

SA14031

Cross Functional Teams: Intellectual Stimulation and Charisma

Todd Terry

Davenport University

Abstract

Two surveys were employed, the Multifactor Leadership Questionnaire (MLQ-Form 5X) that was developed by Avolio and Bass (1985) and The Team Effectiveness questionnaire developed by Gibson, Zellmmer–Bruhn and Schwab (2003) to assist in measuring the effect of intellectual stimulation and charisma have on the effectiveness of a cross-functional team. With the assistance of a healthcare manufacture in Michigan over 100 surveys were deployed using *Survey Monkey* and after verifying returned surveys there were 51 allowable surveys for use in the study. Conducting a correlation analysis through a quantifiable approach with the delivery of surveys using intellectual stimulation and charisma as independent variables and team effectiveness as the dependent variable produced results where intellectual stimulation had a positive correlation to a cross-functional team's effectiveness as displayed by the Pearson Correlation Coefficient of 0.678 and a strong relationship was made known for charisma with a Pearson Correlation Coefficient of 0.749 towards a cross-functional teams effectiveness. The importance of these findings begins with assisting organizations in the creation and use of cross-functional teams with utilizing organizational resources in a more proficient manner.

Keywords: Charismatic leadership, Intellectual Stimulation, Multifactor Leadership Questionnaire, Team Effectiveness Questionnaire

CROSS FUNCTIONAL TEAMS: REPORT ON RESEARCH PROJECT

The difference between cross-functional teams that perform and other groups that do not is a subject that not enough attention is devoted towards (Katzenbach & Smith, 1993).

Katzenbach and Smith suggest more attention should be devoted to understanding what differentiates various levels of cross-functional team performance, where and how cross-functional teams work best, and what top management can do to enhance their effectiveness.

The use of cross-functional teams in the workplace has become the norm as executives advocate teamwork. With the increase use of cross-functional teams a cross-functional teams cohesion is often based on a set of values that encourage listening and responding constructively to views expressed by other team members, providing support, and recognizing the interests and achievements of others (Katzenbach & Smith, 1993).

As Holland, Gaston and Gomes (2000) disclose almost 75 per cent of cross-functional team members are short for time and resources to fulfill project responsibilities and a key issue facing cross-functional, teams is the tension which exists between team goals and functional priorities. Holland et al. would further identify two-thirds of cross-functional team members faced personal goal conflicts, and 60 per cent of cross-functional teams lacked a clear responsibility and did not understand how to reconcile cross-functional team and functional priorities. If a cross-functional team is experiencing internal conflict there in itself provides a challenge for the cross-functional team as the essence of a cross-functional team is common commitment and a cross-functional team is a number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves accountable (Katzenbach & Smith, 1993).

As organizations continue to develop and use cross-functional teams to improve cross-functional team performance the organization must realize and understand leadership in cross-functional teams. Trent (1996) describes the importance of cross-functional team leadership to bring together the knowledge, skills and abilities associated with in the cross-functional team make-up. Trent acknowledges the cross-functional team leader can affect a team's effort, cohesion, goal selection, and goal attainment. The direct relationship between leadership and cross-functional team performance, however, is not the only indicator of the importance of the cross-functional team leader. Trent suggests a strong relationship also exists between effective leaders and the team's organizational resources. Trent also suggests there is a direct correlation between highly effective leaders and cross-functional team member effort and acquiring the commitment and involvement of cross-functional team members is an important prerequisite for cross-functional team success.

Major Theoretical Underpinnings

Organizations now emphasize the need for leaders to take on new roles of facilitating, coordinating, and orchestrating the work behaviors of others (Prati, Douglas, Ferris, Ammeter & Buckley, 2003). Therefore associates are now functioning as a member of a cross-functional team and there has been a great amount of empirical work in the search process to uncover how the selection and socialization of group members, including leaders of the cross-functional team leaders influences the effectiveness of the cross-functional team. In this arena, ability and skill set of individual cross-functional team members' definitely play a role (2003).

Bolger (2001) references Bass (1985) as identifying three sub factors of transformational leadership that he labeled as charisma, personal consideration and intellectual stimulation.

Transformational Leadership

Having a central focus on charismatic leadership and intellectual stimulation it becomes important to reference transformational leadership, as both charismatic leadership and intellectual stimulation are considered to be dimensions of transformational leadership. Transformational leadership as Northouse (2010) suggests is the “process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (p. 172). Transformational leadership as prescribed by Bono and Judge (2004) includes elements of many other theoretical approaches to leadership.

Bono and Judge (2004) reference Bass (1985) for identifying intellectual stimulation as a dimension of transformational leadership where intellectual stimulation as outlined by Bass (1985) and referenced by Bono and Judge (2004) refers to leaders who challenge organizational norms, encourage divergent thinking, and who push followers to develop and innovate strategies (p. 901). Another theoretical approach identified within transformational leadership is charismatic leadership and often referred as inspirational leadership. Bono and Judge identify inspirational motivation dimensions are highly correlated and sometimes form a measure of charisma. In studies associated with dimensions of transformational leadership, Bono and Judge reference Bono and Ilies (2002, 2003) concerning the analyses of speeches and vision statements of two groups of leaders and discovered the use of positive emotion words were associated with ratings of charisma (p. 902).

Charismatic Leadership

According to Bass (1985), charisma is the ability of individuals to arouse people and bring them to follow the leaders’ mission and vision, personal consideration is the leader’s ability of giving attention towards the follower’s and intellectual stimulation is the ability of the

leader to motivate the followers to think of innovative and extraordinary solutions to problems (p. 664). Barbuto (2005) identifies charismatic leader with developing significant relationships with followers through the creation of trust, effort, and commitment. This concept is further enlarged with the findings of Weber (1947) as referenced by Barbuto (2005) where the description of charismatic leadership as stemming from subordinates or followers' perceptions that the leader is gifted with exceptional talents and skills.

If the charismatic leader is gifted as Barbuto (2005) suggests, Yukl (1999) proposes the follower is more susceptible if they feel insecure, or believe they are alienated, fearful about their economic security, lack self-esteem, and the follower has a weak self-identity. Yukl advises of the importance of contextual variables for charismatic leadership because attributions of exceptional ability for a leader seem to be rare and may be highly dependent upon characteristics of the situation and part of the situation is to develop trust between cross-functional team members. Webber (2001) references Mayer et al. (1995) with defining trust as "the shared perception by the majority of team members that individuals in the team will perform particular actions important to its members and that individuals will recognize and protect the rights and interests of all the team members engaged in their joint endeavor" (p. 205). Creating trust as Webber (2001) identifies begins with the formation of the cross functional team and the leadership style placed into practice in regards to the building of positive relationships among cross functional team members and with the cross functional team leader.

Conger, Kanungo and Menon (2000) suggest when followers of a charismatic leader perceive their leader is exhibiting charismatic leadership behaviors the followers will not only attribute charisma towards their leader, but the followers will also change their attitudes, values, and behaviors consistent with what the leader desires from their followers. Conger et al. suggest

under charismatic leadership it is likely to discover positive follower effects of heightened reverence, trust, and satisfaction with the leader and these follower effects will be positively related to follower's sense of collective identity, perceived group performance, and feelings of empowerment.

In a study conducted by Rowold and Laukamp (2009), they suggest the "leader aims at implementing the vision and therefore motivates the follower" (p. 605). To aid in the implementation of the vision the charismatic leader will undergo personal risks to motivate their followers by setting an example to follow. Followers of a charismatic leader are more likely to believe in the leader's vision if the leader engages in active, personal risks that demonstrate the outcomes. As a consequence of the charismatic leader's unconventional behavior and personal risk, the followers positively accept the leader's vision, develop trust and, ultimately, enhanced levels of motivation to achieve articulated goals.

Charismatic leaders as recognized by Boerner, Dutschke and Wied (2008), enhance follower identification with the leader, and followers are willing to engage in cross functional team activity because of their favorable perceptions of the leader, and charismatic leaders provide positive effects on followers' identification with their task and role, namely increased efficacy perceptions, intrinsic motivation, and willingness to sacrifice themselves to perform the task (p. 508). Boerner et al. describe charismatic leadership as articulating a vision and a sense of mission, showing determination and communicating high expectations through encouraging high performance. The charismatic leader creates a high self-esteem in their followers through a program of mentorship, and coaching, and in turn followers identify with organizational goals. As a result of identifying with the organization followers are willing to invest considerable time and energy on behalf of the organization and will make personal sacrifices if necessary to

accomplish organizational goals. Boerner et al. reference Deluga (1995) and Sosik (2005) by recognizing and proclaiming charismatic leadership is positively related to organizational performance and empirical studies have confirmed a positive relationship between charismatic leadership and followers'.

Intellectual Stimulation

Bass (1999) suggest intellectual stimulation begins when the leader helps followers to become more innovative and creative (p.11). Northouse (2010) would define intellectual stimulation in greater positions with intellectual stimulation to include the leader stimulates the follower not only to be innovative and creative as Bass (1999) suggested but to encourage the follower to challenge their own beliefs and values as well as those of the leader and the organization.

This type of leadership supports followers as the follower attempts new approaches and develops innovative methods of working with organizational issues (Northouse, 2010). Intellectual stimulation encourages the follower to think things out on their own, and engage in careful problem solving (p. 179). Leaders who create intellectual stimulation constitute a social cue to positively encourage followers to explore new methods or pursue innovative ideas for problem solving approaches (Zhou, Hirst & Shipton, 2012). When leaders encourage followers to engage in problem solving activities, suggesting alternative approaches, this activity positively supports the follower in their quest to mentally grow through intellectual stimulation (2012). With intellectual stimulation leaders broaden followers' existing skill set, develop followers' problem solving skills and, as a byproduct, nurture followers' growth and achievement capabilities. Furthermore as Zhou et al. suggest intellectual stimulation supports an open and

forward thinking strategy in the pursuit of goals furthering the follower's ability to tackle less routine tasks and challenges and therefore creating a stronger level of intellectual stimulation.

Measuring Charismatic Leadership and Intellectual Stimulation

Charismatic leadership and intellectual stimulation were measured with the assistance of the Multifactor Leadership Questionnaire (MLQ-Form 5X) as this questionnaire is a self-report measure that has 45 items designed to measure leadership. Included in Multifactor Leadership scale is the ability to measure intellectual stimulation and charismatic leadership principles. Within the Multifactor Leadership scale are 4 items that assesses subordinates' intellectual stimulation through the perception of degree to which the supervisor accepts their ideas and encourages the follower to challenge the status quo through the re-examination of critical responses will be used to measure intellectual stimulation and charismatic leadership will be measured through the use of a 12 item subscale that measures the leader's setting of high standards and orientation toward the future (Kanste, Miettunen & Kyngas, 2006). A Likert scale consisting of a range from one to five was used to collect responses and the responses will be averaged to form a scale score. Bon and Ilies (2006) have found the Multifactor Leadership Questionnaire to be a reliable instrument and Kanste et al. (2006) declares the leadership subscales to be internally consistent with Cronbach's alpha having a greater than 0.70 outcome. To help facilitate the methodology with the Multifactor Leadership questionnaire the manual that explains in detail how to use and score the Multifactor Leadership questionnaire was used throughout the complete process of using, and analyzing results in the correct manner.

Team Effectiveness

Team effectiveness is designed for each team member to perceive its aptitude, or the aptitude of the other team members in relation to the overall team objective (Hexmoor & Beavers, 2002). After four years of research design by Gibson, Zellmer,-Bruhn, and Schwab (2003) the Team Effectiveness survey was deemed reliable to investigate the use of teams. Gibson et al. achieved confidence towards reliability with the coefficient alpha ranging from 0.70 – 0.94 for the subscales. Each subscale used a seven point Likert scale ranging from one as very inaccurate to seven as very accurate. The administration of the Team Effectiveness scale was conducted through the use of Fluid Surveys and delivered at the identical time with the Multifactor Leadership Questionnaire.

Internal Validity

Threats to internal validity exist from the current formatting: Selection of the participants, location of those involved in the study and the sample size. Results may be affected from the convenience sample as participants were closely located near one another and the exchange of thoughts and opinions between participants exists and similar viewpoints of the participants may impact results. To control multiple regressions, tests were analyzed including the self-identified demographic characteristics at the beginning of the survey.

Methodology**Survey Collection**

Collection of the first group of sent surveys resulted in a return rate of 34 percent, and after further investigation with correlation analysis IP address had to be matched up as not all participants filled out both surveys. Therefore those participants who only completed one survey were thrown out or not included in the process. Another challenge came forth was identified by

participants using the same computer to participate with the completion of the survey, therefore since differing participants could not be identified those responses with identical IP addresses were also excluded in the study leading to a further reduction in verifiable surveys. One IP address was identified four times as being used to complete the survey. This decision led to the accepted percentage of surveys of 14 percent after the elimination of duplicate IP address.

Therefore another 100 surveys were deployed to a different random sample within the same organization. This process included more detailed instructions and follow through for assurance the surveys were completed accurately. This second set of surveys resulted in a 37 percent of acceptance and generating a total of 51 surveys deemed acceptable and accomplishes the recommended amount of needed surveys as presented by Hair et al (2006). For all accepted surveys Excel was used to clean up the data through sorting and organizing data responses surveys that were accepted as

Data was collected through the response of participating in the answering of the Multifactor Leadership Questionnaire and the Team Effectiveness Questionnaire. As data was collected the information was transferred to SPSS a computer analysis program and SPSS is recognized to be a powerful and efficient data analysis program (Green & Salkind, 2007).

With the relationships offered by the independent variables, charisma and intellectual stimulation and the dependent variable, team effectiveness a correlation analysis was used with a summation of scales. Using the Multi Factor Leadership questionnaire created by Avolio and Bass and the Team Effectiveness scale developed by Gibson, Zellmer-Bruhn and Schwab the process of using a summation of scales was employed. As Hair et al. (2006) suggest a summation of scales is a method of combining several variables that measure the same concept into a single variable in an attempt to increase reliability of the measurement, and the process of the

summation of the separate variables created a total and then the total or average score is used in the analysis (p. 103).

Using a correlation analysis as Hair et al. (2006) suggest is a basis for estimating all regression relationships (p. 231). Hair et al. suggests with regression analysis, the correlations between the independent variables and the dependent variable provide the foundation for establishing the regression variate by approximating regression coefficients for each independent variable that maximizes the predicted outcome of the dependent variable (p. 231).

Sample

A convenience sample was utilized for the study and included as participants were personnel who work for a manufacturer of health care products. Email addresses were selected randomly and provided through the Human Resource department. Participants were from various groups of people, ages, occupation levels, job duties, and leadership experience. *Fluid Surveys* was used to deliver the two different surveys to participants, the Multifactor Leadership Questionnaire (MLQ-Form 5X) created by Avolio and Bass and the Team Effectiveness scale developed by Gibson, Zellmer-Bruhn and Schwab. The first delivery of surveys accounted for 100 surveys being deployed to reach the goal of receiving a completion of 45 percent being returned. This is recommended by Hair, Black, Babin, Anderson and Tatham (2006). However, a second set of surveys were deployed to assist in achieving the needed amount of returned surveys.

Hypothesis

H1: Intellectual stimulation has a positive relationship on/with cross-functional team effectiveness.

H2: Charismatic leadership has a positive relationship with cross-functional team effectiveness

Table 1

Summary of Inter Correlation, Team Effectiveness, Charisma Total and Intellectual Stimulation Total

Measure	Pearson	Team	CharismaTot	InteTot
Team	Pearson Correlation	1	.749**	.678**
	Sig. (2-tailed)		.000	.000
	N	51	51	51
Charismatot	Pearson Correlation	.749**	1	.584**
	Sig. (2-tailed)	.000		.000
	N	51	51	51
InteToT	Pearson Correlation	.678**	.584**	1
	Sig. (2-tailed)	.000	.000	
	N	51	51	51

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

Analysis and Discussion

The overall goal of this research was to extend the academic conversation by quantitatively examining leadership, as viewed from the perspective of the effects charisma and intellectual stimulation have on cross-functional team effectiveness.

With intellectual stimulation having a positive effect on the effectiveness of a cross-functional team there will be ample opportunity for an organization to improve relationships between followers and leaders, between the team members themselves and between team members and the organization. This study also proved that the formation of a cross-functional team could be enhanced to deliver proficient outcomes when a leader uses intellectual stimulation to build relationships with followers.

Charisma also proved positive results for enhancing cross-functional team effectiveness. This determination provides insight to the development of a cross-functional team and the leadership selected to lead it. Management needs to understand the whole person to achieve better fit to requirements and needs of cross-functional teams (Novakowski, 2008).

This research has shown there is value in using assessments, at least for a leader to understand how to provide intellectual stimulation and how to lead a cross-functional team with using charisma to attract followers, when developing a cross-functional team. The investment by organizations to understand the individual motivations, and natural preferred operating style while performing in an assigned role has the potential to achieve greater individual performance, job satisfaction and overall team effectiveness (Novakowski, 2008) therefore this study does appear to have implications both for how team members should be selected to maximize team effectiveness and for the development of a theory of work-team performance (Barrick, Stewart, Neubert, & Mount, 1998).

The results of this study suggest that organizations implement a program to increase the use of charismatic leadership and / or intellectual stimulation in cross-functional teams and this practice will increase the efficiency of organizational resources.

Further Research

With the 51 participants, there is no indication concerning titles or levels of worker placement by participants, therefore a participant maybe employed as a line worker, a secretary, entry level manager, middle level manager or even include the corporate executive. Suggested as another opportunity would be to use a quota sample to select participants from the same working levels to identify if the different employment groups or departments have the same views or not concerning charisma and intellectual stimulation on a cross-functional team's effectiveness.

The use of a quota sample is recommended for quota sampling, a standard method for selection according to setting quotas for participants on a range of demographic factors and ensures that the sample interviewed is representative of the population of interest. If using this method for future research, the study could unambiguously select participants from a preferred department or a preferred job level as quotas could be set with regard to a specific determination (Rubin, Brewin, Greenberg, Simpson, & Wessely, 2005).

Another consideration for future research would be to study personalities and if there is any relation to a specific personality type that has the ability to intellectually stimulate others. This is a concept that would also be available to determine if charisma is a gift or if an individual can learn charisma and how to use it to help a cross-functional team be effective or does a charismatic leader have stronger abilities to lead than another type of a leader?

Summary

With the use of cross-functional teams increasing as organizations design new methods and techniques to increase efficiency the organization must realize and understand leadership in cross-functional teams. Trent (1996) recognizes the cross-functional team leader can affect a team's effectiveness and describes the importance of cross-functional team leadership to bring together the team members to generate a cross-functional team's effectiveness. The direct relationship between leadership and cross-functional team performance, however, is not the only indicator of the importance of the cross-functional team leader. Trent suggests a strong relationship also exists between effective leaders and the team's members.

References

- Barbuto, J. E. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies, 11*(4), 26-40. Retrieved June 15, 2013
- Barrick, M. R., Stewart, G. L., Neubert, M. J., & Mount, M. K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of applied psychology, 83*(3), 377.
- Boerner, S., Dutschke, E., & Wied, S. (2008, November). Charismatic leadership and organizational citizenship behavior: Examining the role of stressors and strain. *Human Resource Development International, 11*(5), 507-521. Retrieved June 15, 2013
- Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. *Education Administration Quarterly, 37*(5), 662-682. Retrieved June 15, 2013
- Bono, J. E., & Ilies, R. (2006). Charisma, positive emotions and mood contagion. *The Leadership Quarterly, 17*, 317-334. Retrieved June 15, 2013
- Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology, 89*(5), 901-910. Retrieved June 15, 2013
- Cohen, S. G., Chang, L., & Ledford, G. E. (1997). A hierarchical construct of self-management leadership and its relationship to quality of work life and perceived work group effectiveness. *Personal Psychology, 50*, 275-308. Retrieved August 2, 2013
- Conger, J. A., Kanungo, R. N., & Menon, S. T. (2000). Charismatic leadership and follower effects. *Journal of Organizational Behavior, 21*, 747-767. Retrieved June 15, 2013

- De Cramer, D., & van Knippenberg, D. (2002). Ho do leadership promote cooperation? The effects of charisma and procedural fairness. *Journal of Applied Psychology*, 87, 858-866.
Retrieved August 2, 2013
- Gibson, C. B., Zellmer-Bruhn, M. E., & Schwab, D. P. (2003, December). Team effectiveness in multinational organizations. *Group & Organizational Management*, 28(4), 444-474.
Retrieved June 15, 2013
- Green, S. B., & Salkind, N. J. (2008). *Using SPSS for Windows and Macintosh* (Fifth ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (Sixth ed.). Upper Saddle River, NJ: Pearson a Prentice Hall Publishing Company.
- Hexmoor, H., & Beavers, G. (2002). Measuring team effectiveness. *Applied Informatics*, 338-343. Retrieved June 15, 2013
- Holland, s., Gaston, K., & Gomes, J. (2000). Critical success factors for cross-functional teamwork in new product development. *International Journal of Management Reviews*, 2(3), 231-259. Retrieved June 15, 2013
- Kanste, O., Miettunen, J., & Kyngas, H. (2007). Psychometric properties of the multifactor leadership questionnaire among nurses. *Journal of Advanced Nursing*, 57(2), 201-212.
Retrieved June 15, 2013
- Katzenbach, J. R., & Smith, D. K. (1993). The discipline of teams. *Harvard Business Review*.
Retrieved June 15, 2013

- Manz, C. C., & Sims, H. P. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly*, 32, 106-129. Retrieved August 2, 2013
- Northouse, P. G. (2010). *Leadership theory and practice* (Fifth ed.). Los Angeles, CA: Sage Publications.
- Novakowski, F. (2008). *Intentional leadership: using knowledge, skills, abilities and the conative dimensions to select cross functional team leaders* Doctoral dissertation, Pro Quest, Ann Arbor, Mi.
- Pallant, J. (2010). *SPSS: A survival manual* (Fourth ed.). Two Ten Plaza, NY: McGraw Hill.
- Prati, L. M., Douglas, C., Ferris, G. R., Ammeter, A. P., & Buckley, M. R. (2003). Emotional intelligence, leadership effectiveness, and team outcomes. *The International Journal of Organizational Analysis*, 11(1), 21-40. Retrieved June 15, 2013
- Rowold, J., & Laukamp, L. (2009). Charismatic leadership and objective performance indicators. *Applied Psychology: An International Review*, 58(4), 602-621. Retrieved June 15, 2013
- Rubin, G. J., Brewin, C. R., Greenberg, N., Simpson, J., & Wessely, S. (2005). Psychological and behavioral reactions to the bombings in London on 7 July 2005: cross sectional survey of a representative sample of Londoners. *Bmj*, 331(7517), 606.
- Trent, R. J. (1996). Understanding and evaluating cross-functional sourcing team leadership. *International Journal of Purchasing & Materials Management*, 32, 1-6. Retrieved June 15, 2013
- Webber, S. S. (2002). Leadership and trust facilitating cross-functional team success. *Journal of Management Development*, 21(3), 201214. Retrieved June 15, 2013

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, *10*(2), 285-305. Retrieved June 15, 2013

Zhou, Q., Hirst, G., & Shipton, H. (2012). Context matters: Combined influence of participation and intellectual stimulation on promotion focus-employee creativity relationship. *Journal of Organizational Behavior*, *33*, 894-909. Retrieved June 15, 2013

Appendix

For use by Todd Terry only. Received from Mind Garden, Inc. on June 6, 2013

MLQ Multifactor Leadership Questionnaire

Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

- I am at a higher organizational level than the person I am rating.
- The person I am rating is at my organizational level.
- I am at a lower organizational level than the person I am rating.
- I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the

person you are describing. Use the following rating scale:

Not at all Once in a while Sometimes Fairly often Frequently,if not always

0 1 2 3 4

THE PERSON I AM RATING. . .

- 1. Provides me with assistance in exchange for my efforts..... 0 1 2 3 4
- 2. Re-examines critical assumptions to question whether they are appropriate 0 1 2 3 4
- 3. Fails to interfere until problems become serious..... .. 0 1 2 3 4
- 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
- 5. Avoids getting involved when important issues arise 0 1 2 3 4
- 6. Talks about their most important values and beliefs 0 1 2 3 4
- 7. Is absent when needed 0 1 2 3 4
- 8. Seeks differing perspectives when solving problems..... 0 1 2 3 4
- 9. Talks optimistically about the future 0 1 2 3 4
- 10. Instills pride in me for being associated with him/her 0 1 2 3 4
- 11. Discusses in specific terms who is responsible for achieving performance targets..... 0 1 2 3 4
- 12. Waits for things to go wrong before taking action 0 1 2 3 4
- 13. Talks enthusiastically about what needs to be accomplished..... 0 1 2 3 4
- 14. Specifies the importance of having a strong sense of purpose..... 0 1 2 3 4
- 15. Spends time teaching and coaching 0 1 2 3 4

Not at all Once in a while Sometimes Fairly often Frequently,if not always

0 1 2 3 4

- 16. Makes clear what one can expect to receive when performance goals are achieved..... 0 1 2 3 4
- 17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."..... 0 1 2 3 4
- 18. Goes beyond self-interest for the good of the group 0 1 2 3 4
- 19. Treats me as an individual rather than just as a member of a group..... 0 1 2 3 4
- 20. Demonstrates that problems must become chronic before taking action..... 0 1 2 3 4
- 21. Acts in ways that builds my respect..... 0 1 2 3 4
- 22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures 0 1 2 3 4
- 23. Considers the moral and ethical consequences of decisions 0 1 2 3 4

- 24. Keeps track of all mistakes 0 1 2 3 4
- 25. Displays a sense of power and confidence 0 1 2 3 4
- 26. Articulates a compelling vision of the future..... 0 1 2 3 4
- 27. Directs my attention toward failures to meet standards..... 0 1 2 3 4
- 28. Avoids making decisions 0 1 2 3 4
- 29. Considers me as having different needs, abilities, and aspirations from others 0 1 2 3 4
- 30. Gets me to look at problems from many different angles 0 1 2 3 4
- 31. Helps me to develop my strengths 0 1 2 3 4
- 32. Suggests new ways of looking at how to complete assignments 0 1 2 3 4
- 33. Delays responding to urgent questions 0 1 2 3 4
- 34. Emphasizes the importance of having a collective sense of mission..... 0 1 2 3 4
- 35. Expresses satisfaction when I meet expectations 0 1 2 3 4
- 36. Expresses confidence that goals will be achieved 0 1 2 3 4
- 37. Is effective in meeting my job-related needs 0 1 2 3 4
- 38. Uses methods of leadership that are satisfying..... 0 1 2 3 4
- 39. Gets me to do more than I expected to do..... 0 1 2 3 4
- 40. Is effective in representing me to higher authority..... 0 1 2 3 4
- 41. Works with me in a satisfactory way..... 0 1 2 3 4
- 42. Heightens my desire to succeed..... 0 1 2 3 4
- 43. Is effective in meeting organizational requirements 0 1 2 3 4
- 44. Increases my willingness to try harder 0 1 2 3 4
- 45. Leads a group that is effective..... 0 1 2 3 4

Team Effectiveness Survey

GOALS

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. This team fulfills its mission. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. This team accomplishes its objectives. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. This team meets the requirements set for it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. This team achieves its goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. This team serves the purpose it is intended to serve. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

CUSTOMERS

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. This team's customers are satisfied. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. This team's customers are happy with the team's performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. This team is responsive to its customers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. This team fulfills the needs of its customers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. This team responds to external demands. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

TIMELINESS

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. This team meets its deadlines. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. This team wastes time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The team provides deliverables (e.g., products, or services) on time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. This team is slow. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. This team adheres to its schedule. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. This team finishes its work in a reasonable amount of time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

QUALITY

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. This team has a low error rate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. This team does high quality work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. This team consistently provides high quality output. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. This team is consistently error free. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. This team needs to improve the quality of its work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

PRODUCTIVITY

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. This team uses too many resources. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. This team is productive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. This team is wasteful. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Inputs used by this team are appropriate for the outputs achieved. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. This team is efficient. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

NOTE: 1 = very inaccurate; 2 = mostly inaccurate; 3 = slightly inaccurate; 4 = uncertain; 5 = slightly accurate; 6 = mostly accurate; 7 = very accurate.