires more structure and planning. Coordination is the “planful” fitting together of each person’s work responsibilities and actions so that higher, more complex goals can be rapidly and fully achieved, and less complex goals can be achieved more easily. Coordination requires excellent team goal setting, work planning, team decision-making, and conflict management.

The next characteristic teams develop is **creative breakthrough**. Team breakthroughs are no accident. Many employees think of breakthrough ideas. The problem is overcoming the inertia barrier to action. Team will support breakthrough when they participate in creating them and implementing them.

Creative breakthrough provides accelerated improvement **Continuous breakthrough** has been established when the organization effectively increase the empowerment of the team. A breakthrough is different from an improvement, and continuous breakthroughs are different from continuous improvements. Continuous

breakthrough requires a supportive organization and a proven methodology of organizational change and development.

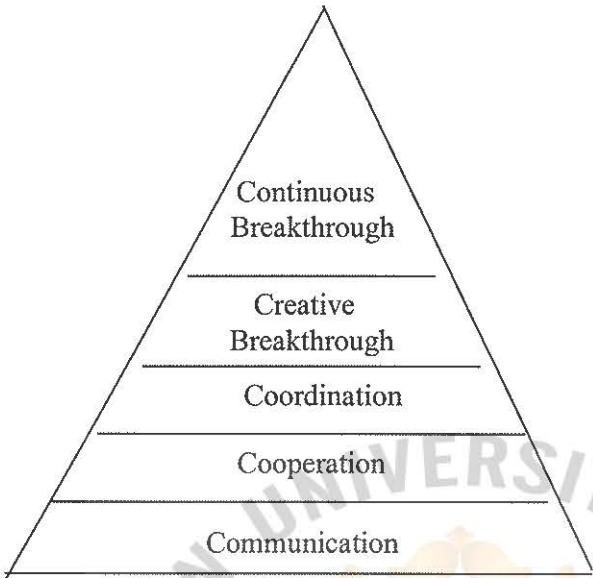


Figure 2.3 Teamwork Model

Source: Romig, D.A.(1996), Breakthrough Teamwork: Outstanding Results Using Structured Teamwork, Irwin Professional Publishing.

Based on the various literature reviews above, the researcher summarizes factors associated with teamwork quality as shown in Table 2.1 below:

Parker(1990)	Katzenbach&Smith (1993)	Borrelli et.al (1995)	McIntyre & Salas(1995)
- Clear purpose	- Goals	- Team balance	- Monitor one another's performance
- Informality climate	- Upper management support	- Leadership	- Feedback
- Participation	- Challenge	- Team to team	- Effective communication
- Listening	- Rules	- Overcoming hurdles	- Back up behavior
- Civilized disagreement	- Commitment	- Autonomy	- Team's awareness
- Open communication	- Development a team	- Share understanding of goals	- Team's interdependence
- Clear roles & work assignment	- Amount of time spent together	- Recognition	- Cohesiveness
- Shared leadership	- Participation	- Reward	- Change
- External relationship		- Full circle feedback	
- Style diversity			
- Self-assessment			

Roming (1996)	Kleiner & Conti(1997)	Robbins & Finley (1997)	Shapiro (1997)
- Communication	- Goals	- Leadership	- Trust
- Cooperation	- Team spirit	- Vision	- Perceived colleague's
- Coordination	- Communication	- Atmosphere	commitment to quality
- Creative breakthrough	- Carefully selecting	- Reward & Recognition	- Quality awareness
- Continuous breakthrough	component team	- Trust	- Supervisory Participation
	members	- Change	- Perceived management
	- Training		commitment to quality
			- Improvement in general
			commitment to quality
			in the organization

Table 2.1 Factors associated with team quality

2.5 Key Determinants of Independent Variables: Teamwork Quality

2.5.1 Communication

The most elementary component of teamwork quality is the communication within a team. Communication provides a means for the exchange of information among team members (Pinto and Pinto 1990). The quality of communication within a team can be described in terms of the frequency, formalization, structure, and openness of the information exchange.

Frequency refers to how extensively team members communicate, for example, time spent communicating. *The degree of formalization* describes how spontaneously team members are able to converse with each other. Communication that requires a large amount of preparation and planning before it can occur, for example, scheduled meetings, and written status reports is considered more formal,

whereas spontaneously initiated contacts, for example, talks in the hallway, quick phone calls, and short e-mails, constitute informal communication. In addition, it is important to the quality of collaboration in teams that team members be able to communicate directly with all other team members (communication structure) because the exchange of information through mediators, such as team leader, is time-consuming and a possible cause of faulty transmission.

Apart from frequency, formalization, and structure, it is critical to teamwork quality that members share their information *openly* with each other (Gladstein 1984; Pinto and Pinto 1990). A lack of openness within a team, for example; holding back important information, hinders the most fundamental function of teamwork, namely the integration of team members' knowledge and experience on their common task.

Weiss (1993) mentioned that communication is a key ingredient in any effective team - openly, directly, and honestly - within the group and with others outside the group. If people within the team do not talk to each other, teamwork and productivity suffer.

Steps for encouraging dialogue are as follows:

1. Actively listen without diverting attention to yourself.
2. Accept advice and give it only when solicited or when appropriated.
3. Be candid, and accept candor.
4. Become conscious of nonverbal behavior-your own, as well, as that of other people.
5. Manage your own way of speaking; be clear, be complete, but also be concise and to the point.

6. Provide information, and accept information from others including give them credit for it.
7. Be patient with and encourage disagreement.
8. Express feelings appropriately, and acknowledge other people's.

Communication is viewed as fundamental and essential for teamwork to occur. Each discipline has important information to communicate regarding the nature of problems and needs of the person being served. Information is based on formal and informal assessment procedures, observation, research, and professional experience. Each discipline has a somewhat different and sometimes unique perspective regarding the effects of these problems on the client and the family. Only when complete information from all disciplines is brought together can one understand the complexity of the problem being faced. Most teams spend the vast majority of their time engaging directly in some form of communication. The issue of communication is a very broad area, but here, we focus on the relevance of effective communication to successful team operation (Thompson, 2000).

Montebello (1995) proposed that the most frequently occurring and difficult-to-manage barrier to effective teamwork is the breakdown of team communications. Effective teams work through the breakdowns and develop open communications. Ineffective teams let communication problems produce undue stress and tension among team members that lowers productivity.

Communication effectively means that communications are relevant and responsive.

- Relevant communication is focused, concise, and task-oriented.

- Responsive communicating involves a lot of give-and-take – there’s a lot of probing, listening, and building upon ideas and views of others.

Communications that are relevant and responsive result in:

- Better teamwork relationship – team members develop satisfying and rewarding interpersonal relationships.
- Greater productivity – The team gets important information on the table, analyzes and considers it, then uses it to make decision, solves problems, and gets the job done.

Parker (1990) described in his writing that communication is the critical one of team-player styles. A communicator is a process-oriented member who is an effective listener and facilitator of involvement, conflict resolution, consensus building, feedback, and the building of an informal, relaxed climate. Most people see the Communicator as a positive “people” person.

2.5.2 Coordination

The degree of common understanding regarding the interrelatedness and current status of individual contributions also determines the quality of teamwork performed. While teams must work together on fundamental aspects of a common task, many activities in the task process should be delegated to individual members working on parallel subtasks.

One important component of the quality of collaboration in teams is the harmonization and synchronization of these individual contributions (Tannenbaum et al 1992, Larson and Schaumann 1993, Brannick et al, 1995). To do this effectively and efficiently, teams need to agree on common work-down structures, schedules, budgets, and deliverables. Thus, coordination means that the teams have to develop and agree upon a common task-related goal structure that has sufficiently clear subgoals for each team member, free of gaps and overlaps.

Tacit coordination is the synchronization of members' actions based on assumptions about what others on the team are likely to do. This is important because task-oriented groups rarely discuss plans for how to perform their tasks unless they are explicitly instructed to do so (Hackman & Morris, 1975). Team members' attempts to coordinate tacitly begin prior to interaction. Evaluating the competence of the other team members can be difficult, however. Claims of personal competence by coworkers cannot always be trusted, because they may reflect members' desires to impress one another (Gardner, 1992). Accepting coworkers' evaluations of one another's competence can be risky as well because these secondhand evaluations are based on limited information (Gilovich, 1987) and may reflect impression-management efforts by the people who provide them (Cialdini, 1989). Knowing who is good at what, is valuable for a team because it can improve the team's performance in several ways; for instance, it becomes easier to plan activities so that the people most suited for a particular task actually become responsible for that task. Similarly, coordinating actions and dealing with unexpected problems is easier when team members know who is good at what.

2.5.3 Balance of Member Contribution

It is important to the quality of teamwork that every team member is able to contribute all task-relevant knowledge and experience to the team (Hackman 1987, Seers et al.,1995). This is especially critical for teams with innovative tasks because they often consist of members whose expertise is in different functional area- R&D, marketing, finance, and others.

It would defeat the purpose of such cross-functional teams if some team members could not bring in their view and ideas because others were dominating discussions and decision making processes. Therefore, it is considered essential to teamwork quality that contributions to the team task are balanced with respect to each member's specific knowledge and experience. While not everyone must bring in, for instance, the exact same number of ideas, no one should be limited in presenting and contributing relevant knowledge to the team (Hoegl and Gemuenden, 2001).

Fisher (1980) talks about the dangers of *groupthink* and explains that this phenomenon occurs when groups try to use consensus or arrive at a conclusion by skipping certain steps in the decision making process. Groupthink stems from a variety of factors, including fear of confrontation, fear of creating disharmony within the group and being subjected to group disapproval, lack of interest in the topic or task at hand, or a feeling that suggestions or work efforts are not appropriated. These concerns can usually eliminated by using cooperative learning techniques as the group works toward goal achievement. For example, pairing team members with a group to work on certain assignments that relate to the total group project, promotes a

sense of security and mutual support between group members, further reinforces the need for teamwork and consensus, and improves the opportunities for critical and creative thinking. Team facilitators can promote member morale by showing appreciation for individual contributions to the overall team effort, the facilitator makes members feel that they are valued and their work is important and appreciated.

2.5.4 Mutual Support

Building on the work of Tjosvold (1984,1995), finds that mutual support among team members is an essential component of teamwork quality. The intensive collaboration of individuals depends upon a cooperative rather than a competitive frame of mind. Without questioning the motivational potential of competition in the case of independent individual tasks, Tjosvold argues that, for interdependent tasks, mutual support is more productive than are the forces of competition. Thus, team members working on a common goal should display mutual respect, grant assistance when needed, and develop other team members' ideas and contributions rather than trying to outdo each other. Competitive behaviors in a team lead to distrust and frustration, whereas mutual support fosters the integration of team members' expertise and is, therefore, a critical aspect of the quality of collaboration in teams.

Murphy and Bergman (1992) argued that high-performing groups and make some specific observations about productive group behavior applicable to business that members try to build consensus as soon as possible. In reaching consensus, it is important to build mutual respect among group members for their worth as individuals and for their contribution to the group effort. Reaching consensus does not

mean total group agreement, but it does mean the willingness on the part of each group member to accept the group's decision and support it.

Zander (1982) and Schmuck and Runkel (1988) investigated some characteristics to high-performance groups that trust and mutual respect exist among group members, with meetings conducted in a collegial atmosphere. Discussions reflect a genuine concern on the part of each member to accomplish the task, and there are no hidden agendas or fear of reprisals for expressing true feelings.

Kessler (1992) noted that breakdowns generally occur when people lack necessary interpersonal skills and /or group managerial skills. The most frequent causes of group breakdowns result from lack of trust among team members, poor communication and listening skills, and confusion as to the exact roles members are to play within the groups.

Katzenbach and Smith (1993) related how facilitators can provide the crucial atmosphere of trust and openness so that group process skills, such as problem solving and decision-making, can come into play.

- Having “no sacred cows”. Each member is expected to make significant and constructive contributions with the idea that each member's contribution is as valuable as another. Free thinking is encouraged and no topic or proposed solution is taboo.
- Having an understanding that all that is expressed in the group setting is confidential.

- Having discussions center on facts. Facts and research are objective data, and using this type of focal point for discussion provides team members with concrete information upon which to base their opinions. Being on safe ground always stimulates open reflection and opinion.
- Having group members respond with constructive criticism or constructive observations. Again, criticism should be based on facts, not personalities. Observations based on facts are hard to refute and lessen the chances of emotional outbursts aimed toward individual personalities.
- Having group members share their experiences with the group. Showing the private self involves risk taking. Sharing personal experiences with each other builds trust and, over time, interpersonal trust yields self-disclosure and provides the atmosphere needed for risk taking.

2.5.5 Effort

Norms are defined as shared expectations regarding the behavior of team members (Levine and Moreland 1990, Goodman et al. 1987, Helfert 1998). While such shared expectations can exist for every kind of observable behavior in teams, norms regarding the effort of team members are of particular importance to teamwork quality. Workload sharing and prioritizing of the team's task over other obligations are indicators for the effort team members exert on the common task (Hackman, 1987). To achieve high teamwork quality and avoid conflict among team members, it is important for everyone in the team to know and accept the work norms concerning

sufficient effort. A uniformly high level of effort by all team members is primary to the quality of collaboration.

Hackman and Morris' (1975) system models showed that group performance effectiveness is influenced by the nature of outputs: members' skills, status, the task design, and group norms, the use of members' skills, appropriate task performance strategies and member effort.

2.5.6 Cohesion

Cartwright (1968) mentioned that team cohesion refers to the degree to which team members desire to remain on the team. Several forces play a part in a person's desire to stick with the team. In their meta-analysis including 49 empirical studies, Mullen and Copper (1994) distinguish between three forces of cohesion (1) interpersonal attraction of team members, (2) commitment to the team task, and (3) group pride-team spirit. High teamwork quality can hardly be achieved without an adequate level of cohesion. If team members lack a sense of togetherness and belonging, if there is little desire to keep the team going, then intensive collaboration seems unlikely. An adequate level of cohesion is necessary to maintain a team, to engage in collaboration, and thus to build the basis for high teamwork quality.

Katz and Kahn (1978:423) noted " The great advantage of the cohesive group is that its members can find in group responsibility and group achievement satisfaction for their individual needs for self-expression and self-determination, as well as affiliation". Seashore (1997:10) has linked social integration and cohesion to

such ideas as “group pride”, “team spirit”, and “teamwork”. Members of socially integrated group experience higher morale and satisfaction and, most importantly, exhibit greater efficiency in the coordination of tasks.

In cohesive top management teams, members are attracted to the group and presumably want the group to be successful, and they therefore work harder to help the groups solve problems (Goodacre, 1951; Berkowitz, 1954). Shaw and Shaw (1962) found that highly cohesive groups devoted more time to planning and problem solving and that group members followed the established plan, whereas members in low-cohesion groups were hostile and aggressive; they tested each other immediately and did no preliminary planning.

However, Janis (1972) has noted that cohesion can lead to high quality decisions and high performance when teams establish a norm for critical appraisal. Such a norm is very likely in high-velocity environments, where efforts to preserve group unity, at the expense of critical appraisal, will lead to a reactive and slow-responding organization.

This is the behavior of members, which maintains the group cohesiveness as a working unit and affects its morale. A central issue in this regard is conflict resolution and utilization. High team maintenance is evident by demonstrations of individuals caring for one another, or the amount of encouragement offered. Maintenance is also manifested in supportive ways with warm feelings, friendliness, as well as a certain amount of acceptance, sharing and recognition offered to one another. Some group participants contributes to this maintenance process by being sensitive to others’

mood, by harmonizing or reconciling differences, by reducing tensions, or getting the members to explore positions and feeling on an issue. Others do it through negotiations and compromise, admitting errors or practicing self-discipline in the interest of group cohesion (Harris and Harris, 1996).

Schermerhorn et al, (1995) stated that cohesiveness tends to be high in groups or teams whose members are homogeneous in age, attitudes, needs, and backgrounds. It is also high in groups of small size, where members respect one another's competence, agree on common goals and work on interdependent tasks. Cohesiveness tends to increase when groups are physically isolated from others, and when they experience performance success or crisis.

Persons in a highly cohesive group value their membership and strive to maintain positive relationships with other group members. In this sense, cohesive groups and teams are good for their members. In contrast to less cohesive groups, members of highly cohesive ones tend to be more energetic when working on group activities, less likely to be absent, and more likely to be happy about performance success and sad about failures. Cohesive groups generally have low turnover and satisfy a broad range of individual needs, often providing a source of loyalty, security, and esteem for their members.

2.6 Personal success Factors

2.6.1 Individual Growth

The past decade has witnessed major changes in how work is being organized. In particular, employees who previously worked individually are being reorganized

into work groups or teams. Group-based activities such as autonomous work groups, task forces, management teams, and project teams are commonplace in today's organizations (O'Leary-Kelly et al, 1994).

Given the current prominence of organizational groups, it is important to create workplaces in which employees feel positively about the groups in which they work. In the group design literature, describing the factors that influence work group effectiveness, individual affective reactions are seen as an important form of group output. Hackman (1987), for example, explicitly regards satisfaction of the needs of individual group members as one indicator of group effectiveness. A group consisting of dissatisfied members can destroy itself as a result of unresolved conflicts and divisive interactions (Sundstrom et al, 1990). In addition, groups consisting of members who feel relatively little attracted to each other perform worse and have higher absenteeism as well as turnover rates (Allen 1996; Mathieu & Zajac, 1990).

2.6.2 Work Satisfaction

Thompson (2000) described types of team pay that consist of incentive pay, recognition, profit sharing, and gainsharing. According to Gross (1995), pay is one of the loudest and clearest ways a company can send a message to an employee. People tend to behave according to the way they are evaluated and paid. Therefore, if the organization values teamwork, team members must be ultimately recognized and compensated for teaming.

Incentive Pay

In terms of salary and pay, base pay is how companies determine an individual's base salary. The second issue in pay is variable pay. One type of variable

pay is incentive pay. In general, variable pay should not be more than 15 to 20 percent for individuals in the lowest levels of the company. Incentive strategies can combine a focus on individual performance and team performance to reflect the degree to which a job calls for individual work and teamwork. For example, a bonus pool may be created based on the performance of the overall team. The bonus pool can be divided among the individuals who are members of the team based on how well the individuals performed. Although team incentives offer significant advantages, there are some drawbacks (DeMatteo et al, 1998). Most important, the use of team-based rewards may create the potential for motivational loss (that is, social loafing and free riding). Moreover, team rewards may not foster cooperation in teams (Wageman, 1995). In fact, team rewards may foster competition between teams, leading to suboptimization of the organizational goals (Mohrman et al, 1992).

Recognition

The idea behind team recognition is that money is not everything. There are infinite sources of nonmonetary recognition – plaques, trophies, small gifts, vacations, and dinners with company officers. The most important feature of any of these is to give the gift respectfully, personally, and sincerely. There is a lesson to be learned about cash and noncash recognition awards: “To recognize efforts and activities above expectations, give non-cash awards. To get results, pay cash” (Gross, 1995:30).

Profit Sharing

Profit Sharing plans serve an important communication purpose by signaling to everyone that reward are in balance across the organization,. Second, they inform and educate employees about the financial health of the organization. Finally, profit organization’s ability to pay (Weitzman, 1984).

Gainsharing

Gainsharing involves a measurement of productivity-combined with the calculation of a bonus, designed to offer employees a mutual share of any increases in total organizational productivity. It enhances coordination and information sharing among team, instigates attitude change, raises performance standards, and enhances idea generation and flexibility (Lawler, 1990b).

Table 2.2 Team-Based Pay

Type	Description/Types	Advantages/Applications	Disadvantages
Team incentives	A team of employees receives money based on increased performance against predeterminanted targets	<ul style="list-style-type: none">* Can combine a focus on individual and team Performance* Team can be given opportunity to allocate	<ul style="list-style-type: none">* Employees averse to thinking of selves as team members* Risky if base pay is reduced* Guided by upper management and corporate initiative
Recognition: Spot awards	One-time award for a limited number of employees or groups for performing well beyond expectations or for completing a project, program, or product	<ul style="list-style-type: none">* Easy to implement* Distributed at the local* Introduced easily, quickly, and inexpensively without layers of approval	<ul style="list-style-type: none">* Employees concerned they won't be recognized for own contributions* Risky if based pay is reduce* Carry less front-end motivation
Profit Sharing	A share of corporate profits is distributed in cash on a current basis to all employees (driven by financial factors)	<ul style="list-style-type: none">* Serves communication purpose by signaling that rewards are in balance across the organization* Informs and educates employees about financial well-being of organization	<ul style="list-style-type: none">* Too far removed from workers' control to affect performance
Gainsharing	A percentage of the value of increased productivity is given To workers under prearranged formula (driven by operational factor (e.g. quality ,productivity, customer satisfaction	<ul style="list-style-type: none">* Geared toward production-oriented workers* Add-on to compensation, so easily accepted by employees	<ul style="list-style-type: none">* Too far removed from workers' control to affect performance

Source: Thompson, L. (2000), Making the team: A guide for managers, Prentice Hall, Inc. pp.37.

Yeatts and Hyten (1998) argued that rewards system must be designed to accomplish several things:

- To motivate members to work hard, but also together and to work smarter. Permanent teams that work on highly interdependent tasks require collaboration rather than interpersonal competition between team members.
- Motivate the right kind of performance. Reward systems should recognize and encourage behavior leading to value-added results, as well as rewarding the accomplishments themselves. This depends heavily on the proper identification of these behaviors and results in the organization's business strategy.
- Motivate performance for the long term. Motivation is often increased by all the changes and hoopla associated with the beginning of a new program, but after startup excitement wears off, the reward system should sustain performance.
- Evolve as teams become more mature and desire to make more decisions about rewards or their allocation.
- Be open so there are no secrets or hidden agendas behind rewarding certain people or teams that could cause suspicion or loss of trust between management and the team.
- Include team, not just top executives, in a compensation system that links pay to important business outcomes.
- Find the proper balance between rewarding individuals for their efforts and accomplishments and providing rewards for the group performance of the team or the business unit.

- Attract and retain the desired kind of employees. Teams require people who can work closely with others and share in the rewards of doing. The reward should be attractive to people like that.

Recognition is one of the several major types of rewards offered to team. Recognition means nonmonetary rewards involving acknowledgement from other people such as praise, celebration, and public notice. In team-based environments, recognition can come from the team as well as the organization. Teams can take more control over the reward system by enhancing their use of recognition. Formal or informal recognition is something the team always has at its disposal. Recognition can be provided for several aspects of team performance. The team can recognize individuals for either behaviors or accomplishments. The recognition is often some sort of celebration administered by the team or public notice of the team's accomplishment in a newsletter. Recognition should also come from management. Some of organizations have a "wall of frame" in a highly visible place. Company newsletter can also recognize the team. Personal visits by management to the team work site or to team meetings to thank the team for its accomplishments are also used. Recognition programs administered by management should be noncompetitive and flexible enough to reward team progress and accomplishments as soon as it is identified. Recognition can add and excitement to the work environment, so organization should employ more spontaneity and creativity in recognizing team performance. Recognition works best when it is spontaneous and after the fact, not something promised as an incentive for future performance.

Nelson (1994), suggests seven methods of recognizing the accomplishments of a team as well as the achievements of individual team members, as shown in Table 2.3 below:

Table 2.3 Seven Ways to Praise Teams

Seven ways to Praise Team
1. Have managers pop in at the first meeting of a special project team and express their appreciation.
2. When a group presents an idea or suggestion, managers should thank members for their initiative.
3. Encourage a lunch meeting with project teams once they've made interim findings. Have managers express their appreciation. Encourage continued energy. Provide the lunch.
4. Promote writing letters to every team member at the conclusion of a project thanking them for their contribution.
5. Encourage creative symbols of a team's work, such as T-shirts or coffee cups with a motto or logo.
6. Have managers ask the boss attend a meeting with the employees during which individuals and groups are thanked for their specific contributions.
7. Suggest catered lunches or breakfasts for high-performing groups.

Source: Nelson, B. (1994). 1001 Ways to Reward Employees, New York: Workman Publishing Co.Inc. pp.42

2.6.3 Learning

The fast changing global marketplace inevitably leads organization members to settings and situation where the old ways of doing things just do not work anymore. The habits learned become self-defeating in what appears to be similar contexts but are actually strategically and structurally altered in organizational settings. These experiences of dissonance are the ones that actually make change inevitable. When individual organizational members find themselves with tasks and in settings that are

not comprehensible, given their historically developed models of thought and action, they tend to reflect on practice (Brookfield and Schon, 1987; Mezirow 1991).

Such fundamental organizational change requires what Argyris and Schon (1978) refer to as double-loop learning. Most organizational change, they contend, can be characterized as the result of single-loop learning in which new actions are generated without changing the unstated, implicit assumptions that underlie organizational actions. In contrast, double-loop learning requires the surfacing and altering of preexisting assumption and the taking of fundamentally different forms of action as a result.

Single-loop learning is appropriate for the routine, repetitive issues- it helps get the everyday job done. Double-loop learning is more relevant for the complex, nonprogrammable issues- it assures that there will be another day in the future of the organization (Argyris, 1992).

Training

Litterpage et al. (1997) said that teams whose members work and train together perform better than teams whose members are equally skilled but do not train together. Team training increases performance by facilitating recognition and utilization of member expertise.

Shonk (1997) claimed that the training to support a move toward a team-based organization will differ somewhat by the organization, depending upon the organization's training history and change strategy. However, generic types of training have been used by many organizations. The training purpose, participants, and content, is showed in Table 2.4:

Table 2.4 Training Programs

Program/Audience/Purpose	Content
1. <u>Start-up</u> Core group members Steering committee members Design team members Purpose: Build knowledge and understanding of how team-based organization work, what is required to make the change and how they can benefit the organization.	Identifying goals Clarify roles: committees, management, union employees. Building committee teamwork Learning how to build teams. Socio-technical systems. Team leadership Planning, developing, and implementing change.
2. <u>Trips to other companies</u> Purpose: See firsthand how team-based organizations Work and the process of implementing them.	Tour of work areas. Discuss with manager, union officers , and employees.
3. <u>Coordinator</u> Coordinators Meeting facilitators Purpose: Build internal team facilitation and consulting	Consulting and group facilitation skills. Consultant's/facilitator's roles. Understanding and consulting with teams. Conducting effective meetings. Resolving conflict. Understanding and facilitating change.
4. <u>Team leader</u> Team leaders Purpose: Develop team leadership skills	How to work in and build teams. Leading participative meetings. Role of the leader.

<p>5. Orientation</p> <p>Employee</p> <p>Purpose: Build understanding of team-Based organizations, how they impact upon employees, and how to get involved.</p> <p>6. Teamwork</p> <p>Members of team, including leader</p> <p>Purpose: Develop the ability of the team to work together.</p> <p>7. Job skills</p> <p>Members of self-managing teams</p> <p>Purpose: Teach new technical skills required to team members.</p>	<p>What is a team-based organization.</p> <p>How the changes will affect employees</p> <p>How to participate.</p> <p>How to work in team/team building</p> <p>Team meetings.</p> <p>Conflict-resolution skills.</p> <p>Interpersonal skills.</p> <p>Specific job skills required to function on a self-managing team.</p>
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Source: Shonk, H. (1997). Team-Based Organization: developing a successful team environment. Homewood Ill: Business One Irwin. pp.124-125.



CHAPTER 3
THEORETICAL AND CONCEPTUAL FRAMEWORK

There are four sections in this chapter. The first is the theoretical framework, which is derived from the literature reviewed. The second shows the conceptual framework. The third section is the research hypotheses that test the relationship between the independent variable and dependent variable. The fourth is the operationalization table that contains the variables in this study.

3.1 Theoretical Framework

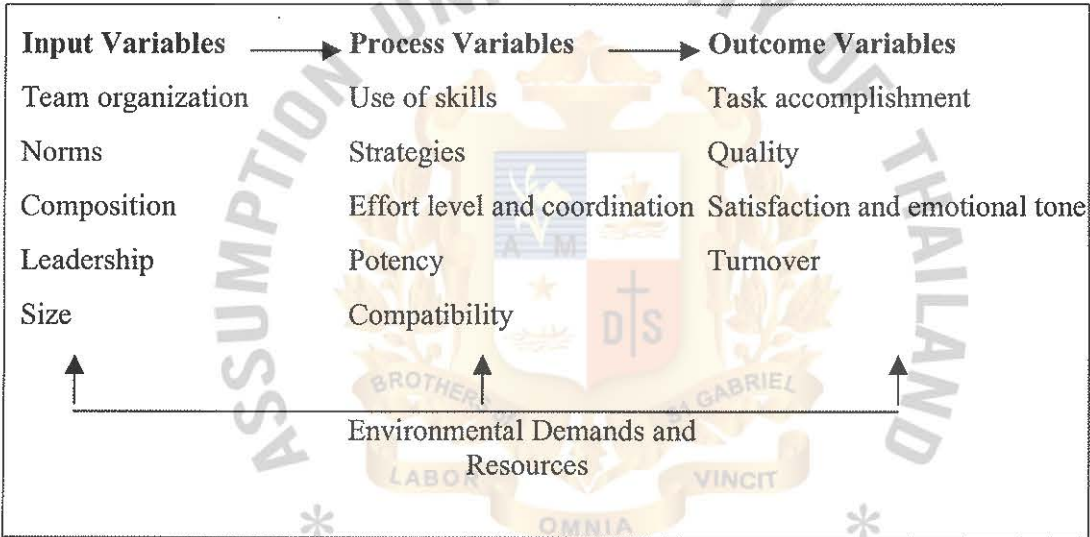


Figure 3.1 Theoretical Framework

Source: Hackman, J.R. (1987). The design of work teams. In J.W.Lorsch (E.d.), Handbook of Organizational Behavior, Englewood Cliffs, NJ: Prentice-Hall, pp.315-342.

Teamwork is a distinguishable set of two or more individuals who interact interdependently and adaptively to achieve specified, shared, and valued objectives.

The theoretical framework provides an overview of the team effectiveness. Input variables -*Team organization* refers to the division of labor and authority among group members. This can be created by team mandate, by the task to be performed, or by tradition; *Norms* are the informal rules of conduct that groups develop to regulate their members. These may be related both to work and to personal interactions; *Composition* refers to the mixture of knowledge, skills, and abilities and other characteristics of group members. Thus general and task-related abilities, values, and needs of the various team members become collectively important; *Leadership* is defined as the deliberate attempt to influence team outcomes through direct or indirect interpersonal means; *Size* can be argued as the number of individuals on a team which is largely controlled by the task to be performed.

Process variables with direct importance to staffing decisions include effort, skill utilization, and strategies. It also includes interpersonal dynamics. High compatibility, however, carries the potential of easy communication and smooth interaction.

Outcome variables are task accomplishment, quality, emotional tone, members' satisfaction, commitment, and turnover.

3.2 Conceptual Framework

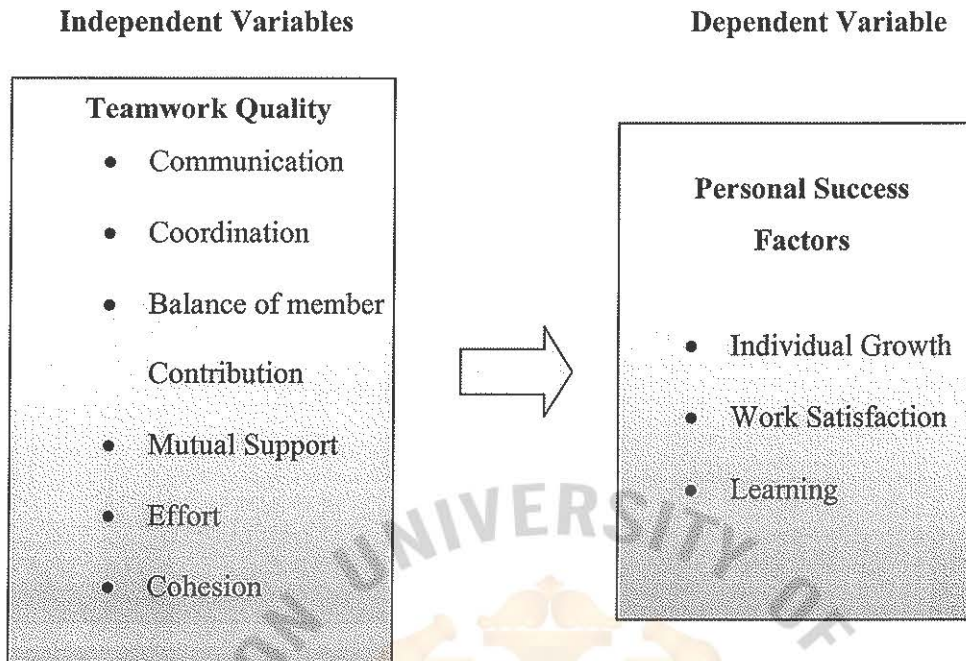


Figure 3.2 Conceptual Framework

The conceptual framework shows the relationship between team quality and personal success factors. This conceptual framework constitutes a process-outcome model. In comparison to comprehensive input-process-outcome models of team effectiveness that is adapted from Hackman (1987), the researcher focuses on the collaborative work process such teamwork quality and illustrates how this affects various team outcomes.

The researcher has focused on the following variables in the study. The conceptual framework depicts the independent variable in the study, i.e., teamwork quality. Six teamwork quality factors consist of communication, coordination, balance of member contribution, mutual support, effort, and cohesion are explored. The personal success factors is the dependent variable.

3.3 Research Hypotheses

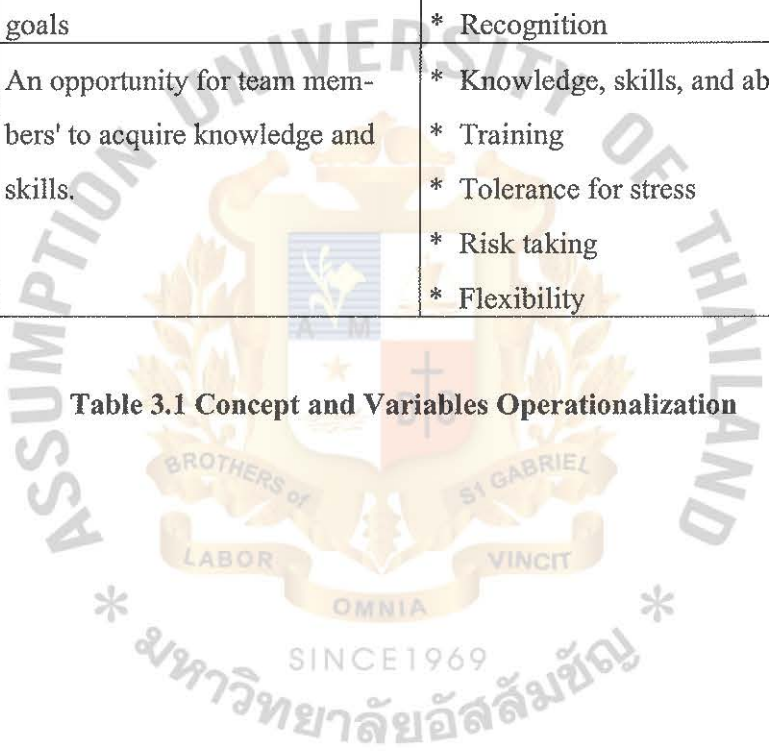
1. **Ho1:** There is no significant relationship between respondents' communication and personal success factors.
2. **Ho2:** There is no significant relationship between respondents' coordination and personal success factors.
3. **Ho3:** There is no significant relationship between respondents' balance of member contribution and personal success factors.
4. **Ho4:** There is no significant relationship between respondents' mutual support and personal success factors.
5. **Ho5:** There is no significant relationship between respondents' effort and personal success factors.
6. **Ho6:** There is no significant relationship between respondents' cohesion and personal success factors.
7. **Ho7:** There is no significant relationship between respondents' teamwork quality and work satisfaction.
8. **Hc8:** There is no significant relationship between respondents' teamwork quality and work satisfaction.
9. **Ho9:** There is no significant relationship between respondents' teamwork quality and learning.
10. **Ha10:** There is no significant relationship between teamwork quality and personal success factors

3.4 Concept and Variables Operationalization

Concept	Concept Definition	Components
Independent Variables		
Communication	Provides a means for the Exchange of information among team members.	<ul style="list-style-type: none"> * Open, constructive and empathetic * Clear, accurate and honest * Two way process of communication
Coordination	A willingness among members to combine their efforts in the pursuit of common goal	<ul style="list-style-type: none"> * Work done is closely harmonized * Clear and fully comprehended goals for subtasks in team * Goals are accepted by all team members * Conflicting interest
Balance of member contribution	All team members feel free to bring in their task-relevant Expertise	<ul style="list-style-type: none"> * Team recognizes the potentials of individual members * Contributing to the achievement of the team's goals * Imbalance of member contribution
Mutual support	The intensive collaboration of individuals depends upon a co-Operative rather than competitive atmosphere / climate	<ul style="list-style-type: none"> * Members help and support each other * Easily and quickly solve conflicts * Suggestions were respected, discussed and developed
Effort	Norms are defined as shared expectations regarding the behavior of team members	<ul style="list-style-type: none"> * Every member fully pushes task * Make the task their highest priority * Team puts much effort into task
Cohesion	The degree to which team members desire to remain on the team	<ul style="list-style-type: none"> * Feel proud to be part of team * Members are fully integrated in team * Respect and care for one another * Warm feelings and friendliness

Concept	Concept Definition	Activities Components
Dependent Variables		
Individual Growth	Experience contributes to the Growth and personal well-being of a member	<ul style="list-style-type: none">* Individual capabilities* Adaptability* Role expectation* Team promotes one personally / one professionally
Work Satisfaction	Type of job being done by employees to achieve their goals	<ul style="list-style-type: none">* Motivation* Reward* Recognition
Learning	An opportunity for team members' to acquire knowledge and skills.	<ul style="list-style-type: none">* Knowledge, skills, and abilities* Training* Tolerance for stress* Risk taking* Flexibility

Table 3.1 Concept and Variables Operationalization



CHAPTER 4

RESEARCH METHODOLOGY

This chapter represents research methodology divided into five parts: methods of research used, respondents and sampling procedures, research instrument, collection of data, and statistical treatment of data.

4.1 Research Methods Used

Descriptive statistics are used to describe or summarize information about a population or sample. The researcher will use percentage distribution, which is the organization of a frequency distribution into a table or graph that summarizes percentage values associated with particular values of a variable.

This study will use descriptive statistics summarize the characteristic of the respondents' demographics. The research will also use correlation research to find relationships between the primary data collected through the research instrument, the questionnaire. Correlation Coefficients generally range from -1.00 to $+1.00$.

- 1.00 Perfect negative correlation
- 0.95 Strong negative correlation
- 0.50 Moderate negative correlation
- 0.00 No correlation
- +0.10 Weak position correlation
- +0.50 Moderate position correlation
- +0.95 Strong position correlation
- +1.00 Perfect position correlation

4.2 Respondent and Sampling Procedures

The target respondents are both team leaders and agents of Prakaipruek Team that consist of four units: A, B, C, and D at TPN Company Limited. Because of being the biggest team, Prakaipruek Team is selected. The researcher has obtained figures from the Sales Department as follows:

Vice President (VP) – 1

Executive Group Directors (EGRD) – 5

Group Directors (GRD) – 18

District Managers (DM) – 38

Area Managers (AM) – 76

Agents (AG) – 228

A total of 366 team members will be asked to complete the questionnaire within June 2002.

4.3 Research Instruments / Questionnaire

The research instrument used in this study is a questionnaire. The researcher has constructed a self-administered questionnaire, which the respondents can fill freely without interference from the interviewer. Multiple choices are used in Part I, and the five point Likert scale is used for questions in Part II and III as well. The questionnaire consisted of three parts as follows:

Part I: The demographic profile of the respondents

Part II: The teamwork quality

Part III: Personal Success of Team member

Table 4.1: Table of Questionnaires

Part	Main Variables	Sub-Variables	Questionnaire No.	Level Measurement
I	Demographic	Age	No.1	Ordinal Scale
	Profile	Gender	No.2	Nominal Scale
		Education level	No.3	Nominal Scale
		No. of working years	No.4	Ordinal Scale
II	Teamwork	Communication	No.1-8	Interval Scale
	Quality	Coordination	No.9-16	Interval Scale
		Balance of member contribution	No.17-19	Interval Scale
		Mutual Support	No.20-29	Interval Scale
		Cohesion	No. 30-36	Interval Scale
III	Personal	Individual Growth	No. 37-39	Interval Scale
	Success	Work Satisfaction	No.40-47	Interval Scale
	of members	Learning	No.48-50	Interval Scale

The Cronbach Test measure the reliability of the questionnaire was conducted using 20 respondents from Team “ B ” of TPN Co., Ltd., at the end of June 2002. The reliability analysis was conducted for 2 groups: teamwork quality and personal success factors. The coefficient alpha of the teamwork quality and personal success factors section is 0.85 and 0.74 respectively.

The values of Coefficient Alpha showed that the questionnaire was reliable and the researcher proceeded with the original questionnaire items with none of questions modified.

4.4 Collection of Data / Gathering Procedures

1) Primary data

The researcher used a questionnaire to collect the primary data. The researcher requested permission from the Vice President of Prakaipruek team and the TPN Company Limited for conducting the study. A letter from the Assumption University Graduate School was requested by the company to verify the researcher's status and support the distribution and collection data.

2) Secondary data

The researcher collected secondary data from published materials in relation to the topics of the study, including books, as well as articles from various international journals of business and management.

4.5 Statistical Treatment of Data

The data was processed by Statistical Package for Social Science (SPSS), statistical software for evaluation and analysis data. The researcher applied the following statistical tools to answer the research questions and test the hypotheses proposed in the study.

Question 1-2: The average weighted means measuring the perception of respondents on the determinants of teamwork quality and personal success of team members. The average weighted mean is assigned to the categories of rating as follows:

Descriptive rating		Arbitrary level
Strongly agree	5 points	4.20 - 5.00
Agree	4 points	3.40 - 4.19
Undecided	3 points	2.60 - 3.39
Disagree	2 points	1.80 - 2.59
Strongly disagree	1 point	1.00 - 1.79

Question 3 (hypothesis 1): Pearsons correlation for analyzing the correlation between the respondents' communication and personal success factors.

Question 4 (hypothesis 2): Pearsons correlation for analyzing the correlation between the respondents' coordination and personal success factors.

Question 5 (hypothesis 3): Pearsons correlation for analyzing the correlation between the respondents' balance of member contribution and personal success factors.

Question 6 (hypothesis 4): Pearsons correlation for analyzing the correlation between the respondents' mutual support and personal success factors.

Question 7 (hypothesis 5): Pearsons correlation for analyzing the correlation between the respondents' effort and personal success factors.

Question 8 (hypothesis 6): Pearsons correlation for analyzing the correlation between the respondents' cohesion and personal success factors.

Question 10 (hypothesis 7): Pearsons correlation for analyzing the correlation between the respondents' teamwork quality and individual growth.

Question 11 (hypothesis 8): Pearsons correlation for analyzing the correlation between the respondents' teamwork quality and work satisfaction.

Question 12 (hypothesis 9): Pearsons correlation for analyzing the correlation between the respondents' teamwork quality and learning.

Question 13 (hypothesis 10): Pearsons correlation for analyzing the correlation between the respondents' teamwork quality and personal success of members.

The level of significance for this study is 0.05.



CHAPTER 5

PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

This chapter presents the research findings and analysis in order to answer the research questions posed in Chapter 1 and the test of research hypotheses set out in Chapter 3. The data in this chapter is presented in the following sections:

- 5.1 Demographic characteristics
- 5.2 Perception on teamwork quality
- 5.3 Perception on personal success of members
- 5.4 Relationship between communication and personal success factors
- 5.5 Relationship between coordination and personal success factors
- 5.6 Relationship between balance of member contribution and personal success factors
- 5.7 Relationship between mutual support and personal success factors
- 5.8 Relationship between effort and personal success factors
- 5.9 Relationship between cohesion and personal success factors
- 5.10 Relationship between teamwork quality and individual growth
- 5.11 Relationship between teamwork quality and work satisfaction
- 5.12 Relationship between teamwork quality and learning
- 5.13 Relationship between teamwork quality and personal success factors

5.1 Demographic characteristics

A total of 366 questionnaires were returned. A summary of the demographic data of the respondents is presented in Tables 5.1.1 to 5.1.4. These tables show data

on respondents' age, gender, highest educational level, and number of working years with the team.

Table 5.1.1 presents the data on age in 4 categories. The majority of respondents in the study were 22-29 years old, represented by 40.4% (148 respondents), followed by those aged between 30-37 years old by 33.1%. The last two groups were those aged 38-45 years old, representing 17.8% and 46 years old or older representing 8.7%.

Table 5.1.1 Frequency and Percentage by Age

	Age of respondents	
	Count	Percent
22-29 years.old	148	40.4%
30-37 years old	121	33.1%
38-45 years old	65	17.8%
46 years old or older	32	8.7%
Total	366	100.0%

Table 5.1.2 presents the data on gender. Of the 366 respondents surveyed, 220 respondents (60.1%) were female and 146 respondents (39.9%) were male.

Table 5.1.2 Frequency and Percentage by Gender

	Gender of respondents	
	Count	Percent
Male	146	39.9%
Female	220	60.1%
Total	366	100.0%

Table 5.1.3 presents the data on the highest educational level. A total of 185 respondents were those with Bachelor Degree, 121 respondents had got Certificate / Diploma (33.1%), 49 respondents had finished up to M.S.6 High school (13.4%). A

total of 10 respondents had Masters Degree (2.7%), and only 1 respondent had earned a Doctoral Degree (0.3%).

Table 5.1.3 Frequency and Percentage by Education

	Highest Educational level	
	Count	%
Up to M.S.6 High school	49	13.4%
Certificate / Diploma	121	33.1%
Bachelor Degree	185	50.5%
Master Degree	10	2.7%
Doctoral Degree	1	.3%
Total	366	100.0%

Table 5.1.4 presents the number of years the respondents worked with their teams, which were grouped into 5 categories. Those with teamwork experiences of less than or equal to 3 years represented the largest group, or 240 team members (65.6%). The second group had worked with their teams between 4-6 years and totaled 100 team members (27.3%). Those with 7-9 years of work, number 18 team members or 4.9%. The smallest group 8 members or 2.2% was those who worked 10 years or more, in their present team.

Table 5.1.4 Frequency and Percentage by number of working years in current team

	Number of working year with team	
	Count	Percent
Less than or equal 3 years	240	65.6%
4-6 years	100	27.3%
7-9 years	18	4.9%
10 years or higher	8	2.2%
Total	366	100.0%

5.2 Perception on teamwork quality

This section presents the analysis of the perception on teamwork quality of the team members of TPN Company Limited. There were 6 variables: communication,

coordination, balance of team contribution, mutual support, effort, and cohesion. The respondents' perceptions were rated on a 5-point scale in which value of mean of each item was read according to the arbitrary rating shown below:

1) Strongly disagree (SD)	mean	1.00-1.79
2) Disagree (D)	mean	1.80-2.59
3) Undecided (U)	mean	2.60-3.39
4) Agree (A)	mean	3.40-4.19
5) Strongly (Agree SA)	mean	4.20-5.00

5.2.1 Perception of Respondents on Communication

The data in Table 5.2.1 indicated that the respondent's perception on communication is rated in agree with a mean of 3.45 and standard deviation of 0.44. There appears to be some neutral dispersion in the perception of respondents for 5 constructs. The highest score shows a mean of 4.16 and a standard deviation of 0.87, which demonstrates that the respondents agree that there is no conflict in their team regarding the openness of the information flow. While the lowest score shows a mean of 3.10 and a standard deviation of 0.79, which means that the respondents are uncertain about whether or not they are happy with the precision of the information received from other team members.

Table 5.2.1 Perception of Respondents on Communication

Communication	Mean	Std. Deviation	Rating
1.The team members communicate often in spontaneous meetings.	3.93	.70	A
2.The team members communicate mostly directly and personally with each other.	3.41	.75	A

3. There is frequent communication within the team.	3.36	.91	U
4. Information is shared openly by all team members.	3.26	.96	U
5. In my team, there is no conflict regarding the openness of the information flow.	4.16	.87	A
6. I am happy with the timeliness in which I receive information from other team members.	3.16	.76	U
7. I am happy with the precision of the information received from other team members.	3.10	.79	U
8. I am happy with the usefulness of the information received from other team members.	3.25	.77	U
Overall Communication	3.45	.44	A

5.2.2 Perception of Respondents on Coordination

As shown in Table 5.2.2, most respondents rated agree on coordination with a mean of 3.74 and standard deviation of 0.39. The results show that the highest mean is 4.12 and standard deviation is 0.64, which implied that their work done on subtasks within the team was closely harmonized. The lowest average weight mean is on question no.14 "My colleagues help me contact other departments in the organization" which had a mean of 3.40 and a standard deviation of 0.79.

Table 5.2.2 Perception of Respondents on Coordination

Coordination	Mean	Std. Deviation	Rating
9. My work done on subtasks within the team is closely harmonized.	4.12	.64	A
10. There are clear and fully comprehended goals for subtasks within my team.	3.73	.70	A
11. The goals for subtasks are accepted by all my team members.	3.60	.80	A
12. There are no conflicts of interests in my team regarding subtask/subgoals.	4.05	.92	A
13. I receive information from my colleague.	3.43	.86	A

14. My colleagues help me contact other departments in the organization.	3.40	.79	A
15. In team meetings, my team assigns tasks for me.	3.57	.74	A
16. My colleague keeps updating me on information.	3.99	.75	A
Overall Coordination	3.74	.39	A

5.2.3 Perception of Respondents on Balance of Member Contribution

As presented in Table 5.2.3, the overall respondents agree that they are satisfied in terms of balance of member contributions with a mean of 3.71 and standard deviation of 0.44. The mean for all questions are of the same value, which means that team recognizes the strengths and weakness of individual members, and they contribute to the achievement of the team’s goal in accordance with their specific potential. Moreover, there appear to be no conflicts regarding the balance of member contributions with a mean of 3.69 and a standard deviation of 0.7.

Table 5.2.3 Perception of Respondents on Balance of Member Contribution

Balance of Member Contribution	Mean	Std. Deviation	Rating
17.The team recognizes the specific potentials (strengths and weaknesses) of individual members.	3.81	.65	A
18.The team members contribute to the achievement of the team’s goals in accordance with their specific potential.	3.63	.71	A
19.There are no conflicts regarding the balance of member contributions.	3.69	.72	A
Overall Balance of Member Contribution	3.71	.44	A

5.2.4 Perception of Respondents on Mutual Support

Table 5.2.4 showed that perception on mutual support is rated agree by the respondents, wherein the mean of the variable is 3.91 and standard deviation is 0.48. The highest scores mean is 4.10 and standard deviation is 0.69 located in question no.25, which means that their team is able to reach consensus regarding important issues. The values of the other means are 3.99, 3.79, 3.85, 3.89, and 3.81 respectively. This means that the respondents always help and support each other, and the controversies are discussed, and resolved immediately.

Table 5.2.4 Perception of Respondents on Mutual Support

Mutual Support	Mean	Std. Deviation	Rating
20. The team members help and support each other as best they can.	3.99	.60	A
21. If conflicts come up, they are easily and quickly resolved.	3.79	.72	A
22. Discussions and controversies are conducted constructively.	3.85	.69	A
23. Discussions and contributions of team members are respected.	3.89	.70	A
24. Discussions and contributions of team members are discussed and further developed.	3.81	.73	A
25. My team is able to reach consensus regarding important issues.	4.10	.69	A
Overall Mutual Support	3.91	.48	A

5.2.5 Perception of Respondents on Effort

As presented in Table 5.2.5, the opinions from the respondents on effort is in the agreeable rating with a mean of 3.69 and standard deviation is 0.43. The respondents scored the highest mean on question no.29 “There are no conflicts regarding the effort that team members put into the task” which has mean of 4.08 and

standard deviation of 0.83. The lowest mean is question no. 28 which has a mean of 3.31 and a standard deviation of 0.85.

It means that the team members put effort in their task. Every team member in the organization fully pushes the task and makes it their highest priority. However, there seems to be a contradiction in the respondents answers to two questions – “Every team member fully pushes the task” which scored a mean of 3.86 and “ My team puts much effort into the task” which scored much lower at 3.31. It means that while the respondents believe that every member contributed to the task they were not sure if the team as a whole put its best effort into the task.

Table 5.2.5 Perception of Respondents on Effort

Effort	Mean	Std. Deviation	Rating
26. Every team member fully pushes the task.	3.86	.60	A
27. Every team member makes the task their highest priority.	3.50	.76	A
28. My team puts much effort into the task.	3.31	.85	U
29. There are no conflicts regarding the effort that team members put into the task.	4.08	.83	A
Overall Effort	3.69	.43	A

5.2.6 Perception of Respondents on Cohesion

As shown in Table 5.2.6, the overall respondents' perception on cohesion is rated on agree with a mean of 3.81 and standard deviation of 0.41. The highest score shows a mean of 4.16 and a standard deviation of 0.83. The second highest score

shows a mean of 4.12 and a standard deviation of 0.74, which means every members feels responsible for maintaining and protecting the team.

The findings also indicate that the values are in the same level is 3.81, 3.70, 3.52, 3.53, and 3.84 respectively. It means that all members are fully integrated in team, their members stick together and are attached to the team, and the respondents feel proud to be part of the team.

Table 5.2.6 Perception of Respondents on Cohesion

Cohesion	Mean	Std. Deviation	Rating
30. It is important to the members of my team to be part of the team.	3.81	.65	A
31. I am strongly attached to the team.	3.70	.68	A
32. All members are fully integrated in team.	3.52	.80	A
33. There are many personal conflicts in my team.	4.16	.83	A
34. My team is sticking together.	3.53	.75	A
35. The members of my team feel proud to be part of the team.	3.84	.64	A
36. Every member feels responsible for maintaining and protecting the team.	4.12	.74	A
Overall Cohesion	3.81	.41	A

5.3 Perception on Personal Success of Members

The following section represents the analysis of the perceptions on personal success of team members. There were 3 variables: individual growth, work satisfaction, and learning.

5.3.1 Perception of Respondents on Individual growth

Table 5.3.1 shows that the respondents agree on the perception of individual growth with a mean of 3.95 and a standard deviation of 0.44. The highest mean is scored for the statement: “Teams can promote one personally/or professionally ” which is 4.18 and standard deviation of 0.69 and the lowest mean is 3.68 rated agree, is “Working in team can develop an individual’s adaptability ”.

Table 5.3.1 Perception of Respondents on Individual growth

Individual growth	Mean	Std. Deviation	Rating
37. Working in team can develop an individual’s capabilities.	4.00	.52	A
38. Working in team can develop individual adaptability.	3.68	.66	A
39. Teams can promote one personally/or professionally.	4.18	.69	A
Overall Individual growth	3.95	.44	A

5.3.1 Perception of Respondents on Individual growth

As presented in Table 5.3.2 below, most respondents agree on the perception of work satisfaction with a mean of 3.70 and standard deviation of 0.41. The highest score shows a mean of 4.01, and a standard deviation of 0.75 on question no.47, which means the members of the team want public recognition via memo, bulletin-board, or newsletter.

On the other hand, the lowest score shows a mean of 3.29 and a standard deviation of 1.00 on question no.47, which means the respondents are undecided about reward. Although reward has meaning and they work hard for it, they are uncertain whether reward will increase the performance of members in their team.

Table 5.3.2 Perception of Respondents on Work satisfaction

Work satisfaction	Mean	Std. Deviation	Rating
40. I can draw a positive balance for myself overall.	3.75	.59	A
41. I can gain from the collaborative team.	3.66	.65	A
42. I would like to do this type of collaborative work in the future.	3.57	.71	A
43. Reward has meaning for me.	3.82	.76	A
44. I work hard for reward that the company provides.	3.81	.83	A
45. I know that rewards will affect the member performance in my team.	3.29	1.00	U
46. I want to be recognized by colleagues.	3.71	.74	A
47. I want public recognition via memo, bulletin board, or newsletter.	4.01	.75	A
Overall Work satisfaction	3.70	.41	A

5.3.3 Perception of Respondents on Learning

The perception of respondents in terms of learning shows a mean of 3.92 with a standard deviation of 0.46, which falls in the agree range. The highest score shows a mean of 4.34 and a standard deviation of 0.77, which falls in the range strongly agree. The respondents believe that training can contribute to the personal success of team members. The lowest score shows a mean of 3.46 and a standard deviation of 0.76, which falls in the range agree. The team members learn how to tolerate stress and they receive important lessons from their team members.

Table 5.3.3 Perception of Respondents on Learning

Learning	Mean	Std. Deviation	Rating
48. I acquire important know-how through this team.	3.96	.54	A
49. I learn how to tolerate stress from my team.	3.46	.76	A
50. I think training can contribute to the personal success of team members.	4.34	.77	SA
Overall Learning	3.92	.46	A

5.4 Relationship between communication and personal success factors

Hypothesis 1

Ho1: There is no significant relationship between respondents' communication and personal success factors.

Table 5.4.1 Relationship between communication and individual growth

		Individual Growth
Communication	Pearson Correlation	.360*
	Sig. (2-tailed)	.000

The significant value of communication and individual growth are 0.000, which is less than the significant level of 0.05, hence we reject Ho and accept Ha. Therefore, there is a significant relationship between communication and individual growth. The correlation coefficient is 0.360, which means that there is a moderate positive correlation between communication and individual growth.

Table 5.4.2 Relationship between communication and work satisfaction

		Work Satisfaction
Communication	Pearson Correlation Sig. (2-tailed)	.366* .000

The result from the test in Table 5.4.2 shows the significant value is 0.000 for the relationship between communication and work satisfaction, which is lower than significant level of 0.05,so we reject Ho and accept Ha. It means there is a significant relationship between communication and work satisfaction. The correlation coefficient is 0.366, which means that there is a moderate positive correlation between communication and work satisfaction.

Table 5.4.3 Relationship between communication and learning

		Learning
Communication	Pearson Correlation Sig. (2-tailed)	.303* .000

The result from the test in Table 5.4.3, the significant value is 0.000 for the relationship between communication and learning, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between communication and learning. The correlation coefficient is 0.495,which means that there is a moderate positive correlation between communication and learning.

5.5 Relationship between coordination and personal success factors

Hypothesis 2

Ho2: There is no significant relationship between respondents' coordination and personal success factors.

Table 5.5.1 Relationship between coordination and individual growth

		Individual Growth
Coordination	Pearson Correlation	.463*
	Sig. (2-tailed)	.000

The result from the test in Table 5.5.1 shows the significant value is 0.000 for the relationship between coordination and individual growth, which is lower than significant level of 0.05,so we reject Ho and accept Ha. It means that there is a significant relationship between coordination and individual growth. The correlation coefficient is 0.463, which means that there is a moderate positive correlation

Table 5.5.2 Relationship between coordination and work satisfaction

		Work Satisfaction
Coordination	Pearson Correlation	.478*
	Sig. (2-tailed)	.000

The result from the test in Table 5.5.2 shows the significant value is 0.000 for the relationship between coordination and work satisfaction, which is lower than significant level of 0.05, therefore reject Ho and accept Ha. It means there is a significant relationship between coordination and work satisfaction. The correlation coefficient is 0.478, meaning that there is a moderate positive correlation between coordination and work satisfaction.

Table 5.5.3 Relationship between coordination and learning

		Learning
Coordination	Pearson Correlation	.370*
	Sig. (2-tailed)	.000

The result from the test in Table 5.5.3, the significant value is 0.000 for the relationship between coordination and learning, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between coordination and learning. The correlation coefficient is 0.370, which means that there is a moderate positive correlation between coordination and learning.

5.6 Relationship between balance of member contribution and personal success factors

Hypothesis 3

Ho3: There is no significant relationship between respondents' balance of member contribution and personal success factors.

Table 5.6.1 Relationship between balance of member contribution and individual growth

		Individual Growth
Balance of Member Contributions	Pearson Correlation	.367*
	Sig. (2-tailed)	.000

The result from the test in Table 5.6.1 shows the significant value is 0.000 for the relationship between balance of member contributions and individual growth, which is lower than significant level of 0.05, so we reject Ho and accept Ha. It means there is a significant relationship between balance of member contributions and individual growth. The correlation coefficient is 0.367, which means that there is a moderate positive correlation between balance of member contributions and individual growth.

Table 5.6.2 Relationship between balance of member contribution and work satisfaction

		Work Satisfaction
Balance of Member Contributions	Pearson Correlation	.429*
	Sig. (2-tailed)	.000

The result from the test in Table 5.6.2 shows the significant value is 0.000 for the relationship between balance of member contributions and work satisfaction, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between balance of member contributions and work satisfaction. The correlation coefficient is 0.429, which means that there is a moderate positive correlation between balance of member contributions and work satisfaction.

Table 5.6.3 Relationship between balance of member contribution and learning

		Learning
Balance of Member Contributions	Pearson Correlation	.329*
	Sig. (2-tailed)	.000

The result from the test in Table 5.6.3, the significant value is 0.000 for the relationship between balance of member contributions and learning, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between balance of member contributions and learning. The correlation coefficient is 0.329, which means that there is a moderate positive correlation between balance of member contributions and learning.

5.7 Relationship between mutual support and personal success factors

Hypothesis 4

Ho4: There is no significant relationship between respondents' mutual support and personal success factors.

Table 5.7.1 Relationship between mutual support and individual growth

		Individual Growth
Mutual Support	Pearson Correlation	.421*
	Sig. (2-tailed)	.000

The result from the test in Table 5.7.1 shows the significant value is 0.000 for the relationship between mutual support and individual growth, which is lower than significant level of 0.05, so we reject Ho and accept Ha. It means there is a significant relationship between mutual support and individual growth. The correlation coefficient is 0.421, which means that there is a moderate positive correlation between mutual support and individual growth.

Table 5.7.2 Relationship between mutual support and work satisfaction

		Work Satisfaction
Mutual Support	Pearson Correlation	.484*
	Sig. (2-tailed)	.000

The result from the test in Table 5.7.2 shows the significant value is 0.000 for the relationship between mutual support and work satisfaction, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between mutual support and work satisfaction. The correlation coefficient is 0.484, which means that there is a moderate positive correlation between mutual support and work satisfaction.

Table 5.7.3 Relationship between mutual support and learning

		Learning
Mutual Support	Pearson Correlation	.370*
	Sig. (2-tailed)	.000

The result from the test in Table 5.7.3, the significant value is 0.000 for the relationship between mutual support and learning, which is lower than significant level of 0.05, therefore we reject H_0 and accept H_a . It means there is a significant relationship between mutual support and learning. The correlation coefficient is 0.370, which means that there is a moderate positive correlation between mutual support and learning.

5.8 Relationship between effort and personal success factors

Hypothesis 5

Ho5: There is no significant relationship between respondents' effort and personal success factors.

Table 5.8.1 Relationship between effort and individual growth

		Individual Growth
Effort	Pearson Correlation	.465*
	Sig. (2-tailed)	.000

The result from the test in Table 5.8.1 shows the significant value is 0.000 for the relationship between effort and individual growth, which is lower than significant level of 0.05, so we reject H_0 and accept H_a . It means there is a significant relationship between effort and individual growth. The correlation coefficient is

0.465, which means that there is a moderate positive correlation effort and individual growth.

Table 5.8.2 Relationship between effort and work satisfaction

		Work Satisfaction
Effort	Pearson Correlation	.358*
	Sig. (2-tailed)	.000

The result from the test in Table 5.8.2 shows the significant value is 0.000 for the relationship between effort and work satisfaction, which is lower than significant level of 0.05, therefore we reject H_0 and accept H_a . It means there is a significant relationship between effort and work satisfaction. The correlation coefficient is 0.358, which means that there is a moderate positive correlation between effort and work satisfaction.

Table 5.8.3 Relationship between effort and learning

		Learning
Effort	Pearson Correlation	.265*
	Sig. (2-tailed)	.000

The result from the test in Table 5.8.3, the significant value is 0.000 for the relationship between effort and learning, which is lower than significant level of 0.05, therefore we reject H_0 and accept H_a . It means there is a significant relationship effort and learning. The correlation coefficient is 0.265, which means that there is a moderate positive correlation between effort and learning.

5.9 Relationship between cohesion and personal success factors

Hypothesis 6

Ho6: There is no significant relationship between respondents’ cohesion and personal success factors.

Table 5.9.1 Relationship between cohesion and individual growth

		Individual Growth
Cohesion	Pearson Correlation	.445*
	Sig. (2-tailed)	.000

The result from the test in Table 5.9.1 shows the significant value is 0.000 for the relationship between cohesion and individual growth, which is lower than significant level of 0.05,so reject Ho and accept Ha. It means there is a significant relationship between cohesion and individual growth. The correlation coefficient is 0.445, which means that there is a moderate positive correlation between cohesion and individual growth.

Table 5.9.2 Relationship between cohesion and work satisfaction

		Work Satisfaction
Cohesion	Pearson Correlation	.495*
	Sig. (2-tailed)	.000

The result from the test in Table 5.9.2 shows the significant value is 0.000 for the relationship between cohesion and work satisfaction, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between cohesion and work satisfaction. The correlation coefficient is 0.495, which means that there is a moderate positive correlation between cohesion and work satisfaction.

Table 5.9.3 Relationship between cohesion and learning

		Learning
Cohesion	Pearson Correlation	.449*
	Sig. (2-tailed)	.000

The result from the test in Table 5.9.3, the significant value is 0.000 for the relationship between cohesion and learning, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between cohesion and learning. The correlation coefficient is 0.449, which means that there is a moderate positive correlation between cohesion and learning.

5.10 Relationship between teamwork quality and individual growth

Hypothesis 7

Ho7: There is no significant relationship between respondents’ teamwork quality and individual growth.

Table 5.10 Relationship between teamwork quality and individual growth

		Individual Growth
Teamwork Quality	Pearson Correlation	.581*
	Sig. (2-tailed)	.000

The result from the test in Table 5.10, the significant value is 0.000 for the relationship between teamwork quality and individual growth, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between teamwork quality and individual growth. The

correlation coefficient is 0.581, which means that there is a moderate positive correlation between teamwork quality and individual growth.

5.11 Relationship between teamwork quality and work satisfaction

Hypothesis 8

Ho8: There is no significant relationship between respondents’ teamwork quality and work satisfaction.

Table 5.11 Relationship between teamwork quality and work satisfaction

		Work Satisfaction
Teamwork Quality	Pearson Correlation Sig. (2-tailed)	.603* .000

The result from the test in Table 5.11, the significant value is 0.000 for the relationship between teamwork quality and work satisfaction, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between teamwork quality and work satisfaction. The correlation coefficient is 0.603, which means that there is a moderate positive correlation between teamwork quality and work satisfaction.

5.12 Relationship between teamwork quality and learning

Hypothesis 9

Ho9: There is no significant relationship between respondents’ teamwork quality and learning.

Table 5.12 Relationship between teamwork quality and learning

		Learning
Teamwork Quality	Pearson Correlation Sig. (2-tailed)	.481* .000

The result from the test in Table 5.12, the significant value is 0.000 for the relationship between teamwork quality and learning, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between teamwork quality and learning. The correlation coefficient is 0.481, which means that there is a moderate positive correlation between teamwork quality and learning.

5.13 Relationship between teamwork quality and personal success factors

Hypothesis 10

Ho10: There is no significant relationship between respondents’ teamwork quality and personal success of members.

Table 5.13 Relationship between Teamwork Quality and Personal success factors

		Personal Success of Members
Teamwork Quality	Pearson Correlation Sig. (2-tailed)	.710* .000

The result from the test in Table 5.13, the significant value is 0.000 for the relationship between teamwork quality and personal success of members, which is lower than significant level of 0.05, therefore we reject Ho and accept Ha. It means there is a significant relationship between teamwork quality and personal success of members. The correlation coefficient is 0.710, which means that there is positive correlation between teamwork quality and personal success of members.

CHAPTER 6

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes four major sections. The first section is the summary of the research study. The second is the findings of research questions and hypotheses, the third is the conclusion of the research, the fourth is the recommendations, and the final section contains suggestions for further research.

6.1 Summary of the Research Study

This study identified as the independent variable teamwork quality, and the dependent variable i.e, personal success of members, focused on agents belonging to the Prakaipruek Team at the TPN Co., Ltd.

The survey instruments used consisted of 3 parts: Part I contained questions on the demographic profile of the respondents related to several subjects, such as age, gender, educational level, and number of working years. Part II represented teamwork quality including communication, coordination, balance of member contributions, mutual support, effort, and cohesion. Part III represented personal success of members such as individual growth, work satisfaction, and learning.

The self-administered questionnaires were distributed to the target respondents of both team leaders and agents of Prakaipruek Team that consisted of four units: A, B, C, and D at TPN Co., Ltd. A total of 366 team members were asked to complete the questionnaire within June 2002. The collected data was analyzed by using

Statistical Package for Social Science (SPSS). The statistics used were the Average weighted mean and Pearsons Correlation Coefficient.

This research studied the relationship between teamwork quality and personal success of members of the agents of TPN Co., Ltd. The following are the summary findings that were based on the research questions and hypotheses containing 7 topics as follows:

6.2 Findings of the Study

1) Demographic Profile of Respondents

Age: The majority of respondents in the study were 22-29 years old, representing 40.4% (148 respondents).

Gender: Of a total of 366 respondents surveyed, 220 respondents (60.1%) were female and 146 respondents (39.9%) were male.

Educational level: A total of 185 respondents, or the majority (50.5%), were those with Bachelors Degrees. A total of 121 respondents had got Certificates / Diplomas (33.1%), and 49 respondents had finished up to M.S.6 High school (13.4%). A total of 10 respondents had Masters Degrees (2.7%), and only 1 respondent had earned a Doctoral Degree (0.3%).

Number of working years with the team: Those with work of less than or equal to 3, years represented the largest group, or 240 team members (65.6%). The smallest group were those who worked 10 years or more, or 8 team members (2.2%).

2) Respondents' perception on Teamwork Quality

According to the findings, there are 5 factors in teamwork quality, which are communication, coordination, balance of member contributions, mutual support, effort, and cohesion. The perception on overall teamwork quality fell under the “agree” level. From the maximum arbitrary score of 5.00, the average weighted mean was 3.45 on communication, 3.74 on coordination, 3.71 on balance of member contributions, 3.91 on mutual support, 3.69 on effort and 3.81 on cohesion.

3) Respondents' perception on Personal Success of Members

In this study, personal success of members was included 3 variables: individual growth, work satisfaction, and learning. Based on the findings, most of the respondents' perception on personal success of members was rated in the “agree” level. The average weighted mean was 3.95 on individual growth, 3.70 on work satisfaction, and 3.92 on learning.

4) Is there a relationship between the respondents' communication and personal success factors?

Hypothesis 1

Ho1: There is no significant relationship between communication and personal success factors

There is a significant relationship between respondents'

communication and personal success factors in term of individual growth, work satisfaction, and learning. The results of hypothesis test showed that the significant values are less than the significant level, therefore the null hypothesis was rejected. The findings revealed that the work satisfaction variable had the highest correlation with the personal success of members.

5) Is there a relationship between the respondents' coordination and personal success factors?

Hypothesis 2

Ho2: There is no significant relationship between coordination and personal success factors

There is a significant relationship between respondents' coordination and personal success factors in term of individual growth, work satisfaction, and learning. Work satisfaction was represented to be factor that was highly correlated with teamwork.

6) Is there a relationship between the respondents' balance of member contributions and personal success factors?

Hypothesis 3

Ho3: There is no significant relationship between balance of member contributions and personal success factors

According to the test, there is a significant relationship between

respondents' balance of member contribution and personal success factors. It appears that work satisfaction was one factor that had the highest correlation with individual growth, while learning had the lowest correlation.

7) Is there a relationship between the respondents' mutual support and personal success factors?

Hypothesis 4

Ho4: There is no significant relationship between mutual support and personal success factors

According to the test, there is a significant relationship between respondents' mutual support and personal success factors in term of individual growth, work satisfaction, and learning. Work satisfaction was represented to be factor that was highly correlated with teamwork.

8) Is there a relationship between the respondents' effort and personal success factors?

Hypothesis 5

Ho5: There is no significant relationship between effort and personal success factors

There is a significant relationship between respondents' mutual support and personal success factors. Individual growth was represented to be factor that was highly correlated with teamwork followed by work satisfaction, and learning had the lowest correlation.

9) Is there a relationship between the respondents' cohesion and personal success factors?

Hypothesis 6

Ho6: There is no significant relationship between cohesion and personal success factors

There is a significant relationship between respondents' cohesion and personal success factors in term of individual growth, work satisfaction, and learning. Work satisfaction was represented to be factor that was highly correlated with teamwork, while individual growth had the lowest correlation.

10) Is there a relationship between the respondents' teamwork quality and individual growth?

Hypothesis 7:

Ho7: There is no significant relationship between respondents' teamwork quality and individual growth.

According to the test, there is a significant relationship between respondents' teamwork quality and individual growth. It appears that effort was one quality variable that had the highest correlation with individual growth, while communication had the lowest correlation. It can be concluded that every team members fully pushes the task and makes the task their highest priority. Despite this, some members were uncertain about whether or not information is shared openly by all team members, and the timeliness, the precision, and the usefulness of the information received from other team members. This may be because the members of the team have worked

with their teams for varied number of years. Senior members perhaps received and processed more information than those who were relatively newcomers.

11) Is there a relationship between the respondents' teamwork quality and work satisfaction?

Hypothesis 8:

Ho8: There is no significant relationship between respondents' teamwork quality and work satisfaction.

There is a significant relationship between respondents' teamwork quality in terms of communication, coordination, balance of member contributions, mutual support, effort, and cohesion and work satisfaction. The results of hypothesis test showed that the significant values are less than the significant level, therefore the null hypothesis was rejected. The findings revealed that the cohesion variable had the highest correlation with the teamwork quality.

12) Is there a relationship between the respondents' teamwork quality and learning?

Hypothesis 9:

Ho9: There is no significant relationship between teamwork quality and learning.

There is a significant relationship between respondents' teamwork quality in

terms of communication, coordination, balance of member contributions, mutual support, effort, and cohesion and learning. Cohesion was represented to be factor that was highly correlated with teamwork.

12) Is there a relationship between the respondents' teamwork quality and personal success of members?

Hypothesis 10:

Ho10: There is no significant relationship between respondents' teamwork quality and personal success of team members.

The results from the test showed that there is strong significant relationship between respondents' teamwork quality in terms of communication, coordination, balance of member contributions, mutual support, effort, and cohesion and personal success of members in terms of individual growth, work satisfaction, and learning.

6.3 Conclusion & Recommendations

- 1) Results from an examination of the relationship between teamwork quality and personal success factors found that overall perception fell in the agreeable rating.
- 2) The agents were unsure about whether or not there was adequate communication within the team. This could be explained by the fact that almost all agents aged between 22-29 years worked part-time, members hardly meet each other except on special occasions such as company meetings and a monthly seminar. They

always communicate with their team leaders through telephone or facsimile system rather than face-to-face and this could create breakdowns in communication.

- 3) The information shared by all team members was another cause for concern in the present study.

The recommendations for the interpersonal communication between team leaders and agents is that managers should improve two-way communication to approach and participate with their agents and subordinates which will create a better understanding and build up good relationship between them. Organizing joint activities, such as parties, outdoor seminars, picnics, and travel might further enhance relationships. These activities would provide more opportunities for staff to open up to their managers.

- 4) The other factor that the agents were undecided was about the timeliness, the precision, and the usefulness of the information received from other team members. There was a big group of newcomers who had worked less than or equal to 3 years. The ratio was 65% or 240 team members of the total respondents. The less the number of years worked, the less members could form sharing bonds with their team. Senior members therefore appeared more satisfied in this respect than those who were relatively newcomers.

Team building is needed to improve the team's functioning in terms of the interpersonal and inter-team process since the employees who carry out team-building

activities are the team members, TPN needs to invest more in teams of employees' group a charities and training in team work.

There are 2 steps to create more effective team building in TPN Co.,Ltd.

* *Identification of problem areas.*

The company should identify the problems in term functioning. From the findings, the real problem is that each team in TPN Co.,Ltd is totally independent. There is a lack of open discussions between teams. It can be explained by the fact that nowadays, there are high competitions in insurance business so that each team does not want some information to be extended from its team. In other word, they were not happy with the communication process or are afraid other teams might take away their customers.

* *Change*

After the process of diagnosis has helped the team to identify problems, the team must agree on ways to solve the problem. The changes recommended may be implemented slowly in order to make them comfortable. Exercises and joint activities are needed to enhance greater participation, and for creating and maintaining trust among team members.

5) Team members are also undecided on whether each member puts sufficient effort into the task. Although every team member in the organization fully pushes the task and makes it their highest priority, the respondents are undecided it individual members' effort is enough. It can be concluded that while the respondents believe that

every member contributed to the task they were not sure if the team as a whole put its best effort into the task.

The recommendation for Prakaipruek Team is to hold more team meetings. The leaders or managers should seek certain days of the month for team members to have a chance for meetings and exchanging information with each other. Active Listening needs to be encouraged. This is at least as important as talking. People tend to show active listening skills by not interrupting, empathizing with the speaker, maintaining interest, postponing evaluation, organizing information, showing interest, and providing feedback (McShane & Glinow, 2000).

6) The findings showed that respondents felt uncertain on how incentive were linked to performance. Although reward has meaning for the agents and they work hard for reward, for example commission, bonus, traveling abroad, a gold cup or medal offered as a prize, they were not sure about whether rewards could increase the member performances in their teams. Nevertheless the findings showed that the respondents want non-monetary rewards, for example, to be recognized by colleagues and gain public recognition via memo, company bulletin boards, and newsletter.

To increase the member performances in teams, training is necessary. The company might set up plans for the whole year, or monthly plan for training. Training is the most widely used approach in improving life insurance agents' skills and capabilities. The top management should provide continuous on the job training and extend training programs especially for technical skills so that employees can enhance their capabilities to cope with more complex tasks. This is not surprising because

other studies have shown that training can increase the member performances in teams (Hamilton and Parker, 1997).

Conceptual skills are more difficult to acquire through short-term training. Training for managerial levels should be pinpoint conceptual skills training that include case studies, business games, simulations and problem solving exercises. Texts, films, and videotapes are used to present procedures for problem analysis, forecasting, planning, solution generation, and solution evaluation. Special training, such as instruction in how to use the idea generation techniques can enhance creativity. Training for the salesperson should focus on the target planning, sales techniques, selling problem solving exercises and videotapes of the successful salesman that would arouse them to generate their performance. At present, there is some training in the company, but that is only for newcomers and is not enough.

Training for the interpersonal skills are also important to managers and staffs to increase human relations skills such as sensitivity, charm, tact, persuasiveness, and the ability to provide praise and criticism, handle conflict, negotiate agreements and enhance group cohesiveness.

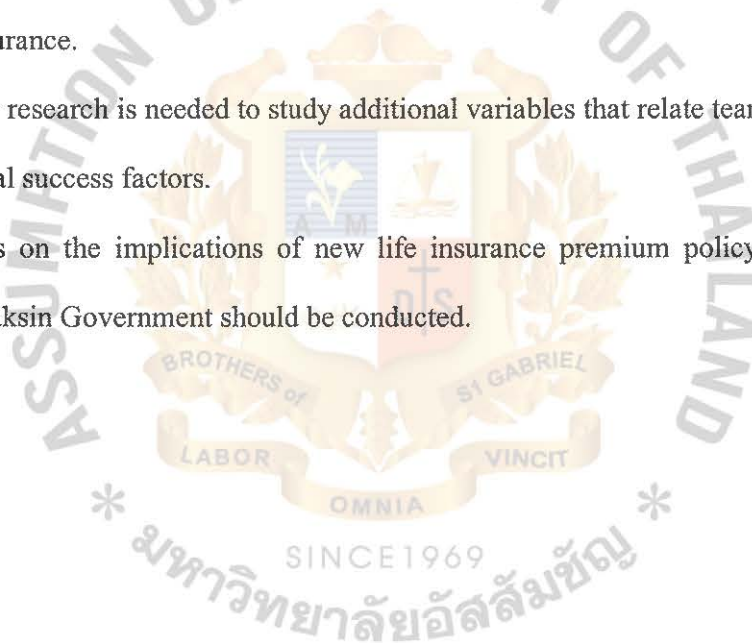
Moreover, the company should concentrate on ethical principles by adding moral training courses as requirement courses for all life insurance agents in order to reduce the customers' policy overlap. Life insurance agents often persuade customers to leave the old policies and buy the new one in their companies. This gives benefits for the insurance agent, but it means high expense for the customer and high cost of company. Therefore, company or agents should survey their agencies to establish

training programs for themselves or improve the existing courses that we used in the present situation.

6.4 Suggestions for future research

The findings in this study have raised additional questions for further investigation. It is recommended that the following research be conducted to expand the findings of this study.

1. In this study, the target respondents were only from one life insurance company. Further studies should be conducted in other companies, both life insurance and sabotage insurance.
2. Further research is needed to study additional variables that relate teamwork quality to personal success factors.
3. Studies on the implications of new life insurance premium policy 2002 issued by the Thaksin Government should be conducted.



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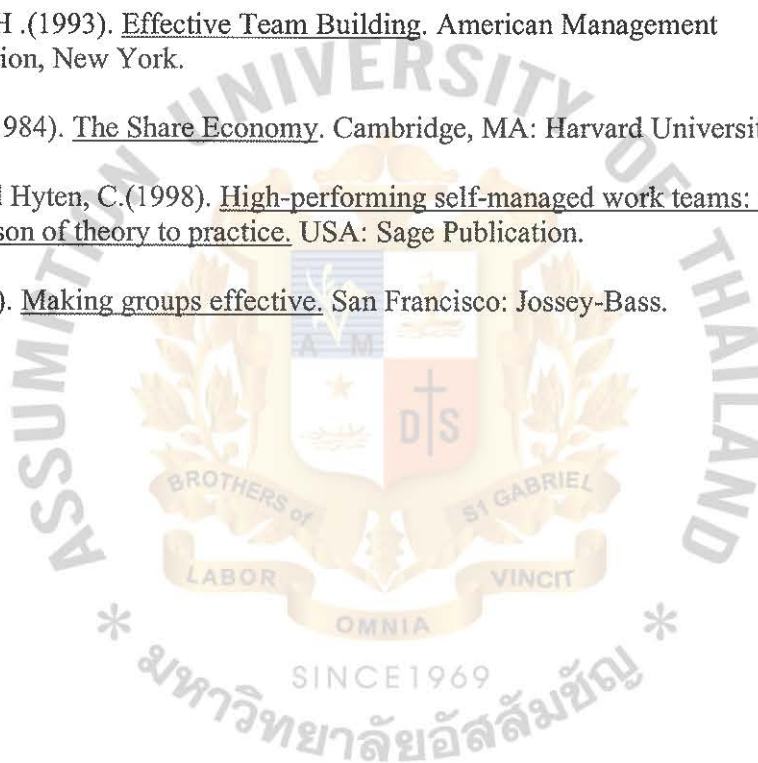
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Appendix



QUESTIONNAIRE

Part I: Demographic profile. Please fill in the blank or (✓) the most appropriate answer.

1. What is your present age?

.....22-29 years old

.....30-37 years old

.....38-45 years old

.....46 years or older

2. What is your gender?

.....Male

.....Female

3. What is your highest educational level?

.....Up to M.S.6 High school

.....Certificate/Diploma

.....Bachelors Degree

.....Masters Degree

.....Doctoral Degree

4. For how long have you worked with this team?

.....less than or equal to 3 years

.....4-6 years

.....7-9 years

.....10 years or higher

Part II: Teamwork Quality. Please kindly circle (O) your opinion about given statement.

5 = Strongly Agree

2 = Disagree

4 = Agree

1 = Strongly Disagree

3 = Undecided

<i>Descriptions</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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I Communication

1. The team members communicate often in spontaneous meetings.	5	4	3	2	1
2. The team members communicate mostly directly and personally with each other.	5	4	3	2	1
3. There is frequent communication within the team.	5	4	3	2	1
4. Information is shared openly by all team members.	5	4	3	2	1
5. In my team, there is no conflict regarding the openness of the information flow.	5	4	3	2	1

<i>Descriptions</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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6. I am happy with the timeliness in which I receive information from other team members.	5	4	3	2	1
7. I am happy with the precision of the information received from other team members.	5	4	3	2	1
8. I am happy with the usefulness of the information received from other team members.	5	4	3	2	1

II Coordination

8. My work done on subtasks within the team is closely harmonized.	5	4	3	2	1
10. There are clear and fully comprehended goals for subtasks within my team.	5	4	3	2	1
11. The goals for subtasks are accepted by all my team members.	5	4	3	2	1
12. There are no conflicts of interests in my team regarding subtask / subgoals.	5	4	3	2	1
13. I receive information from my colleague.	5	4	3	2	1
14. My colleagues help me contact other departments in the organization.	5	4	3	2	1
15. In team meetings, my team assigns tasks for me.	5	4	3	2	1
16. My colleague keeps updating me on information.	5	4	3	2	1

III Balance of Member Contributions

17. The team recognizes the specific potentials (strengths and weaknesses) of individual members.	5	4	3	2	1
18. The team members contribute to the achievement of the team's goals in accordance with their specific potential.	5	4	3	2	1
19. There are no conflicts regarding the balance of member contributions.	5	4	3	2	1

IV Mutual Support

20. The team members help and support each other as best they can.	5	4	3	2	1
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<i>Descriptions</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21.If conflicts come up, they are easily and quickly resolved.	5	4	3	2	1
22.Discussions and controversies are conducted constructively.	5	4	3	2	1
23.Discussions and contributions of team members are respected.	5	4	3	2	1
24.Discussions and contributions of team members are discussed and further developed.	5	4	3	2	1
25.My team is able to reach consensus regarding important issues.	5	4	3	2	1
<i>V Effort</i>					
26.Every team member fully pushes the task.	5	4	3	2	1
27.Every team member makes the task their highest priority.	5	4	3	2	1
28.My team puts much effort into the task.	5	4	3	2	1
29.There are no conflicts regarding the effort that team members put into the task.	5	4	3	2	1
<i>VI Cohesion</i>					
30.It is important to the members of my team to be part of the team.	5	4	3	2	1
31.I am strongly attached to the team.	5	4	3	2	1
32.All members are fully integrated in team.	5	4	3	2	1
33.There are many personal conflicts in my team.	5	4	3	2	1
34.My team is sticking together.	5	4	3	2	1
35.The members of my team feel proud to to be part of the team.	5	4	3	2	1
36.Every member fees responsible for maintaining and protecting the team.	5	4	3	2	1

<i>Descriptions</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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Part III: Personal Success of Team members

I Individual Growth

37. Working in team can develop individual capabilities.	5	4	3	2	1
38. Working in team can develop individual adaptability.	5	4	3	2	1
39. Teams can promote one personally/or professionally.	5	4	3	2	1

II Work Satisfaction

40. I can draw a positive balance for myself overall.	5	4	3	2	1
41. I can gain from the collaborative team.	5	4	3	2	1
42. I would like to do this type of collaborative work in the future.	5	4	3	2	1
43. Reward has meaning for me.	5	4	3	2	1
44. I work hard for reward that the company provides.	5	4	3	2	1
45. I know that rewards will affect the member performance in my team.	5	4	3	2	1
46. I want to be recognized by colleagues.	5	4	3	2	1
47. I want public recognition via memo, bulletin board, or newsletter.	5	4	3	2	1

III Learning

48. I acquire important know-how through this team.	5	4	3	2	1
49. I learn how to tolerate stress from my team.	5	4	3	2	1
50. I think training can contribute to the personal success of team members.	5	4	3	2	1

แบบสอบถาม

แบบสอบถามฉบับนี้เป็นเอกสารประกอบการค้นคว้าและจัดทำวิทยานิพนธ์ ของนักศึกษาปริญญาโท มหาวิทยาลัยอัสสัมชัญ ภายใต้หัวข้อ “ การศึกษาความสัมพันธ์ระหว่างคุณภาพของทีมงานและความสำเร็จของแต่ละบุคคล ในการเป็นสมาชิกของทีม ” จึงใคร่ขอความกรุณาเสียสละเวลากรอกแบบสอบถามต่อไปนี้ตามความคิดของท่าน

ส่วนที่ 1 ประวัติและการทำงาน กรุณาทำเครื่องหมาย ✓ หน้าคำตอบที่ถูกต้องที่สุด

1. อายุ

.....22-29 ปี

.....30-37 ปี

.....38-45 ปี

.....46 ปี หรือ มากกว่า

2. เพศ

.....ชาย

.....หญิง

3. ระดับการศึกษาสูงสุด

.....ม.6 หรือเทียบเท่า

.....อนุปริญญา/ประกาศนียบัตร

.....ปริญญาตรี

.....ปริญญาโท

.....ปริญญาเอก

4. ระยะเวลาที่ท่านร่วมงานกับทีม

.....น้อยกว่าหรือเท่ากับ 3 ปี

.....4-6 ปี

.....7-9 ปี

.....10 ปี หรือมากกว่า

ส่วนที่ 2 คุณสมบัติของทีมงาน กรุณาทำเครื่องหมาย O รอบหมายเลขที่ตรงตามความคิดเห็นของท่านเกี่ยวกับข้อความข้างล่างนี้

5 = เห็นด้วยอย่างยิ่ง

2 = ไม่เห็นด้วย

4 = เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

3 = ไม่มีความเห็น

คำอธิบาย	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มี ความเห็น	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
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การสื่อสาร

1. การประชุมอย่างสม่ำเสมอถือเป็นการสื่อสารของสมาชิกในหน่วย	5	4	3	2	1
2. สมาชิกในหน่วยสื่อสารโดยตรงซึ่งกันและกัน	5	4	3	2	1
3. มีการสื่อสารภายในทีมอยู่บ่อยๆ	5	4	3	2	1
4. สมาชิกในทีมร่วมกันเสนอข้อมูลข่าวสารอย่างเปิดเผย	5	4	3	2	1
5. ในทีมฉันไม่มีข้อขัดแย้งเรื่องความเปิดเผยข้อมูล	5	4	3	2	1
6. ฉันรู้สึกดีที่ได้รับข้อมูลทันเวลาจากสมาชิกหน่วยอื่น	5	4	3	2	1
7. ฉันรู้สึกดีที่ได้รับข้อมูลที่มีค่าจากสมาชิกหน่วยอื่น	5	4	3	2	1
8. ฉันรู้สึกดีที่ได้รับข้อมูลอันเป็นประโยชน์จากสมาชิกหน่วยอื่น	5	4	3	2	1

คำอธิบาย	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มี ความเห็น	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
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II การประสานงานกัน

9. งานที่สำเร็จในทีมเกิดจากการช่วยเหลือและปรองดองกัน	5	4	3	2	1
10.จุดมุ่งหมายของงานในทีมของฉัามีความชัดเจนและเข้าใจตรงกัน	5	4	3	2	1
11.สมาชิกในหน่วยทุกคนยอมรับจุดมุ่งหมายของงานนั้น	5	4	3	2	1
12.ในหน่วยของฉัไม่มีข้อขัดแย้งเกี่ยวกับงาน/จุดมุ่งหมาย	5	4	3	2	1
13.ฉัได้รับข้อมูลข่าวสารจากเพื่อนร่วมทีม	5	4	3	2	1
14.เพื่อนร่วมทีมของฉัช่วยติดต่อกันกับแผนกอื่นๆ ในบริษัท	5	4	3	2	1
15.ในการประชุม หน่วยของฉัมีการมอบหมายหน้าที่แก่ฉั	5	4	3	2	1
16.เพื่อนร่วมทีมให้ข้อมูลที่ทันสมัยแก่ฉัเสมอ	5	4	3	2	1

III ความเสมอภาคในการทำงานของสมาชิก

17.ทีมสามารถรับรู้จุดแข็งและจุดด้อยของสมาชิกแต่ละคน	5	4	3	2	1
18.สมาชิกในทีมมีความเสมอภาคในการทำงานให้บรรลุเป้าหมายที่ตั้งไว้	5	4	3	2	1
19.ไม่มีปัญหาที่เกิดจากความเสมอภาคในการทำงานของสมาชิก	5	4	3	2	1

IV การสนับสนุนของหน่วย

20.สมาชิกในทีมช่วยเหลือซึ่งกันและกัน	5	4	3	2	1
21.สมาชิกสามารถแก้ปัญหาที่เกิดขึ้น ได้อย่างรวดเร็ว	5	4	3	2	1
22.การอภิปรายและข้อโต้แย้งในทีมได้ดำเนินการอย่างสร้างสรรค์	5	4	3	2	1
23.การอภิปรายและข้อโต้แย้งของสมาชิกในหน่วยได้รับการเอาใจใส่	5	4	3	2	1
24.การอภิปรายและข้อโต้แย้งได้รับการแก้ไขและปรับปรุง	5	4	3	2	1
25.ทีมของฉัสามารถสรุปประเด็นที่สำคัญได้เป็นเอกฉันท์	5	4	3	2	1

V ความอดทนหรือความพยายามของหน่วย

26.สมาชิกทุกคนสามารถผลักดันงานของตัวเองได้อย่างเต็มที่	5	4	3	2	1
27.สมาชิกทุกคนให้ความสำคัญกับงานของตัวเองเป็นอันดับแรก	5	4	3	2	1
28.หน่วยของฉัให้การเอาใจใส่กับงานอย่างมาก	5	4	3	2	1
29.ไม่มีข้อขัดแย้งในการเอาใจใส่กับงานกับสมาชิกหน่วย	5	4	3	2	1

VI ความเป็นอันหนึ่งอันเดียวกันในหน่วย

30.การเป็นส่วนหนึ่งของทีมเป็นสิ่งสำคัญของหน่วยฉั	5	4	3	2	1
31.ฉัรู้สึกผูกพันกับหน่วยอย่างมาก	5	4	3	2	1
32. สมาชิกในหน่วยทุกคนมีความเป็นน้ำหนึ่งใจเดียวกัน	5	4	3	2	1
33.มีข้อขัดแย้งส่วนตัวมากมายในทีมของฉั	5	4	3	2	1
34.หน่วยของฉัสามัคคีกลมเกลียวกันดี	5	4	3	2	1
35.สมาชิกหน่วยของฉัรู้สึกภูมิใจที่เป็นส่วนหนึ่งของทีม	5	4	3	2	1
36.สมาชิกในหน่วยทุกคนรู้สึกปกป้องและรักษากลุ่ม	5	4	3	2	1

คำอธิบาย	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มี ความเห็น	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
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ส่วนที่ 3 ความสำเร็จส่วนบุคคลของสมาชิกในหน่วย

I ความก้าวหน้าส่วนบุคคล

37.การทำงานเป็นทีมทำให้พัฒนาความสามารถส่วนบุคคล	5	4	3	2	1
38.การทำงานเป็นทีมทำให้แต่ละบุคคลสามารถปรับตัวได้	5	4	3	2	1
39.ฉันสามารถได้รับการส่งเสริม หรือเลื่อนตำแหน่งจากทีมนี้	5	4	3	2	1

II ความพึงพอใจในการทำงาน

40.ฉันสามารถวางแผนงาน โดยรวมทั้งหมดได้	5	4	3	2	1
41.ฉันสามารถได้รับสิ่งต่างๆ จากความร่วมมือของหน่วย	5	4	3	2	1
42.ฉันชอบทำงานเป็นทีมถึงแม้ว่าต้องเปลี่ยนงานใหม่	5	4	3	2	1
43.รางวัลมีความหมายสำหรับฉัน	5	4	3	2	1
44.ฉันทำงานอย่างหนักเพื่อให้ได้รับรางวัล	5	4	3	2	1
45.ฉันรู้ว่ารางวัลมีผลกระทบต่อผลงานของสมาชิกในหน่วย	5	4	3	2	1
46.ฉันต้องการการยอมรับจากเพื่อนร่วมงาน	5	4	3	2	1
47.ฉันต้องการให้บริษัทชื่นชมโดยใช้การประกาศ, กระดานแจ้งข่าว และ จดหมายข่าว	5	4	3	2	1

III การเรียนรู้

48.ฉันได้รับความรู้และบทเรียนที่สำคัญมากจากหน่วยนี้	5	4	3	2	1
49.ฉันเรียนรู้ที่จะอดทนต่อความกดดันจากหน่วยนี้	5	4	3	2	1
50.ฉันคิดว่าการอบรมทำให้เกิดความสำเร็จส่วนบุคคลของสมาชิกในหน่วย	5	4	3	2	1

