



The Impact of Team Effectiveness on Job Performance:
A Case Study of Baby Magic Company

By

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A Thesis submitted in partial fulfillment
of the requirements for the degree of

Master of Management in Organization Development and Management

Graduate School of Business
Assumption University
Bangkok, Thailand

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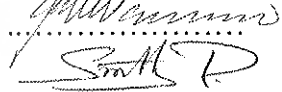
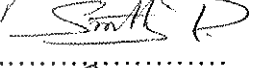
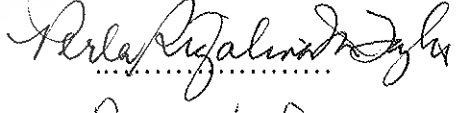
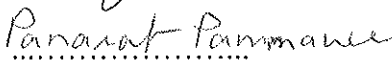
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ABSTRACT

The main purpose of the thesis is to study the impact of team effectiveness on job performance of the Baby Magic Company. The objective of the study is to determine the impact of team effectiveness in terms of work design, composition, context and process on job performance in terms of initiatives of work, quality of work and punctuality of work. The research methodologies used the correlation and linear regression methods. The researcher used SPSS for statistical analysis. The Correlation analysis by Pearson Correlation was used to determine the team effectiveness impact on job performance and the Regression analysis by Linear Regression was used to identify which element of team effectiveness was the most significant impact on job performance. A questionnaire, which consisted of fifty questions referred to demographic profiles, team effectiveness, job performance and was created corresponding to the conceptual framework.

The respondents consisted of approximately 405 permanent employees of the Baby Magic Company, which is the organization that the researcher works for. The questionnaire was the primary instrument of data collection. The questionnaires were distributed to 250 respondents. The returned and completed questionnaires were 203 copies represented by 81%. The data analysis was run by the SPSS program. The results of the study showed that the perceptions of respondents on team effectiveness were ranged in the “agree level” The perceptions of respondents on job performance were ranged in the “agree level” the overall results showed that there was a significant impact of team effectiveness on job performance.

Regarding the main findings in this research, the clear objective of task assignments helped the Baby Magic Company to perform tasks more effectively and the delivering task on time was the most important impact on job performance as well. From the researcher's observation and experience working with the Baby Magic's team, it was discovered that the team did not have the commitment to deliver task assignment on time. Therefore the clear objective including the vision and mission or task of the team should be clearly defined and accepted by everyone in the team. The team members had to agree on who was to do what and ensure that all members contributed equally in sharing the workload. The other factor also important to team effectiveness at Baby Magic was an open communication so that the team members felt free to express their feelings or ideas about the task as well as the group's operation. Lastly, the high mutual trust was an important aspect of team effectiveness building at the Baby Magic. High performance teams were characterized by high mutual trust among the team members. The members believed in the integrity however, trust was fragile which took long time to build.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

1.1.1 Global Context

Year two thousand four (2004) dawned on an uncertain global economy. Economic growth in the United States remained below potential for 2003, and most analysts agreed that it would only slowly recover in 2003. Europe had also experienced a very sluggish growth while Japan was continuing to linger in recession. Many emerging markets had also seen a slowdown over the past year, which could be linked, in large parts, to contraction forces in the industrialized countries.

In the meantime, the danger of deflation in major economies was looming on the horizon; a war in Iraq could have significant negative repercussions on an already fragile global economy.

Many countries, ranging from the developed through the developing countries could no longer stand-alone economically without cooperating of one another. The sudden drop of consumption rate, which required them to re-strategize to manage their business better, has severely affected many retail and manufacturing businesses.

In the era of 2000s, the prime weapon, which was thought to provide the answer to develop the competitiveness, was the introduction of new technology and integrated information system. The widespread adoption and utilization of new technology and integrated information system were purported to have produced levels of automation, which has radically known effects on the organizational arrangement within the companies. (World Economic Forum, 2003.)

The global consumer products business has been highly competitive with the complex needs and high demands of consumers. The high competition in global consumer business affected the Baby Magic Company; therefore, the Baby Magic Company needs to assure the continued and vigorous commitment to create an environment in which innovation flourished throughout the competitiveness around the globe. Team effectiveness was critical in order for today's excellent Baby Magic Company to succeed. A well-constructed team with specific goals and guidelines is critical in today's fast paced global business environment. Team effectiveness development led the organization job of the organization in term of team's initiatives, co-operations, punctuality and quality of work.

1.1.2 Regional Context

The economic slowdown has spread out through Asian countries since the late 1990s. Almost all the countries are facing similar challenges. The economy in Japan, Hong Kong, Malaysia, Singapore and Thailand has receded. The unemployment rate dramatically increased among Asian countries due to the economic slowdown. A sluggish economy and the war in Iraq and SARS have combined to dampen consumer's confidence in all the Asia Pacific countries. (Asia Economy Forum, 2004.)

Today's Asian global consumers connect with brand franchises that symbolize trust, offer a specific expertise and group products logically. Expertise, Trust, and Logically related categories are the three key attributes that drive the creation of Global Mega Brand Franchises. Leveraging some or all of these attributes is a distinct advantage when trying to extend a brand beyond the core product category or home geography. The effect of today's Asian global consumers has lead the Baby Magic Company to address the successful manager of the next century who can not be expected to have a monopoly on all knowledge and wisdom. The successful manager of the next century must be first and foremost a skilled manager of teams who understands the strengths and weaknesses of his people and turns a group of individuals into a team. Team effectiveness development led the organization job performance in terms of team initiatives, cooperation, attendance and punctuality, and quality of work.

1.1.3 National Context

Prime Minister Thaksin Shinawatra's announcement to upgrade the country's economic growth forecast to 4.5% for the next several years raised skepticism at first. The government strongly believed that the economy would continue to perform well in 2003. Interest rates were expected to remain low throughout the year, which benefited investment and consumption. Low inflation was expected to be an impetus for economic recovery by reducing business's operating costs. (The Thai Economy Forum, 2003)

Cross-cultural issues could assail and impact the working of teams, but it was well to remember that, most team members had similar objectives in life. Others accepted objectives, which are related to happiness, health, success and recognition. The clever team leader recognized and played upon these similarities while molding the cultural differences to benefit the team.

The Thai team of the Baby Magic Company (Thai), focused on personal relationship in everything they did while the Western team members were looking more for personal achievement. The values of assertiveness and accountability that the westerner has grown up with since childhood can often be happily tempered with the sophistication of compromise and consideration implicated in the education and behavior of most Thais. The astute team leader understood the strengths and values of the two cultures and their work to mould them together for the good of the whole. Being kind, respectful and bearing others in mind did not need to conflict with orientation toward goals and personal commitment. There was much to learn and appreciated from one another and there was no better place to make this cross-cultural wealth work than in a well-led team.

1.1.4 Company's Context

The Baby Magic Company was established in New Brunswick, New Jersey by the end of the nineteenth century. At this moment, the achievement has made the Baby Magic Company to be well known as the largest healthcare company in the world. The main product line of the Baby Magic Company consisted of consumer goods, medical devices

and diagnostics, pharmaceuticals, and nutritional food. The Baby Magic was a worldwide company with branches in hundred and sixty countries with approximately a hundred thousand employees.

In Thailand, the Baby Magic Company has been founded since the year 1970 as the manufacturer and distributor of consumer goods. At this moment, the company has approximately permanent employees of 405 people. The company continued to make an endless effort to develop new products in tandem with the improvement of existing products. This has been crucial to the enhancement of image and strength of the Baby Magic Company in Thailand.

Today, the team effectiveness idea was new and felt unfamiliar to people who are working in the Baby Magic Company because they are working together as team members from different departments with different goals and objectives. Nowadays, the biggest Baby magic's team members are composed of 10 members and the smallest team members are composed of 5 members, all members come from various departments e.g. Finance, Costing, Trade Marketing, Research and Development. The Baby Magic Company lacks team effectiveness; for example, the Marketing people wanted to gain incremental sale and encounter competitors during the summer season so they needed to create the promotional SKU (Stock Keeping Unit) but the Operation people often disagreed with the promotional SKU because the promotional SKU would increase machine complexity and reduce the production speed line. Many conflicts occurred during the teamwork meeting because everyone had different objectives and no one was clear about their roles and responsibilities including team cooperation which led individual job performance to decline; therefore it affected the market share and the company's net sales. To drive the market share and the company's net sale, team effectiveness played a major role to drive the organization, to lead the company and to change the organization's environment in order to be the market leader in the 'Fast Moving Consume Goods' and drive the company's growth.

1.2 Research Objectives

1.2.1. To determine the level of team effectiveness in terms of work design, composition, context and process.

1.2.2. To determine the level of job performance in terms of initiatives of work, quality of work and punctuality of work.

1.2.3 To determine the impact of team effectiveness in terms of work design, composition, context and process on job performance in terms of initiatives of work, quality of work and punctuality of work.

1.2.4 To identify which element of team effectiveness in terms of work design, composition, context and process is the most significant impact on job performance.

1.2.5 To come up with recommendations based on diagnosis for OD intervention.

1.3 Statement of the Problem

The main purpose of this research was to determine the impact of team effectiveness on job performance

1.3.1 Research questions

1. Does team effectiveness have significant impact in terms of

- Work design
- Composition
- Context
- Process

on job performance in terms of :

- Initiatives of work
- Quality of work

- Punctuality of work

2. Which element of team effectiveness in terms of

- Work design
- Composition
- Context
- Process

has the most significant impact on job performance in terms of

- Initiatives of work
- Quality of work
- Punctuality of work

1.4 Hypothesis

Ha1: Team effectiveness has significant impact in terms of

- Work design
- Composition
- Context
- Process

on job performance in terms of

- Initiatives of work
- Quality of work.
- Punctuality of work

Ho1 Team effectiveness has no significant impact in terms of

- Work design
- Composition
- Context
- Process

on job performance in terms of

- Initiatives of work
- Quality of work.
- Punctuality of work

Ha2: Work design is the most significant impact on job performance.

Ho2: Work design is not the most significant impact on job performance

Ha3: Composition is the most significant impact on job performance

Ho3: Composition is not the most significant impact on job performance

Ha4: Context is the most significant impact on job performance

Ho4: Context is not the most significant impact on job performance

Ha5: Process is the most significant impact on job performance

Ho5: Process is not the most significant impact on job performance

1.5 Significance of the Study

Team effectiveness was an important input into the company's growth. There were many aspects that were related to the impact team effectiveness had on job performance. This study was intended to determine the impact team effectiveness had on job performance. In addition, the benefits of this study have been divided into four parts:

Firstly, the study would help the company to provide a better initiatives and quality of work and on time work outcome to customers and help to drive the company's growth.

Secondly, the study would help the managerial level to understand the organizational practice, apply the most appropriate methodology to those employees, to improve productivity and morale of employees, and to provide a clearer picture of the employee's understanding of what is expected from him or her on the job performance. In addition, the study could offer a highly practical foundation for education and development of team effectiveness competency.

Thirdly, the study would help the team to work effectively and provide an opportunity to improve and develop their competency. The team would relate to the work place environment and organization norms/culture. Individual its was significant to team players, and the superior teamwork was a fulfillment of positive organization movement.

Fourthly, the study would help the team to improve better initiatives and quality of work so that the company could provide the customers to get better goods and services from team effectiveness building.

Lastly, the study would help the employees to understand and build team effectiveness, to improve job performance productivity and morale of employees, and to provide a clearer picture of the employee's understanding of what is expected of him or her on the job performance. In addition, the study could offer a highly practical foundation for education and development of team effectiveness competency.

1.6 Scopes and Delimitation of the Study

The researcher would study the team effectiveness impact on job performance and identify which team effectiveness factor had the most significant impact on job performance. The total population is 405 people from different departments, which consisted of Marketing, Operation, Trade marketing, Research and Development, Finance and Administration office of the Baby Magic Company Ltd. For confidential information, the researcher had to change the name of the company to be Baby Magic Company whereas all of the information and data were based on real situation. This study dealt with team effectiveness at both the theoretical and practical levels.

1.7 Definition of Terms

The topic would describe the definition of terms that the researcher was interested in.

Attitude: A position of the body or manner of carrying oneself: stood in a graceful attitude. A state of mind or a feeling; disposition: had a positive attitude about work (American Heritage, 2000)

Commitment: The act of binding yourself (intellectually or emotionally) to a course of action. (Wordnet, 1997)

Composition: The ability and personality of team members, allocating roles and diversity, size of the team, member flexibility, and member's preference for teamwork. (Steven & Campion, 1994)

Context: The three contextual factors that appeared to be most significantly related to team performance were the presence of adequate resources, effective leadership, and a performance evaluation and reward system that reflects team contributions. (Sundstorm & Meuse, 1990)

Evaluation: The process of examining a system or system component to determine the extent to which specified properties are present. (Denis Howe, 2004)

Goals: the milestone whose specificity could be measured (on time-based points) that the organization intended to meet as it pursued its objectives. (Weldon & Weingart, 1995)

Initiatives: The consideration to what extent the employee is “self starter” and also the attention and effort applied to his/her job, A new idea applied to initiating or improving a product process or service. (Wright & Noe, 1996)

Mindset: A fixed mental attitude or disposition that predetermines a person's responses to and interpretations of situations. (American Heritage, 2000)

Performance: Work done in employment required to be performed in fulfillment of a contract, promise, or obligation that substituted a new *performance* innovation of the contract. (Merriam-Webster, 1996)

Process: the performance of labor for the benefit of another, or at another's command; attendance of an inferior. (Merriam-Webster, 1996)

Punctuality: The consideration of attendance on the job and reporting on time. (Grote, 2002).

Quality of work: The consideration of completeness, neatness, accuracy and acceptability of work done. (Cascio, 1995).

Reward was defined as made in a manner so that the individual (member) could identify his/her work and contributions with his/her pay. (Johnson, 1993)

Roles and Responsibility: Team had different needs, and people should be selected for a team to ensure that there is diversity and that all various roles are filled. (Margerison & Macann, 1990)

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Team was defined as a small number of people with complementary skills who were committed to a common purpose, performance goals. (Katzenbach and Smith, 1993)

Teamwork was defined as a complex behavioral characteristic. (McIntyre and Salas, 1995)

Team effectiveness: The high degree of cooperation and collaboration in which decisions were reached by consensus, communication channels were open and well developed and there was a strong commitment to the team goals. (While Harvey&Brown, 1997)

Team effectiveness: The team members who devoted time and resources to achieve a task assignment. Team members were highly supportive of each other to achieve team commitment. (Researcher,2004)

Task identity: The degree to which a job requires completion of a whole and identifiable piece of work. (Campion, 1994)

Work design: The ability to complete a whole and identifiable task or product, and working on a task or project that has a substantial impact on others such as autonomy, skill variety, task identity. (Wageman, 1997)

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of the related literature and research on team effectiveness factors and job performance. The understanding of the team effectiveness factors would be ingredients to improve the individual's job performance. Firstly, the researcher would emphasize the appropriate theories that are related to two variables of the study. Secondly, the capture of theories would be approached in terms of the sub-variables. Finally, the conceptual framework would conclude the relationship of each variable.

2.1 Team Effectiveness.

Team effectiveness meant 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 might mean observing combat systems, to ensure that everything was running as expected, and observing fellow team members, to ensure that they were following procedures correctly and in a timely manner. (McIntyre & Salas, 1995).

Team effectiveness involved effective communication among members, which often involved closed-loop communication. The team communication referred to the exchange of information between a sender and a receiver. It was logical to assert that team effectiveness involved the exchange of information from one team member to other team members. In one sense, the term close-loop communication was defined as the exchange of information that occurred in any successful communication. In another sense, close-loop communication described something particularly important about decision-making team effectiveness. In order to change information successfully in the context of simultaneous information flow, particular skill was required of the sender to ensure that the information was received as intended. Closed-loop communication involved the following sequences of behavior:

Firstly, the sender initiated the message then the receiver accepted the message and provided feedback to indicate that the message had been received; and the sender double-checks to ensure that the intended message was received. (Mcintyre, 1998).

Team effectiveness meant fostering within team interdependence within the team. A team was defined as a group of people who interacted interdependently. The "Team" implied that the subtasks performed by the team members were interconnected. This meant the following: first, the degree of success on the overall team task depended on the degree of success on each of the subtask, and the degree of success on one task was determined by success on the other subtasks. (Lundry, 1995).

Team effectiveness was characterized by a flexible repertoire of behavioral skills that varied as a function of circumstances. The effective teams showed the ability to alter their behavior as different situations dictate. A commonly cited characteristic of effective team was cohesiveness. There should be a balance between process behaviors that built and maintained the team and activities that promoted the completion of basic team tasks. The effective team exhibited production-oriented and people-oriented skills. In certain circumstances, teams displayed production-oriented behavior in preference to cohesiveness. (Parker, 1990)

2.2 Theories related to Team Effectiveness

The Theory of Stephen P. Robbins (1996). The theory of Stephen P. Robbins indicated that high performing teams have been found to have a common characteristic. The team tended to be small and contained people with three different types of skills: technical, problem solving and decision making and interpersonal. They properly matched people to various roles. These teams had a commitment to a common purpose, established goals and had the leadership skill and structure to provide focus and direction. They also hold themselves accountable at both the individual and team level by having well designed evaluation and reward system. Finally a high performing team was characterized by high mutual trust among members. A full of description of the Ingredients of High Performance Teams as in the theory were as follows

Firstly, the size of team work as the best work teams tended to be small because when they had more than two members, it became difficult for them to get much done. They had trouble interacting constructively and agreeing. Large numbers of people usually could not develop the cohesiveness, commitment and mutual accountability necessary to achieve high performance to create team effectiveness in an organization; the manager should keep the team to under a dozen. If the unit is larger, the manager might break the group into sub teams. Robbins indicated that in order to perform effectively, a team required three different types of skills. First, it needed people with technical expertise. Second, it needed people with problem solving and decision making skills to be able to identify problems, generate alternatives, evaluate those alternatives and make competent choices. Finally, the team needed people with good listening, feedback, conflict resolution and other interpersonal skills. The team could not achieve its performance potential without developing all three types of skills.

Allocating roles and promoting diversity was also part of high performing teams. To properly match people to various roles, the team had different needs and people should be selected for a team based on their personalities and preferences.

In terms of having a commitment to a common purpose, team effectiveness had a common and meaningful purpose that provided direction and momentum for members. Members of successful teams put a lot of time and effort into discussing, shaping and agreeing on the purpose that belonged to them both collectively and individually. The team accepted the common purpose and it provided a direction and guidance under any condition.

Establishing specific goals was another aspect of successful teams. Goals or common purposes should be translated into specific, measurable, and realistic performance goals. Goals also energized the teams to facilitate clear communication and they also help the teams maintain their focus on getting results.

Leadership and structural goals defined the teams end target but high performance teams also needed leadership and were structured to provide focus and direction. Team members had to agree on who was to do what and ensure that all members contributed equally in sharing the workload. Additionally the team needed to determine how its schedule would be set, what skills

needed to be developed, how the team would resolve conflicts and how it made modifying decisions. Agreeing on the specific work and how it fitted together, individual skills required team leadership and structure.

In terms of social loafing and accountability, individuals can hide inside a group; they could engage in social loafing and coast on the team's effort because the individual contribution could not be identified. High performance teams undermined this tendency by holding themselves accountable at both the individual and the team's purpose and goal. They were clear on what they were individually responsible and jointly responsible for.

An appropriate performance evaluation and reward system also contributed to effective teamwork. The traditional individually oriented evaluation and reward system might be modified to reflect team performance. Individual performance evaluation, fixed hourly wages, individual incentives and the like were not consistent with the development of high performance teams. In addition to evaluating and rewarding employees and their individual contributions, management should consider team-based appraisal, profit sharing and gain sharing, small group incentives and other system modifications that reinforced team effort and commitment.

Developing high mutual trust was the last important aspect of an effective team. High performance teams were characterized by high mutual trust among members. Members believed in the integrity, character and ability of each other but in personal relationships, trust was fragile and it took a long time to build, it could be easily destroyed and it was hard to regain.

The Theory of Glenn M.Parker (1990)

Glenn M.Parker indicated that team effectiveness depended on these variables factors such as clear objective, informal atmosphere, team participation, effective listening, and civilized disagreement, consensus decision, open communication, clear role and work assignment, sharing of leadership, external relation, style diversity and self-assessment.

In terms of a clear objective, it might include the goal, vision and mission or task of the team and whether it had been clearly defined and accepted by everyone in the team. The team must know why it existed and what should be done and finally everyone must follow it.

The team's informal atmosphere meant that there was no obvious tension or signs of boredom and there was a relaxing and comfortable environment. One signal that indicated the team effectiveness was the team members enjoyed being around the people in their team and were willing to attend team meetings. Finally they looked forward to all associations and contacts with other team members.

Team participation and the objective of the effective participation was to encourage and provide all team members with the opportunity to participate and which should be relevant to the goal or task of the team.

The single most important factor distinguishing the effective from the ineffective team was the ability of team members to listen to each other. The members use effective listening techniques such as questioning, paraphrasing and summarizing to get idea out.

In terms of civilized disagreement, there was disagreement but the team was comfortable with this and showed no signs of avoiding, smoothing over, or suppressing conflicts. The team effectiveness created a climate in which people feel free to express their opinions even when those opinions were not familiar with other team members.

The core factor of effective teamwork was the use of the consensus decision method for making key decisions. For important decisions the goal was substantial but not necessary with unanimous agreement through open discussion of everyone's ideas, avoidance of formal voting or easy compromising.

The other factor also important to team effectiveness was an open communication behind which there were few hidden agendas. Team members felt free to express their feelings or ideas about the task as well as on the group's operation.

Clear roles and work assignments were also important factors that related to team effectiveness. The most successful team was that where team members took responsibility for work assignment critical to the achievement of the team's mission and task assignments were distributed among team members equally.

There were clear expectations about the roles played by each team member. When action was taken, clear assignments were accepted and carried out. Work was fairly distributed among team members. Every team member had a formal job with a series of functions often defined in a job description or specification.

While the team had a formal leader, leadership functions shifted from time to time depending upon circumstances, the needs of the group and the skills of its members.

Another factor was external relationship, which revealed that team members must have a good relationship with people who were in the team and also build credibility with others.

Style diversity or team players types included members who emphasized attention to task, goal setting, focus on process and questions about how the team was functioning.

The last factor that also contributed to effective team was self-assessment. Periodically, the team stopped to examine how well it was functioning and what might be interfering with its effectiveness.

2.3 Team Effective Model

1. Work Design

Effective teams needed to work together and took collective responsibility to complete significant tasks. They had to be more than a "team-in-name-only". The work design category was task identity, that is, working on a task or project that had a substantial impact on others. The evidence indicated that these characteristics enhanced member motivation and increased team effectiveness. The work design characteristics motivated the member's sense of responsibility and

ownership over the work and they also made the work more interesting to perform. (Wagemant, 1997)

Task identity

The degree of the job required a completion of a whole and identifiable piece of work. (Campion, 1994)

2. Composition

This category includes variables that are related to how teams should be staffed. In this section, the address was the attitude mindset and was allocating roles and diversity.

Attitude Mindset

A position of the body or manner of carrying oneself; *stood in a graceful attitude*. A state of mind or a feeling; disposition: had a positive attitude about work. An arrogant or hostile state of mind or disposition about fixed mental attitude or disposition that predetermined a person's responses to and interpretations of situations. (American Heritage, 2000)

Allocating Roles and Responsibility

Teams had different needs, and people should be selected for a team to ensure that there was diversity and that all various roles are filled. It had nine potential team roles and successful work teams had people to fill all these roles and selected people to play in these roles based on their skills and preferences. Managers needed to understand the individual strengths that each person could bring to a team, selected members with their strengths in mind, and allocated work assignments that fitted with the member's preferred styles. By matching individual preferences with team role demands, managers increased the likelihood that the team members would work well together. (Margerison & Macann, 1990)

3. Context

The three contextual factors that appeared to be most significantly related to team performance was a performance evaluation and reward system that reflected team contributions.

Performance Evaluation and Reward Systems

The traditional, individually oriented evaluation and reward system must be modified to reflect team performance such as individual performance evaluations, fixed hourly wages, individual incentives, and the consistency with the development of high-performance teams. In addition to evaluating and rewarding employees for their individual contributions, management should consider group-based appraisals, profit sharing, gain sharing, small-group incentives, and other system modifications that would reinforce team effort and commitment. (Harvey and Brown, 1996).

4. Process

The final category related to team effectiveness was process variables. These included member commitment to a common purpose and establishment of specific team goals.

Specific Goal

Successful teams translated their common purpose into specific, measurable, and realistic performance goals. The goal led an individual to higher performance and goals also energized teams. These specific goals facilitated clear communication. They also help teams maintain their focus on getting results. Consistent with the research on individual goals, team goals should be challenging. Difficult goals had been found to raise team performance on those criteria for which they were set. For instance, goals for quantity tended to raise quantity; goals for speed tended to raise speed, and goals for accuracy raise accuracy. (Cleland, 1995)

Commitment

Employee commitment has been viewed as existing in several different forms. One form is labeled effective commitment and refers to employee's emotional attachment to identification with organization or team. Second form has been referred to as continuance and focus on the employee perceived costs associated with leaving company. (Meyer,1989)



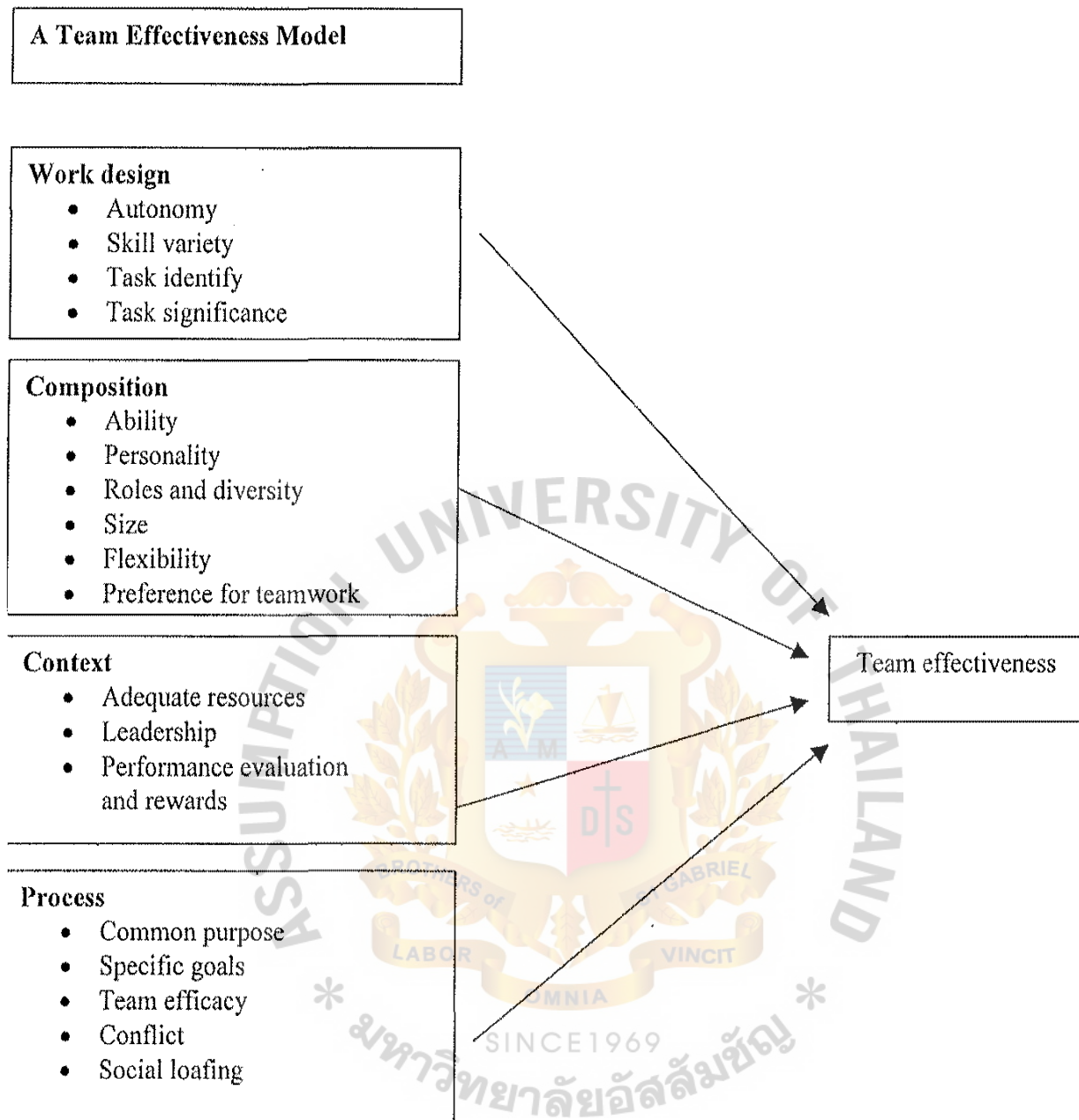


Figure 2.3.1 Team Effective model to (High-Performing Self-Managed Work Teams) Dale E. Yeatts and Cloyed

2.4 Job Performance

Job performance was the quantity and quality of tasks accomplished by an individual or group at work. Performance was commonly said to be the “**bottom line**” for people at work. It was a cornerstone of productivity and it should contribute to the accomplishment of organizational objectives. Indeed, a value-added criterion is being used in more and more organizations to evaluate the worthwhileness of jobholders. The performance of every job should add value to the organization’s production of useful goods and services. (Shermerhorn & Chappel 2000)

Campbell, McCloy, Oppler, & Sager (1993) defined work performance as employee-controlled behavior that was relevant to organizational goals. Two things were of importance in their definition of job performance. First, performance was multidimensional. Job performance was no one single variable. A job was a very complex activity, and, for any job, there were a number of major performance components distinguishable in terms of their determinants and co-variation patterns with other variables (Campbell, 1990).

Job performance was complex, dynamic, and multidimensional; personnel selection systems consequently might predict individual differences for several types of job performance (Hough & Oswald, 2000). Second, performance was behavior, and not necessarily the results of the behavior. The job performance represented a set of behaviors that were relevant to the goals of the organizations or the organizational units in which a person worked (Sekiguchi, 2002)

Measures used to identify the performance of individuals include quantity and quality of output, absenteeism, tardiness, and turnover. These measures took on different values and for each job some implicit or explicit standard existed. (Gibson, Ivancevich & Donnelly, 1982)

Initiatives of Work

An initiative was a person’s ability to generate new ideas or fresh ways of viewing existing ideas. Because the innovation drove business growth, the company needed a continuous flow of new ideas that could open up new opportunities. It was much easier to say that the initiator was an

asset to the organization than to say how the organization could foster it. One approach was to seek out people who thought more initiatively than the average person. Organizations needed initiatives, creativity, or innovation idea of every member in order to cope with the rapid change in the world of competition. Many new products came from the initiative ideas of people who studied or started up from their routine work. For example, Band-Aid was developed from doctors and nurses who worked for the Red Cross during the World War- II. At that time, the way of curing wound was cotton and cohesive tape. (Wright & Noe, 1996)

Quality of Work

The quality characteristics desired by the customers or clients. Examining the customer's preferences, technical specifications, marketing department suggestions and competitive products provided quality-characteristic information. (Ivancevich, Donnelly & Gibson, 1986)

Normally, the company wanted accuracy and speedy output. There must be a sincere belief by employees, from top management to operating employees, that high quality in all outputs was the accepted practice. To satisfy customers or client's quality must be a goal for all employees. Employees must have the skills and abilities to achieve the quality standards set by management toward customers.

Punctuality of Work

Punctuality was primarily an issue with employees in the administrative and operations. It meant coming to work every day was fully prepared and ready to work at the beginning of work schedule and continue until the day's work is done. To make appropriate arrangements when adverse weather or other problems might delay on-time arrival. Conforms to work hours of schedule. Notifies others immediately when unexpected problems caused absence, lateness, or the need to leave early. (Grote, 2002)

2.5 Theories Related to Job Performance

2.5.1 Theory of Benton (1998). From years of research, Benton indicated that Job Performance was dependant on the following variable factors, which were rewards, coworkers, and management competency, the intrinsic quality of the work itself, promotion opportunities and others such as social recognition and external conditions.

In terms of reward, there were many kinds of reward such as monetary and non monetary. Monetary was a reward that could give instant satisfaction to the recipient because he or she could exchange it for merchandise directly. As regards non-monetary rewards, satisfaction could not be exchanged for money and included work recognition, job security etc. Monetary and non-monetary usually were the most sought after by employees and affected the job performance directly. There was a close relationship between performance and pay, as increasing the pay would result in higher performance. However this relationship was often complicated by factors of age, education and occupational level.

The word “coworker” did not mean only horizontal level personnel such as peers and colleagues but it also included the personnel above and under such as managers, supervisors and subordinates. These personnel as part of an employee’s social environment affected job performance in terms of career duration In other words, the time an employee had been working with the organization affected his or her job performance and it depended on coworkers and the social environment.(Benton, 1998)

Management and supervisory competency of the organization was also an important factor concerning an employee’s job performance. Most employees’ job performance outcome depended on their expectation of the competency of an organization’s management and supervisory system. Competency in this sense was the skill or ability of managers and supervisors focused on such aspects as technical, interpersonal, communication, etc. Therefore the employees would not perform diligently if the competency of the managers and supervisors were below their expectation.

Another factor considered the intrinsic quality of the work itself, which was the satisfaction the employees received besides the extrinsic factors such as the quality of management, coworkers and pay. This intrinsic quality of work itself might come in the form of self-fulfillment.

Finally promotion opportunities viewed that not all employees wanted promotions but they wanted at least some promotion opportunities to be presented. The absence of promotion opportunities caused employee's dissatisfaction, which led to negative job attitudes and ineffective performance.(Benton, 1998)

2.5.2 Theory of Robert A. Baron, 1983.

Baron identified major determinants of performance, or what caused us to perform the way we do. He proposed three major determinants, which were physical environment, ability and motivation, and personality. First, physical environment might be overlooked as the determinants of job performance. It was the same meaning of working condition and discussed its four aspects, which were illumination, temperature, noise and work schedule. Secondly, the ability and motivation and wherein the ability was different in each individual. A person who had greater ability would outperform a given task comparing to a person with lesser ability while the motivation was the amount of individual effort exerted on the job. Baron pointed out that both ability and motivation were required to perform tasks. Last, personality of individuals on the job. For which the certain types of individual were better suited for some jobs than others.

According to Baron, physical environment was the environmental factor that the organization had to provide to the people. The physical environment was aligned with the physiological needs of Maslow. It seemed not to be an important thing, but it could affect the job performance as well. The other two factors; ability and motivation, and personality are the personal factors. The organization normally adjusted them by providing the training program both on the job training and off the job training.(Baron,1983)

2.5.3 Theory of Wright and Noe, 1996

Wright and Noe defined **job performance** as behaviors that were relevant to the organization's goals and could be measured in terms of each individual's proficiency, or level of contribution. According to this definition, job performance described what people did (behaviors), not the results of those actions. This definition distinguished job performance from *effectiveness* and *productivity*. Effectiveness concerned the results of performance (whether those results were what was desired); it depended not only on what individual employees did, but also on the resources available to the employee and the cooperation of others in the organization. Productivity compared effectiveness to the cost of achieving it (Wright & Noe, 1996).

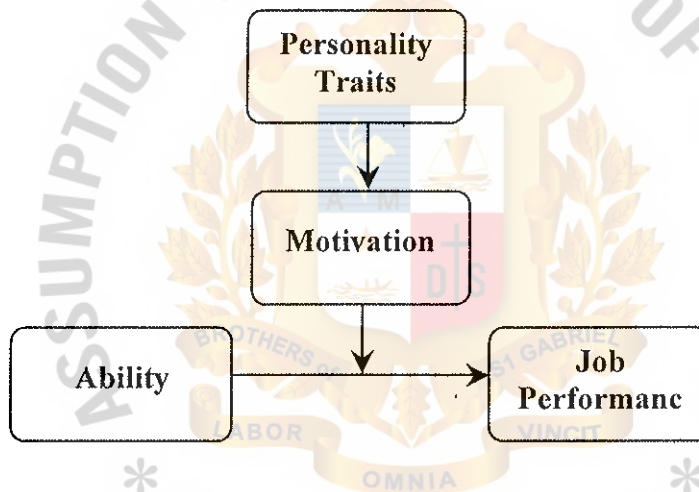


Figure 2.5.1 Influence of Personality and Ability on Job Performance
Source: Patrick M. Wright/Raymond A. Noe, Management of Organizations,
Von Hoffmann Press, Inc. 1996, p.290

According to Figure 2.5.1, the abilities had a direct impact on performance. Personality, in contrast affected performance indirectly by influencing motivation. In other words, people with certain personalities were more motivated in some jobs or organizations motivation and abilities together lead to the resulting level of job performance. (Wright & Noe, 1996).

In conclusion, not only motivation influenced with job performance, but also personality trait and ability. Personality trait was a key factor to assign an employee's task. Since people had

different characteristics, some were introverts or extroverts or some had assertiveness or accountability, management should put the right person to the right job. More to the point, some jobs needed the suitable persons who fitted those jobs such as firefighters must have strength and endurance. That was the reason that many companies must have physical tests before hiring employee's and physical fitness was an important topic of performance evaluation. (Wright & Noe, 1996).

2.5.4 Theory of Lloyd L. Byars and Leslie W. Rue, 1984

Byars and Rue described the meaning of job performance that was "the net effect of a person's effort as modified by his abilities and traits and by his role perceptions." This definition implied that performance in a given situation could be viewed as resulting from the interrelationships between effort abilities, and role (or task) perceptions.

Moreover, the theorists indicated that effort, which results from being motivated, referred to the amount of energy (physical and/or mental) used by an individual in performing a task. And, abilities were personal characteristics used in performing a job. Abilities usually did not fluctuate widely over short periods of time. Role or task perceptions referred to the directions in which individuals believed they should channel their efforts on their jobs activities and behavior that people believe were necessary in the performance of their jobs which defined their role perceptions.

As a result of Byars and Rue, there were three key words that are related to job performance; effort, ability and trait, and role perception. If individuals put terrific effort and had excellent abilities but lacked a good understanding of their roles, performance would probably not be good in the eyes of their managers. A lot of work would be produced, but it would be misdirected. Likewise, an individual who put a high degree of effort and understands the job, but lacked ability, probably would rate low on performance. A final possibility was the individual who had good ability and understands his or her role but was lazy and expended little effort. This person's performance would also probably be low. Of course, an individual could compensate up

to a point for a weakness in one area by being above average in one or both of the other areas.(Byars and Rue,1984)

2.6 The Relationship of Team Effectiveness Impact on Job Performance.

In today's thinking concerning the economic climate, businesses not only have to have unique and initiates products, but also they have to present an image of excellence and be able to convince customers and succeed. Teams are a function of the coordination required to accomplish work and primarily were created to increase employee contributions and productivity. Where coordination was required, teams have made a significant contribution to organization effectiveness and employee satisfaction (James H.Shonk,1997)

One proven method was to promote team effectiveness within the organization. Team effectiveness would not only promote a sense of good relationship in an organization but it would be also transmitted to all clients or customers who do business with the organization. In addition, Team Effectiveness also would help the company deal with internal problems by allowing team members to study and address the problems, reduce the cost by soaking up slack and taking out waste cause by natural variation in production. Team Effectiveness was not relevant only to such as an organization environment and it was becoming increasingly important to a wide range of operation. It applied to all organization members and to all levels of organization that impede organization performance effectiveness. In order to achieve and gain in quality and productivity, teams must consist of a group of people pooling their skills, talents and knowledge. With proper training, teams could often tackle complex and chronic problems and came up with effective, permanent solutions. (Scholtes, 1988)

Team effectiveness moved from moderate to high level of performance then into dysfunctional conflicts through self-assessment and backed to high performance. Most teams, even those with stable membership and strong performance, recorded refocus from time to time and rebuild themselves. The basic of a new model team effectiveness development called "Face Model" described team effectiveness moving in an interactive, back-and-forth process among several team faces or personalities at one time wearing one face and at another time wearing another face. This model was drawn on earlier models yet departed from the many models which

described teams as moving through a step-by-step or sequential, one-way development pattern. The faces proposed were based on the idea that team effectiveness moved back-and-forth rather than in one direction among several faces, temperaments or ways of being. Each face represented a general pattern of behavior performance and issues within the team during a particular period of time. Unlike the earlier sequential models, the faces model assumes any pattern that may precede or follow any other pattern. Any sequence of patterned behaviors might occur. (Leadership & Organization Development Journal, 1996)

The Informing Model

When teams wore the informing face their members strived to understand, learned, evaluated and developed a share mindset concerning their own teams in general. Informing involved exploring and testing values and habits concerning teams and work. Team members involved in informing might debate the relative importance of satisfying individual and organizational needs or about the best way to manage and lead teams or compensate team members. Informing was about coming to grips with shared values. Logic suggested that informing should be the first step in team effectiveness development. (Ed Kur, 1996)

The Forming Face

A team that wore a forming face was likely to be working through start-up issues though not necessarily at the time the team was established. Forming involved clarifying the team's mission or proposes, members getting to know one another and determining just what was expected or desired of each member. During forming processes, members were often uncertain and a bit anxious about the team's prospects yet, they were simultaneously hopeful about the potential for team success. They might somewhat be uncertain or disoriented and therefore were likely to depend on an authority figure for guidance, direction and support. (Ed Kur, 1996)

It was common in the experience of many teams to enter periods in which many members experience confusion, anger, withdrawal or significant dissatisfaction and express these things in ways, which were disruptive. Sometimes this occurred as individual members vie for position. In other cases this stormy behavior occurred when members sense too great a misalignment between

their hopes for what the teams might become. Members became discouraged and engaged in bickering. Sometimes members of storming team just walk away from one another and from the teamwork. (Ed Kur, 1996)

The Norming Face

Teams whose members relied on rules, even explicated and undisguised rules, to maintain harmony in the spite of one another's idiosyncrasies and who experience "the group or the team" as comfortable entities worth maintaining, are probably wearing the norming face. Norming groups focused on harmony. They exchanged and accepted opinions and ideas because they wanted to ensure the continuation of positive feeling within the group. They overcame differences by establishing and following both written and unwritten rules, standards of behavior, policies and performances standards. This might not result in a sense of group and minimized bad feelings and personal conflicts. (Ed Kur, 1996)

The Performing Face

Some teams moved into a stage of very high esprit, trust, energy, creativity and innovation during which performance soared. Members were individually empowered and open with one another. They created and changed their individual role to fit the changing need. This "role flexibility" was a key descriptor of high performing teams. Members seek each other's opinion then listen carefully to each other. Although they strived for consensus and shared decision-making, any member might act on behalf of the entire team confident his or her teammates would support any action taken. These periods of high a performance had lasting, positive impact because they were energizing and personally rewarded. (Ed Kur, 1996)

Some aspects of the faces model were undoubtedly familiar to those who had studied team effectiveness development. This was because I had drawn from earlier work in the stage or phases of team development. Perhaps the most frequently quoted work in this area was Tuck man's four stage model (1965) which included a forming, storming, norming and performing stage. Blake and Mouton (1964), Carrier (1974) Jones (1974) and others had also presented similar models of team

development. Many of these models described a stepwise or sequential process, which roughly parallels a one-way path from forming to storming to norming and finally to performing.

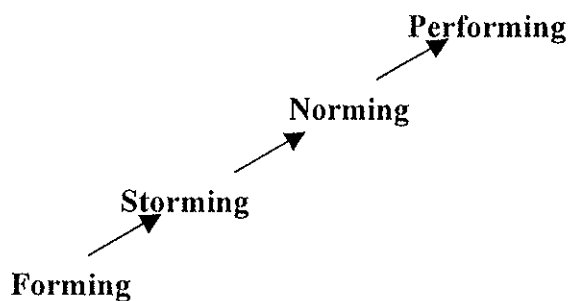
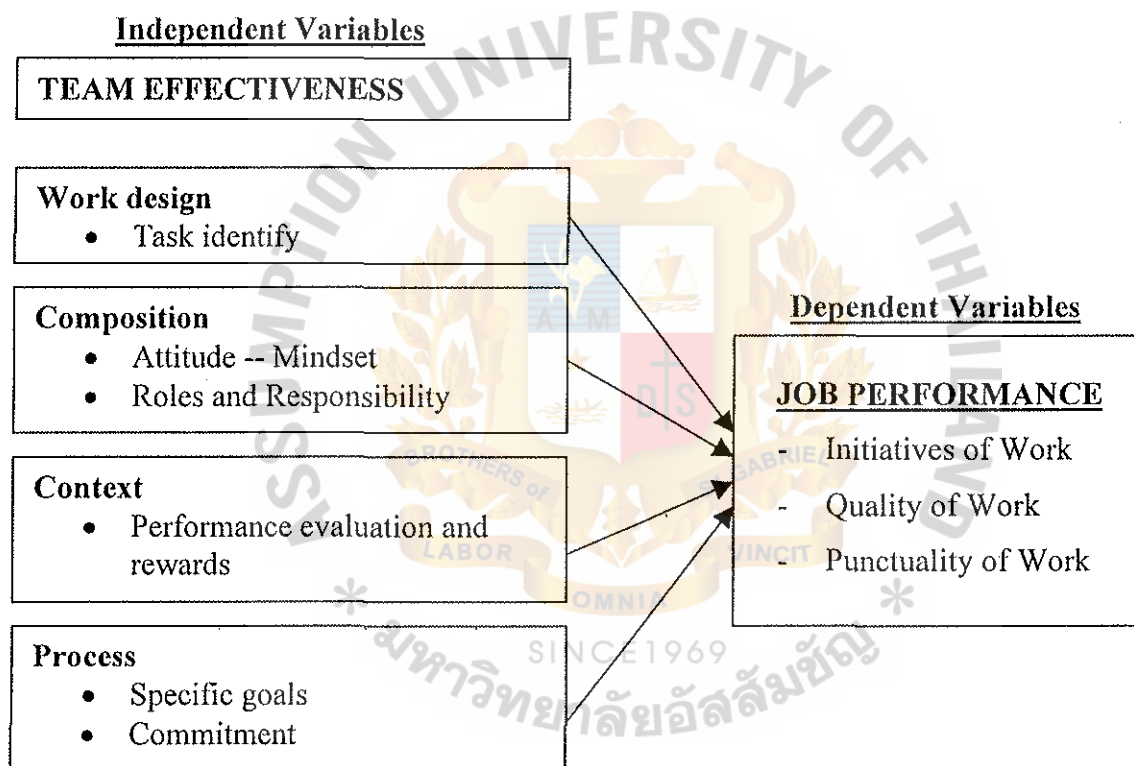


Figure 2.6.2: The sequential plan (Ed Kur, 1996; The face model of high performance: Leadership & organization Development Journal)



2.7 Conceptual Framework

This diagram represented the conceptual framework of the research study, which integrated different variables discussed below.



CHAPTER 3

METHODOLOGY

This chapter presents research methodology as used in this research, respondents and sampling procedure, research instruments/questionnaires, data collection or gathering procedures and statistical treatment of data would also be declared in this chapter.

3.1 Research Design

The researcher used descriptive research for the study. A quantitative analysis of data would be used.

3.2 Respondents and Sampling Procedure

The respondents of this research were the marketing, trade marketing, operation, research and development and financial and administrative officers working for Baby Magic Company. The total population of Baby Magic Company was 405 people so the sample size computation with 95% confidence level was as follows:

$$n = \frac{N}{1+N(e)^2}$$

The total population was = 405 people $= \frac{405}{1+405 (0.05)^2} = 203$ people

The level of confidence was 95%

Table 3.1
Table of Sample size

Size of Population	Sample Size (n) for Precision (e) of:		
	5%	7%	10%
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

Source: Florida Cooperative Extension Service / Institute of Food and Agricultural Sciences / University of Florida

So the sample size of respondents assigned to be 203 respondents from the total population as shown in reference of **Table 3.1**. Sampling procedure used in this research was random searching and equal opportunity to be selected for participation.

Table 3.2
Sampling Size of Sample size

Group of Employee	Number of Population	Sample of Respondents
Marketing	20	20
Operation	300	130
Trade Marketing	5	5
Research &Development	15	10
Finance	15	10
Administration officer	50	28
Total	405	203

The target population had a number of 405 persons and the samples of respondents were 203 persons.

3.3 The Research Instruments

The researcher used questionnaires as the primary source of data gathering. The informal interviews and observations were used as support information.

3.3.1 Questionnaires

The researcher used questionnaires as research instruments. The questionnaires were developed in English only because employees preferred English translation. These questionnaires were developed to examine the team effectiveness impact on job performance. This would be reviewed by at least three experts. Before the questionnaires distributions were conducted, the researcher would conduct a pre-test to the similar companies. This was to test the effectiveness of questionnaires.

The questionnaires consisted of two parts as shown in the following details: -

- **Part I** was the demographic profile of respondents, which consisted of five questions. This part provided the multiple choices format of personal profiles.
- **Part II** was about team effectiveness. There were 30 questions, which used the five points Linkert scale method.
- **Part III** was about job performance. There were 15 questions. The questionnaires of this part were about the respondents' perception of their job performance. This part used the five points Linker scale method.

Table 3.3
Arrangement of Questionnaires

Part	Main Variables	Sub Variables	Questionnaire Items
I	Demographic profile	<ul style="list-style-type: none"> - Age - Gender - Working in the present company - Educational level - Department and current position 	1 2 3 4 5
II	Team effectiveness	<ul style="list-style-type: none"> - Work Design - Composition - Context - Process 	6 – 10 11 – 20 21 – 25 26 – 35
III	Job Performance	<ul style="list-style-type: none"> - Initiatives of work - Quality of work - Punctuality of work 	36 – 40 41 – 45 46 – 50

3.3.2 Interview and Observation

For further information collection and analysis, the researcher had to interview the higher level of samples of respondents on the following topics:-

- How important team effective impact was on job performance
- Quality of work
- Work enthusiasm
- Job performance

3.4 Data Collection – Techniques, Procedure

Data collection was a combination of questionnaires, informal interview and observation of high level of managements. There are two phases to the process of collecting data; pre testing and the main study. Pre testing phases used 15 samples from the marketing department in the company for checking the data collection form that minimizes errors due to improper design elements.

Table 3.4 Pre test -- Result Test Reliability

Variable	α -Coefficient	Standardized item
Team Effectiveness		
• Work Design	0.7821	0.7942
• Composition	0.7726	0.7813
• Context	0.6714	0.6831
• Process	0.7865	0.7964
Job Performance		
• Initiatives of work	0.7346	0.7415
• Quality of work	0.7581	0.7646
• Punctuality of work	0.7495	0.7573

Reliability of the Variables

A measure was a number designed to reflect some characteristics of an individual, object, or even. As such it was a specific observation or picture of this characteristic. Alpha value was utilized to assess the internal consistency of the measurement. Each scale was tested by SPSS as to compute the alpha value. Reliability of the attitude measured was assessed by the internal consistency (Cronbach's alpha) method. Cronbach's alpha for all attitudes measured ranged from 0.6-0.91 indicating a strong reliability. In this study all Alpha was greater than 0.6 and indicated a strong measure of reliability

Table 3.5 Result of Test Reliability

Variable	α -Coefficient	Standardized item
Team Effectiveness		
• Work Design	0.7733	0.7813
• Composition	0.7869	0.7924
• Context	0.6988	0.6935
• Process	0.7993	0.8067
Job Performance		
• Initiatives of work	0.7207	0.7561
• Quality of work	0.7601	0.7632
• Punctuality of work	0.7303	0.7354

Techniques

The data used in the research was from the two main sources. The primary source of data was questionnaires. The secondary source of data was informal interview and observation of high-level personnel about their attitude towards organization management according to team effectiveness and job performance, and had to observe their working behavior.

Procedure

1) Before the collection of data, the researcher contacted and discussed about the purpose of the study with Marketing, Operation, Sales, R&D, and Financial Director of the Baby Magic Company and asked for permission.

2) The researcher was at the Baby Magic Company during the period of data collection, for observing the skilled of providers, supervising and resolving the problems of data that collection might occur.

3) To collect data, the respondents were informed about the purpose and confidential treatment of this study; therefore the respondents were free to response to the questionnaires.

3.5 Data Analysis

The researcher used SPSS for statistical analysis. The statistic tools used to answer the following research questions were based on the statement of problem.

1st Question - Frequencies and Percentage were used to determine the demographic profile.

2nd Question - Correlation Analysis by Pearson Correlation was used to determine the team effectiveness impact on job performance.

3rd Question - Regression Analysis by Linear Regression was used to identify which element had the most significant impact on job performance.

Based on the study, the mean score was weighted as follows:

Average Weighted Mean on Team effectiveness

Rating Scale	Interpretation
5.00-4.20	Strongly Agree -- Very High
4.19-3.40	Agree -- High
3.39-2.60	Neutral -- Average
2.59-1.80	Disagree-- Low
1.79-1.00	Strongly Disagree – Very Low

Average Weighted Mean on Job Performance

Rating Scale	Interpretation
5.00-4.20	Strongly Agree -- Very High
4.19-3.40	Agree -- High
3.39-2.60	Neutral -- Average
2.59-1.80	Disagree-- Low
1.79-1.00	Strongly Disagree – Very Low



CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter was primarily concerned with the results of the survey from the procedures discussed earlier in Chapter one. Firstly, the objective of this research was to determine the level of team effectiveness in terms of work design, composition, context and process. Secondly this research was to determine the level of job performance in terms of initiatives of work, quality of work and punctuality of work and thirdly the objective was to identify which element of team effectiveness in terms of work design, composition, context and process had the most significant impact on job performance. Finally, to come up with recommendation based on diagnosis for OD intervention was given. The data analysis presentation and interpretation based on the data of 203 samples collected consist of the two followings sections: (1) the demographic profile of respondents, team effectiveness and job performance and (2) Hypothesis Testing – to measure the relationship of the impact of team effectiveness on job performance among elements in five hypotheses tested by Pearson Correlation and Linear Regression.

The majority of age of the respondents in this research was 44.8 percentage of 91 respondents specified the age between 25 – 30 years old, 39 respondents were 19.2 percentage of the age range between 31 – 35 years old, 17.7 percentage of 36 respondents specified to the age under 25 years old, the age range between 36 – 40 years old found in 23 respondents were 11.3 percentage

Table 4.1
Demographic profile

Age	Frequency	Percent
Under 25	36	17.7
25-30 years	91	44.8
31-35 years	39	19.2
36-40 years	23	11.3
41 years and above	14	6.9
Total	203	100.0

The gender of respondents was principally female, there were 140 respondents were 69.0 percentage, whereas 31.0 percentages of 63 respondents of the total respondents specified to male respectively.

Table 4.2
Gender

Gender	Frequency	Percent
Male	63	31.0
Female	140	69.0
Total	203	100.0

Most respondents worked between 1-5 years, a total of 104 respondents were 51.2 percentages in this range, followed by 25.6 percentage of 52 respondents who worked in the company below 1 year, 23 respondents were 11.3 percentage and 6.4 percentages were 13 respondents who worked for 10.1 – 15 years respectively. Only 11 respondents were 5.4 percentages of respondents who worked in the company for 15.1 years and above, were represented as the minority group.

Table 4.3
Number of Working Years

Number of working in the present company	Frequency	Percent
Below 1 year	52	25.6
1-5 years	104	51.2
5.1-10 years	23	11.3
10.1-15 years	13	6.4
15.1 years and above	11	5.4
Total	203	100.0

The majority group of respondents was 52.2 percentage of 106 respondents whose education were Master's Degree, and followed by 97 respondents of 47.8 percentage specified to hold Bachelor's Degree respectively.

Table 4.4
Educational

Educational Level	Frequency	Percent
Bachelor degree (College Degree)	97	47.8
Master Degree	106	52.2
Total	203	100.0

The majority of department levels of the respondents in this research was 65.0 percentage of 132 respondents specified to the operation department, 28 respondents are 13.8 percentage specified as the administration officers, marketing department found 9.9 percentage of 20 respondents, 10 respondents are 4.9 percentage specified to the research and development. Finance department found 3.9 percentages of 8 respondents. The minority group was the group of 5 respondents specified to the trade-marketing department, represented by only 2.5 percentage.

Table 4.5
Department

Department	Frequency	Percent
Marketing	20	9.9
Operation	132	65.0
Trade Marketing/Sales	5	2.5
Research Development	10	4.9
Finance/Accounting	8	3.9
Administration officer	28	13.8
Total	203	100.0

Most of the respondents were from the manager position level. A total of 101 respondents were 49.8 percentage followed by 32.5 percentage of 66 respondents, who were the staff level whereas, there were 36 respondents which was 17.7 percentage of respondents, who were in the Supervisor level, represented as the minority group.

Table 4.6
Position

Position	Frequency	Percent
Staff	66	32.5
Supervisor	36	17.7
Manager	101	49.8
Total	203	100.0

4.2 Perception on Overall Team Effectiveness

Research Question 2: What were the perceptions of respondents on team effectiveness in terms of work design, composition, context, and process?

In this part, the descriptive statistics was used to find out the answer for research question 2. And the Arbitrary Level was used in stating the rating of respondents' perceptions toward team effectiveness, shown as follows:

Arbitrary Level

5.00 – 4.20

4.19 – 3.40

3.39 – 2.60

2.59 – 1.80

1.79 – 1.00

Descriptive Rating

Strongly Agree (SA) -- Very High

Agree (A) -- High

Neutral (N) -- Average

Disagree (D) -- Low

Strongly Disagree (DA) -- Very Low

Table 4.7
Respondents' Perceptions on Team Effectiveness

Variable	Mean	SD	Rating
Work Design – Task Identity	4.02	.517	High
Composition- Attitude, Role and Responsibility	3.85	.630	High
Context – Performance evaluation and Reward	3.71	.542	High
Process – Specific Goal and Commitment	3.84	.675	High
Team Effectiveness	3.86	0.591	High

Overall, the perceptions of respondents toward team effectiveness were rated at “high level” with the average mean of 3.86 and standard deviation of 0.591. This implied that the respondents did agree with team effectiveness. There were all factors that the respondents rated their perceptions at “high level” with the means of 4.02, 3.85, 3.84 that were **work design, composition, and process variable** and followed by the context variable which had the lowest mean equal to 3.71.

Table 4.8
Work Design – Task Identity

Item	Mean	SD	Rating
✓ 6. I understand the overall process of task assignment from beginning to end when a task is assigned to me.	3.88	.708	High
✓ 7. I understand my specific part of task duties and task requirements when a task is assigned.	4.05	.619	High
✓ 8. The clear objective of task assignment helps me to perform task more effectively.	4.24	.859	Very High
✓ 9. When I am not clear about my task assignment, I always ask my team leader or team members to explain to me clearly.	4.16	.757	High
10. I feel free to negotiate with team members when a task is assigned to me, which is not equitably shared.	3.64	.767	High
Task Identity	4.02	.517	High

The work design factor of task identity had the average mean of 4.02 and standard deviation is 0.517. There was only one item that the perceptions of respondents on task identity factor was “Very High level” with the average mean of 4.24 and standard deviation of 0.859 specified to the clarity objective of the task assignment. The clarity objective of task assignments helped the Baby Magic Company team members to perform tasks more effectively because the team members understood what they had to do for task assignments. The rest of the factors item was which “high level”, represented the average mean of 4.16 specified to a team leader or team members had to explain when the task was unclear. Furthermore, the team leader had to fairly distribute task assignments equally to give the team members task satisfaction. From the researcher’s working experience with the team members of the Baby Magic, when team members clearly understood what they had to do then they were proactive and did their own specific duty and completed the task effectively.

Table 4.9
Composition – Attitude (Mindset)

Item	Mean	SD	Rating
11. A conflict, which is discussed and resolved openly and constructively among team members.	3.67	.800	High
12. My team tries to satisfy team's expectations and accommodate the passion of a team success.	3.93	.656	High
13. My team always argues a case to show the merits of a team.	3.68	.674	High
14. My team always negotiates among team members so that compromise can be reached.	3.75	.716	High
15. My team always exchanges accurate information with a team members to solve a problem together.	3.86	.714	High
Attitude-- Mindset	3.82	.579	High

Since the average mean and standard deviation were valued at 3.82 and 0.579, the overall perceptions on attitude -- mindset of respondents felt was in the “high level”. The

first highest item of the average means of 3.93 specified to a team tried to satisfy the team's expectations and accommodated the passion of a team success. The passion and team's satisfaction are also important for the Baby Magic Company to build the team effectiveness. The passion inspired the team's spirit and energized team members of Baby Magic to drive for growth. Furthermore, the exchange of accurate information was another factor that helped a team to share and solve the problems together.

Table 4.10
Composition -- Role and responsibility

Item	Mean	SD	Rating
16. Everyone in the team should understand clearly his/her role and responsibility when task is assigned.	4.03	1.117	High
17. I feel that to be a part of team, we are together and share responsibility for the team's success or failure.	4.07	.909	High
18. Sometimes, I feel that the role and responsibility is not equitably share.	3.51	.864	High
19. Team leader should allocate work assignments that fit with members preferred styles.	3.63	.943	High
20. The clarity of individual role and responsibility bring the team to deliver great contribution.	4.24	.766	Very High
Role and responsibility	3.87	.680	High

As the average mean and standard deviation of role and responsibility was valued at 3.87 and 0.680, there was only one item that represented as "Very high level" which was the highest average mean of 4.24 specified to "the clarity of individual role and responsibility. The remaining items were perceived as "high level" with the average mean of 4.07, specified to be a part of team and shared responsibility would lead to team effectiveness. The clarity of individual role and responsibility was the most important for the Baby Magic Company to make the team deliver great contribution. Allocating role and promoting diversity were also parts of high performing teams. To properly match people to

various roles, the team had different needs and people should be selected for a team based on their personalities and preferences.

The team's spirit and its feeling of unity built a team's success as well. Furthermore the team leader should allocate task assignment to fit with the team member's preferable style.

Table 4.11
Context -- Performance evaluation and Reward

Item	Mean	SD	Rating
21. I know that a performance evaluation and reward will affect each member's performance.	4.02	.754	High
22. To evaluate and reward employees, the management should consider group-based appraisals that will reinforce team effort and commitment.	3.91	.768	High
23. My self - assessment evaluation in conjunction with my supervisor feed back helps to achieve common understanding.	3.98	.727	High
24. Sometimes, I got unfair treatment of performance evaluation and reward from supervisor.	3.00	1.046	Average
25. Compensation and reward are the motivation that inspires me to work harder.	3.85	.891	High
Performance evaluation and Reward	3.71	.542	High

For the performance evaluation and reward of context factor was the average mean and standard deviation valued at 3.71 and 0.542. **The first highest item had the average mean of 4.02 specified to a performance evaluation and reward would effect to each member's performance.** The second item with the average mean of 3.98 specified to the self - assessment evaluation in conjunction with the supervisor's feed back, helped to achieve common understanding. The performance evaluation and reward would effect the building of team performance for the Baby Magic Company. The performance evaluation

and reward should be not only from top down evaluation but the self-assessment evaluation and the supervisor's feed back helped the team members to achieve common understanding and led to fair treatment. From the researcher's observation, to evaluating and rewarding employees and their individual contributions, management of Baby Magic should consider team-based appraisal, profit sharing, small group incentives and other system modifications that reinforced team effort and commitment.

Table 4.12
Process --Specific Goal

Item	Mean	SD	Rating
26. The goals of our team are challenging but reasonable (neither too hard nor too easy).	3.56	.985	High
27. I understand how our team performance is measured on this job.	3.87	.722	High
28. The successful teams translate the common purpose into specific and realistic performance goals.	3.87	.800	High
29. The goals lead individuals to a higher performance and goals also energize teams. These specific goals facilitate clear communication.	3.92	.798	High
30. Our team has deadlines for accomplishing our goals on this job.	4.01	.671	High
Specific Goal	3.88	.686	High

The team effectiveness factor of process concerned specific goal had the average mean and standard deviation valued at 3.88 and 0.686. The overall perceptions on relationship of respondents were felt in the "agreed level". **The highest average mean of 4.01 specified to the deadlines of the job led to a team's achievement.** The second item with the average mean of 3.92 specified to the specific goals led individual's performance and specific goals also energized teams. Having a common goal helped the Baby Magic to build team effectiveness, which provided direction and momentum for team members.

Members of successful teams put a lot of time and effort into discussing, shaping and agreeing on purpose that belonged to them both collectively and individually.

Table 4.13
Process -- Commitment

Item	Mean	SD	Rating
31. A team has a common and meaningful purpose that provides direction, momentum, and commitment for members.	3.74	.720	High
32. Commitment drives the team to work effectively.	4.15	.778	High
33. Team members are fully committed to the team's objectives.	3.66	.850	High
34. Energy is used to solve problems rather than competitive struggles.	3.65	.885	High
35. Team members are highly supportive of each other to achieve team commitment.	3.77	.839	High
Commitment	3.80	.663	High

The factor of process concerned commitment had the average mean and standard deviation valued at 3.80 and 0.663. The overall perception on relationship respondents was felt in the "agreed level". The highest average mean of 4.15, stated in the item of commitment drove a team to work effectively. The second item with the average mean of 3.77 specified to the high support of team members brought the team's commitment. The third item with the average mean of 3.74 specified to when a team had a common and meaningful purpose to drive the team's commitment. For the Baby Magic Company, It was known that the commitment was the key to drive teamwork more effectively. The commitment drove the team's spirit and energized the team to overcome competitive struggle. The highly supportive attitude of each other also helped a team to achieve team commitment as well.

4.3 Perception on Overall Job Performance

Research Question 3: What are the perceptions of respondents on job performance in terms of initiatives of work, quality of work, and punctuality of work?

In this part, the descriptive statistics was used to find out the answer for research question 3. And the Arbitrary Level is used in stating the rating of respondents' perceptions toward team effectiveness, shown as follows:

<u>Arbitrary Level</u>	<u>Descriptive Rating</u>
5.00 – 4.20	Strongly Agree (SA -- Very high
4.19 – 3.40	Agree (A) -- High
3.39 – 2.60	Neutral (N) -- Average
2.59 – 1.80	Disagree (D) -- Low
1.79 – 1.00	Strongly Disagree (DA) – Very Low

Table 4.14
Job Performance

Variable	Mean	SD	Rating
Initiatives of work	3.72	.550	High
Quality of Work	3.70	.573	High
Punctuality of work	4.06	.564	High
Job Performance	3.87	.474	High

Overall, the perceptions of respondents toward job performance were rated at “agreed level” with the average mean of 3.87 and standard deviation of 0.474. This implied that the respondents did agree with job performance. The highest average mean of this perception was 4.06 specified to punctuality of work, followed by initiatives of work which had the average mean of 3.72 and the lowest mean of this perception found at 3.70 of the average mean indicated to quality of work.

Table 4.15
Job Performance -- Initiatives of work

Item	Mean	SD	Rating
36. By thinking on initiative and creative idea, I also develop my creativity power.	3.97	.720	High
37. By being constantly creative, I will always stand out among team members.	3.53	.828	High
38. I believe that new initiatives and creativity of work add the value for a team performance.	4.20	.592	Very High
39. Sometimes, I get bored when I spend a lot of time to create a new idea for a team.	2.97	.969	High
40. My team always gives me an opportunity to do creative work.	3.72	.768	High
Initiatives of work	3.72	.550	High

For the job performance factor concerned with initiatives of work as the average mean and standard deviation was valued at 3.72 and 0.550. **The highest average mean was 4.20 with “strongly agree level” specified to new initiatives and creativity of work added the value for a team performance.** The second item had the average mean of 3.97 specified to the initiatives and the creative idea developed individual’s creativity power. The third item had the average mean of 3.72 specified to the opportunity of doing a creative work. From the researcher’s observation team members at the Baby Magic were very conservative and followed formal processes in every step given to the team members to create the conservative working environment. The new initiatives and creative work help the Baby Magic Company to add the value to the team’s performance. Initiatives and creativities of ideas of every member helped to cope with the rapid change in the world of competition. When the team members have a lot of opportunities to practice initiation then they should be allowed to use their creativity power.

Table 4.16
Quality of Work of Job Performance

Item	Mean	SD	Rating
41. By paying attention to necessary details of work, I can ensure the quality of work outcomes.	3.98	.682	High
42. I always produce a good quality of work and never get complaints from teamwork or supervisor.	3.34	.844	High
43. I always deliver the best quality of work when I'm being pushed/demanded by my supervisor.	3.49	.956	High
44. When I get complaints of work from team member/supervisor, I am willing to improve my quality of work.	4.14	.732	High
45. I often find myself showing others how to do their jobs better for our team.	3.41	.672	High
Quality of Work	3.70	.573	High

For the quality of work factor, the average mean and standard deviation was valued at 3.70 and 0.573. **The first highest average means was 4.14 specified to the willingness of improving quality of work.** The second item had the average mean of 3.98 specified to the paying attention to necessary details, which helped to deliver the quality of work. The complaints and feedback helped the Baby Magic team members to improve their work and the better quality of work led to better job performance. However the complaints should be a constructive feedback to create for the team members the chance to improve the quality standard of the working. To maintain the quality of work at the Baby Magic, the team members had to pay attention to the necessary details of work to ensure the quality of work outcomes.

Table 4.17
Punctuality of work of Job Performance

Item	Mean	SD	Rating
46. I gain trust from my team member because of my assignment is always delivered on time.	3.81	.688	High
47. I realize that my delay of work has a direct impact on the team's outcome.	3.96	.801	High
48. I know that delivering job on time helps to maintain the team's success.	4.38	.622	Very High
49. I always ensure that my assignment meet the deadline however how complicated it is.	4.02	.707	High
50. My quantity of work always meets the dead line target.	3.80	.815	High
Punctuality of work	4.06	.564	High

The average mean and standard deviation of punctuality of work was valued at 4.06 and 0.564. There was only one item “strongly agree level” with the average mean of 4.38 specified to the delivering job on time that helped the team's success. The remaining perceptions on relationship of respondents felt in the “agree level” with the average mean of 4.02, stated to the assignment had to meet the deadline however complicated it was. The task assignment was delivering on time and meeting the deadline was most the important impact on job performance and team success at the Baby Magic. Team members had to ensure that the task assignment met the deadline despite its complication. The delay of task assignment impacted the team's performance so team members had to commit themselves to deliver the task assignment on time.

4.3 Testing Hypothesis 1

To test the relationship of variables, the Bivariate Correlation test (Pearson Correlation) was used for proving hypothesis 1 set to find out the relationship between team effectiveness in terms of work design, composition, context, process and job performance in terms of initiatives of work, quality of work and punctuality of work.

The correlation results acquired from the test were interpreted according to Correlation Coefficient Range as follows:

<u>Correlation Coefficients</u>	<u>Correlation Level</u>
-1.00	Perfect negative correlation
- 0.95	Strong negative correlation
- 0.50	Moderate negative correlation
- 0.10	Weak negative correlation
0.00	No correlation
+0.10	Weak positive correlation
+0.50	Moderate positive correlation
+0.95	Strong positive correlation
+1.00	Perfect positive correlation

As the significant level of this study was set at 0.01, the null hypothesis would be rejected when Sig. (2-tailed) or p-value was less than α .

Ho1: Team effectiveness has no significant impact in terms of work design, composition, context, and process on job performance in terms of initiatives of work, quality of work, and punctuality of work.

Ha1: Team effectiveness has a significant impact in terms of work design, composition, context, and process on job performance in terms of initiatives of work, quality of work, and punctuality of work.

Table 4.18
Team effectiveness on job performance

Correlations		Job Performance	Teamwork effectiveness
Job Performance	Pearson Correlation	1	.540**
	Sig. (2-tailed)	.	.000
	N	203	203
Teamwork effectiveness	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

The table 4.18 showed that the correlation coefficient of team effectiveness has a significant impact in terms of work design, composition, context, and process on job performance in terms of initiatives of work; quality of work, and punctuality of work was 0.540. It meant moderate positive relationship from correlation level and its p-value (Sig.) was 0.000, which was less than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1) was rejected and the alternative hypothesis (Ha1) was accepted. It was implied that team effectiveness has a significant impact in terms of work design, composition, context, and process on job performance in terms of initiatives of work, quality of work, and punctuality of work.

Sub-hypothesis 1.1

Ho1.1: Team effectiveness has no significant impact in terms of work design on job performance in terms of initiatives of work.

Ha1.1: Team effectiveness has a significant impact in terms of work design on job performance in terms of initiatives of work.

Table 4.19
The impact of team effectiveness in terms of work design on
job performance in terms of initiatives of work

Correlations		Initiatives of work	Work Design
Initiatives of work	Pearson Correlation	1	.386 **
	Sig. (2-tailed)	.	.000
	N	203	203
Work Design	Pearson Correlation	.386 **	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

The table 4.19 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of work design on job performance in terms of initiatives of work was 0.386, its mean moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, which was less than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 level under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.1) was rejected, and the alternative hypothesis (Ha1.1) was accepted. Therefore, team effectiveness has a significant impact in terms of work design on job performance in terms of initiatives of work.

Sub-hypothesis 1.2

Ho1.2: Team effectiveness has no significant impact in terms of composition on job performance in terms of initiatives of work.

Ha1.2: Team effectiveness has a significant impact in terms of composition on job performance in terms of initiatives of work.

Table 4.20
The impact of team effectiveness in terms of composition on
job performance in terms of initiatives of work

Correlations		Initiatives of work	Composition
Initiatives of work	Pearson Correlation	1	.239 **
	Sig. (2-tailed)	.	.001
	N	203	203
Composition	Pearson Correlation	.239 **	1
	Sig. (2-tailed)	.001	.
	N	203	203

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

From the table 4.20 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of composition on job performance in terms of initiatives of work was 0.239, it meant a weak positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.001, it was less than the level of significance of 0.01. The sign (**) showed the correlation was significant at the 0.01 level under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.2) was rejected, and the alternative hypothesis (Ha1.2) was accepted. Therefore, team effectiveness has a significance impact in terms of composition on job performance in terms of initiatives of work.

Sub-hypothesis 1.3

Ho1.3: Team effectiveness has no significant impact in terms of context on job performance in terms of initiatives of work.

Ha1.3: Team effectiveness has a significant impact in terms of context on job performance in terms of initiatives of work.

Table 4.21
The impact of team effectiveness in terms of context on
job performance in terms of initiatives of work

Correlations		Initiatives of work	Context
Initiatives of work	Pearson Correlation	1	.012
	Sig. (2-tailed)	.	.867
	N	203	203
Context	Pearson Correlation	.012	1
	Sig. (2-tailed)	.867	.
	N	203	203

From the table 4.21 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of context on job performance in terms of initiatives of work and was 0.012, it meant weak positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.867, it was more than the level of significance of 0.01. The sign (**.) shows the correlation was significant at the 0.01 level under 2-tailed test, which meant the result would create 1% of error. Thus, the alternative hypothesis (Ha1.3) was rejected, and the null hypothesis (Ho1.3) was accepted. Therefore, team effectiveness has no significant impact in terms of context on job performance in terms of initiatives of work.

Sub-hypothesis 1.4

Ho1.4: Team effectiveness has no significance impact in terms of process on job performance in terms of initiative of work.

Ha1.4: Team effectiveness has a significance impact in terms of process on job performance in terms of initiative of work.

Table 4.22:
The impact of team effectiveness in terms of process on
job performance in terms of initiative of work

Correlations		Initiatives of work	Process
Initiatives of work	Pearson Correlation	1	.368 **
	Sig. (2-tailed)	.	.000
	N	203	203
Process	Pearson Correlation	.368 **	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

From the table 4.22 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of process on job performance in terms of initiatives of work and was 0.368, it meant moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, it was less than the level of significance of 0.01. The sign (**) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.1) was rejected, and the alternative hypothesis (Ha1.4) was accepted. Therefore, team effectiveness has a significant impact in terms of process on job performance in terms of initiatives of work.

Sub-hypothesis 1.5

H_{01.5}: Team effectiveness has no significant impact in terms of work design on job performance in terms of quality of work.

H_{a1.5}: Team effectiveness has a significant impact in terms of work design on job performance in terms of quality of work.

Table 4.23

The impact of team effectiveness in terms of work design on job performance in terms of quality of work

Correlations		Quality of Work	Work Design
Quality of Work	Pearson Correlation	1	.187**
	Sig. (2-tailed)	.	.008
	N	203	203
Work Design	Pearson Correlation	.187**	1
	Sig. (2-tailed)	.008	.
	N	203	203

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

From the table 4.23 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of work design on job performance in terms of quality of work and was 0.187, it meant weak positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.008, it was less than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (H_{01.5}) was rejected, and the alternative hypothesis (H_{a1.5}) was accepted. Therefore, team effectiveness has a significant impact in terms of work design on job performance in terms of quality of work.

Sub-hypothesis 1.6

Ho1.6: Team effectiveness has no significant impact in terms of composition on job performance in terms of quality of work.

Ha1.6: Team effectiveness has a significant impact in terms of composition on job performance in terms of quality of work.

Table 4.24

**The impact of team effectiveness in terms of composition on
job performance in terms of quality of work**

Correlations

		Quality of Work	Composition
Quality of Work	Pearson Correlation	1	.039
	Sig. (2-tailed)	.	.578
	N	203	203
Composition	Pearson Correlation	.039	1
	Sig. (2-tailed)	.578	.
	N	203	203

From the table 4.24 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of composition on job performance in terms of quality of work and was 0.039, it meant weak positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.578, it was more than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the alternative hypothesis (Ha1.6) was rejected, and the null hypothesis (Ho1.6) was accepted. Therefore, team effectiveness has no significant impact in terms of composition on job performance in terms of quality of work.

Sub-hypothesis 1.7

H_{01.7}: Team effectiveness has no significance impact in terms of context on job performance in terms of quality of work.

H_{a1.7}: Team effectiveness has a significance impact in terms of context on job performance in terms of quality of work.

Table 4.25:
The impact of team effectiveness in terms of context on
job performance in terms of quality of work

Correlations		Quality of Work	Context
Quality of Work	Pearson Correlation	1	.269**
	Sig. (2-tailed)	.	.000
	N	203	203
Context	Pearson Correlation	.269**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

From the table 4.25 it showed that the correlation coefficient of team effectiveness has a significance impact in terms of context on job performance in terms of quality of work and was 0.269, it meant moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, it was less than the level of significance of 0.01. The sign (**) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (H_{01.7}) was rejected, and the alternative hypothesis (H_{a1.7}) was accepted. Therefore, team effectiveness has a significant impact in terms of context on job performance in terms of quality of work

Sub-hypothesis 1.8

Ho1.8: Team effectiveness has no significant impact in terms of process on job performance in terms of quality of work.

Ha1.8: Team effectiveness has a significant impact in terms of process on job performance in terms of quality of work.

Table 4.26

**The impact of team effectiveness in terms of process on
job performance in terms of quality of work**

Correlations

		Quality of Work	Process
Quality of Work	Pearson Correlation	1	.231**
	Sig. (2-tailed)	.	.001
	N	203	203
Process	Pearson Correlation	.231**	1
	Sig. (2-tailed)	.001	.
	N	203	203

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

From the table 4.26 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of process on job performance in terms of quality of work and was 0.231, it meant weak positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.001, it was less than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.8) was rejected, and the alternative hypothesis (Ha1.8) was accepted. Therefore, team effectiveness has a significant impact in terms of process on job performance in terms of quality of work.

Sub-hypothesis 1.9

Ho1.9: Team effectiveness has no significant impact in terms of work design on job performance in terms of punctuality of work.

Ha1.9: Team effectiveness has a significant impact in terms of work design on job performance in terms of punctuality of work.

Table 4.27
The impact of team effectiveness in term of works design on
job performance in terms of punctuality of work

Correlations		Punctuality of work	Work Design
Punctuality of work	Pearson Correlation	1	.472**
	Sig. (2-tailed)	.	.000
	N	203	203
Work Design	Pearson Correlation	.472**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

From the table 4.27 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of work design on job performance in terms of punctuality of work and was 0.472, it meant moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, it was less than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 levels under 2-tailed test, which means the result will create 1% of error. Thus, the null hypothesis (Ho1.9) was rejected, and the alternative hypothesis (Ha1.9) was accepted. Therefore, team effectiveness has a significant impact in terms of work design on job performance in terms of punctuality of work.

Sub-hypothesis 1.10

Ho1.10: Team effectiveness has no significant impact in terms of composition on job performance in terms of punctuality of work.

Ha1.10: Team effectiveness has a significant impact in terms of composition on job performance in terms of punctuality of work.

Table 4.28:

**The impact of team effectiveness in terms of composition on
job performance in terms of punctuality of work**

Correlations

		Punctuality of work	Composition
Punctuality of work	Pearson Correlation	1	.329**
	Sig. (2-tailed)	.	.000
	N	203	203
Composition	Pearson Correlation	.329**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

From the table 4.28 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of composition on job performance in terms of punctuality of work and was 0.329, it meant moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, it was less than the level of significance of 0.01. The sign (**.) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.10) was rejected, and the alternative hypothesis (Ha1.10) was accepted. Therefore, team effectiveness has a significant impact in terms of composition on job performance in terms of punctuality of work.

Sub-hypothesis 1.11

Ho1.11: Team effectiveness has no significance impact in terms of context on job performance in terms of punctuality of work.

Ha1.11: Team effectiveness has a significance impact in terms of context on job performance in terms of punctuality of work.

Table 4.29
The impact of team effectiveness in terms of context on
job performance in terms of punctuality of work

Correlations		Punctuality of work	Context
Punctuality of work	Pearson Correlation	1	.254**
	Sig. (2-tailed)	.	.000
	N	203	203
Context	Pearson Correlation	.254**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

From the table 4.29 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of context on job performance in terms of punctuality of work and was 0.254, it meant moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, it was less than the level of significance of 0.01. The sign (**) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.11) was rejected, and the alternative hypothesis (Ha1.11) was accepted. Therefore, team effectiveness has a significant impact in terms of context on job performance in terms of punctuality of work.

Sub-hypothesis 1.12

Ho1.12: Team effectiveness has no significance impact in terms of process on job performance in terms of punctuality of work.

Ha1.12: Team effectiveness has a significance impact in terms of process on job performance in terms of punctuality of work.

Table 4.30

**The impact of team effectiveness in terms of process on
job performance in terms of punctuality of work**

Correlations

		Punctuality of work	Process
Punctuality of work	Pearson Correlation	1	.400**
	Sig. (2-tailed)	.	.000
	N	203	203
Process	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

From the table 4.30 it showed that the correlation coefficient of team effectiveness has a significant impact in terms of process on job performance in terms of punctuality of work and was 0.400, it meant moderate positive relationship from correlation level. As the p-value (Sig.) displayed in the table was equal to 0.000, it was less than the level of significance of 0.01. The sign (**) showed the correlation was significant at the 0.01 levels under 2-tailed test, which meant the result would create 1% of error. Thus, the null hypothesis (Ho1.12) was rejected, and the alternative hypothesis (Ha1.12) was accepted. Therefore, team effectiveness has a significant impact in terms of process on job performance in terms of punctuality of work.

4.4 Testing Hypothesis 2

The actual calculations were done by using the regression model of SPSS and the results shown in (Table 4.31 – Table 4.42) Correlation Coefficient measured the strength of the linear relationship between each independent variables of team effectiveness in terms of work design, composition, context, process and dependent variables of job performance. Then the t – test method would be used to examine whether the correlation coefficient between each independent variables and dependent variables was statistically significant or not.

As given degrees of freedom equaled to $n - 2 = 203 - 2 = 201$, the critical t for a 2 – tailed test with alpha value was equal to 0.05 and was 2.262. Any correlation coefficient generating an absolute value of $t > 2.262$ were determined to be significant. And 95% confidence interval would be applied.

And the correlation results acquired from the test were interpreted according to Correlation Coefficient Range of Linear Regression method as follows:

<u>Regression</u> <u>(Correlation Coefficients)</u>	<u>Relationship Level</u>
-1.0	Perfect negative relationship
- 0.7	Strong negative relationship
- 0.3	Weak negative relationship
0.0	No relationship
+0.3	Weak positive relationship
+0.7	Strong positive relationship
+1.0	Perfect positive relationship

As the significance level of this study was set at 0.05, the null hypothesis would be rejected when Sig. (2-tailed) or p-value was less than α .

Ho2: Work design is the not most significant impact on job performance.

Ha2: Work design is the most significant impact on job performance.

Table 4.31
Work design is the most significant impacts on job performance.

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.411	.241		10.003	.000
Work Design	.362	.059	.395	6.091	.000

a. Dependent Variable: Job Performance

The correlation coefficient between work design and job performance of t-statistics equal 6.091 was greater than 2.262; as the p – value (Sig.) displayed in the table was equal to 0.000, which was less than the level of significance of 0.05. Therefore, the null hypothesis (Ho2) was rejected and the alternative hypothesis (Ha2) was accepted. It was implied that work design is the most significant impact on job performance.

4.5 Testing Hypothesis 3

Ho3: Composition is the not most significant impact on job performance.

Ha3: Composition is the most significant impact on job performance.

Table 4.32
Composition is the most significant impacts on job performance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.304	.254		13.034	.000
	Composition	.138	.062	.156	2.238	.026

a. Dependent Variable: Job Performance

The correlation coefficient between composition and job performance of t-statistic equal 2.238 was less than 2.262; as the p – value (Sig.) displayed in the table was equal to 0.026, which was less than the level of significance of 0.05. Therefore, the null hypothesis (Ho3) was rejected and the alternative hypothesis (Ha3) was accepted. It was implied that composition is the most significant impact on job performance.

4.6 Testing Hypothesis 4

Ho4: Context is the not most significant impact on job performance.

Ha4: Context is the most significant impact on job performance.

Table 4.33
Context is the most significant impacts on job performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.224	.227		14.213	.000
	Context	.173	.060	.198	2.864	.005

a. Dependent Variable: Job Performance

The correlation coefficient between context and job performance of t-statistic equal 2.864 was greater than 2.262; as the p – value (Sig.) displayed in the table was equal to 0.005, which was less than the level of significance of 0.05. Therefore, the null hypothesis (Ho4) was rejected and the alternative hypothesis (Ha4) was accepted. It was implied that context is the most significant impact on job performance.

4.7 Testing Hypothesis 5

Ho5: Process is the not most significant impact job performance.

Ha5: Process is the most significant impact on job performance.

Table 4.34
Process is the most significant impacts on job performance

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.891	.201		.000
	Process	.244	.050	.328	.000

a. Dependent Variable: Job Performance

The correlation coefficient between process and job performance of t-statistic equal 4.918 was greater than 2.262; as the p – value (Sig.) displayed in the table was equal to 0.000, which was less than the level of significance of 0.05. Therefore, the null hypothesis (Ho5) was rejected and the alternative hypothesis (Ha5) was accepted. It was implied that process is the most significant impact on job performance.

4.8 Summary of Research Finding

Table 4.35

Respondents' Perceptions on Team Effectiveness

Variable	Mean	SD	Rating
Work Design	4.02	.517	A
Composition	3.85	.630	A
Context	3.71	.542	A
Process	3.84	.675	A
Team Effectiveness	3.86	0.591	A

Overall, the perceptions of respondents toward team effectiveness were rated at “agreed level” with the average mean of 3.86 and standard deviation of 0.591. This implied that the respondents did agree with team effectiveness. There were all factors that the respondents rated their perceptions at “agreed level” with the means of 4.02, 3.85, 3.84 and those were **work design, composition, and process variable** and followed by the context variable which had the lowest mean equal to 3.71

Table 4.36

Respondents' Perceptions on Job Performance

Variable	Mean	SD	Rating
Initiatives of work	3.72	.550	A
Quality of Work	3.70	.573	A
Punctuality of work	4.06	.564	A
Job Performance	3.87	.474	A

Overall, the perceptions of respondents toward job performance was rated at “agreed level” with the average mean of 3.87 and standard deviation of 0.474. This implied that the respondents did agree with job performance. The highest average mean of this perception was 4.06 specified to **punctuality of work, followed by initiatives of work** which was the average mean of 3.72 and the lowest mean of this perception found 3.70 of the average mean indicated to quality of work.

Table 4.37
Summary of Research Finding of Pearson Correlation

Quest No.	Research Questions / Hypotheses	Correlation	Significant	Results
1.	Hol: Team effectiveness has no significant impact in terms of work design, composition, context, and process on job performance in terms of initiatives of work, quality of work, and punctuality of work:	0.540	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.1: Team effectiveness has no significant impact in terms of work design on job performance in terms of initiatives of work. 	0.386	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.2: Team effectiveness has no significant impact in terms of composition on job performance in terms of initiatives of work. 	0.239	.001	Accept Ha
	<ul style="list-style-type: none"> • Ho1.3: Team effectiveness has no significant impact in terms of context on job performance in terms of initiatives of work. 	0.012	.867	Accept Ho
	<ul style="list-style-type: none"> • Ho1.4: Team effectiveness has no significant impact in terms of process on job performance in terms of initiatives of work. 	0.368	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.5: Team effectiveness has no significant impact in terms of work design on job performance in terms of quality of work. 	0.187	.008	Accept Ha

Quest No.	Research Questions / Hypotheses	Correlation	Significant	Results
	<ul style="list-style-type: none"> • Ho1.6: Team effectiveness has no significant impact in terms of composition on job performance in terms of quality of work. 	0.039	.578	Accept Ho
	<ul style="list-style-type: none"> • Ho1.7: Team effectiveness has no significant impact in terms of context on job performance in terms of quality of work. 	0.269	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.8: Team effectiveness has no significant impact in terms of process on job performance in terms of quality of work. 	0.231	.001	Accept Ha
	<ul style="list-style-type: none"> • Ho1.9: Team effectiveness has no significant impact in terms of work design on job performance in terms of punctuality of work. 	0.472	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.10: Team effectiveness has no significant impact in terms of composition on job performance in terms of punctuality of work. 	0.329	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.11: Team effectiveness has no significant impact in terms of context on job performance in terms of punctuality of work. 	0.254	.000	Accept Ha
	<ul style="list-style-type: none"> • Ho1.12: Team effectiveness has no significant impact in terms of process on job performance in terms of punctuality of work. 	0.400	.000	Accept Ha

The table 4.37 showed the summary of the overall research finding regarding question 1 and hypothesis 1 including sub-hypothesis 1.1 to 1.12. The overall results showed that there was a significant impact of team effectiveness on job performance with the correlation value was 0.540 and significant value was 0.000. There were top five sub-hypothesis, which were the most significant as follows:

- Team effectiveness in terms of **work design** has the most significant impact on job performance in terms of **punctuality of work** with the correlation value of 0.472 and significant value of 0.000
- Team effectiveness in terms of **process** has a second significant impact on job performance in terms of **punctuality of work** with the correlation value of 0.400 and significant value of 0.000
- Team effectiveness in terms of **work design** has the third significant impact on job performance in terms of **initiatives of work** with the correlation of 0.386 and significant value of 0.000.
- Team effectiveness in terms of **process** has the fourth significant impact on job performance in terms of **initiatives of work** with the correlation value of 0.368 and significant value of 0.000.
- Team effectiveness in terms of **composition** has the fifth significant impact on job performance in terms of **punctuality of work** with the correlation value of 0.329 and significant value of 0.000.

There were two sub-hypothesis, which showed that team effectiveness has no significant impact on job performance as the follows:

- Team effectiveness in terms of **composition** has no significant impact on job performance in terms of **quality of work with** the correlation value of 0.039 and significant value of 0.578

- Team effectiveness in terms of **context** has no significant impact on job performance in terms of **initiatives of work** with the low the correlation of 0.012 and significant value of 0.867.

Table 4.38
Summary of Research Finding of Linear Regression

Quest No.	Research Questions / Hypotheses	T - statistic	Significant	Results
2.	Ho2: Work design is not the most significant impact on job performance.	6.091	.000	Accept Ha
3.	Ho3: Composition is not most significant impact on job performance.	2.238	.026	Accept Ha
4.	Ho4: Context is not the most significant impact on job performance.	2.864	.005	Accept Ha
5.	Ho5: Process is not the most significant impact on job performance.	4.918	.000	Accept Ha

Table 4.38 was the summary of the overall research finding on each research from questions 2 to research questions 5 and hypotheses 2 to hypotheses 5. The result showed that there was significant relationship of team effectiveness in terms of work design, context, composition, and process on job performance. From t – statistic was 6.091 therefore work design is the most significant impact on job performance. Process is the second significant impact on job performance whereas the t – statistic of 4.918 Context is the third significant impact on job performance of t – statistic value of 2.864. Finally composition is the forth-significant impact on job performance with the t – Statistic of 2.238.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

The study will be concluded in this chapter, along with its finding and recommendation the researcher has made. In this chapter, there will also be some discussions on results and some previous analysis in Chapter 4. Some further analysis will be discussed in this chapter.

The main purpose of this research is to determine the level of team effectiveness in terms of work design, composition, context and process and to determine the level of job performance in terms of initiatives of work, quality of work and punctuality of work of the Baby Magic Company. In addition, this research is to identify which element of team effectiveness in terms of work design, composition, context and process is the most significant impact on job performance, and finally to come up with recommendation based on the diagnosis for OD intervention.

5.1 Summary of Demographic Profile

According to the research findings, the majority of 91 respondents are in the range of 25-30 years, which represented by 44.8 percentages and 140 of the respondents are female which represented by 69.0 percentages. Moreover, the findings showed that the majority of respondents are in the range between 1-5 years, which is 104 respondents, with 51.2 percentages.

Furthermore, 106 respondents held a Master's degree, which represented by 52.2 percentages. Finally, the majority of 132 respondents are in the operation department, which represents 65.0 percentages, and more than half of the total samples are from the manager position level, which represented by 49.8 percentages.

5.2 Rational of Pre-ODI Proposal

The type of the research is a pre-organizational development intervention processes (Pre-ODI). The study has been designed to diagnose the queried factors if they are significantly correlated to the interrelation. The primary data of the study came from questionnaires and would be interpreted to give some comprehensive recommendations.

This recommendation includes the organizational development intervention processes in order to improve some factors, which might, in turn, build team effectiveness which will result in better job performance.

5.3 Pre-ODI Diagnosis

According to the findings, the perceptions of respondents on team effectiveness were ranged in “agree level” with the average mean of 3.86, and standard deviation of 0.591.

In detail, the respondents also showed agreed perception through team effectiveness in terms of work design, composition, process, and context, represented by the average means of 4.02, 3.85, 3.84 and 3.71 respectively.

According to the findings, the perceptions of respondents on job performance were ranged in “agree level” with the average mean of 3.87, and standard deviation of 0.474.

The section of job performance in terms of punctuality of work, initiative of work, and quality of work, represented by the average means of 4.06, 3.72 and 3.70 respectively.

The overall results showed that there was a significant impact of team effectiveness on job performance with the correlation value of 0.540 and significant value of 0.000. There were top five sub-hypothesis, which were the most significant as follows:

- Team effectiveness in terms of **work design** has the most significant impact on job performance in terms of **punctuality of work** with the correlation value of 0.472 and significant value of 0.000
- Team effectiveness in terms of **process** has a second significant impact on job performance in terms of **punctuality of work** with the correlation value of 0.400 and significant value of 0.000

- Team effectiveness in terms of **work design** has the third significant impact on job performance in terms of **initiatives of work** with the correlation of 0.386 and significant value of 0.000.
- Team effectiveness in terms of **process** has the fourth significant impact on job performance in terms of **initiatives of work** with the correlation value of 0.368 and significant value of 0.000.
- Team effectiveness in terms of **composition** has the fifth significant impact on job performance in terms of **punctuality of work** with the correlation value of 0.329 and significant value of 0.000.

There were two sub-hypothesis, which showed that team effectiveness has no significant impact on job performance as the followings:

- Team effectiveness in terms of **composition** has no significant impact on job performance in terms of **quality of work** with the correlation value of 0.039 and significant value of 0.578
- Team effectiveness in terms of **context** has no significant impact on job performance in terms of **initiatives of work** with the correlation value of 0.012 and significant value of 0.867

The result showed that there was a significant relationship of team effectiveness in terms of work design, context, composition, and process on job performance. As the t – statistic was 6.091 therefore work design is the most significant impact on job performance. Process is the second significant impact on job performance whereas the t – statistic was 4.918 Context is the third significant impact on job performance of t – statistic value which was 2.864. Finally composition is the forth-significant impact on job performance with the t – statistic of 2.238.

5.4 Organization Development Interventions Recommendation

An organization development intervention is a sequence of activities, actions, and events intended to help an organization improve its performance and effectiveness.

Intervention design, or action plan, derives from careful diagnosis and is meant to resolve specific problems and to improve particular areas of organizational functioning identified in diagnosis. The OD interventions vary from standardized programs that have been developed and used in many organizations to relatively unique programs tailored to a specific organization or department. The design of the OD interventions require careful attention to needs and dynamics of change situation and crafting a change program that will be consistent with the criteria of effective intervention outlined above.

In this study there are some statements of low rating on the perception of respondents, to which the OD interventions may be addressed to solve the problem areas:

Action Plan and Implementing Intervention

Organizations need to address certain issues to operate effectively and this is listed these issues are listed along with the OD interventions that are intended to resolve Human Process Intervention, Technostructural Interventions and Human resource Management Interventions.

5.4.1 Human Process Interventions

This type of intervention is deeply rooted in the history of OD. It represents of the earliest change programs characterizing OD. Human Process intervention derives mainly from the discipline of the psychology and social psychology and the applied fields of group dynamics and human relation. Practitioners applying these interventions generally value human fulfillment and expect that organizational effectiveness follow from improved functioning of people and organizational process.

1. T-group. This traditional change method is designed to provide members with experiential learning about group dynamics, leadership and interpersonal relations. The basic T- group consists of about ten to fifteen strangers who meet

with a professional trainer to examine the social dynamics that emerge from their interactions. Members gain feedback about the impact of their own behaviors on each other in addition to learning about group dynamics.

2. **Third-party intervention.** This change of method is a form of process consultation aimed at dysfunctional interpersonal relation in organizations. Interpersonal conflicts may derive from substantive issues such as disputes over work methods or miscommunication. This third- party intervention helps people resolve conflict through such methods as problem solving, bargaining and conciliation.
3. **Team Building.** This intervention is concerned with helping work groups to become more effective in accomplishing tasks. Team building helps members to diagnose group process and to devise solutions to problems. It goes beyond group processes and includes examination of the group's task, member roles and strategic task performance.

5.4.2 Technostructural Intervention

This intervention is focused on the technology (for example task method and work design). Technostructural Intervention is rooted in the disciplines of engineering, sociology and psychology and in the applied fields of sociotechnical systems and organization design.

5.3.2.1 Work design is concerned with creating jobs and work group that generate high level of employee fulfillment and productivity. The core job dimension devoted to defining and understanding the core job dimension. The five core job dimensions –skill variety, task identity, task significance, autonomy and feedback are described and associated with the critical psychological states.

5.4.3 Human Resource Interventions

These interventions include career planning, reward system, goal setting and performance appraisal. These change methods have traditionally been associated with the personnel function in organizations. The typical focus on the people in organizations, believe that organization effectiveness results from improved practices for integrating

employees into organizations. The Human Resource Intervention concerns performance management as follows:

1. Goal setting. This changed program involves setting clear and challenging goal. It attempts to improve organization effectiveness by establishing a better fit between personal and organization objectives. Managers and subordinates periodically meet to plan work review accomplishment and solve problem in achieving the goal.
2. Performance appraisal. This intervention is a systematic process of jointly assessing work-related achievement, strengths and weakness. It is the primary human resources management intervention for providing performance feedback to individual and work groups. Performance appraisal represents an important link between goal setting and reward system.
3. Reward system. This intervention involves the design of organization reward to improve employee satisfaction and performance. It includes innovation approaches to pay, promotion and fringe benefits

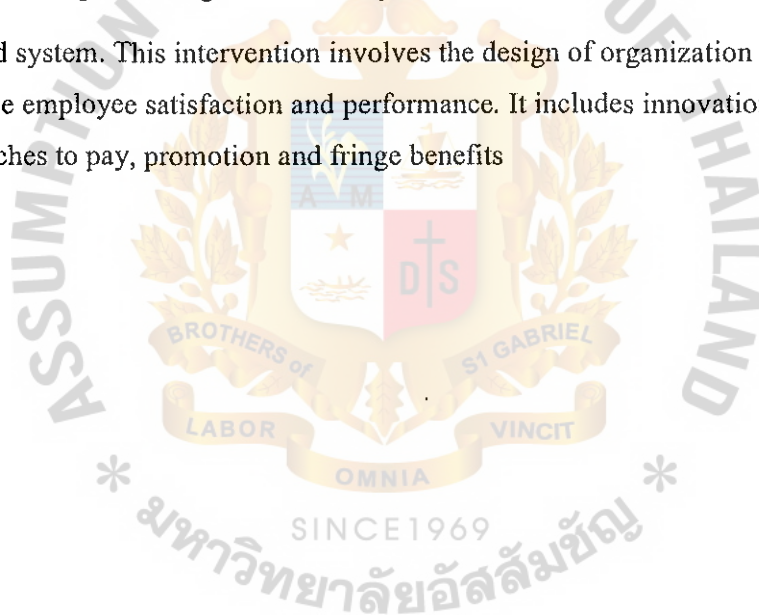


Table 5.1 Summary of Organization Development Interventions Recommendation

Situation of Baby Magic Company based on the study diagnosis	ODI	Outcomes
<p><u>Team Effectiveness</u></p> <ul style="list-style-type: none"> • Work Design <ul style="list-style-type: none"> - Task identity Clear objective of task identity • Composition <ul style="list-style-type: none"> - Attitude (Mindset) The passion and team's satisfaction - Role and responsibility Clear role and responsibility • Context <ul style="list-style-type: none"> - Performance evaluation and rewards Performance evaluation and rewards affect member's performance • Process <ul style="list-style-type: none"> - Specific goals - Commitment Goals & commitment drive team effectiveness <p><u>Job Performance</u></p> <ul style="list-style-type: none"> • Initiatives of work New initiatives drive team performance • Quality of work Complaint and feed back help to improve quality of work • Punctuality of work Delivering job on time is most important 	<p><u>Human Process Interventions</u></p> <p>T-group. This traditional change method is designed to provide members with experiential learning about group dynamics, leadership and interpersonal relations.</p> <p>This third- party intervention helps people resolve conflict through such methods as problem solving, bargaining and conciliation.</p> <p>Team Building. This intervention is concerned with helping work group to become more effective in accomplishing tasks</p> <p><u>Technostructural Intervention</u></p> <p>This intervention is focused on the technology (for example task method and work design).</p> <p><u>Human Resource Interventions</u></p> <p>Goal setting. This changed program involves setting clear and challenging goal. It attempts to improve organization effectiveness by establishing a better fit between personal and organization objectives</p> <p>Performance appraisal. This intervention is a systematic process of jointly assessing work-related achievement, strengths and weakness</p> <p>Reward system. This intervention involves the design of organization reward to improve employee satisfaction and performance</p>	<ul style="list-style-type: none"> • Human Process Interventions focus on people within organization and the processes through organization goals. These interventions generally value human fulfillment and expect that organizational effectiveness follow from improved functioning of people and organizational process. • Technostructural Intervention. It includes the engineering, motivational and sociotechnical system approach. These approaches produce traditionally designed jobs and work groups; enriched jobs that provide employees with greater task variety, autonomy and feed back that can govern their own task behavior with limited external control. • Human Resource Interventions. The typical focus on the people in organization, believe that organization effectiveness results from improved practices for integrating employees into organizations.

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QUESTIONNAIRE

Part I: Demographic Profiles

This part is about demographic profiles of the respondent. Please present the correct information that relate to you.

1. Age

- ☐ Under 25 years old ☐ 25-30 years old ☐ 31-35 years old
☐ 36-40 years old ☐ 41 years old and above

2. Gender

- ☐ Male ☐ Female

3. How long have you been working in the present company?

- ☐ Below 1 year ☐ 1 – 5 years ☐ 5.1– 10 years
☐ 10.1 – 15 years ☐ 15.1 years and above

4. Educational level

- ☐ High School
☐ Diploma Degree (Vocational Program)
☐ Bachelor degree (College Degree)
☐ Master Degree
☐ Doctoral Degree

5. Your department and current position in the company (please specific your department)

- ☐ Staff
☐ Supervisor
☐ Manager

Part II: Teamwork effectiveness

The statements below represent the team effectiveness factors, which people consider, you may agree or not agree in the following statement. Read each statement carefully and indicate how suitable it is for you.

- 5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

<u>WORK DESIGN</u>						
No.	<u>Task Identity</u>	5	4	3	2	1
6	I understand the overall process of task assignment from beginning to end when a task is assigned to me.					
7	I understand my specific part of task duties and task requirements when a task is assigned.					
8	The clear objective of task assignment helps me to perform task more effectively.					
9	When I am not clear about my task assignment, I always ask my team leader or team members to explain me clearly					
10	I feel free to negotiate with team members when a task assigns to me, which is not equitably share.					

<u>COMPOSITION</u>						
No.	<u>Attitude-- Mindset</u>	5	4	3	2	1
11	A conflict is discussed and resolved openly and constructively among team members.					
12	My team tries to satisfy team's expectations and accommodate the passion of a team success.					
13	My team always argues a case to show the merits of a team.					
14	My team always negotiates among team so that compromise can be reached.					
15	My team always exchanges accurate information with among team to solve a problem together.					

No.	<u>Role and responsibility</u>	5	4	3	2	1
16	Everyone in team should understand clearly his/her role and responsibility when task is assigned.					
17	I feel that to be a part of team, we are together and share responsibility for team success or failure.					
18	Sometimes, I feel that role and responsibility is not equitably share.					
19	Team leader should allocate work assignments that fit with members preferred styles.					
20	The clarity of individual role and responsibility bring the team to deliver great contribution.					

<u>CONTEXT</u>						
No.	<u>Performance evaluation and Reward</u>	5	4	3	2	1
21	I know that a performance evaluation and reward will affect to each member performance.					
22	To evaluating and rewarding employees, the management should consider group-based appraisals that will reinforce team effort and commitment.					
23	My self - assessment evaluation in conjunction with my supervisor feed back helps to achieve common understanding.					
24	Sometimes, I got unfair treatment of performance evaluation and reward from supervisor.					
25	Compensation and reward are the motivation that inspires me to work harder.					

<u>PROCESS</u>						
No.	<u>Specific Goal</u>	5	4	3	2	1
26	The goals of our team are challenging but reasonable (neither too hard nor too easy).					
27	I understand how a team performance is measured on this job					
28	The successful teams translate the common purpose into specific and realistic performance goals.					
29	The goals leads individuals a higher performance and goals also energize teams. These specific goals facilitate clear communication.					
30	Our team has deadlines for accomplishing our goads on this job.					

No.	<u>Commitment</u>	5	4	3	2	1
31	A team has a common and meaningful purpose that provides direction, momentum, and commitment for members.					
32	Commitment drives the team to work effectively.					
33	Team members are fully committed to the team's objectives.					
34	Energy is used to solve problems rather than competitive struggles.					
35	Team members are highly supportive of each other to achieve team commitment.					

Part II Employee Job Performance

The statements below represent the job performance, which people perceive; you may agree or not agree in the following statement. Read each statement carefully and indicate how suitable it is for you.

- 5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

JOB PERFORMANCE						
No.	Initiatives of work	5	4	3	2	1
36	By thinking on initiative and creative idea, I also develop my creativity power. —					
37	By being constantly creative, I will always stand out among team members.					
38	I believe that a new initiative and creative of work add the value for a team performance.					
39	Sometimes, I got bored when I spend a lot of time to create a new idea for a team. —					
40	My team always gives me an opportunity to do a creative work.					

No.	Quality of Work	5	4	3	2	1
41	By paying attention to necessary details of work, I can ensure the quality of work outcomes. —					
42	I always produce a good quality of work and never get complain from teamwork or supervisor. —					
43	I always deliver the best quality of work when I'm being pushed/demanded by my supervisor.					
44	When I get a complaint of work from team member/supervisor, I am willing to improve my quality of work.					
45	I often find myself showing others how to do their jobs better for our team.					

No.	<u>Punctuality of work</u>	5	4	3	2	1
46	I gain trust from my team member because of my assignment is always delivered on time.					
47	I realize that my delay of work has a direct impact on team's outcome.					
48	I know that delivering job on time helps the team success.					
49	I always ensure that my assignment meet the deadline despite how complicated it is.					
50	My quantity of work always meets the dead line target.					



Reliability

Task Identity

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	TASK1	TASK2	TASK3	TASK4	TASK5
TASK1	1.0000				
TASK2	.2849	1.0000			
TASK3	.4352	.3774	1.0000		
TASK4	.3526	.3710	.6806	1.0000	
TASK5	.3987	.3851	.3658	.5157	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.8407	3.5463	4.0000	.4537	1.1279	.0296

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
TASK1	15.6574	5.2554	.4793	.2599	.7673
TASK2	15.3333	6.2056	.4539	.2200	.7604
TASK3	15.3148	5.3579	.6390	.5205	.6988
TASK4	15.3056	5.3917	.6482	.5478	.6963
TASK5	15.2037	6.0890	.5542	.3539	.7327

Reliability Coefficients 5 items

Alpha = .7733 Standardized item alpha = .7813

Attitude-- Mindset

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	ATTI1	ATTI2	ATTI3	ATTI4	ATTI5
ATTI1	1.0000				
ATTI2	.4782	1.0000			
ATTI3	.2796	.5186	1.0000		
ATTI4	.4232	.4895	.4709	1.0000	
ATTI5	.3167	.4902	.3175	.4172	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.7946	3.6892	3.9459	.2568	1.0696	.0132

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ATTI1	15.2838	4.4223	.4876	.2786	.7646
ATTI2	15.0270	4.3666	.6793	.4704	.6989
ATTI3	15.2838	4.7216	.5154	.3318	.7507
ATTI4	15.2027	4.3940	.6062	.3723	.7207
ATTI5	15.0946	4.6032	.5020	.2839	.7557

Reliability Coefficients 5 items

Alpha = .7793 Standardized item alpha = .7837

Role and diversity

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	ROLE1	ROLE2	ROLE3	ROLE4	ROLE5
ROLE1	1.0000				
ROLE2	.4601	1.0000			
ROLE3	.5626	.3671	1.0000		
ROLE4	.3812	.3624	.3370	1.0000	
ROLE5	.5062	.5216	.6279	.3337	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.7818	3.6273	4.1455	.5182	1.1429	.0451

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ROLE1	15.1364	6.5592	.6321	.4163	.7428
ROLE2	14.7636	6.4757	.5526	.3472	.7623
ROLE3	15.2818	5.9841	.6208	.4807	.7400
ROLE4	15.2727	6.3837	.4428	.2053	.8034
ROLE5	15.1818	5.9299	.6616	.5007	.7265

Reliability Coefficients 5 Items

Alpha = .7944 Standardized item alpha = .8010

Performance evaluation and Reward

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	PERF1	PERF2	PERF3	PERF4	PERF5
PERF1	1.0000				
PERF2	.3398	1.0000			
PERF3	.0572	.4392	1.0000		
PERF4	.1460	.3523	.5727	1.0000	
PERF5	.2238	.2634	.3406	.3810	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.7554	2.9932	4.0338	1.0405	1.3476	.1874

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
PERF1	15.4324	7.5532	.2371	.1583	.7232
PERF2	15.6149	6.3337	.5109	.3000	.6303
PERF3	15.2703	5.0421	.5453	.4175	.6105
PERF4	15.7635	5.3655	.5670	.3767	.5965
PERF5	15.1351	6.6347	.4371	.1996	.6582

Reliability Coefficients 5 Items

Alpha = .6988 Standardized item alpha = .6935

Specific Goal

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)**Correlation Matrix**

	SPEC1	SPEC2	SPEC3	SPEC4	SPEC5
SPEC1	1.0000				
SPEC2	.2984	1.0000			
SPEC3	.4937	.4720	1.0000		
SPEC4	.3948	.4265	.6860	1.0000	
SPEC5	.4354	.4595	.4423	.5251	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.8414	3.5310	4.0207	.4897	1.1387	.0338

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
SPEC1	15.6759	5.6650	.5126	.3023	.8020
SPEC2	15.3172	6.6764	.5137	.3034	.7856
SPEC3	15.3448	5.7830	.6994	.5562	.7282
SPEC4	15.3034	5.9489	.6612	.5334	.7411
SPEC5	15.1862	6.6109	.6010	.3882	.7644

Reliability Coefficients 5 items

Alpha = .8024 Standardized item alpha = .8119

Commitment

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	COMM1	COMM2	COMM3	COMM4	COMM5
COMM1	1.0000				
COMM2	.4221	1.0000			
COMM3	.6145	.3365	1.0000		
COMM4	.4144	.3141	.3732	1.0000	
COMM5	.4968	.5529	.5964	.3450	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.8027	3.6419	4.1689	.5270	1.1447	.0459

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
COMM1	15.2500	6.4745	.6490	.4562	.7403
COMM2	14.8446	6.6083	.5206	.3492	.7744
COMM3	15.3716	5.9222	.6316	.5011	.7391
COMM4	15.3581	6.3811	.4541	.2161	.8009
COMM5	15.2297	5.8652	.6623	.5008	.7288

Reliability Coefficients 5 items

Alpha = .7961 Standardized item alpha = .8014

Initiative of work

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	INIT1	INIT2	INIT3	INIT4	INIT5
INIT1	1.0000				
INIT2	.5731	1.0000			
INIT3	.4874	.4332	1.0000		
INIT4	.2712	.3195	-.0913	1.0000	
INIT5	.5879	.5419	.5475	.1573	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.8533	3.5333	4.2000	.6667	1.1887	.0581

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
INIT1	15.3667	5.6195	.6728	.4788	.6043
INIT2	15.0667	5.6506	.6594	.4426	.6092
INIT3	15.5000	6.3966	.4140	.4167	.6977
INIT4	15.7333	6.2713	.2025	.2086	.8177
INIT5	15.4000	5.5586	.6177	.4719	.6192

Reliability Coefficients 5 items

Alpha = .7207 Standardized item alpha = .7561

Quality of work

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)**Correlation Matrix**

	QUAL1	QUAL2	QUAL3	QUAL4	QUAL5
QUAL1	1.0000				
QUAL2	.4639	1.0000			
QUAL3	.2562	.4823	1.0000		
QUAL4	.4097	.4612	.4342	1.0000	
QUAL5	.2825	.4683	.2699	.3909	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.7529	3.6639	3.8908	.2269	1.0619	.0094

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
QUAL1	15.0840	4.1624	.4707	.2651	.7406
QUAL2	14.8739	4.0433	.6589	.4439	.6720
QUAL3	15.1008	4.4813	.4773	.2902	.7341
QUAL4	15.0504	4.0822	.5832	.3439	.6969
QUAL5	14.9496	4.3703	.4680	.2588	.7379

Reliability Coefficients 5 items

Alpha = .7601 Standardized Item alpha = .7632

Punctuality of work

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	PUNC1	PUNC2	PUNC3	PUNC4	PUNC5
PUNC1	1.0000				
PUNC2	.3240	1.0000			
PUNC3	.4456	.3542	1.0000		
PUNC4	.4079	.1500	.2963	1.0000	
PUNC5	.4498	.3109	.2790	.5549	1.0000

N of Cases = 203.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	4.0122	3.8095	4.4014	.5918	1.1554	.0582

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
PUNC1	16.2449	4.2273	.5739	.3438	.6536
PUNC2	16.0748	4.4122	.3786	.1957	.7316
PUNC3	15.6599	4.7054	.4706	.2625	.6941
PUNC4	16.0136	4.3834	.4933	.3545	.6833
PUNC5	16.2517	3.8061	.5682	.3955	.6519

Reliability Coefficients 5 items

Alpha = .7303 Standardized item alpha = .7354

Alpha (Cronbach) Coefficients

Variable	α -Coefficient	Standardized item
Team Effectiveness		
• Work Design	0.7733	0.7813
• Composition	0.7869	0.7924
• Context	0.6988	0.6935
• Process	0.7993	0.8067
Job Performance		
• Initiative of work	0.7207	0.7561
• Quality of work	0.7601	0.7632
• Punctuality of work	0.7303	0.7354



SPSS Output

Descriptive Table

Task Identity

	Mean	Std. Deviation
I understand the overall process of task assignment from beginning to end when a task was assigned to me.	3.88	.708
I understand my specific part of task duties and task requirements when a task was assigned.	4.05	.619
The clear objective of task assignment helps me to perform task more effectively.	4.24	.859
When I did not clear about my task assignment, I always ask my team leader or team member to explain me clearly.	4.16	.757
I fell free to negotiate with team member when a task assigns to me is not equitably share.	3.64	.767
Total	4.02	.517

Attitude-- Mindset

	Mean	Std. Deviation
A conflict is discussed and resolved openly and constructively among team member.	3.67	.800
My team tries to satisfy team's expectations and accommodate the passion of a team success.	3.93	.656
My team always argues a case to show the merits of a team.	3.68	.674
My team always negotiates among team so that compromise can be reached.	3.75	.716
My team always exchanges accurate information with among team to solve a problem together.	3.86	.714
Total	3.82	.579

Role and diversity

	Mean	Std. Deviation
Everyone in team should understand clearly his/her role and responsibility when task assigned.	4.03	1.117
I feel that to be a part of team, we are all in it together and shares responsibility for team success or failure.	4.07	.909
Sometimes, I feel that role and responsibility is not equitably share.	3.51	.864
Team leader should allocate work assignments that fit with members preferred styles.	3.63	.943
The clarity of individual role and responsibility bring the team to deliver great contribution.	4.24	.766
Total	3.87	.680

Performance evaluation and Reward

	Mean	Std. Deviation
It knows that a performance evaluation and reward will effect to each member performance.	4.02	.754
To evaluating and rewarding employees, the management should consider group-based appraisals that will reinforce team effort and commitment.	3.91	.768
My self - assessment evaluation in conjunction with my supervisor feed back help to achieve common understanding.	3.98	.727
Sometimes, I got unfair treated of performance evaluation and reward from supervisor.	3.00	1.046
Compensation and reward are the motivation that inspires me to work harder.	3.85	.891
Total	3.71	.542

Specific Goal

	Mean	Std. Deviation
The goals of our team are challenging but reasonable (neither too hard nor too easy).	3.56	.985
I understand how a team performance is measured on this job	3.87	.722
The successful teams translate the common purpose into specific and realistic performance goals.	3.87	.800
The goals leads individuals a higher performance, goals also energize teams. These specific goals facilitate clear communication.	3.92	.798
Our team has deadlines for accomplishing my goods on this job.	4.01	.671
Total	3.88	.686

Commitment

	Mean	Std. Deviation
A team has a common and meaningful purpose that provides direction, momentum, and commitment for members.	3.74	.720
Commitment drives the team to work effectively.	4.15	.778
Team members are fully committed to the team's objectives.	3.66	.850
Energy is used to solve problems rather than competitive struggles.	3.65	.885
Team members are highly supportive of each other to achieve team commitment.	3.77	.839
Total	3.80	.663

Initiative of work

	Mean	Std. Deviation
By thinking on initiative and creative idea, I also develop my creativity power.	3.97	.720
By being constantly creative, I will always stand out among team member.	3.53	.828
I believe that a new initiative and creative of work add the value for a team performance.	4.20	.592
Sometimes, I got boring when I spent a lot of time to create a new idea for a team.	2.97	.969
My team always gives me an opportunity to do a creative work.	3.72	.768
Total	3.72	.550

Quality of Work

	Mean	Std. Deviation
By paying attention to necessary detail of work, I can ensure the quality of work outcomes.	3.98	.682
I always produce a good quality of work and never get complain from teamwork or supervisor.	3.34	.844
I always deliver the best quality of work when I'm being pushed/demand by my supervisor.	3.49	.956
When I get a complaint of work from team member/supervisor, I am willing to improve my quality of work.	4.14	.732
I often find myself showing others how to do their jobs better for our team.	3.41	.672
Total	3.70	.573

Punctuality of work

	Mean	Std. Deviation
I gain trust from my team member because of my assignment always deliver on time.	3.81	.688
I realize that my delay of work has a direct impact on team's outcome.	3.96	.801
I know that delivering job on time help the team success.	4.38	.622
I always ensure that my assignment meet the deadline despite how complicated it is.	4.02	.707
My quantity of work always meets the dead line target.	3.80	.815
Total	4.06	.564



Frequency Table

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25 years old	36	17.7	17.7	17.7
	25-30 years old	91	44.8	44.8	62.6
	31-35 years old	39	19.2	19.2	81.8
	36-40 years old	23	11.3	11.3	93.1
	41 years old and above	14	6.9	6.9	100.0
	Total	203	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	63	31.0	31.0	31.0
	Female	140	69.0	69.0	100.0
	Total	203	100.0	100.0	

How long have you been working in the present company?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 year	52	25.6	25.6	25.6
	1 - 5 years	104	51.2	51.2	76.8
	5.1- 10 years	23	11.3	11.3	88.2
	10.1 - 15 years	13	6.4	6.4	94.6
	15.1 years and above	11	5.4	5.4	100.0
	Total	203	100.0	100.0	

Educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor degree (College Degree)	97	47.8	47.8	47.8
	Master Degree	106	52.2	52.2	100.0
	Total	203	100.0	100.0	

Your each department and each current position in the company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Marketing	20	9.9	9.9	9.9
	Operation	132	65.0	65.0	74.9
	Trade Marketing	5	2.5	2.5	77.3
	Research Development	10	4.9	4.9	82.3
	Finance	8	3.9	3.9	86.2
	Administration officer	28	13.8	13.8	100.0
	Total	203	100.0	100.0	

Your department and current position in the company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Staff	66	32.5	32.5	32.5
	Supervisor	36	17.7	17.7	50.2
	Manager	101	49.8	49.8	100.0
	Total	203	100.0	100.0	

I understand the overall process of task assignment from beginning to end when a task was assigned to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	52	25.6	25.6	27.6
	Agree	111	54.7	54.7	82.3
	Strongly Agree	36	17.7	17.7	100.0
	Total	203	100.0	100.0	

I understand my specific part of task duties and task requirements when a task was assigned.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	34	16.7	16.7	16.7
	Agree	125	61.6	61.6	78.3
	Strongly Agree	44	21.7	21.7	100.0
	Total	203	100.0	100.0	

The clear objective of task assignment helps me to perform task more effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	5.9	5.9	5.9
	Neutral	20	9.9	9.9	15.8
	Agree	78	38.4	38.4	54.2
	Strongly Agree	93	45.8	45.8	100.0
	Total	203	100.0	100.0	

When I did not clear about my task assignment, I always ask my team leader or team member to explain me clearly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.4	3.4	3.4
	Neutral	23	11.3	11.3	14.8
	Agree	103	50.7	50.7	65.5
	Strongly Agree	70	34.5	34.5	100.0
	Total	203	100.0	100.0	

I fell free to negotiate with team member when a task assigns to me is not equitably share.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	4.9	4.9	4.9
	Neutral	79	38.9	38.9	43.8
	Agree	88	43.3	43.3	87.2
	Strongly Agree	26	12.8	12.8	100.0
	Total	203	100.0	100.0	

A conflict is discussed and resolved openly and constructively among team member.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	7.9	7.9	7.9
	Neutral	62	30.5	30.5	38.4
	Agree	99	48.8	48.8	87.2
	Strongly Agree	26	12.8	12.8	100.0
	Total	203	100.0	100.0	

My team tries to satisfy team's expectations and accommodate the passion of a team success.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	39	19.2	19.2	21.2
	Agree	127	62.6	62.6	83.7
	Strongly Agree	33	16.3	16.3	100.0
	Total	203	100.0	100.0	

My team always argues a case to show the merits of a team.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.0	1.0	1.0
	Neutral	82	40.4	40.4	41.4
	Agree	97	47.8	47.8	89.2
	Strongly Agree	22	10.8	10.8	100.0
	Total	203	100.0	100.0	

My team always negotiates among team so that compromise can be reached.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	5.9	5.9	5.9
	Neutral	47	23.2	23.2	29.1
	Agree	123	60.6	60.6	89.7
	Strongly Agree	21	10.3	10.3	100.0
	Total	203	100.0	100.0	

My team always exchanges accurate information with among team to solve a problem together.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	3.9	3.9	3.9
	Neutral	44	21.7	21.7	25.6
	Agree	120	59.1	59.1	84.7
	Strongly Agree	31	15.3	15.3	100.0
	Total	203	100.0	100.0	

Everyone in team should understand clearly his/her role and responsibility when task assigned.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.9	3.9	3.9
	Disagree	13	6.4	6.4	10.3
	Neutral	36	17.7	17.7	28.1
	Agree	54	26.6	26.6	54.7
	Strongly Agree	92	45.3	45.3	100.0
	Total	203	100.0	100.0	

I feel that to be a part of team, we are all in it together and shares responsibility for team success or failure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	4.4	4.4	4.4
	Neutral	50	24.6	24.6	29.1
	Agree	62	30.5	30.5	59.6
	Strongly Agree	82	40.4	40.4	100.0
	Total	203	100.0	100.0	

Sometimes, I feel that role and responsibility is not equitably share.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.5	1.5	1.5
	Disagree	14	6.9	6.9	8.4
	Neutral	90	44.3	44.3	52.7
	Agree	69	34.0	34.0	86.7
	Strongly Agree	27	13.3	13.3	100.0
	Total	203	100.0	100.0	

Team leader should allocate work assignments that fit with members preferred styles.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	24	11.8	11.8	12.3
	Neutral	64	31.5	31.5	43.8
	Agree	75	36.9	36.9	80.8
	Strongly Agree	39	19.2	19.2	100.0
	Total	203	100.0	100.0	

The clarity of individual role and responsibility bring the team to deliver great contribution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	41	20.2	20.2	20.2
	Agree	73	36.0	36.0	56.2
	Strongly Agree	89	43.8	43.8	100.0
	Total	203	100.0	100.0	

It knows that a performance evaluation and reward will effect to each member performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	43	21.2	21.2	23.2
	Agree	100	49.3	49.3	72.4
	Strongly Agree	56	27.6	27.6	100.0
	Total	203	100.0	100.0	

To evaluating and rewarding employees, the management should consider group-based appraisals that will reinforce team effort and commitment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	4	2.0	2.0	2.5
	Neutral	52	25.6	25.6	28.1
	Agree	102	50.2	50.2	78.3
	Strongly Agree	44	21.7	21.7	100.0
	Total	203	100.0	100.0	

My self - assessment evaluation in conjunction with my supervisor feed back help to achieve common understanding.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.4	3.4	3.4
	Neutral	35	17.2	17.2	20.7
	Agree	117	57.6	57.6	78.3
	Strongly Agree	44	21.7	21.7	100.0
	Total	203	100.0	100.0	

Sometimes, I got unfair treated of performance evaluation and reward from supervisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	7.9	7.9	7.9
	Disagree	46	22.7	22.7	30.5
	Neutral	81	39.9	39.9	70.4
	Agree	43	21.2	21.2	91.6
	Strongly Agree	17	8.4	8.4	100.0
	Total	203	100.0	100.0	

Compensation and reward are the motivation that inspires me to work harder.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.0	2.0	2.0
	Disagree	2	1.0	1.0	3.0
	Neutral	68	33.5	33.5	36.5
	Agree	76	37.4	37.4	73.9
	Strongly Agree	53	26.1	26.1	100.0
	Total	203	100.0	100.0	

The goals of our team are challenging but reasonable (neither too hard nor too easy).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.5	2.5	2.5
	Disagree	29	14.3	14.3	16.7
	Neutral	46	22.7	22.7	39.4
	Agree	94	46.3	46.3	85.7
	Strongly Agree	29	14.3	14.3	100.0
	Total	203	100.0	100.0	

I understand how a team performance is measured on this job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	4	2.0	2.0	2.5
	Neutral	50	24.6	24.6	27.1
	Agree	114	56.2	56.2	83.3
	Strongly Agree	34	16.7	16.7	100.0
	Total	203	100.0	100.0	

The successful teams translate the common purpose into specific and realistic performance goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	7	3.4	3.4	3.9
	Neutral	53	26.1	26.1	30.0
	Agree	99	48.8	48.8	78.8
	Strongly Agree	43	21.2	21.2	100.0
	Total	203	100.0	100.0	

**The goals leads individuals a higher performance, goals also energize teams.
These specific goals facilitate clear communication.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	6	3.0	3.0	3.4
	Neutral	49	24.1	24.1	27.6
	Agree	99	48.8	48.8	76.4
	Strongly Agree	48	23.6	23.6	100.0
	Total	203	100.0	100.0	

Our team has deadlines for accomplishing my goads on this job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	32	15.8	15.8	17.7
	Agree	124	61.1	61.1	78.8
	Strongly Agree	43	21.2	21.2	100.0
	Total	203	100.0	100.0	

A team has a common and meaningful purpose that provides direction, momentum, and commitment for members.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	7.4	7.4	7.4
	Neutral	40	19.7	19.7	27.1
	Agree	130	64.0	64.0	91.1
	Strongly Agree	18	8.9	8.9	100.0
	Total	203	100.0	100.0	

Commitment drives the team to work effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	36	17.7	17.7	19.7
	Agree	88	43.3	43.3	63.1
	Strongly Agree	75	36.9	36.9	100.0
	Total	203	100.0	100.0	

Team members are fully committed to the team's objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.0	2.0	2.0
	Disagree	13	6.4	6.4	8.4
	Neutral	57	28.1	28.1	36.5
	Agree	104	51.2	51.2	87.7
	Strongly Agree	25	12.3	12.3	100.0
	Total	203	100.0	100.0	

Energy is used to solve problems rather than competitive struggles.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.0	1.0	1.0
	Disagree	16	7.9	7.9	8.9
	Neutral	67	33.0	33.0	41.9
	Agree	84	41.4	41.4	83.3
	Strongly Agree	34	16.7	16.7	100.0
	Total	203	100.0	100.0	

Team members are highly supportive of each other to achieve team commitment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.0	2.0	2.0
	Disagree	8	3.9	3.9	5.9
	Neutral	52	25.6	25.6	31.5
	Agree	106	52.2	52.2	83.7
	Strongly Agree	33	16.3	16.3	100.0
	Total	203	100.0	100.0	

By thinking on initiative and creative idea, I also develop my creativity power.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	4.4	4.4	4.4
	Neutral	29	14.3	14.3	18.7
	Agree	125	61.6	61.6	80.3
	Strongly Agree	40	19.7	19.7	100.0
	Total	203	100.0	100.0	

By being constantly creative, I will always stand out among team member.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.5	2.5	2.5
	Disagree	11	5.4	5.4	7.9
	Neutral	77	37.9	37.9	45.8
	Agree	92	45.3	45.3	91.1
	Strongly Agree	18	8.9	8.9	100.0
	Total	203	100.0	100.0	

I believe that a new initiative and creative of work add the value for a team performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	19	9.4	9.4	9.4
	Agree	124	61.1	61.1	70.4
	Strongly Agree	60	29.6	29.6	100.0
	Total	203	100.0	100.0	

Sometimes, I got boring when I spent a lot of time to create a new idea for a team.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	6.9	6.9	6.9
	Disagree	45	22.2	22.2	29.1
	Neutral	88	43.3	43.3	72.4
	Agree	45	22.2	22.2	94.6
	Strongly Agree	11	5.4	5.4	100.0
	Total	203	100.0	100.0	

My team always gives me an opportunity to do a creative work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	5.4	5.4	5.4
	Neutral	63	31.0	31.0	36.5
	Agree	101	49.8	49.8	86.2
	Strongly Agree	28	13.8	13.8	100.0
	Total	203	100.0	100.0	

By paying attention to necessary detail of work, I can ensure the quality of work outcomes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	37	18.2	18.2	20.2
	Agree	121	59.6	59.6	79.8
	Strongly Agree	41	20.2	20.2	100.0
	Total	203	100.0	100.0	

I always produce a good quality of work and never get complain from teamwork or supervisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.5	2.5	2.5
	Disagree	26	12.8	12.8	15.3
	Neutral	74	36.5	36.5	51.7
	Agree	90	44.3	44.3	96.1
	Strongly Agree	8	3.9	3.9	100.0
	Total	203	100.0	100.0	

I always deliver the best quality of work when I'm being pushed/demand by my supervisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.9	3.9	3.9
	Disagree	24	11.8	11.8	15.8
	Neutral	50	24.6	24.6	40.4
	Agree	102	50.2	50.2	90.6
	Strongly Agree	19	9.4	9.4	100.0
	Total	203	100.0	100.0	

When I get a complaint of work from team member/supervisor, I am willing to improve my quality of work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	30	14.8	14.8	16.7
	Agree	103	50.7	50.7	67.5
	Strongly Agree	66	32.5	32.5	100.0
	Total	203	100.0	100.0	

I often find myself showing others how to do their jobs better for our team.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	10	4.9	4.9	5.4
	Neutral	104	51.2	51.2	56.7
	Agree	80	39.4	39.4	96.1
	Strongly Agree	8	3.9	3.9	100.0
	Total	203	100.0	100.0	

I gain trust from my team member because of my assignment always deliver on time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.5	1.5	1.5
	Neutral	62	30.5	30.5	32.0
	Agree	109	53.7	53.7	85.7
	Strongly Agree	29	14.3	14.3	100.0
	Total	203	100.0	100.0	

I realize that my delay of work has a direct impact on team's outcome.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	5.9	5.9	5.9
	Neutral	33	16.3	16.3	22.2
	Agree	109	53.7	53.7	75.9
	Strongly Agree	49	24.1	24.1	100.0
	Total	203	100.0	100.0	

I know that delivering job on time help the team success.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	15	7.4	7.4	7.4
	Agree	95	46.8	46.8	54.2
	Strongly Agree	93	45.8	45.8	100.0
	Total	203	100.0	100.0	

I always ensure that my assignment meet the deadline despite how complicated it is.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.0	2.0	2.0
	Neutral	36	17.7	17.7	19.7
	Agree	114	56.2	56.2	75.9
	Strongly Agree	49	24.1	24.1	100.0
	Total	203	100.0	100.0	

My quantity of work always meets the dead line target.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.9	3.9	3.9
	Disagree	1	.5	.5	4.4
	Neutral	40	19.7	19.7	24.1
	Agree	128	63.1	63.1	87.2
	Strongly Agree	26	12.8	12.8	100.0
	Total	203	100.0	100.0	

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Pearson Correlations

Correlations

		Job Performance	Teamwork effectiveness
Job Performance	Pearson Correlation	1	.540**
	Sig. (2-tailed)	.	.000
	N	203	203
Teamwork effectiveness	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Initiative of work	Work Design
Initiative of work	Pearson Correlation	1	.386**
	Sig. (2-tailed)	.	.000
	N	203	203
Work Design	Pearson Correlation	.386**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Initiative of work	Composition
Initiative of work	Pearson Correlation	1	.239**
	Sig. (2-tailed)	.	.001
	N	203	203
Composition	Pearson Correlation	.239**	1
	Sig. (2-tailed)	.001	.
	N	203	203

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

Correlations

		Initiative of work	Context
Initiative of work	Pearson Correlation	1	.012
	Sig. (2-tailed)	.	.867
	N	203	203
Context	Pearson Correlation	.012	1
	Sig. (2-tailed)	.867	.
	N	203	203

Correlations

		Initiative of work	Process
Initiative of work	Pearson Correlation	1	.368**
	Sig. (2-tailed)	.	.000
	N	203	203
Process	Pearson Correlation	.368**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Quality of Work	Work Design
Quality of Work	Pearson Correlation	1	.187**
	Sig. (2-tailed)	.	.008
	N	203	203
Work Design	Pearson Correlation	.187**	1
	Sig. (2-tailed)	.008	.
	N	203	203

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

Correlations

		Quality of Work	Composition
Quality of Work	Pearson Correlation	1	.039
	Sig. (2-tailed)	.	.578
	N	203	203
Composition	Pearson Correlation	.039	1
	Sig. (2-tailed)	.578	.
	N	203	203

Correlations

		Quality of Work	Context
Quality of Work	Pearson Correlation	1	.269**
	Sig. (2-tailed)	.	.000
	N	203	203
Context	Pearson Correlation	.269**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Quality of Work	Process
Quality of Work	Pearson Correlation	1	.231**
	Sig. (2-tailed)	.	.001
	N	203	203
Process	Pearson Correlation	.231**	1
	Sig. (2-tailed)	.001	.
	N	203	203

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

Correlations

		Punctuality of work	Work Design
Punctuality of work	Pearson Correlation	1	.472**
	Sig. (2-tailed)	.	.000
	N	203	203
Work Design	Pearson Correlation	.472**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Punctuality of work	Composition
Punctuality of work	Pearson Correlation	1	.329**
	Sig. (2-tailed)	.	.000
	N	203	203
Composition	Pearson Correlation	.329**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Punctuality of work	Context
Punctuality of work	Pearson Correlation	1	.254**
	Sig. (2-tailed)	.	.000
	N	203	203
Context	Pearson Correlation	.254**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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

Correlations

		Punctuality of work	Process
Punctuality of work	Pearson Correlation	1	.400**
	Sig. (2-tailed)	.	.000
	N	203	203
Process	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.000	.
	N	203	203

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



Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434 ^a	.188	.172	.431

a. Predictors: (Constant), Process, Context, Work Design, Composition

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.555	4	2.139	11.491	.000 ^a
	Residual	36.854	198	.186		
	Total	45.409	202			

a. Predictors: (Constant), Process, Context, Work Design, Composition

b. Dependent Variable: Job Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.025	.315		6.421	.000
	Work Design	.278	.067	.302	4.163	.000
	Composition	-.011	.066	-.012	-.163	.871
	Context	.076	.063	.087	1.198	.232
	Process	.122	.057	.164	2.130	.034

a. Dependent Variable: Job Performance

Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.395 ^a	.156	.152	.437

a. Predictors: (Constant), Work Design

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.075	1	7.075	37.098	.000 ^a
	Residual	38.334	201	.191		
	Total	45.409	202			

a. Predictors: (Constant), Work Design

b. Dependent Variable: Job Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.411	.241		10.003	.000
	Work Design	.362	.059	.395	6.091	.000

a. Dependent Variable: Job Performance

Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156 ^a	.024	.019	.469

a. Predictors: (Constant), Composition

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.104	1	1.104	5.009	.026 ^a
	Residual	44.305	201	.220		
	Total	45.409	202			

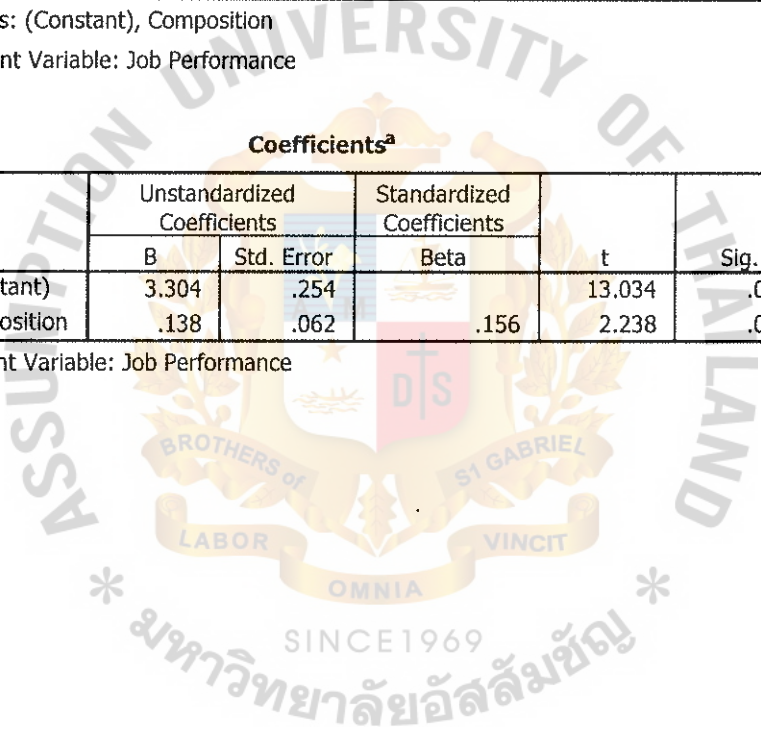
a. Predictors: (Constant), Composition

b. Dependent Variable: Job Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.304	.254		13.034	.000
	Composition	.138	.062	.156	2.238	.026

a. Dependent Variable: Job Performance



Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 ^a	.039	.034	.466

a. Predictors: (Constant), Context

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.780	1	1.780	8.202	.005 ^a
	Residual	43.629	201	.217		
	Total	45.409	202			

- a. Predictors: (Constant), Context
b. Dependent Variable: Job Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.224	.227		14.213	.000
	Context	.173	.060	.198	2.864	.005

a. Dependent Variable: Job Performance

Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 ^a	.107	.103	.449

a. Predictors: (Constant), Process

ANOVA^b

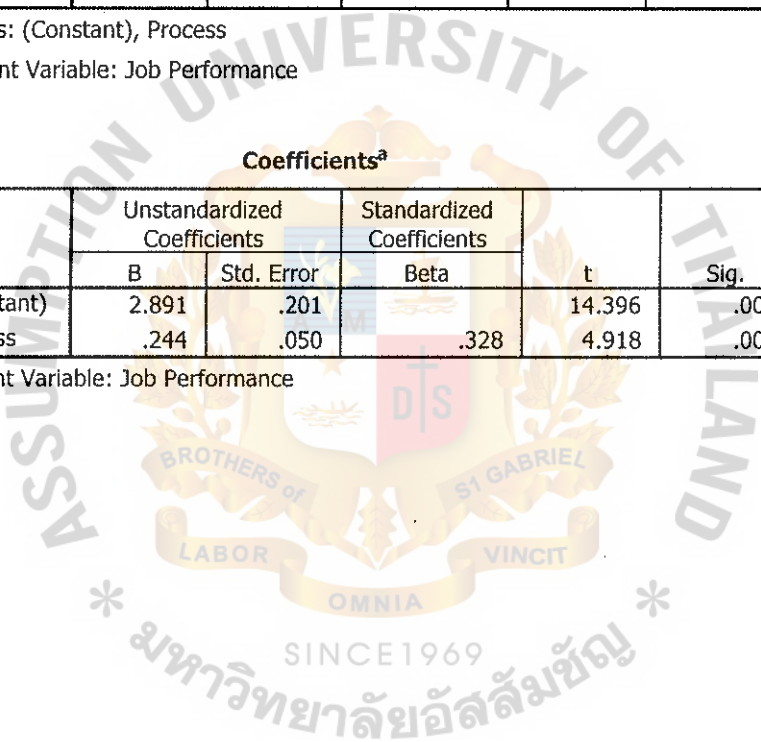
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.878	1	4.878	24.191	.000 ^a
	Residual	40.531	201	.202		
	Total	45.409	202			

- a. Predictors: (Constant), Process
b. Dependent Variable: Job Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.891	.201		14.396	.000
	Process	.244	.050	.328	4.918	.000

a. Dependent Variable: Job Performance



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CAREER SUMMARY:

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