A DELPHI INQUIRY OF EFFECTIVE

TEAM LEADERSHIP

By

MARK D. WEBER

Bachelor of Arts
University of South Florida
Tampa, Florida
1975

Master of Arts
Oral Roberts University
Tulsa, Oklahoma
1985

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1988
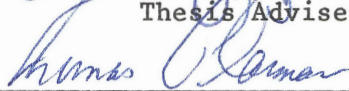
A DELPHI INQUIRY OF EFFECTIVE
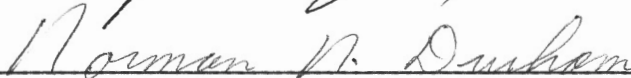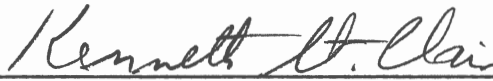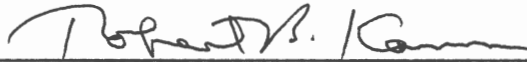
TEAM LEADERSHIP

Thesis Approved:

_____
Thesis Adviser

_____

_____

_____

_____

_____
Dean of the Graduate College

ACKNOWLEDGMENTS

To begin a few paragraphs about whom I am most grateful must begin with Almighty God. For in Him I live and move and have my being. I thank and praise Him for His unconditional love and guidance.

I wish to give a special word of praise to those whom I love and who helped in this endeavor. First, and foremost, I am indebted to my wife, Kara, for her love, assistance and unwavering support throughout this study. I am very grateful for the constant encouragement from family and friends.

I greatly appreciated the guidance and suggestions received from Dr. John Gardiner, Dr. Thomas Karman, Dr. Robert Kamm, Dr. Kenneth St. Clair, and Dr. Stephen Miller, members of my dissertation committee. I am indebted to each of them for their wise advice and clear understanding of research.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

THE RESEARCH PROBLEM

Introduction

In today's technological age vast amounts of information are
generated. Education and industry utilize teams to process this
wide array of data. Effective information-processing requires
the collaborative efforts of a strong supportive team for trans-
formation into optimal use (Beckhard, 1969). The characteristics
which enhance collaborative teamwork need clarification. Specif-
ically, team leader characteristics need to be identified which
promote and improve team performance.

Research on organizational behavior considers teams from
several perspectives. Beer (1980, p. 26) stated, "there has been
considerable controversy in the field of organizational behavior
between advocates of contingency theories on one hand and norma-
tive theories on the other." Contingency theorists posit that
the type and quality of behavior desired (leadership, integra-
tion, crisis management) is interdependent upon the organization-
al context and characteristics of the team members. Normative
theorists affirm organizations need to advocate concepts of open-
ness, participation, or confrontation (Beer, 1980). The contin-
gency and normative approaches may function more effectively

depending upon time frame, organizational context, and development stage. In an analytical view, Woodman and Sherwood (1980) noted that while team development may vary from an interpersonal focus to a task-oriented or goal-oriented approach, the composition of the team remains similar.

Dyer (1977) presented a cyclical team building approach consisting of recognizing the problem, data gathering, diagnosis, planning, implementation, and evaluation. Lippitt (1982, p. 209) suggested that there are several team building interventions, and often the group process must be tailormade to maximize the fit between the organizational context, the situation or task, and the group. Beer (1976) divided team development interventions into four interrelated categories or models in practice and structure: the Goal-Setting/Problem-Solving Model, the Interpersonal Model, the Role Negotiation Model, and the Managerial Grid Model (originally designed by Blake and Mouton). Hackman (1983) noted that process interventions are most popular with consultative work rather than being employed in social psychology research or group preformance and suggests that research on manipulable variables within a theoretical normative model would better serve as the guide for construction of an applicable action model for improving team effectiveness. Discussion continues regarding the merits of various team orientations and interventions. Central to the dialogue are the characteristics of team members and team leaders.

Shared goals, quality communication and effective leadership assist in the team's processing. "One mark of winning teams was the way in which members found useful jobs and team-roles that

fitted their personal characteristics and abilities" (Belbin, 1981, p. 96). The shared goals and supportive relationships allow for the single-minded effort needed in protecting the integrity and identity of the small group and organization as a whole.

> Groups seem to be good problem finding tools. In a
> variety of situations, they make better decisions than
> individuals do. . . .they are great tools for imple-
> mentation. They gain commitment from their members. .
> . . . they can control and discipline individual mem-
> bers in ways that are often extremely difficult through
> more impersonal quasi-legal disciplinary systems
> (Leavitt, 1975, p. 69-70).

Quality communication is achieved when team members partici-
pate in genuine interaction, both sharing and listening; such interaction establishes organizational unity. The sharing of information and cooperation of efforts impacts an organization´s effectiveness. Leadership style assists in the determination of effectiveness of the group based upon the team´s productivity, social or participation process, and satisfaction of team mem-
bers´ needs (Hackman, 1983).

Leadership "plays an active role in the complex processes in team building" (French & Bell, 1978, p. 180). "Organizations thrive under good leadership and fail under poor leadership" (Fielder, 1967, p. 3). Success depends on the quality of manage-
ment (Beckhard, 1969). In addition, leadership skills can and must be learned (Blake & Mouton, 1964). Therefore, since teams are directly influenced by their leadership, there is a need to identify a set of characteristics which influence team perfor-
mance and effectiveness.

Description of the Problem

Team building and effective use of groups, according to Schein becomes an increasingly important ingredient of most organizational development or change programs (Dyer, 1977). A primary goal of team building is to improve the effectiveness and productivity of the organization. Dyer (1977) defines team development as "an intervention conducted in a work unit as an action to deal with a condition (or conditions) seen as needing improvement" (p. 41).

Woodman and Sherwood (1980) emphasized team development is designed to improve the effectiveness of a group of people whose jobs require them to work together. Woodman and Sherwood further operationalized effectiveness as a means to manage problems confronting a group to accomplish group goals. The management of problems involves sensitive leadership adept at timing interventions and creating "redundant conditions" which encourage good performance while allowing natural interaction and operation of the team (Hackman, 1983, p. 59).

This study focuses on the characteristics perceived as necessary for effective team leadership. These characteristics were generated by several well-known leaders in education and business and from a review of the literature. From a review of the literature and a compilation of responses of practioners, a set of characteristics for effective team leadership has been identified.

Statement of the Problem

An acceptable set of generalizations about effective team leadership could be translated into reliable prescriptions for design and management of work teams. From the review of the literature, there emerged several characteristics suggested for effective leadership, but there is an apparent lack of recent research to substantiate the attributes necessary for effective team leadership. Specifically, validation of the researchers' theoretical assumptions needs corroboration from practioners. Consensus is needed between team leader characteristics discussed in the literature and what actually works as perceived by practitioners in business and higher education. A prerequisite to this consensus is an understanding of the application in different organizational contexts of teams.

There is a disparity in the knowledge and utilization of teams between higher education and business. A comparison of effective team leadership traits between two distinct but similar settings (i.e., university presidents and chief executive officers) is primary and essential in the establishment of an effective team leadership profile.

This study concentrated upon similarities and differences of effective team leader characteristics in two main professions, higher education and business. The effective team leaders considered were college and university presidents and chief executive officers (CEO) of companies.

Specifically, the following research questions will be considered:

1. What are the characteristics of an effective presidential team suggested by a consensus of practitioners in higher education?

2. What are the characteristics of an effective CEO's team suggested by a consensus of practitioners in business?

3. What are the characteristics of a president as an effective team leader suggested by a consensus of practitioners in higher education?

4. What are the characteristics of a CEO as an effective team leader suggested by a consensus of practitioners in business?

5. What are the differences between the two models, that is the models generated from the consensus of practitioners in higher education and business?

6. What are the similarities between these two models?

7. What does this comparison seem to suggest about an empirical model of an effective team?

8. What does this comparison seem to suggest for an empirical profile of effective team leadership?

Significance of the Study

The initial step to designing a model is the comparison of characteristics found in the literature and the marketplace. The identification of a set of characteristics provides the basis in developing a viable model for team effectiveness. By manipulating these factors, team performance could be improved (Hackman, 1983). Such a model would have application in a variety of team settings.

An acceptable set of generalizations about effective team

leadership could be translated into reliable and stable prescriptions for design and management of work teams. Evidence exists for the development of a relatively strong and highly independent association between team effectiveness and team leadership (Semprevivo, 1980). The evidence could be used to generate a working model for application in diagnosis and assessment of performance, selection of qualified personnel, and job assignments to specific teams.

Purpose of the Study

This study attempts to identify several characteristics necessary for effective team leadership. This study compares the perceived characteristics of effective presidential team leadership provided by respected practitioners in higher education with those characteristics of effective CEO team leadership noted by practitioners in business. The comparison of the sets of effective team leader characteristics of university presidents and CEOs offered by the practitioners in higher education and business will become the foundation in developing a profile applicable in a variety of professions.

Definition of Terms

The following definitions will be used for the purpose of this research study:

Organizational development is a process of data collection, diagnosis, action planning, intervention, and assessment aimed at: (1) enhancing congruency between organizational context

(structure, process, strategy, people, and culture); (2) developing creative organizational solutions; and (3) enhancing and developing the organization's self-renewing capacity. It occurs in cooperation and collaboration of organizational members working with a change agent using behavioral science theory, research, and technology (Beer, 1980).

An intervention is a planned action or series of activities designed to interrupt and alter the pattern of function, processing or interaction within the team. The intervention is an integral part of an organizational development program. The systematic redesign of the team processing may involve equipment, work flow, facilities, team or organizational context, team or organizational policies and procedures, or some process of social interaction.

The evaluation is a process of assessing the value of the individual or team performance. The information generated from this assessment will be examined for review, diagnosis and formulation of a value judgment concerning the effectiveness of plans, activities, programs and interventions.

Team development or building is a self analysis and assessment of interpersonal relationships and group activities in an attempt to improve member interactions, performance, morale and satisfaction of team member's needs.

Team effectiveness is an evaluation of the congruence of desired levels versus the achieved or experienced levels of productivity, social interaction and processes displayed in team morale, and satisfaction of individual needs of the team members.

The team leader is the individual in the group given the

responsibility of coordinating and directing mutually accept-
ed, task-related team activities or who, in the absence of the
designated leader, carries out or performs those primary func-
tions in the team (Fiedler, 1967).

The team is an intact social system consisting of a collec-
tion of individuals who 1) are perceived and recognized as a
group by both members and nonmembers of the group, 2) have
significantly interdependent relations with one another, 3)
have separate and distinguishable roles within the group and
4) must rely on collaboration if each member is to experience
the optimum of success and common goal achievement (Alderfer
1977, Dyer, 1977, and Hackman 1983).

The team's task is a clearly defined, oral, written, or
implicitly communicated activity or set of activities identi-
fied by supervisors in which the group's response or output can
be quantitatively or qualitatively measured.

The team's organizational context refers to the team's in-
terdependent and influential (guiding or controlling) relation-
ship with individuals or other groups in the macrosocial system
(Hackman, 1983).

Group interaction involves the social processes between
members which maintain or enhance the individual's ability to
collaborate on the team's task (Hackman, 1983).

Member satisfaction is the individual's collective experi-
ence of either frustration or enjoyment of the task and other
activities as they relate to the degree it benefits the team
member's needs.

Effective team leadership is displayed when the leader, through interpersonal relationships, develops team members' initiative, encourages personal judgment, and facilitates members' contributions to the team's task which is directly reflected in the team's high morale, member satisfaction, group interaction, and successful accomplishment of mutually accepted goals or assigned tasks (Fiedler, 1967; Gardner, 1986).

The Delphi technique of inquiry is characterized as a method for structuring a group communication process so that the course of action is effective in allowing a group of individuals, as a whole, to deal with a complex problem (Linstone & Turoff, 1975).

Limitations and Assumptions

An assumption of this study involves the consideration of the Delphi method inquiry of selected leaders is in fact a representation of the "real world." The possibility of biased responses exists since the sample was selected rather than drawn randomly. Since people act upon their perceptions, subjective data were gathered rather than objective indicators. Therefore, the data will be affected by the perceptions, terminology and experience of the respondents. It was assumed the respondents' input was a characteristic property of the "real world."

The Lockean Delphi method was considered the best method for this study. Any other limitations are related to the Delphi research approach. Further explanation of this approach is found in Chapter III.

Organization of the Study

This study is divided into five chapters and the appendixes. Chapter I includes an introduction, the description of the problem, statement of the problem, significance of the study, purpose of the study, definition of terms, limitations and assumptions of the study, and organization of the study. Chapter II reviews the research literature regarding team building, team development interventions, evaluations of team building, the normative and action models of team building, and finally the leadership of teams. Specifically, the chapter discusses the overall significance of three variables of team design (i.e., task structure, team composition, and team norms) and their effect on team performance (i.e., team interaction and satisfaction of team member needs). The chapter includes a brief discussion on the significance of leadership involvement on the three input variables relating to team design. Chapter III presents the design of the study and procedures employed. The analysis of the data will be presented in Chapter IV. Chapter V will provide a summary of the research effort, conclusions, and recommendations for further study. A list of references follows Chapter V. The appendixes contain the questionnaire used in the research study, biographical information, reference and data tables.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The literature review is divided into five sections. The
first section focuses on organizational development and team
building. The second section includes the history of team
building from the developmental view, descriptive research of
teams, team building interventions, and a normative model for
team development. The third section examines the role of evalua-
tion in development of teams. This section reviews the reasons
for evaluations, the process, models, and design of evaluations.
The fourth section discloses the implications for effective
teams, indicators of success, strategies for developing effective
teams and selection of team members. The fifth section will
address the selection and functions of team leaders. The section
will also identify and describe the critical characteristics of
the leader and various leadership styles. A summary of the
chapter follows the fifth section.

Organizational Development: Team Building

The principal focus of organizational literature has been on
improving team effectiveness (Beckhard, 1969). The primary area
of concern should therefore be on developing team interventions

which are designed to improve work groups' effectiveness (Dyer, 1977 and Beer, 1976). Some authors contend that team building activities are the most important aspect of organizational development (Dyer, 1977; Beckhard, 1969; Lippitt, 1982). Michael Beer (1980, p. 139) stated,

> The increasing use of temporary and permanent horizontal groups linking several functions engaged in a common task (project teams, task forces, business teams, etc.) has made group effectiveness even more important.

Team building and effective use of groups, according to Schein, becomes an increasingly important ingredient of most organizational development or change programs (Dyer, 1977). Organizational development is an effort to improve the organization's problem-solving and renewal processes (French & Bell, 1978). Team building is one avenue or approach to improving the effectiveness and productivity of the organization. The simplified definition of team development, as given by Dyer (1977, p. 41), is an "intervention conducted in a work unit as an action to deal with a condition (or conditions) seen as needing improvement." An integral part in the selection of the appropriate or most effective intervention is the initial diagnosis (Beer, 1980).

Woodman and Sherwood (1980) emphasized that team development is designed to improve the effectiveness of a group of people whose jobs require that they work together. In addition, they state that effectiveness means to manage problems confronting a group and to accomplish group goals. The management of those problems involves leadership sensitivity, adeptness at timing interventions, and creating "redundant conditions" which

encourage good performance while allowing natural modes of team interaction and operation (Hackman, 1983, p. 59). Supporting this relationship of leader involvement and team development, Woodman (1980) noted that the objective of team development interventions is to remove intrinsic and extrinsic barriers to effective group functioning and to develop within a group the ability to manage group process to solve future problems more effectively. The basic objective is to remove obstacles and barriers to effective team interaction and develop the team´s ability to manage group process to the accomplishment of the team´s goals (Lippitt, 1982; Woodman & Sherwood, 1980).

Team building or team development is a process by which the team members diagnose how they function together (what stimulates interest, interaction, communication, and leadership) and plan changes which will improve their effectiveness (Beer, 1980).

Team development can be described in a variety of different ways depending upon the orientation, especially with respect to objectives and methods of intervention. Dyer (1977) presented a cyclical team building approach consisting of recognizing the problem, data gathering, diagnosis, planning, implementation, and evaluation. Lippitt (1982) suggested that there are several team building interventions, and often the group process must be tailormade to maximize the fit between the organizational context, the situation or task and the group. Beer (1976) divided team building interventions into four interrelated categories or models in practice and structure: the Goal-Setting/Problem-Solving Model, the Interpersonal Model, the Role Negotiation Model, and the Managerial Grid Model originally designed by Blake and

Mouton. Hackman (1983) suggests that the theoretical normative model which will act as the impetus for the construction of an applicable action model.

The basis for utilizing team development activities is supported by three major assumptions. First, there is a good reason for the team to exist. Second, the attainment of the team's goals and objectives require interdependant interaction by its members. Finally, the time, effort and energy spent diagnosing, developing, evaluating and improving the team are worthwhile and of benefit to the organization as a whole (Margulies & Raia, 1972, Woodman & Sherwood, 1980).

Team Development

Historical Perspective on

Team Development

The process of building an effective team as an integral aspect of organizational development includes the set of activities, specific task and objectives, and process interventions. A company or institution's utilization of team building programs in its organizational development indicates a particular democratic or humanistic interest (Patten, 1981).

A group of Harvard professors conducted an experiment in the late 1920s and early 1930s on a group of individuals at the Western Electric Company in Hawthorne, Illinois. Dyer (1977, p. 8) stated the researchers concluded that "the most significant factor was the building of a sense of group identity, a feeling of social support and cohesion that came with increased worker

interaction." Dyer added that the management leader behaved differently toward individuals in the experimental group after the study began, which affected the group's unity and spirit. Elton Mayo, researcher from the Hawthorne Study, emhasized the importance of the influencing role of the supervisor and how it affected the results of the study (Dyer, 1977). The importance of specific leadership qualities will be analyzed later in this paper, but it should be noted now that the personal interest and interaction of the management leader plays an integral part in the development of teams and their performance.

Probably the most instrumental research, according to Dyer (1977), promoting the importance of group dynamics, group processing, and design of team building programs, comes from McGrath and Altman's 1966 small group research. McGregor (1960) advocated the use of managerial teams to improve communication, decision-making and problem-solving within the organization. Likert (1961) promoted the concept of what is now known as participative management. Blake and Mouton (1964, and 1968) played a significant role in advancing the analogy of teams when describing the "9,9" sector of the organizational management grid (See Appendix A). Schein (1965) outlined procedures for utilizing groups as vehicles for organizational change and development.

Of the most recent research in the area of team development, consideration must be given to Hackman's (1983) Normative and Action Model. He distinguished the difference between the descriptive model, which isolates causes, from the action model, which determines clusters of factors that serve as useful levers

for change and increased team effectiveness.

A host of researchers indicate that planning organizational change, especially through efforts involving group cooperation and collaboration most notably observed in teams, produces a much more desired result and favorable consequences as opposed to imposing change (Beckhard, 1969; Beer, 1980; Blake & Mouton, 1968; Katz & Kahn, 1966; Lowin, 1968; Maier, 1965; Theobald, 1987; Tucker, 1984). The reasons, planning, and consequences for organizational change should be communicated and shared among all the relevant constituents (Woodman & Sherwood, 1980). The team building programs are a central focus for planning change and organizational development (Dyer, 1977; Hackman, 1976; Schien, 1970). Woodman and Sherwood (1980, p. 167) stated that "work groups of various structures, sizes, duration, and missions are a pervasive component of every organization." Leavitt (1975) suggested that groups should be viewed as building blocks in organizations; they are especially important when attempting to plan and implement actions for change. Therefore, interventions intended to improve or enhance team performance should ultimately affect the effectiveness of the organization as a whole (Woodman & Sherwood, 1980).

Descriptive Research

The majority of the research on team building, group interaction and performance has been of a descriptive nature (Hackman 1983). This traditional form of team building research begins with careful observation and analysis of teams at work. The aim of this type of research is to utilize the knowledge obtained

from observation and analysis of teams operating in a particular setting. The information generated served as criteria or guidelines for team effectiveness. These generalizations are based upon associations of group processing and various characteristics of the team in its setting. Further testing and exploration of the data generated from this type of research may allow for the construction of a team building model.

The use of the input-process-output format proves to be the most beneficial for evaluating the implications obtained from the descriptive research (McGrath, 1964). In this format the input (characteristics of the group, its tasks, and the settings) directly relate to the way in which team members will process or interact and in turn affect the output (effectiveness, productivity, or performance). McGrath (1964) noted that the input variables can be classified into three categories: characteristics of individual group members, characteristics of the group as a whole, and characteristics of the environment. The output variables can be classified into two main categories; performance outcomes and other outcomes. The relevant variables are observed over a specified time frame. Hackman (1983, p. 5) stressed that "most research and theory in the descriptive tradition shares McGrath's assumption that process mediates input-output relationships."

Team Building Interventions

Team building interventions are divided into two principal categories, processes and tasks. Organizational development

activities designed for intervention of process include develop-
ment of role negotiations, process consultation, communication
and interpersonal working relationships in decision-making and
problem-solving. Activities principally focused on tasks include
action planning, goal-setting and problem-solving.

Lippitt (1982) stated that there are several team building
interventions, and often the group process activity must be
tailormade to maximize the fit. Lippitt divided the process and
tasks group development activities into the following categories:
team building, sociotechnical systems, role negotiations, process
consultation, confrontation meeting, intergroup problem-solving,
matrix groups, and other processes. Each of the eight categories
for group development designated by Lippitt contribute to effec-
tive team building in some way. The selection no doubt depends
upon the situation and organization.

According to Merry and Allerhand (1977), there are four
basic team building interventions: problem-sensing with groups,
individual interviews with group feedback, questionnaires and
feedback, and assessment of the organization as a system. The
problem-sensing with groups intervention would often serve as an
entry to a team or a diagnostic step before deciding on a plan of
action. The commonly used approach of individual interviews and
group feedback involves private and independent reflection on
team and personal issues. The information generated serves as a
guide for focusing on the specific problems the team will address
as a whole. The demanding questionnaires and feedback interven-
tion requires careful thought to initiate the process and consid-
erable dedication to complete the task. The intervention results

include improved effectiveness in long range planning and change process. The assessment of the organization as a system technique monitors the team´s or organization´s activities necessary for maintaining effective levels of performance.

Beer (1976) divided the team building intervention into four interrelated categories or models in practice and structure. These four basic categories or models, the Goal-Setting/Problem-Solving Model, the Interpersonal Model, the Role Negotiation Model, and Managerial Grid Model, are advocated by other researchers as well (Blake & Mouton, 1968; Dayal & Thomas, 1968; Harrison, 1973; Woodman & Sherwood, 1980).

The Goal-Setting/Problem-Solving Model involves the identification of problems, setting of objectives, planning actions or problem solving activities, and obtaining solutions. The problems may stem from group processing barriers, inputs, outputs, team design or organizational context. The set of objectives determine the plan of action or how the goal will be achieved and the manner in which the problems will be addressed.

The Interpersonal Model attempts to open and develop lines of communication, cooperation, mutual respect and trust which results in cohesiveness and improved decision-making and problem-solving. This model is based on the assumption that people who are self-confident and competent in interpersonal skills can function more effectively as a team (Woodman & Sherwood, 1980).

The Role Negotiation Model explores the interrelated roles of each member and attempts to improve team interaction from the increased understanding of role interdependency. The model is

based on the assumption that by understanding each member's role
and how they perform their job, rather than interpersonal behav-
ior, the team will improve their performance and effectiveness.

The Managerial Grid Model, developed by Blake and Mouton
(1968), examines and develops the managerial skills available for
optimal application and improvement of organizational effective-
ness. The standardization and instrumentation sets this model
apart from the others despite sharing some of the same charac-
teristics.

Woodman and Sherwood (1980) offered a summary of the re-
search on team development and provided a comparative table.
Note, most of the studies cited in Appendix B utilized the goal-
setting or interpersonal model for intervention. By far these
two models were the most effective in improving team performance
while displaying good internal validity in research technique.
Most of the research noted in the table reflects poor validity
and mixed results in effectiveness. The pretest-posttest with
nonequivalent control groups appears to be the most frequently
used design for the research. Team development programs are
utilized in greater frequency with management teams than with
work groups. Woodman and Sherwood (1980, p. 182) stated that

> even though almost all of the 30 studies reported
> generally positive outcomes, the collective internal
> validity of these studies in terms of drawing specific
> conclusions about team development is not impressive.

They support the need for more rigorous research designs to make
accurate and valid evaluations of the team development interven-
tions to answer the following questions.

1. Can we expect meaningful performance improvements

from team development, and if so under what con-
ditions are these improvements likely to occur?

2. Which approaches or models of team development are
most effective, and under what conditions?

3. With which types of work groups and for what kinds
of tasks is team development likely to be more
effective?

4. Under what conditions are work groups likely to
elect not to attempt to improve performance
following a team development experience (p. 184)?

In response to Woodman and Sherwood's call for more rigorous
research designs, several researchers focus on a sequence of team
building activities that depicts an action model for improving
team building effectiveness. Lippitt (1982) and Sherwood (1972)
indicated the action model includes the collection of informa-
tion, feedback to group, and planning of action followed by an
evaluation of progress or assessment of achievement of the team's
goals for effectiveness. Dyer (1977) presented a cyclical team
building approach of recognizing the problem, gathering data
(including feedback), diagnosis, planning, implementation and
evaluation.

Lippitt (1982) noted that the cycle is not without variation
and modification based upon the organization's needed team build-
ing program. Although the cyclical process is continuous, some
applications require the repetition of certain steps for increas-
ing effectiveness and achievement of organizational development
goals. In Dyer's and Lippitt's model, the emphasis is on group
behavior or processing and repetition of steps to improve the
team's effectiveness.

The action model can provide an organization with the neces-
sary impetus and vehicle for increasing effectiveness by

disclosing discrepancies within the information processing structure and context of the organization. Utilized for diagnosis or evaluation of development interventions of team effectiveness the action research model should result in generating of useful data within a specific context; facilitating determination of training and development needs, reward systems inequities, information processing barriers; and providing common standards of measurement for diagnosing needs improving teamwork and continual assessment of team-planning processes (Moore, 1978).

Current emphasis of the research has shifted from attempts to prove and/or disprove hypotheses to a more pragmatic, results-oriented approach (Patten and Vaill, 1976; Hackman, 1983). There is a need to evaluate the efforts in a program based on some recognized set of criteria which assess its effectiveness. Therefore, the team building program of organizational development is established from implications of previous planned intervention based research and theoretical generalizations (Sherwood, 1972). In addition, the examination of an organization's team building model and program should include a careful review of its culture (developing and maintaining norms and values), environment, reward system, strategies for team design, and structuring and defining tasks (Hackman, 1983 and Woodman & Sherwood, 1980).

Descriptive research and team development interventions identify and analyze the interpersonal interaction and how it relates to the team's overall performance. The observed interaction process has often been identified, analyzed, and systematized.

The result of this format is the production of generalizations or
guidelines for team building interventions (Beer, 1976; Dyer,
1977; Lippitt, 1982; Sherwood, 1972; Woodman & Sherwood, 1980).
In opposition, Hackman (1983, p. 3) stated that

> it turns out, however, that research in the
> descriptive tradition has produced neither a
> set of empirical generalizations sturdy enough
> to guide managerial practice nor interventions
> that reliably improve group performance.

Descriptive research inadequacies highlight the need for a set of
prescribed norms that can be applied to various situations and in
turn improve performance effectiveness rather than a mere descrip
tion of various team's behavior within a particular context.

The Normative Model

This model focuses on the team's single outcome, effective-
ness, and controlling the manipulable variables of the team and
its context. Coordination of the variables establishes the basis
for understanding and discernment of the team's strengths and
weaknesses. The emphasis and advantage of the normative model is
the generation of a theoretical framework, by taking what is
known about the team's behavior and manipulating affective vari-
ables to enhance the team's strengths and improve the performance
effectiveness (Dyer, 1977; Woodman & Sherwood, 1980).

The research information generated from the normative model,
according to Hackman (1983), will act as the impetus for the con-
struction of an action model (See Appendix C). In this situation
the transformation of knowledge to wisdom is completed (Cleve-
land, 1985). The implications obtained from the normative model
will provide the researcher with the necessary information for

designing guidelines which when implemented into a working pro-
gram or model increases the opportunity of improving the team's
performance (Woodman & Sherwood, 1980).

Consequently, from the descriptive model, especially that
suggested by McGrath (1964), the process, which mediates the
input-output relations, needs to be considered as a central focus
in developing a new model. The process though, should be con-
sidered in a different research context. Manipulation of process
variables or criteria versus describing the situational context
which were previously observed characteristics can be used to
form generalizations. By utilizing process criteria of effec-
tiveness, the development of a team building model becomes depen-
dent upon the understanding that overall performance is a joint
function of those criteria or variables (Hackman, 1983).

If process regulates the relationship between input and
output, then the emphasis must be placed on the construction of a
model which enhances the interaction process of the team by
adjusting those factors which maintain the greatest influence.
Hackman (1983) suggests three criteria be utilized in assessing
effectiveness;

1) the productive output of the team should achieve or
   exceed the performance standards of the recipient of
   the output

2) the social processes which exist should maintain or
   improve subsequent team performances

3) individual needs of team members should be satisfied
   rather than frustrated (p. 21).

Hackman (1983) posits that the overall effectiveness of teams
reflects a joint function of three process criteria:

1) the team's collective level of effort,

2) the knowledge and skill <u>utilized</u>, and

3) the fit and application of performance strategies.

These three processes are supported as valid by others (Blake &

Mouton, 1968; Dyer, 1977; Lawrence & Lorsch, 1967, differen-

tiation-integration model; McGrath & Altman, 1966; Merry & Aller-

hand, 1977).

Perhaps the greatest implication obtained from the results

of descriptive research or contingency theories involving inter-

ventions "that focus exclusively on improving group processes,

direct attempts to manipulate a group's standing on the process

criteria (e.g., by exhortation or instruction) are likely to

fail." (Hackman, 1983, p. 24). Therefore, it becomes imperative

to design and manage the processes that emerge naturally from the

team's interaction. Consideration must then be given to those

factors which exert the greatest influence and guide those task

effective processes in a positive direction.

Hackman (1983) suggested that the normative model should be

used in diagnosis of work teams for determining effective

interventions, developing new teams, and determining roles for

team leaders. These are dependent upon the assessment of

behavior standards established from the model-specified concepts.

The diagnosis can direct and assist in selection of interventions

for improving team effectiveness. The use of a specific inter-

vention is dependent upon information about the specific task,

team composition, team norms, organizational context, and distri-

bution of authority for making changes possible (Beer, 1980;

Dyer, 1977; Hackman, 1983).

Regardless of the model of team development, the common component affecting a team's task, composition, norms, distribution of authority, and consequently its effectiveness is leadership. Stogdill (1974) linked leadership to team performance by stating "leadership exercises a determining effect on the behaviors of group members and on activities of the group" (p. 10).

The effectiveness of the implemented program must be evaluated as a principal part of the organization's strategy for improvement. Patten and Vaill (1976) stated that

> organizational development must be a long-range, continuous effort which fosters new innovative techniques because fundamental changes in an organization take a period of three to five years to be maximally effective. The organizational development should begin with unblocking individuals and releasing their energy, a difficult but important prelude to team building and other typical organizational development efforts. The current theory and results of research should be evaluated and absorbed into the strategy of organizational development as a matter of accepted practice (p. 20.1).

The next section reviews the various aspects of team evaluations.

Evaluation of Teams

Introduction

Administrative evaluations have become critically important for business managers and higher education administrators in areas of diagnosis and assessment of performance and effectiveness. The need for accountability, especially in higher education, has increased the demand for formal and explicit evaluations of faculty and administrators. This is added to the already predominant pressure for current administrators to select

qualified personnel who can cooperate effectively with colleagues and fulfill the mission of the institution and department. Consequently, the field of administrative evaluation has blossomed and has often become the focus of attention in the academic arena. Various models and implementation systems have been devised with flexible formats for adaptation and application depending upon the institution's need and circumstance.

Despite the abundance of research and information available for evaluations, little attention has been given to devising an accurate evaluation of teams. Descriptive research of teams has generated some information of group behavior, but does not supply enough empirical generalizations that can be adequately adapted to assess the team's performance or effectiveness.

Reasons for Implementing Evaluations

The normative model brings an understanding of what could or should happen for an effective team. The focus now becomes centered on how to apply this theoretical model and enhance or create conditions which will yield improved work team performance. Before any application of the theoretical model for improving team performance can be made, there must be understanding of how the appropriate criteria can be utilized for diagnosis, evaluation and assessment of effectiveness. The understanding for the need of evaluation must be accompanied by the willingness to penetrate the appropriateness, depth and validity of the standards for an accurate assessment of team effectiveness within the context of the organization.

There are several very good reasons for conducting an

evaluation process of teams. Nordvall (1979) summarizes several

reasons for evaluation of administrators and administrative teams

from various authors. They are as follows:

1) Pressure and demands from external and internal
   sources:

   a) external demands for accountability from government,
      trustees, alumni, and the public (Fisher, 1977a,
      p. 4);

   b) need to enlighten internal and external audiences
      about institutions' worth (Fisher, 1977a, p. 4);

   c) faculty contention that student evaluation of faculty
      should be matched by faculty evaluation of administra-
      tors (Cousins & Rogus, 1977, p. 92);

   d) administrators demand that they have a right to a
      performance evaluation (National Association of
      Student Personnel Administrators, 1970, p. 2);

   e) Increased concern for job security in an unsettled
      labor market that has a corollary system of evalua-
      tion (Clifford, 1976, p. 2);

   f) As part of collective bargaining contract negotia-
      tions (Surwill & Heywood, 1976, p. 4);

   g) Growing interest in the implications of successful
      business practices for higher education (Bergquist
      & Tenbrink, 1978, p. 1493);

   h) need to protect personnel decisions from successful
      legal challenge under antidiscrimination and other
      laws (Cousins & Rogus, 1977, p. 92).

2) Improvement of performance of individual administra-
   tors:

   a) Through assessment of strengths and weaknesses to
      indicate needed areas of professional and personal
      development (Fisher, 1977a, p. 4);

   b) Through helping administrators to plan future career
      decisions (Surwill & Heywood, 1976, p. 4);

   c) Through awareness of perceptions of persons with whom
      administrator works about his or her performance
      (Bergquist & Tenbrink, 1978, p. 1494);

   d) Through improved definition of administrator's role

(Bergquist & Tenbrink, 1978, p. 1494);

e) Through definition of individual objectives that are
consistent with institutional goals (Fisher, 1977a,
p. 4).

3) Improvement of performance of the institution:

a) Through improved internal communication, teamwork,
and management (Fisher, 1977a, p. 4);

b) Through validation of selection, retention, salary
and promotion processes (Fisher, 1977a, p. 4);

c) Through an inventory of personnel resources for
training or reassignment (Fisher, 1977a, p. 4);

d) Through the attraction and retention of good admin-
istrators (Hayes, 1976a, p. 6);

e) Through provision of information on the congruence
between institutional policy and administrative
actions (Farmer, 1979, p. 11);

f) Through extension of participation in decision making
by permitting staff input in personnel process
(Farmer, 1979, p. 11);

g) Through provision of data for research projects on
factors influencing administrative effectiveness
(Bergquist & Tenbrink, 1978, p. 1493).

Sprunger and Bergquist (1978) group their reasons for eval-
uation into three categories; formative, summative and institu-
tional. The formative, summative and institutional categories
separate the organization's or team's activities into diagnosis,
decision-making process, and interdependent roles respectively.

The formative functions for diagnosing include: serving as a
foundation for administrative development; diagnosing and train-
ing; assisting administrators in comparing self perceptions of
their performance with those of others; providing a vehicle for
team-building, and identifying the factors which influence team
effectiveness.

Related to decision making, the summative functions include such purposes as identification of retention, promotion, salary decisions and formulation and measurement of the team's specific task objective.

More global in perspective are the institutional functions which include: defining desired team member roles and relationships; assessing of the team's strengths and weaknesses as they relate to task assignment; providing information for matching the team's plan of action with the policies of the institution; extending participation in administrative and management roles to the team members; inducing and role modeling other evaluation programs; and increasing the recognition of the administrative team's achievements to its constituency, especially funding agencies.

Dressel (1976, p. 9) noted that evaluation "captures the very essence of education." He added, that besides being involved in the determination of the desired outcomes actually achieved, it also provides a judgment of the importance of objectives and their position within an order of priorities. Finally, Dressel stated that it instills confidence and understanding in the institution's processes and procedures.

Cook (1980) discussed five basic reasons for proof that training and organizational development are worthwhile and, in fact, work. The five reasons are summarized as follows:

    (1) protecting training and development programs from scrutiny, criticism and attack,

    (2) increasing respect for their contributions to the field of training and development,

    (3) increasing the impact and effect on their

organization,

(4) increasing the scope and depth of acceptance of training and development,

(5) stimulating creative and innovative training programs which are committed toward increasing effectiveness, rather than responding to the call for change (p. 5).

Evaluation Process

Evaluations tend to be more subjective by nature than objective, that is, by scientific means. Simon (1976, p. 49) stated that "decisions can always be evaluated in the relative sense." It is important to note that the evaluator assesses the behavior of the individual team member or whole team based upon his/her own ethical standards in addition to relative knowledge, skill and experience base.

According to Coffman (1979), all too often the evaluator is accused of making ill-founded erroneous evaluations which are sometimes based solely on ensuring longevity of the program. No doubt, some of the controversy rests upon the difficulty of measuring and evaluating particular tasks, processes and aspects of the team and its performance.

The difficulty in constructing an instrument or method of evaluation is directly related to the multidimensional aspect of the organization, e.g., the interpersonal relationships, work context and individual strengths and weaknesses. Coffman (1979) emphasized the absence of a quality instrument that first, can be easily administered; can generate useful information for improving performance; and finally, can be utilized by policy making administrators as an understandable effective resource.

<u>Evaluation Models</u>

A review of the literature describing various approaches utilized to evaluate organizational effectiveness can be summarized through five typical evaluation structures (Carnall, 1982). The five models include the Formal Goal Achievement Model, the Actual or Operative Achievement Model, the System-Resource Model, the Human-Benefit Model and the Social or Distributive Justice Model.

The Formal Goal Achievement Model simply assesses the degree to which a specific goal was attained by a particular team or group. The goal can either be formal or informal, published or hidden, formal or operative, stated or actually pursued (Carnall, 1982).

The Actual or Operative Goal Achievement Model identifies the end or result desired with the determination of the operation policy designed for achievement of that goal. Through observation of the specified objectives, the evaluator can assess the degree of effectiveness of behavior and team interaction (Perrow, 1972).

The System-Resource Model involves the determination of worthy goals based upon available resources and personnel. The approach assumes that there is equity in the information processing among all participants of the organization.

The Human-Benefit Model accentuates the importance of proposing goals for the benefit of people. The assessment of goal achievement is dependent upon the benefit to the specified constituent.

Finally, the Social or Distributive Justice Model delineates the democratic concept of "social good" as a standard for determining the team's activities, especially decision-making and allocation of resources, rewards and information.

Designing the Evaluation

While the interest in empirical work on organizational development has increased significantly, Terpstra (1982, p. 402) noted that further clarification of criteria and methodology is needed. In addition, he emphasizes the current deficiency in research involving a comparative analyses of the evaluation intervention methodologies.

The evaluation criteria, according to Hackman (1982), can be divided into two time periods in the process. The intermediate criteria for assessing the degree of effectiveness includes: the application of sufficient effort to the task, the knowledge and skill brought and applied, and the employment of task-appropriate task performance in carrying out their work. The final criteria utilized for assessing the effectiveness includes: the degree to which the team's productivity is acceptable to the recipient or reviewer, the degree to which the social processes are enhanced and the degree of satisfaction versus frustration experienced by the team members.

Perkins (1977) identified six categories based upon the intent of the evaluation not the method or subject matter. He develops these six categories as follows:

1. Strategic Evaluation: studies that involve deciding on basic organizational objectives, on changes in these objectives, or on policies used to govern

acquisition and disposition of resource.

2. Compliance: studies that determine whether the
programmatic objectives established are consistent
with the aims as reflected in the goals. Studies
can also be conducted at the program level and are
often referred to as ´monitoring.´

3. Logic in Program Design: studies examine linkage
among the objectives identified by the program
manager, the implementation activities undertaken
to achieve these objectives and the anticipated
program outcomes.

4. Management: studies examine the efficiency and
effectiveness with which managers deploy the
resources at their disposal to achieve program
objectives.

5. Intervention Effect: studies attempt to establish
the relationship between program interventions and
outcomes.

6. Program Impact: studies examine the net output of
the program delivery system and the relationships
between these outcomes and goals and program
objectives (p. 642).

The selection process of these six assessment methods depends
directly upon the objective of the evaluation (Perkins, 1977).
Leifer and Newstrom (1980) emphasized the importance of evaluat-
ing with well defined objectives and parameters, uniting facili-
tator, team member and manager in the assessment.

The objectives of team development, Woodman and Sherwood
(1980) noted, may involve changing inputs, norms, functions, or
outputs. Consultants and participants often assess the outcomes
to be positive with an improvement in effectiveness. Considera-
tion must be given to the Hawthorne studies in which simply
change itself became a significant factor for improving perfor-
mance. Woodman and Sherwood further noted that team development
involving case studies lack valid measurement of specific vari-
ables directly related to the outcomes.

The validity and usefulness of an evaluation instrument is directly related to the establishment of job description and determination of the collective administrative functions prescribed for the position(s) being assessed. This study does not deal with this specific relationship but notes its existence.

With the ever increasing use of teams in business and higher education, there is a tremendous need to develop a flexible evaluation model based upon research established criteria. The generation of a model which accurately assesses a multidimensional subject, such as a team and team leadership, will implicate the consensual agreement of standards for effectiveness. Therefore, the validity and usefulness of an instrument or method is dependent upon the degree of initial investigation into all variables which affect team performance and effectiveness. The information generated from this type of research will provide a foundation for the development of a working model for development and evaluation of team leadership and an effective team.

<div align="center">Developing A Model for Effective Teams</div>

Implications for Developing

Effective Teams

Development of an effective executive team involves communication, commitment, confidence, selfless behavior, and supportive relationships. In addition, it depends upon the strategies to establish and maintain the cooperative ethos. Dyer (1977) stated

> they must build a relationship, establish a facilitative emotional climate, and work out methods for
> (1) setting goals, (2) solving problems, (3) making

decisions, (4) insuring follow through and completion
of tasks, (5)developing collaboration of effort,
(6) establishing lines of open communication and
(7) insuring an appropriate support system that will
let people feel accepted and yet keep issues open
for discussion and disagreement (p. 73).

Because of the various team designs, organizational con-
texts, tasks demands and performance strategies available it
would be impossible to establish specific behavior patterns or
routines for the team leader to guarantee effective teams
performance. Based upon the possible combinations of the vari-
able listed above, the avenues of operation are too numerous for
designation of a specific scenario for leadership behavior (Mohr,
1982 and Weick, 1977). This, Hackman (1983) stated, is

...the key difference between descriptive and action
models of behavior in organizations. A descriptive
model parcels up the world for conceptual clarity;
in contrast, a good action model parcels up the world
to increase the chances that something can be created
or changed. Rather than seeking to isolate unitary
causes, an action model attempts to identify clusters
of covarying factors that can serve as useful levers
for change (p. 59).

Consequently, where the models of team building by Beer (1980)
propose a call for the purposeful manipulation or intervention of
team activities for attainment of desired levels of effectiveness
(i.e. Goal-Setting, Problem Solving, Interpersonal, Role Negotia-
tion, and Managerial Grid), Hackman (1983, p. 59) suggested that
the key to increasing effective leadership rests in the creation
of "redundant conditions" which encourage good performance while
allowing natural modes of team interaction and operation.

Many times the authority and responsibility of the leader-
ship is abdicated leaving a vacuum and an invitation for entropy.
Dyer (1977, p. 74) listed several reasons why people do not like

to serve on committees. Many of these are directly related to
the leader's responsibility. They are as follows;

1. Poor leadership. The leader fails to keep the
   discussion on the subject, to monitor and direct
   to keep things moving in the appropriate direction,
   and to engage in those activities that are stimu-
   lating and motivating to the members.

2. Goals are unclear. Members are not really sure
   what they are trying to accomplish.

3. Assignments are not taken seriously by committee
   members. There is an apparent lack of commitment.

4. There is a lack of clear focus on the committee's
   assignment- (e.g., "What are we supposed to be
   doing today?")

5. Recommendations of the committee are often ignored
   by top management. Management needs to be more
   responsive to the committee.

6. Waste of time. Unproductive discussions of prob-
   lems, with no conclusions or decisions made.

7. Lack of follow-through with assignments on the part
   of committee members.

8. Often a domination by one person or clique. Some
   talk and push for their positions, while others
   wonder why they are there.

9. Lack of preparation by committee members, including
   the chairman of the meeting. Agenda not prepared,
   materials and things that really need to be there
   are not available. Someone has not done his
   homework.

10. No action taken. The committee spends a lot of time
    without coming up with specific items resulting in
    some kind of action.

11. People often have hidden agendas - personal axes to
    grind. They get into discussions that only one or
    two think are important (p. 74).

Equally important, Dyer listed the reasons why people like com-

mittees when they function well.

1. Clear role definition of the committee - what the
   committee and its members are supposed to do, what
   their goals are.

2. Careful time control. Starting on time and ending on time. Enough time allowed to get the work done and no more.

3. Committee members are sensitive to each other's needs and expressions. People listen and respect others' opinions.

4. An informal relaxed atmosphere, rather than a formal exchange.

5. Good preparation on the part of the chairman and committee members. Materials prepared and available.

6. Members all qualified and interested. A definite commitment exists.

7. Interruptions are avoided or held to a minimum.

8. Good minutes or records are kept, so that decisions are not lost. There is no need to search out what decisions were made.

9. Periodically, the committee stops and assesses its own performance. Needed improvements are worked out.

10. Committee members feel they are given some kind of reward for their committee efforts. Recognition and appreciation are given, so that they feel they are really making a contribution.

11. The work of the committee is accepted and used, and seems to make a contribution to the organization (p. 75).

The list generated by Dyer is both typical and more complete than those reviewed in other sources (i.e., Bertcher, 1979; Blake & Mouton, 1968; Mills, 1964). Fiedler (1967) proposed the effectiveness of the group be defined in terms of three functions; (1) the group's output, (2) its morale, and (3) the satisfaction of its members (e.g., Stodgill 1957).

The implications generated from Dyer's survey suggested that the selection of the team leadership and the initial stages of the process of team development are critical to the success of

the team or committee. One can surmise that the team's leader-
ship then plays a major if not determining role in the success of
the program and team's effectiveness by dictating the tone,
structure of the task, sometimes the composition of the team,
communication and member interaction, especially with regard to
developing norms.

Team Building Indicators of Success

Now the issue is determining how successful the team build-
ing program of an organization is. It is necessary to consider
what factors or criteria indicate success. Once this is estab-
lished, it becomes necessary to assess the degree of effective-
ness.

Lippitt (1982) identified a set of factors which influence
the opportunities of success. These include time allocated for
the task, team's willingness to introspect, period of time team
will be together, frequency of turnover in team and organization,
significance of task felt by team, timing of team-building inter-
vention, degree of freedom team has to implement solutions,
openness and support of superiors, clarity of roles, patterns of
communication, competency of resource people and prior experi-
ences of team members.

Desatnick (1984) stated that there are four basic categories
for factors which influence the team building process to be
either successful or unsuccessful; 1) conceptual understanding of
the business, 2) focusing strategic business needs 3) positioning
of function as a top management responsibility, 4) evaluating and

improving the facilitator's effectiveness. Desatnick emphasized the importance of taking time to think, plan and reflect.

The implications of success of a team development program indicate that the measurement must include more than just post-task feedback (Blake and Mouton, 1980). Consideration must be given not only to productivity but also to the team's enthusiasm, knowledge, and vigor. These characteristics are reflective of the quality of interaction and satisfaction of team members' needs and are generated back into the organizational life (Blake and Mouton, 1980). Again, the implications of the research direct the attention to the coordination of the input variables concerning team development. The emphasis returns to what rela-tionship leadership has to team design, structure of task, and processing norms have on team performance and ultimately its effectiveness.

Strategies for Developing Effective Teams

Much like policy making, the process of creating an effec-tive team involves careful consideration of desires, needs, de-mands, and context and then making many difficult selections from various alternatives. The process of course is followed by constant evaluation and analysis of strategies and interventions for modifications to improve effectiveness. Hackman (1983) pre-sented an action model which differs from Dyer's and Lippitt's model in that manipulable input variables are the central focus for establishing the organizational strategy for improving the team's processing and team performance or output. Hackman structured the process into four stages: prework, creating

performance conditions, forming and building the team and pro-

viding ongoing assistance.

The prework stage involves the determination of basic para-

meters of the situation: the characteristics of the task, feasi-

bility of utilizing a team for that task and the appropriation of

authority and responsibility to team members.

Creating performance conditions requires the assurance of

appropriate team design and supportive environment. This may be

especially difficult, especially if the organization's norms and

policies favor the use of individuals instead of teams.

The actual forming and building of the team involves

determining the boundaries, identifying the nature of the task

and developing the behavioral norms. This stage often involves

redefinition of task and negotiation of roles and norms.

The fourth stage involves providing assistance to the team

functioning to increase synergism. The new experiences and chal-

lenges can be viewed positively as opportunities for growth and

maturity. This stage might include a renegotiation of perfor-

mance strategies and strengthening of interpersonal relation-

ships.

Dyer (1977) maintained a process oriented program for devel-

oping the team best elevates performance. His four step process

includes developing a realistic priority level, sharing expecta-

tions, clarifying goals, and formulating operating guidelines.

Though dealing with some of the same operating procedures as the

Hackman's action model, Dyer's model structures the group's

interaction and behavior processes where the action model allows

for the norms and behavior patterns to emerge naturally. Again,
the key ingredient which exhibits direct influence over the
manipulable variables (i.e. team composition, structure of task,
and norms) and flow toward positive information processing is
effective team leadership.

Selection Of The Team Members

The team leader should place considerable emphasis on selec-
tion of the "team member" or "team player" mentality when re-
cruiting. This mentality, attitude, and orientation affects not
only the selection, but evaluation and promotion of administra-
tors as well (McGrath & Altman, 1966, p. 57). There must be a
recognition and acceptance of differences among team members, as
a central activity, to build trust and pull the group together
into a working unit (Gardiner, 1988). The member should have the
ability to respond to the present needs, limit his/her contribu-
tions appropriately, creates roles for others, and perform some
of the tasks others deliberately avoid (Belbin, 1981). This
supporting role involves a need for deemphasizing personnel sta-
tus, managing egos and developing understanding for listening
skills (Gardiner, 1988; Joiner, 1987).

The team member needs to display a comfortable balance of
being "relationship-motivated" and "task-motivated" (Fiedler,
1967, p. 207). The importance of this harmony relates directly
to both long and short term interaction and productivity. The
balance lies in exhibiting consistent behavior for the same goal
under various conditions.

In considering the administrator's role within an effective

presidential team, Gardiner (1988) identified some of the important characteristics. Trust, self-confidence and understanding establish the foundation of the relationship described above by Father Hesburgh. Often this requires a selfless attitude and commitment of working for the welfare of the institution above personal objectives. An ethos of cooperation rather than competition blossoms from this base.

The spirit of unity guides the discussions, decision-making and, naturally, the success of the team and organization (Dyer, 1977). Humor compliments the other traits of effective team relationship. It will assist in the development of both respect and intimacy, which are needed by the supportive cast. Ramsden (1973, p. 19) stated "A top team always develops a distinctive character or style which tends to perpetuate itself." As a result, a "particular climate" is created and perpetuated also.

There is an advantage to having one central figure to process much information and coordinate the activities of team members (French & Bell, 1978; Maier, 1967). Furthermore, sometimes there is an advantage to using one central figure for ease in communication with upper management and the team's constituency (Baxter & Corcoran, 1972).

The next section reviews the selection, functions and specific characteristics of effective team leadership.

Team Leadership

Selection of Team Leaders

The leader or team manager plays an integral part in

establishing the structure of the team, framing of task, team orientation within the organizational context and giving the team focus and direction (Hare, 1962). Consequently, the management must take special care in the selection of the team leader to insure a good "fit" between the team and its leader and between the upper administration and the leader (Rosener & Rosener, 1986, p. 29). The consensus of most managers regarding difficulties involves the strengths and limitations of the leader and the team and the inability to respond to the needs of the situation (Ramsden, 1973). The problems of leadership stem from ignorance, duplicity, prejudice, apathy, indecision, mediocrity, imitation, arrogance, inefficiency and rigidity (Bogue, 1985).

Premature decisions about leadership can complicate matters rather than assist group processing, especially if the careful consideration on the construction of the team and its context have already transpired. Hackman (1983, p. 58) stated, "if the group has been designed well and helped to begin exploring the group norms and member roles it wishes to have, questions of internal leadership should appear naturally." There exists a definite advantage to implementation of decisions and further group processing when the team, rather than upper management, is responsible for resolving the leadership issues. Gardner (1986c) stressed that

> a loyal constituency is won when people, consciously
> or unconsciously, judge the leader to be capable of
> solving their problems and meeting their needs, when
> the leader is seen as symbolizing their norms, and
> when their image of the leader (whether or not it
> corresponds to reality) is congruent with their
> inner environment of myth and legend (p. 11).

The research, according to Fiedler (1967), indicated that the individual becomes a leader not only because of his/her personality attributes but also on the basis of "various situational factors (what the job requires, who is available, etc.)" (p. 10) and the interaction between the leader and situational context. They lead by a process of growth dictated by experience, directed by self-confidence as a builder and within the conceptual framework that the positive attributes and strengths of the group will emerge in time (Greenleaf, 1970; Hackman, 1983).

Functions of the Team Leader

The single assigned or elected leader would be responsible for dealing and coping with such issues as organizing time, values, assist in developing team norms, prioritizing activities, decision-making, problem-solving and goal attainment (Fiedler, 1967; Merry and Allerhand, 1977). These activities require guidance and assistance in confronting challenges rather than resolution for the team (Hackman, 1983). Fiedler (1967, p. 8) stated "the leader is the person who creates the most effective change in group performance" (e.g., Cattell, 1953). He added, "the leader is the one who initiates and facilitates member interaction" (e.g., Bales and Strodtbeck, 1951).

The team leader's ability to work with personalities involved rather than apart from them is the key to successful team performance (Beckhard & Harris, 1977). Therefore, the team leader must provide encouragement, motivation and create positive consequences which will increase team efforts and effectiveness

of task performance. Hackman (1983, p. 60) suggested the "crea-tion of conditions that empower groups, that increase their authority to manage their own work."

There are various techniques utilized by team leaders to perform their functions. Bates, Johnson and Blaker (1982) offer-ed the following.

1. Confrontation- an graceful act of providing another perspective.

2. Attending Behavior - eye contact and one-to-one counseling.

3. Feedback-giving and receiving, current and helpful information.

4. Control of group process without control of team members through the proper use of questions.

5. Summarizing -adept capping, tapering off the emotions of the session and focusing on the cognitive processes (pp. 21 - 43).

Bertcher (1979) added contract negotiation, rewarding, focusing, gatekeeping, modeling, mediating, and responding to feelings. Merry and Allerhand (1977) emphasized two other introspective concepts of effective leadership, the balance in utilizing inter-ventions and the examination of the leader's basic values and attitudes toward people. Corey and Corey (1982) dissected the leadership duties further by adding supporting, facilitating, interpreting, linking, evaluating, diagnosing, blocking and ter-minating to the list.

The team leader is not to abdicate the authority and respon-sibility associated with initiator and facilitator of change (Dyer, 1977). An integral part of leading an effective team is presenting a managerial position which does not sway or vacillate

as an example and paradigm for the team to feel freedom to ex-
press and exercise its own authority (Dyer, 1977; Hackman, 1983;
Merry & Allerhand, 1977). Team leaders know the limits and are
assured, expectant and confident of the behavioral norms of the
organization (Belbin, 1981; Hackman, 1983).

Characteristics of Effective Team Leaders

Most of the research literature on the leadership of groups
analyzes the activities of leaders within the group or the indi-
vidual styles and characteristics found most effective in various
situations (Hackman, 1983; Hare, 1976 and Stogdill, 1974).

The personal characteristics of the leader must display some
direct and relevant relationship to the characteristics, activi-
ties and goals of the followers and the organization he/she
serves (Fiedler, 1967). This relationship acts as a foundation
for the adaptation and adjustment in behavior necessary through-
out his/her service. The interaction between leader and follower
is a relative process punctuated with moments of two-way pressure
and influence.

The effective team leader needs to be patient but notably
persistent, sensitive but not paranoid, purposeful but not fa-
natical, visionary but not without a strong grasp of reality and
most of all, ethusiastic (Nason, 1979). Enthusiasm initiates
dedication and perpetuates commitment to one's vision. Maccoby
(1981) emphasized the team leader's ability to develop par-
ticipatively a team vision, goals and organizational values;
ability to lead a strategic dialogue; willingness to share power

and ability to empower others. In short, the effective team
leader must be sensitive to the needs and desires of both cowork-
ers and organization while providing direction in accomplishing
the team's task.

There are a number of qualities and attributes assigned to
the leader according to Greenleaf (1970), they include

1) good sense of direction, worthwhile goals, and
   the ability to communicate the inspiration,

2) being a discriminating, understanding listener,

3) possess the ability to articulate important
   insight or concept,

4) know the art of withdrawal, from action to
   re-orient oneself,

5) empathetic, acceptance and tolerance of others,

6) unusual foresight, know (feel) the unknowable,
   especially when there are information gaps,

7) framing all this is awareness - the ability to
   obtain more information from group context and
   environment than what is obtainable through
   sensory receptors (pp. 8-19).

The leadership qualities listed above would have a tremendous
impact on the input variables (group design, group synergy, and
definition of task) of the normative model.

Bennis and Nanus (1985) emphasized two additional points for
the list of attributes for team leadership -- trust through posi-
tioning and the deployment of self, that is a positive self-
regard and not thinking about failure. These leader attributes
relate directly to group synergy.

Effective leadership behavior proposed by McGrath and Altman
(1966) appears to be a joint function of a number of characteris-
tics:

1. Individual personality characteristics such as extroversion, assertiveness, and social maturity, but not a host of other, seemingly similar, characteristics

2. Education, but not age or other biographical characteristics

3. Intelligence, general ability, and task ability

4. High group status

5. Training in leader technique (p. 62).

Effective leaders are characterized by a display of good interpersonal skills, "high frequency of problem proposing, information seeking and ego-involvement" (McGrath and Altman, 1966, p. 62).

Finally, the leader needs to exhibit the gift of "statesmanship," a combination of quality educational leadership and the best of public relation skills. The measurement of success in this area is determined by his ability to convince the constituency to adopt a particular posture. Dodds (1977) suggested that the ultimate team leader, the president of a college or university, establish himself/herself as an "idea generator." He or she should take the initiative to solicit, organize, and generate creative ideas and "new educational ventures." This would be followed by adept selection and support of propositions supplied by the administrative team. Gardiner (1988, p. 149) stressed "leaders teach values and goals and are able to unite leader and associates in the pursuit of shared ˆhigherˆ goals."

Styles of Leadership

The review of the literature revealed several styles or models of leadership. The differentiating factors include

organizational design, situational context, predominant type of power implemented and team task. All of the designs for team leadership, as a function of organizational development, maintain the necessary attribute of responding to change. Therefore, the situational context could require more than one style to be exhibited during the course of the team's task. Gardner (1986a, p. 16) noted that "team leadership enhances the possibility that different styles of leadership can be brought to bear simultaneously."

Belbin (1981) suggested three distinct leadership styles displayed by team leaders based upon specific conditions relating to situational context and task. He noted one style of leadership for the balanced team, based on team-role distribution, which possesses at a number of levels the potential for coping with complex multidimensional problems. He sited another style for a team which has the established capability to do well but which faces obstacles that are largely external. The third type he recommended for the "think tank" type of team. The distinguishing feature, as well as commonality, of each type of leader is his/her ability to respond appropriately to the needs of the group and to time the interventions (Belbin, 1981; Dyer, 1977; Merry & Allerhand, 1977).

Power is a primary function of the specific style of team leadership. Greenleaf (1970) noted the basic processes implicating leadership of the future will be the servant's power of persuasion and example. Leadership by example encourages and maintains trust (Gardiner, 1988). He defined persuasion as "an

arrival at a feeling of rightness about a belief or action through one's own intuitive sense." Greenleaf (1970) noted a sharp contrast between persuasion and coercion (i.e., threats, sanctions, penalties, and exploitation of weaknesses) or manipulation (guidance without the benefit of understanding). Lao Tzu (cited in Gardiner, 1988, p. 148) once said "to lead the people, walk behind them." By walking behind them, the leader will know his followers. The best test of an effective leader, according to Greenleaf (1970), comes in answering the following questions:

Do those served grow as persons?

Do they, while being served, become healthier,
    wiser, freer, more autonomous; more likely
    themselves to become servants (p. 7)?

Gardiner (1988) focused the relevance of servant leadership by noting,

With the centrality of communication and cooperation
in the emerging information society, collegial struc-
tures become an organizational necessity, and leader-
ship by example and persuasion, rather than by con-
trol, becomes the operational model (p. 140).

The most comprehensive compilation of leadership styles in the review of the research literature came from Hare's (1962) Handbook of Small Group Research. Hare delineated ten basic types of leaders or central individuals who may have the power to control the activity or a team.

```
The Central Person as Object of Identification
  On the basis of Love
    Incorporation into conscience- The Patriarchal
      Sovereign
    Incorporation into the ego ideal- The Leader
  On the basis of Fear
    Indentification with the aggressor- The Tyrant
The Central Person as the object of drives
    As an object of love drives- The Idol
    As an object of aggressive drives - The Scapegoat
The Central Person as an ego support
```

> Providing means of drive satisfaction- The Organizer
> Dissolving conflict situation through guilt-anxiety
> assuagement
> Through the technique of the initiatory
> act in the service of drive satisfaction- The
> Seducer
> and in the service of drive defense - The Hero
> Through the "infectiousness of the unconflicted
> personality constellation over the conflicted
> one"
> in the service of drive satisfaction- Bad
> Influence
> and in the service of drive defense - Good
> Example (Hare, 1962, p. 411).

The most effective model of group leadership, according to Bates, Johnson, and Blaker (1982) is the co-leader model. They believe this format offers the avenue to attain the best team productivity while offering maximum control of the process with minimal control of the team members. The advantages of this model, according to Bates et al., include high post-group satisfaction, the combination of an "anchor" role with an engagement of intensive interaction, ease in confrontation and the constant checking on the genuineness and impartiality.

The two basic clusters of leadership behavior and attitudes categorized by Fiedler (1967) are autocratic, authoritarian, task-oriented and initiating on the one hand versus democratic, equalitarian, permissive, group-oriented and considerate on the other. The first category embraces the idea that the leader must be decisive, thinking and planning for the group, holds the responsibility for directing, controlling, coordinating and evaluating the team members. The human-relations oriented theorists advocate the concept that effectiveness is directly related to encouraging creativity, collaboration, cooperation and participation of the team members in decision-making and problem-solving.

The leadership style, no doubt, can be understood as more than action, for it is a reflection of attitude, morals, values and lifestyle (Corey & Corey, 1982; Greenleaf, 1977). There is a definite correlation between the various characteristics and attributes assigned to an effective leader and those described as servant-leader. Luft (1984) stressed that leaders are followers, listeners and learners. Greenleaf (1977) emphasized that if one is servant, either leader or follower, one is always searching, listening, expecting that a better wheel for these times is in the making. Corey and Corey (1982) noted several personal characteristics of the effective group leader: courage, willingness to model, presence, good will and caring, belief in group process, openness, ability to cope with attacks, clarifying, summarizing, active listening, reflecting, empathizing, interpreting, self-awareness and willingness to seek new experiences. These same attributes are seen in Greenleaf's (1977) list; listening, understanding, feedback, language and imagination, articulation, awareness and perception, know the unknowable, persuasion, conceptualizing, foresight, healing and serving. The congruency is more than coincidence.

From the review of the literature, one may note a clearly positive correlation between leadership and team effectiveness, especially involving the team design and group synergy. The leadership style or model must be examined as an entity when searching for effective interaction and guidance in the problem-solving and decision-making processes (Luft, 1984).

Summary

If the implementation of teams into the organizational structure characterizes the information society, then a reassessment of the character necessary for effective leadership is in order (Gardiner, 1988). Gardner (1986c) suggests that

> the most promising trend in our thinking about leadership is the growing conviction that the purposes of the group are best served when the leader helps followers to develop their own initiative, strengthens them in the use of their own judgment, enables them to grow and to become better contributors (p. 23).

Bennis (1985) asserted that leadership is not a rare skill, but it is possible to learn leadership skills. If Gardner and Bennis are correct, then it should be possible to construct a flexible leadership development program for the future--one of team leadership (Blake & Mouton, 1964; Yukl, 1981). This project should first begin with the determination of select effective characteristics to be incorporated into the development program. The greatest apparent difficulty seems to be the lack of research identifying the "desired" characteristics necessary for effective leadership of teams (Gardner, 1986).

From the review of the leadership there are several characteristics suggested for effective leadership, but there is an apparent lack of research identifying attributes necessary for effective team leadership. This research study attempts to identify a set of characteristics for effective team leadership. Chapter III identifies the means and methodology to achieve this goal.

CHAPTER III

METHODOLOGY

Conceptual Framework

This study utilized the Lockean Delphi method of inquiry for
the identification of effective team leader characteristics.
This method states that truth is experiential. The group's
ability to simplify the complex qualities of the team's leader-
ship by consensus into empirical referents is the basis for truth
content (Linstone & Turoff, 1975).

The Lockean inquiry system has been selected over other
Delphi models, (e.g., Kantian, Leibnizian, Hegelian, or Singeri-
an), because of its reliance upon and preconceived value of the
data obtained from a strong base of knowledge and experience of
experts. Linstone and Turoff (1975) stated that the Lockean
method is better suited for setting up communication structures
among groups that possess the same general core of knowledge.
This technique eliminates timely committee activity among experts
and replaces it "with carefully designed program of individual
interrogations (usually best conducted by a questionnaire) inter-
spersed with information input and opinion and feedback" (Helmer,
1967, p. 76). This study attempted to identify several necessary
characteristics for effective team leadership.

The study concentrated on the similarities and differences

of effective team leader characteristics in two main professions, higher education and business. The effective team leaders considered were college and university presidents and chief executive officers (CEO) of companies.

Research Questions

In an effort to identify attributes of effective team leaders the following research questions are examined.

1. What are the characteristics of an effective presidential team suggested by a consensus of practitioners in higher education?

2. What are the characteristics of an effective CEO's team suggested by a consensus of practitioners in business?

3. What are the characteristics of a president as an effective team leader suggested by a consensus of practitioners in higher education?

4. What are the characteristics of a CEO as an effective team leader suggested by a consensus of practitioners in business?

5. What are the differences between the two models, that is the models generated from the consensus of practitioners in higher education and business?

6. What are the similarities between these two models?

7. What does this comparison seem to suggest about an empirical model of an effective team?

8. What does this comparison seem to suggest for an empirical profile of effective team leadership?

Overview of Research Design

A committee consisting of leaders in higher education and business selected a sample group of "experts" on team leadership for the Delphi group. The sample of experts was selected based upon their backgrounds of experience or knowledge of leadership, especially regarding teams (Cyphert & Gant, 1971). The selection was not dependent upon national recognition. The selected experts were sent the questionnaire (See Appendix D) to be filled out and returned for collective analysis and compilation. To establish a common basis for assessing attributes of an effective team leader, the Delphi group was provided the following criteria: high productivity, positive social interaction, high satisfaction of member's needs. The set of criteria was suggested from a review of the literature.

In answering the questions, the Delphi group was instructed to give the terms or labels describing the characteristics, a brief definition of each. The compiled responses were returned to the Delphi group with the instructions to indicate the respective level or order of priority (Cyphert & Gant, 1971; Weaver, 1971). Prioritizing the characteristics creates a hierarchical structure and probability of success of effective team leadership profile (Pfeiffer, 1968).

The Delphi group members' rankings for each question were combined on one form and returned with instructions to comment, revise their opinions, or specify their reasons for remaining outside the consensus (Pfeiffer, 1968). The consensus from one group was compared with the findings in the other. This

comparison served to generate a set of characteristics of an effective team leader.

Sampling Procedure

A committee, consisting of individuals well-known in higher education and business, was used for the selection of practitioners for the Delphi group. Each of the committee members is recognized for his or her leadership abilities.

The selection committee utilized a set of criteria as a foundation for the selection process of the Delphi Group. The sample was selected based on the following: a general core of knowledge of effective team leadership, contributions in the area of team development and team leadership, and recognition as established leaders in business and higher education. The diversity of businesses and institution of higher education in the sample group provided for a broad base of input. Obtaining information from different disciplines broadens the scope of the knowledge base (Linstone & Turoff, 1975).

Instrument

The initial instrument consisted of five open ended, short answer questions. This design reduced the likelihood of bias or limitations associated with a Likert-type questionnaire. The questions were obtained principally from the Leadership Team Survey of the American Council on Education´s Presidents´ Colloquium (Gardiner & Green 1986). A variation of this instrument was also used earlier in a national leadership survey (Gardiner, 1986).

In answering the questions, the respondents were asked to give the term or phrase with a brief definition which best describes the item. This form of question provides a more consistent structure for responses, facilitating compilation and synthesis. This method allows a high degree of freedom in the response. There is less likelihood of error or misunderstanding due to loss of information associated with more finite questionnaire. The participants were asked to give responses based upon what characteristics <u>will</u> be present rather than what <u>should</u> be present for the team and leadership to be effective (Cyphert & Gant, 1971).

The questions referring to characteristics of an effective team and team leader were designed to draw practical references and information for prioritizing, analyzing, and comparing between business and higher education. The question referring to obstacles attempts to draw out the problems and the practical skills and/or solutions employed. The question referring to strategies supplies commonly used and accepted methods in the workplace. The eight research questions serve as an outline for chapter four with responses to each question forming the substance of the analysis.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to identify characteristics necessary for effective team leadership. Various authors cited in the review of the literature suggested several characteristics of team leadership but failed to indicate relative levels of importance or effectiveness. Practitioners generated a list of effective team leadership characteristics. These experts also judged the value of each characteristic in relation to the others, thus creating a priority listing of effective team leadership characteristics.

This chapter presents the findings of the research and analysis of the data. The first section identifies the effective team leadership characteristics suggested by experts and describes the process by which these characteristics were condensed into the final listing. The second section identifies the characteristics that experts ranked as most important. The third section describes differentiation of ranking by the two practioner groups - CEOs and presidents in higher education.

Responses

A five-question survey instrument was sent to 32 Delphi subject matter experts in March, 1987. The experts were asked to

61

answer each of the five questions (See Appendix D) keeping in

mind the given definition of team and team leader. This measure

was to ensure the proper context and situational function or team

leadership role for the experts.

Twenty-two of the 32 experts participated in the research

project. Many of the contributions or responses (i.e.,

characteristics, critical factors, obstacles) were similar to

those suggested by other experts. An analysis of the Delphi work

group condensed all the responses into 15 characteristics for the

first question, 18 characteristics for the second question, 18

critical factors for the third, 15 obstacles for the fourth, and

18 team building strategies for the fifth question. The

condensed and compiled version contained responses from both

presidents and CEOs because many of the responses from the two

groups were similar. However, it was believed that differences

existed in the importance of the responses as will be discussed

later in the rankings from each group.

The condensed responses were numbered and returned to the

Delphi group members (See Appendix G). In a cover letter, the

experts were asked to rank each of the responses in the

consecutive order of importance from greatest to least signifi-

cant. Following the examination of ranked responses for each

question, an analysis of the similarities and differences between

the two groups' rankings, presidents and CEOs, was conducted.

Research Survey Question Number One

What are the characteristics of an effective presidential

team? or What are the characteristics of an effective CEO's

team?

These questions were reformatted from the research questions, "What are the characteristics of an effective presidential team suggested by a consensus of practitioners in higher education?" and "What are the characteristics of an effective CEO's team suggested by a consensus of practitioners in business?"

Using similarity of responses, the 83 characteristics of an effective team suggested by the experts were condensed to a list of 15 characteristics. A synopsis of the Delphi group's responses are listed in Table I. In the followup questionnaire the experts were asked to prioritize the condensed list.

Research Survey Question Number Two

What are the characteristics of a president as an effective team leader? What are the characteristics of a CEO as an effective team leader? These questions were reformatted from the research questions, "What are the characteristics of a president as an effective team leader suggested by a consensus of practitioners in higher education?" and "What are the characteristics of a CEO as an effective team leader suggested by a consensus of practitioners in business?"

Using similarity of responses, the 95 characteristics of an effective team leader suggested by the experts were condensed to a list of 18 characteristics. A synopsis of the Delphi group's responses is listed in Table II. In the followup questionnaire the experts were asked to prioritize the condensed list.

TABLE I

CHARACTERISTICS OF AN EFFECTIVE PRESIDENTIAL/CEO TEAM

A Synopsis of Delphi Responses

Diversity - in educational background, educational philosophy, administrative style, and personal characteristics

Institutional loyalty - goals and objectives of institution are placed above personal goals and advancement

Stability- low turnover, even disposition and composition

Trust and mutual respect

Communication and interaction - articulating of thoughts clearly, sharing openly and listening

Shared vision - supporting the president's vision

Integrity - possessed by each of the members

Enthusiasm and motivation (intrinsic or extrinsic)

Commitment and determination - achieving goals and overcoming adversity

Knowledge and expertise - brought by each of the members

Creativity and innovation

Bias for implementation and performance- ideas that can be successfully implemented vs. just concepts or theories

Understanding roles and functions - accurate perception and understanding of each member's separate, supportive and complementary roles and interests

Team player mentality by each of the members - cooperative spirit willingness to engage in the team's agenda and activities, minimal self interest and willingness for interdependency

Professional competence - willingness to honestly disagree with President or other members (creative criticism and tension) and yet supportive of final decision (whether consensus or unilateral) even if their position differs

---

TABLE II

CHARACTERISTICS OF A PRESIDENT/CEO AS
AN EFFECTIVE TEAM LEADER

A Synopsis of Delphi Responses

Professional competence - wins support and loyalty of constituen-
   cy (broad knowledge and good work ethic)

Charisma and personality - positive attitude, sense of humor

Decision making ability - articulates the consensus or majority's
   position or the best option when in institution's best
   interest despite being unpopular

Problem solving - capacity to recognize most effective option
   for task or group intervention

Visioning - possessing the ability to originate, generate and/or
   transmit vision of institution

Enthusiasm and motivation - stimulates and inspires ideas and
   suggestions

Personal integrity - a good self image, self-assured, establishes
   a consistent standard, candidness

Communication skills - articulates vision clearly, encourages
   and adheres to "several way" communication
   facilitator and mediator of group process - (catalyst)

Creates supportive nuturing environment - promotes an atmosphere
   which stimulates professional and personal development of
   others - delegation of duties, responsibility and authority
   (shares power)

Belief in God

Primus inter pares - must perceive himself and be perceived by
   others as first among equals (despite deficiencies) respects
   all members

Public relations - connects well with external publics

Team builder - allows for individual autonomy for execution of
   duties yet encourages cohesiveness and continuity of in-
   tegrated roles and quality interaction among team members-

Feedback - provides appraisal of value and importance regarding
   individual contributions to achievement of goal

TABLE II (Continued)

A Synopsis of Delphi Responses

Patience and willingness to listen - to new ideas and encourage
frankness

Discerner and good judge of character - pick the best team
members

Servant leadership - desire to serve team and not himself
readily changes his own preconceptions when he sees the
group's idea or vision is better - avoids manipulation or
coercion

Timeliness - being at the right place at the right time

Research Survey Question Number Three

What are the critical factors in developing an effective presidential/CEO team? This question received 77 responses which were condensed to 18. A synopsis of the Delphi group's responses is found in Table III. In the followup questionnaire, the experts were asked to prioritize the condensed list.

Research Survey Question Number Four

What do you see as the major obstacles to effective team functioning? This question received 71 responses which were condensed to 15. A synopsis of the Delphi group's responses may be found in Table IV. In the followup questionnaire the experts were asked to prioritize the condensed list.

Research Survey Question Number Five

What team building ideas/strategies might you suggest to an incoming president/CEO? This question received 77 responses which were condensed to 18. A synopsis of the Delphi group's responses is found in Table V. In the followup questionnaire, the experts were asked to prioritize the condensed list.

Analysis of Ranking

A second questionnaire was designed from the condensed responses of the first survey. The purpose of the second questionnaire was to prioritize each of the responses to the five questions from the first questionnaire. A cover letter instructed the experts to rank in consecutive order the responses to the

TABLE III

CRITICAL FACTORS IN DEVELOPING AN
EFFECTIVE PRESIDENTIAL/CEO TEAM

A Synopsis of Delphi Responses

Selection of quality team members - accurate assessment of
personal qualities and potential (strengths and weaknesses)

Heterogeneity- diversity or variance in educational philosophy
and administrative style to promote greater objectivity in
approaching problems

Feedback - presidential support through acknowledgement
(possibly praise or reward system) of team members when
merited - recognition of contributions - belief by team
members that their contribution is indispensable for the
team's effective operation

Willingness to remove ineffective team members

History of shared tasks - success breeds success

Effective information processing - adequate effort and applica-
tion of knowledge and skills for effective interaction

Identification and prevention of territoriality

Team building- effective use of team building interventions
by leader especially in preventing and managing conflicts -
blending the needs of individuals and segment operations
with the overall corporate objective.

Building mutual trust and respect - in each other

High morale in the sense of commitment to shared goals

Shared goals- clear articulation of realistic purpose, goal
and vision ("game plan," objectives)

Linked mission statements to show how all subgroups fit to
the whole

Patience - realistic expectations and time allotment for
formation and development of team (building familiarity,
confidence, and friendships while establishing open lines
of communication)

Well defined expectations - visible yardsticks for the entire
team

TABLE III (Continued)

A Synopsis of Delphi Responses

High motivation and energy - needed for the initiation of
　　group processing

Regular group meetings to consider policy, issues, and
　　problems

Loyalty to team and institution- submission of ego

Leading by serving the group - delegation of responsibility-
　　let the team do its job and monitor performance

TABLE IV

MAJOR OBSTACLES TO EFFECTIVE TEAM FUNCTIONING

A Synopsis of Delphi Responses

Personal ambition and ego-centricity of team members - emphasis
    on individual satisfaction and personal achievements

Reticence of team members - lack of commitment

Inequitable treatment of team members by team leader

Ineffective communication and close-mindedness of team members
    information hoarding - unwillingness to share information
    and ideas - lack of candid discussion among members

Lack of comfort with team model (bureaucratic approach preferred
    or insufficient sense of interdependency in team) - risk
    aversion by team members

Poorly defined institutional mission and goals

Lack of direction - little or no understanding of particular
    roles by team members

Divided loyalties

Lack of integrity - disrespect - lack of confidentiality by team
    members

Disagreement on team's goals by team members

Unwillingness to listen by leader

Leader dominance due to lack of security and self-confidence
    manipulation, coercion, mistrust - unilateral decision mak-
    ing by leader

Wasted time in meetings (dealing with trivia)

Ineffective delegation of responsibility

Poor reward system

TABLE V

TEAM BUILDING IDEAS SUGGESTED FOR AN INCOMING PRESIDENT/CEO

A Synopsis of Delphi Responses

Create a spirit of collegiality - show loyalty and concern for those around the new president - display equity when dealing with constituencies

Display personal commitments, quality work habits and high professional ethics (a model worthy of loyalty and support)

Delegate responsibility showing trust and confidence in colleagues

Meet regularly with team

Ensure clear identification of team members' responsibility, needed authority and team's priorities - set high standards and expectations - hold people accountable

Clarify reward system and offer frequent display of appreciation and gratitude for effective team effort - celebrate wins

Insist on effective communication- listen to all- seek opinions, suggestions and ideas from team (collectively or individually)

Prepare and develop strategies and tentative targets subject to team's input

Offer retreats - overnight or weekend (informal get-togethers) discuss what each member brings to the team - learn about each others' backgrounds, strengths, and weaknesses

Develop assignments which encourage team interaction and inter-dependency (this could include a hidden agenda of diagnosing weaknesses - leader directs questions to promote collabora-tion such as "Who have you consulted?"

Complement your weaknesses

Offer members adequate time and support for creativity and innovation

Encourage discussion which will clarify, modify and better define the mission and goals of the institution for achievement develop consensus on overall goal, mission, and values

TABLE V (Continued)

A Synopsis of Delphi Responses

Be willing to "bite the bullet" by terminating team membership
for someone who is not a team player

Learn to achieve whole brained, integrated solutions - let your
intuitive, "feeling" self come through to balance your ra-
tional self

Become a servant leader, more a coach than driver - favor team
play over individual achievement

Trust yourself first then trust others

Use team building consultant at least in beginning

---

questions with the number one being the most significant or important for that particular question.

Seventeen of the 22 experts responded to the second survey. Not all 17 ranked each of the responses to the five questions. There were six participants who did not rank all of the responses for each question. Some experts noted that they were unable to commit the time necessary to rank all the responses and ranked only those they considered to be the top five to ten responses. A separate column displays the number of times a response was voted for or ranked by the practitioners.

Following a description of point assessment for each question is a table displaying the ranking of responses. In some cases there were two or more characteristics having the same number of points.

One expert did not correctly rank his selection of the responses to each of the questions. Instead this person ranked the responses as "1," "2," or "3." The person argued that some responses were of equal importance and therefore of equal rank. Though this person's ranking procedure was incorrect, the selection of the most important was a correct procedure. In this analysis each of his rankings received the corresponding point values for the rank for that particular question.

The Delphi group rankings of the responses were separated into two subgroups, presidents in higher education and CEOs. Each of the two subgroups rankings are reported in separate tables. This was to facilitate analysis and comparison between the two groups.

Research Survey Question Number One

In the followup questionnaire the experts ranked the 15 different responses on a scale of one to 15. Based on a consecutive point system in which rankings of "1" received 15 points, rankings of "2" received 14 points, rankings of "3" received 13 points, and so on down the line, ending with rankings of "15" received one point. In the case where the expert did not rank a response that numbered response was given no points.

The rankings of the 15 characteristics for an effective presidential team are shown in Table VI in the order of their importance with the amount of votes and points each received. The rankings of the 15 characteristics for an effective CEO team are shown in Table VII.

Research Survey Question Number Two

In the followup questionnaire the experts ranked the eighteen different responses on a scale of one to 18. Based on a consecutive point system in which rankings of "1" received 18 points, rankings of "2" received 17 points, rankings of "3" received 16 points, and so on down the line, ending with rankings of "18" received one point. In the case where the expert did not rank a response, that numbered response was given no points.

The rankings of the 18 characteristics of a president as an effective team leader are shown in Table VIII in the order of their importance with the amount of votes and points each received. The rankings of the 18 characteristics of a CEO as an effective team leader are shown in Table IX.

TABLE VI

CHARACTERISTICS OF EFFECTIVE PRESIDENTIAL
TEAMS BY RANK IMPORTANCE

Rank	Votes	Points	Characteristics
1	8	104	Trust and mutual respect
2	7	93	Integrity - possessed by each of the members
3	7	90	Professional competence - willingness to honestly disagree with president or other members (creative criticism and tension) and yet supportive of final decision (whether consensus or unilateral) even if their position differs
4	7	64	Knowledge and expertise - brought by each of the members
5	6	61	Shared vision - supporting the president's vision
5	6	61	Communication and interaction - clear articulation of thoughts, sharing openly and listening
5	6	61	Enthusiasm and motivation (intrinsic or extrinsic)
8	6	58	Institutional loyalty - goals and objectives of institution are placed above personal goals and advancement
9	5	51	Understanding roles and functions- accurate perception and understanding of each member's separate, supportive and complementary roles and interests
10	5	49	Creativity and innovation
11	5	47	Commitment and determination - to achieve goals and overcome adversity
12	4	40	Team player mentality by each of the members - cooperative spirit willingness to engage in the team's agenda and activities, minimal self interest and willingness for interdependency

TABLE VI (Continued)

Rank	Votes	Points	Characteristics
13	5	39	Diversity - in educational background, educational philosophy, administrative style, and personal characteristics
14	5	36	Bias for implementation and performance-ideas that can be successfully implemented vs. just concepts or theories
15	4	26	Stability- low turnover, even disposition and composition

TABLE VII

CHARACTERISTICS OF EFFECTIVE CEO TEAMS
BY RANK IMPORTANCE

Rank	Votes	Points	Characteristics
1	9	110	Trust and mutual respect
2	9	102	Integrity - possessed by each of the members
3	8	92	Team player mentality by each of the members - cooperative spirit willingness to engage in the team's agenda and activities, minimal self interest and willingness for interdependency
4	9	91	Enthusiasm and motivation (intrinsic or extrinsic)
5	7	77	Communication and interaction - clear articulation of thoughts, sharing openly and listening
6	8	72	Professional competence - willingness to honestly disagree with president or other members (creative criticism and tension) and yet supportive of final decision (whether consensus or unilateral) even if their position differs
7	9	71	Diversity - in educational background, educational philosophy, administrative style, and personal characteristics
8	8	70	Knowledge and expertise - brought by each of the members
9	7	67	Commitment and determination - to achieve goals and overcome adversity
10	7	59	Creativity and innovation
11	8	54	Bias for implementation and performance - ideas that can be successfully implemented vs. just concepts or theories
12	8	49	Understanding roles and functions - accurate perception and understanding of each member's separate, supportive and complementary roles and interests

TABLE VII (Continued)

Rank	Votes	Points	Characteristics
13	7	45	Institutional loyalty - goals and objectives of institution are placed above personal goals and advancement
14	5	28	Shared vision - supporting the president's vision
15	6	17	Stability- low turnover, even disposition and composition

TABLE VIII

CHARACTERISTICS OF A PRESIDENT AS AN EFFECTIVE
TEAM LEADER BY RANK IMPORTANCE

Rank	Votes	Points	Characteristics
1	8	140	Personal integrity – a good self image, self-assured, establishes a consistent standard, candidness
2	8	125	Decision making ability – articulates the consensus or majority's position or the best option when in institution's best interest despite being unpopular
3	8	105	Professional competence – wins support and loyalty of constituency (broad knowledge and good work ethic)
4	7	96	Creates supportive nuturing environment– promotes an atmosphere which stimulates professional and personal development of others delegation of duties, responsibility and authority (shares power)
5	8	95	Team builder – allows for individual autonomy for execution of duties yet encourages cohesiveness and continuity of integrated roles and quality interaction among team members
6	6	80	Enthusiasm and motivation– stimulates and inspires ideas and suggestions
7	5	77	Discernment and good judge of character– pick the best team members
8	7	75	Communication skills – articulates vision clearly, encourages and adheres to "several way" communication facilitator and mediator of group process – (catalyst)
9	5	67	Visionary – possesses the ability to originate, generate and/or transmit vision of institution
10	5	50	Patience and willingness to listen – to new ideas and encourage frankness

TABLE VIII (Continued)

Rank	Votes	Points	Characteristics
11	4	53	Servant leadership - desire to serve team and not himself readily changes his own preconceptions when he sees the group´s idea or vision is better avoids manipulation or coercion
12	4	51	Problem solving- capacity to recognize most effective option for task or group intervention
13	5	44	Public relations- connects well with external publics
14	4	37	Charisma and personality positive attitude, sense of humor
15	4	31	Feedback - provides appraisal of value and importance regarding individual contributions to achievement of goal
16	4	29	Timeliness - being at the right place at the right time
17	3	28	Belief in God *
18	4	23	Primus inter pares - must perceive himself and be perceived by others as first among equals (despite deficiencies) respects all members

* Dr. J. Wayne Reitz, President Emeritus of University of Florida, did not rank this characteristic but noted, "I rate this very high. It is something in a way that stands alone and somehow is an inappropriate listing." Dr. Glenn Terrell, President Emeritus of Washington State University, also did not rank this characteristic but stated that it is "critically important personally." Perhaps this feeling was shared by other experts and could be used to explain the level of response and ranking. The CEOs ranked this characteristic either very high or very low.

TABLE IX

CHARACTERISTICS OF A CEO AS AN EFFECTIVE
TEAM LEADER BY RANK IMPORTANCE

Rank	Votes	Points	Characteristics
1	9	138	Personal integrity - a good self image, self-assured, establishes a consistent standard, candidness
2	9	125	Team builder - allows for individual autonomy for execution of duties yet encourages cohesiveness and continuity of integrated roles and quality interaction among team members-
3	9	121	Decision making ability - articulates the consensus or majority's position or the best option when in institution's best interest despite being unpopular
4	8	96	Visionary - possesses the ability to originate, generate and/or transmit vision of institution
5	7	92	Communication skills - articulates vision clearly, encourages and adheres to "several way" communication facilitator and mediator of group process - (catalyst)
6	8	89	Creates supportive nuturing environment- promotes an atmosphere which stimulates professional and personal development of others delegation of duties, responsibility and authority (shares power)
7	7	87	Servant leadership - desire to serve team and not himself readily changes his own preconceptions when he sees the group's idea or vision is better avoids manipulation or coercion
8	8	85	Professional competence - wins support and loyalty of constituency (broad knowledge and good work ethic)
9	7	73	Charisma and personality positive attitude, sense of humor
10	7	68	10. Belief in God

TABLE IX (Continued)

Rank	Votes	Points	Characteristics
10	7	68	Patience and willingness to listen - to new ideas and encourage frankness
12	8	64	Enthusiasm and motivation- stimulates and inspires ideas and suggestions
12	7	64	Discernment and good judge of character- pick the best team members
14	6	53	Feedback - provides appraisal of value and importance regarding individual contributions to achievement of goal
15	6	51	Problem solving- capacity to recognize most effective option for task or group intervention
16	7	47	Timeliness - being at the right place at the right time
17	7	39	Public relations- connects well with external publics
18	6	36	Primus inter pares - must perceive himself and be perceived by others as first among equals (despite deficiencies) respects all members

One expert did not correctly rank his selection of team leader characteristics. Instead of consecutive ranking, this person ranked five characteristics as "1," and noted that they were all the most important. Though this person's ranking was incorrect, the selection of the most important was a correct procedure. Each of the characteristics in this case were given the maximum number of points or 18.

Research Survey Question Number Three

Similar to question number two, the experts ranked the eighteen different responses on a scale of one to 18. Based on a consecutive point system in which rankings of "1" received 18 points, rankings of "2" received 17 points, rankings of "3" received 16 points, and so on down the line, ending with rankings of "18" received one point. In the case where the expert did not rank a response that numbered response was given no points. The rankings of the 18 critical factors in developing an effective presidential team are shown in Table X in the order of their importance with the amount of votes and points each received. The rankings of the 18 critical factors in developing an effective CEO team are shown in Table XI.

Research Survey Question Number Four

Similar to survey question number one, the experts ranked the fifteen different responses on a scale of one to 15. Based on a consecutive point system in which rankings of "1" received 15 points, rankings of "2" received 14 points, rankings of "3" received 13 points, and so on down the line, ending with rankings

TABLE X

CRITICAL FACTORS IN DEVELOPING AN EFFECTIVE
PRESIDENTIAL TEAM BY RANK IMPORTANCE

Rank	Votes	Points	Critical Factors
1	8	140	Selection of quality team members – accurate assessment of personal qualities and potential (strengths and weaknesses)
2	8	121	Shared goals– clear articulation of realistic purpose, goal and vision ("game plan," objectives)
3	8	112	Building mutual trust and respect – in each other
4	6	77	Loyalty to team and institution – submission of ego
5	6	74	Team building – effective use of team building interventions by leader especially in preventing and managing conflicts – blending the needs of individuals and segment operations with the overall corporate objective.
6	7	68	Patience – realistic expectations and time allotment for formation and development of team (building familiarity, confidence, and friendships while establishing open lines of communication)
7	5	66	Well defined expectations – visible yardsticks for the entire team
7	5	66	Leading by serving the group – delegation of responsibility – let the team do its job and monitor performance
9	6	63	Heterogeneity– diversity or variance in educational philosophy and administrative style to promote greater objectivity in approaching problems
10	5	62	Willingness to remove ineffective team members
11	5	56	Regular group meetings to consider policy, issues, and problems

TABLE X (Continued)

Rank	Votes	Points	Critical Factors
12	4	55	Feedback - presidential support through acknowledgement (possibly praise or reward system) of team members when merited recognition of contributions - belief by team members that their contribution is indispensable for the team's effective operation
13	4	51	High morale in the sense of commitment to shared goals
14	5	48	Effective information processing - adequate effort and application of knowledge and skills for effective interaction
15	4	46	Linked mission statements to show how all subgroups fit to the whole
16	5	42	High motivation and energy - needed for the initiation of group processing
17	4	39	History of shared tasks - success breeds success
18	3	37	Identification and prevention of territoriality

TABLE XI

CRITICAL FACTORS IN DEVELOPING AN EFFECTIVE
CEO TEAM BY RANK IMPORTANCE

Rank	Votes	Points	Critical Factors
1	9	123	Selection of quality team members – accurate assessment of personal qualities and potential (strengths and weaknesses)
2	8	112	Team building – effective use of team building interventions by leader especially in preventing and managing conflicts blending the needs of individuals and segment operations with the overall corporate objective
3	8	110	Leading by serving the group – delegation of responsibility – let the team do its job and monitor performance
4	7	102	Building mutual trust and respect – in each other
4	8	102	Shared goals– clear articulation of realistic purpose, goal and vision ("game plan," objectives)
6	8	100	Loyalty to team and institution – submission of ego
7	7	86	High morale in the sense of commitment to shared goals
8	8	74	Well defined expectations – visible yardsticks for the entire team
9	6	66	Feedback – presidential support through acknowledgement (possibly praise or reward system) of team members when merited recognition of contributions – belief by team members that their contribution is indispensable for the team´s effective operation
9	8	66	Willingness to remove ineffective team members
11	8	64	Heterogeneity– diversity or variance in educational philosophy and administrative style to promote greater objectivity in approaching problems

TABLE XI (Continued)

Rank	Votes	Points	Critical Factors
11	7	64	High motivation and energy – needed for the initiation of group processing
13	6	56	Effective information processing – adequate effort and application of knowledge and skills for effective interaction
13	8	56	Identification and prevention of territoriality
15	7	55	Patience – realistic expectations and time allotment for formation and development of team (building familiarity, confidence, and friendships while establishing open lines of communication)
15	7	55	Regular group meetings to consider policy, issues, and problems
15	7	55	History of shared tasks – success breeds success
18	6	44	Linked mission statements to show how all subgroups fit to the whole

of "15" received one point. In the case where the expert did not
rank a response that numbered response was given no points.
The rankings of the 15 major obstacles to effective presidential
team functioning are shown in Table XII in the order of their
importance with the amount of votes and points each received.
The rankings of the 15 major obstacles for effective CEO team
functioning are shown in Table XIII.

Two experts, one president and one CEO, did not rank the
major obstacles for effective team functioning. They noted that
all the obstacles listed were critically important. In this case,
each of the responses should receive equal weight, and because
neither expert ranked any one response as more significant than
any other, no points were assigned to any of the responses.

Research Survey Question Number Five

Similar to question numbers two and three, the experts
ranked the eighteen different responses on a scale of one to 18.
Based on a consecutive point system in which rankings of "1"
received 18 points, rankings of "2" received 17 points, rankings
of "3" received 16 points, and so on down the line, ending with
rankings of "18" received one point. In the case where the
expert did not rank a response, that numbered response was given
no points.

The rankings of the 18 team building ideas/strategies sug-
gested for an incoming president are shown in Table XIV in the
order of their importance with the amount of votes and points
each received. The rankings of the 18 team building ideas and

TABLE XII

MAJOR OBSTACLES TO EFFECTIVE PRESIDENTIAL
TEAM FUNCTIONING BY RANK IMPORTANCE

Rank	Votes	Points	Major Obstacles
1	7	89	Ineffective communication and close-minded-ness of team members - information hoarding-unwillingness to share information and ideas lack of candid discussion among members
2	6	81	Lack of direction - little or no understanding of particular roles by team members
3	7	80	Personal ambition and ego-centricity of team members - emphasis on individual satisfaction and personal achievements
4	6	67	Leader dominance due to lack of security and self-confidence - manipulation, coercion, mistrust - unilateral decision making by leader
5	5	58	Lack of integrity - disrespect - lack of confidentiality by team members
5	4	58	Poorly defined institutional mission and goals
7	5	57	Ineffective delegation of responsibility
8	6	55	Lack of comfort with team model (bureaucratic approach preferred or insufficient sense of interdependency in team) - risk aversion by team members
9	5	44	Unwillingness to listen by leader
9	4	44	Divided loyalties
11	4	42	Inequitable treatment of team members by team leader
12	3	30	Reticence of team members- lack of commitment
13	4	29	Disagreement on team's goals by team members
14	3	20	Poor reward system
15	3	19	Wasted time in meetings (dealing with trivia)

TABLE XIII

MAJOR OBSTACLES TO EFFECTIVE CEO TEAM
FUNCTIONING BY RANK IMPORTANCE

Rank	Votes	Points	Major Obstacles
1	8	93	Poorly defined institutional mission and goals
2	8	91	Personal ambition and ego-centricity of team members - emphasis on individual satisfaction and personal achievements
3	8	88	Ineffective communication and close-mindedness of team members - information hoarding-unwillingness to share information and ideas lack of candid discussion among members
4	8	87	Leader dominance due to lack of security and self-confidence - manipulation, coercion, mistrust - unilateral decision making by leader
5	8	80	Lack of direction- Little or no understanding of particular roles by team members
6	7	76	Lack of integrity - disrespect - lack of confidentiality by team members
7	7	52	Disagreement on team's goals by team members
8	7	51	Lack of comfort with team model (bureaucratic approach preferred or insufficient sense of interdependency in team) - risk aversion by team members
8	7	51	Inequitable treatment of team members by team leader
10	7	48	Ineffective delegation of responsibility
11	7	45	Wasted time in meetings (dealing with trivia)
12	6	44	Reticence of team members- lack of commitment
13	6	35	Unwillingness to listen by leader
14	6	29	Poor reward system
15	6	21	Divided loyalties

TABLE XIV

TEAM BUILDING IDEAS/STRATEGIES SUGGESTED FOR
INCOMING PRESIDENTS BY RANK IMPORTANCE

Rank	Votes	Points	Team Building Ideas
1	8	121	Encourage discussion which will clarify, modify and better define the mission and goals of the institution for achievement develop consensus on overall goal, mission, and values
2	7	119	Display personal commitments, quality work habits and high professional ethics (a model worthy of loyalty and support)
3	8	116	Insist on effective communication - listen to all, seek opinions, suggestions and ideas from team (collectively or individually)
4	6	93	Delegate responsibility showing trust and confidence in colleagues
5	6	89	Meet regularly with team
6	6	87	Create a spirit of collegiality - show loyalty and concern for those around the new president - display equity when dealing with constituencies
7	6	86	Ensure clear identification of team members' responsibility, needed authority and team's priorities - set high standards and expectations - hold them accountable
8	6	75	Prepare and develop strategies and tentative targets subject to team's input
9	6	69	Be willing to "bite the bullet" by terminating team membership for someone who is not a team player
10	5	62	Become a servant leader, more a coach than driver - favor team play over individual achievement
11	4	52	Complement your weaknesses
12	5	48	Offer members adequate time and support for creativity and innovation

TABLE XIV (Continued)

Rank	Votes	Points	Team Building Ideas
13	5	43	Offer retreats – overnight or weekend (informal get-togethers) Discuss what each member brings to the team – Learn about each others' backgrounds, strengths, and weaknesses
13	5	43	Clarify reward system and offer frequent display of appreciation and gratitude for effective team effort – celebrate wins
15	3	42	Develop assignments which encourage team interaction and interdependency (this could include a hidden agenda of diagnosing weaknesses) – leader directs questions to promote collaboration such as "Who have you consulted?"
16	4	34	Trust yourself first then trust others
17	4	30	Learn to achieve whole brained, integrated solutions – let your intuitive, "feeling" self come through to balance your rational self
18	4	25	Use team building consultant at least in beginning

TABLE XV

TEAM BUILDING IDEAS/STRATEGIES SUGGESTED
FOR INCOMING CEOS BY RANK IMPORTANCE

Rank	Votes	Points	Team Building Ideas
1	9	125	Insist on effective communication - listen to all, seek opinions, suggestions and ideas from team (collectively or individually)
2	9	108	Encourage discussion which will clarify, modify and better define the mission and goals of the institution for achievement develop consensus on overall goal, mission, and values
3	8	106	Display personal commitments, quality work habits and high professional ethics (a model worthy of loyalty and support)
4	8	99	Create a spirit of collegiality - show loyalty and concern for those around the new president - display equity when dealing with constituencies
5	8	95	Meet regularly with team
6	8	89	Complement your weaknesses
7	7	88	Delegate responsibility showing trust and confidence in colleagues
8	7	80	Become a servant leader, more a coach than driver - favor team play over individual achievement
8	8	80	Ensure clear identification of team members' responsibility, needed authority and team's priorities - set high standards and expectations - hold them accountable
10	7	74	Prepare and develop strategies and tentative targets subject to team's input
10	6	74	Develop assignments which encourage team interaction and interdependency (this could include a hidden agenda of diagnosing weaknesses) - leader directs questions to promote collaboration such as "Who have you consulted?"

TABLE XV (Continued)

Rank	Votes	Points	Team Building Ideas
12	7	68	Offer members adequate time and support for creativity and innovation
12	8	68	Learn to achieve whole brained, integrated solutions - let your intuitive, "feeling" self come through to balance your rational self
14	7	58	Clarify reward system and offer frequent display of appreciation and gratitude for effective team effort - celebrate wins
15	7	51	Trust yourself first then trust others
16	7	49	Be willing to "bite the bullet" by terminating team membership for someone who is not a team player
17	6	28	Offer retreats - overnight or weekend (informal get-togethers) - discuss what each member brings to the team - learn about each others' backgrounds, strengths, and weaknesses
18	6	16	Use team building consultant at least in beginning

strategies for an incoming CEO are shown in Table XV.

Summary

This study was conducted to identify through a consensus of experts the attributes of effective presidential team leadership and effective CEO's team leadership. In particular, the 22 participants, ten presidents of higher education and 12 CEOs in business, were asked to suggest and later rank characteristics of effective teams and team leadership.

The experts suggested 15 characteristics of effective teams and 18 characteristics of an effective team leader as necessary to maintain a team's high productivity, high group interaction (participation and morale), and a high degree of meeting the individual needs of the team member. In addition, the experts identified 18 critical factors in developing an effective team, 15 major obstacles to effective team functioning, and 18 team building ideas/strategies suggested to an incoming president or CEO.

The suggestions were returned for rank-ordering process. The rankings were used to generate consensus models about teams in higher education and business. Each model consisted of the characteristics chosen to be most significant for effective teams and team leaders, as well as team functioning. Large differences between consecutive rankings served as natural breaks for separating those responses considered to be the most significant (e.g., the top eight responses for question number one, the top eight responses for question number two, the top six responses for question number three, etc.). The similarities and

differences between the two models were then considered.

In many cases the rankings or priorities of the two groups were very similar. Often the same characteristics were listed as the most significant. The major difference between the rankings of the presidents and CEOs were found in the identification of team and team leader characteristics. CEOs gave priority to servant leadership and team interaction characteristics, whereas the presidents favored those characteristics which identified professional competence and knowledge and expertise.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify characteristics necessary for effective team leadership. This study compared the perceived characteristics of effective presidential team leadership provided by respected practioners in higher education with those characteristics of effective CEO team leadership noted by practioners in business. This chapter presents a summary of the research, conclusions, and recommendations for the data collected.

Summary

There were eight specific research questions of the study:

(1) What are the characteristics of an effective presidential team suggested by a consensus of practitioners in higher education?

(2) What are the characteristics of an effective CEO´s team suggested by a consensus of practitioners in business?

(3) What are the characteristics of a president as an effective team leader suggested by a consensus of practitioners in higher education?

(4) What are the characteristics of a CEO as an effective team leader suggested by a consensus of practitioners in business?

(5) What are the differences between the two models, that is
the models generated from the consensus of practitioners in higher
education and business?

(6) What are the similarities between these two models?

(7) What does this comparison seem to suggest about an
empirical model of an effective team?

(8) What does this comparison seem to suggest for an empiri-
cal profile of effective team leadership?

A Delphi Technique with 22 participant experts was used to
generate five separate listings of effective team characteris-
tics, effective team leader characteristics, critical factors in
developing teams, major obstacles in effective team functioning,
and effective team building ideas or strategies. This was accom-
plished by a survey composed of five questions: (1) What are the
characteristics of an effective presidential/CEO team? (2) What
are the characteristics of president/CEO as an effective team
leader? (3) What are the critical factors in developing an
effective presidential/CEO team? (4) What do you see as the
major obstacles to effective team functioning? and (5) What team
building ideas/strategies might you suggest to an incoming presi-
dent/CEO?

The experts responded with 83 characteristics, 95 charac-
teristics, 77 critical factors, 71 major obstacles, and 77 team
building ideas for questions one through five respectively. Many
of these responses were identical or similar. These responses
were analyzed and condensed into 15 characteristics, 18 charac-
teristics, 18 critical factors, 15 major obstacles, and 18 team
building ideas for questions one through five respectively. The

responses were compiled on a second questionnaire and returned to the experts with directions to rank each of the responses in the order of most significant or important to least significant.

Responding to the second questionnaire, the experts rank of the most significant characteristics, factors, obstacles, and team building ideas were separated into the two groups, presidents and CEOs. From this ranking the top eight characteristics of effective presidential teams and top eight characteristics for effective CEO teams were identified. Those two lists of eight, according to their rank, are given respectively.

Effective presidential team characteristics

1. Trust and mutual respect

2. Integrity – possessed by each of the members

3. Professional competence – willingness to honestly disagree with president or other members (creative criticism and tension) and yet supportive of final decision (whether consensus or unilateral) even if their position differs

4. Knowledge and expertise – brought by each of the members

5. Shared vision – supporting the president's vision, tied with

5. Communication and interaction – clear articulation of thoughts, sharing openly and listening, and tied with

5. Enthusiasm and motivation (intrinsic or extrinsic)

8. Institutional loyalty – goals and objectives of institution an placed above personal goals and advancement

Effective CEO team characteristics

1. Trust and mutual respect

2. Integrity - possessed by each of the members

3. Team player mentality by each of the members - cooperative spirit, willingness to engage in the team's agenda and activities, minimal self interest and willingness for interdependency

4. Enthusiasm and motivation (intrinsic or extrinsic)

5. Communication and interaction - clear articulation of thoughts, sharing openly and listening

6. Professional competence - willingness to honestly disagree with president or other members (creative criticism and tension) and yet supportive of final decision (whether consensus or unilateral) even if their position differs

7. Diversity - in educational background, educational philosophy, administrative style, and personal characteristics

8. Knowledge and expertise - brought by each of the members

The presidents and CEOs ranked the same six of the top eight characteristics for effective teams. In fact, their first two rankings were identical. They shared the following: trust and mutual respect, integrity, professional competence, enthusiasm and motivation, communication and interaction, and knowledge and expertise.

The two characteristics that differed in the two groups rankings seemed to stem from the intrinsic differences in the nature of the organization. The presidents preferred those characteristics which leaned toward an alliance to the institution and leader (e.g., institutional loyalty and shared vision). The CEOs preferred characteristics which favored the team itself or task-at-hand (e.g., team player mentality and diversity).

From the response to the second questionnaire, the rankings

of effective team leader characteristics were also separated by group, identified, and listed. The top eight characteristics are listed according to rank and group.

Effective team leader characteristics by presidents

1. Personal integrity - a good self image, self-assured, establishes a consistent standard, candidness

2. Decision making ability - articulates the consensus or majority's position or the best option when in institution's best interest, despite being unpopular

3. Professional competence - wins support and loyalty of constituency (broad knowledge and good work ethic)

4. Creates supportive nuturing environment - promotes an atmosphere which stimulates professional and personal development of others, delegation of duties, responsibility and authority (shares power)

5. Team builder - allows for individual autonomy for execution of duties yet encourages cohesiveness and continuity of integrated roles and quality interaction among team members

6. Enthusiasm and motivation - stimulates and inspires ideas and suggestions

7. Discernment and good judge of character - pick the best team members

8. Communication skills - articulates vision clearly, encourages and adheres to "several way" communication - facilitator and mediator of group process (catalyst)

Effective team leader characteristics by CEOs

1. Personal integrity - a good self image, self-assured,

establishes a consistent standard, candidness

2. Team builder - allows for individual autonomy for execution of duties yet encourages cohesiveness and continuity of integrated roles and quality interaction among team members-

3. Decision making ability - articulates the consensus or majority's position or the best option when in institution's best interest, despite being unpopular

4. Visionary - possesses the ability to originate, generate and/or transmit vision of institution

5. Communication skills - articulates vision clearly, encourages and adheres to "several way" communication - facilitator and mediator of group process - (catalyst)

6. Creates supportive nuturing environment - promotes an atmosphere which stimulates professional and personal development of others delegation of duties, responsibility and authority (shares power)

7. Servant leadership - desire to serve team and not himself readily changes his own preconceptions when he sees the group's idea or vision is better - avoids manipulation or coercion

8. Professional competence - wins support and loyalty of constituency (broad knowledge and good work ethic)

The rankings of effective team leader characteristics by the presidents and CEOs displayed six similarities in the top eight. Both groups listed personal integrity as the most significant characteristic for an effective team leader. The other characteristics which were shared were as follows: team builder, decision making ability as it relates to articulating consensus, professional competence, creating a supportive environment, and

communication skills – encouraging "several way" communication.

There were two main characteristics which differed in the two groups' rankings. The presidents ranked enthusiasm (and moti-vation) and discernment (and good judge of character for select-ing team members) in the top eight. The CEOs ranked the charac-teristics of servant leadership and visionary much higher than did the presidents.

In addition to the rankings of team and team leader charac-teristics, the experts ranked the critical factors of team devel-opment. The rankings of critical factors for team development were also separated by group, identified, and listed. The top six critical factors are listed according to rank and group.

Critical factors in developing an effective presidential team:

1. Selection of quality team members – accurate assessment of personal qualities and potential (strengths and weaknesses)

2. Shared goals– clear articulation of realistic purpose, goal and vision ("game plan," objectives)

3. Building mutual trust and respect – in each other

4. Loyalty to team and institution– submission of ego

5. Team building– effective use of team building interven-tions by leader, especially in preventing and managing conflicts, blending the needs of individuals and segment operations with the overall corporate objective

6. Patience – realistic expectations and time allotment for formation and development of team (building familiarity, confi-dence, and friendships while establishing open lines of communi-cation)

Critical factors in developing an effective CEO team

1. Selection of quality team members - accurate assessment of personal qualities and potential (strengths and weaknesses)

2. Team building- effective use of team building interventions by leader, especially in preventing and managing conflicts, blending the needs of individuals and segment operations with the overall corporate objective

3. Leading by serving the group- delegation of responsibility - let the team do its job and monitor performance

4. Building mutual trust and respect - in each other

5. Shared goals - clear articulation of realistic purpose, goal and vision ("game plan," objectives) which was closely followed by

6. Loyalty to team and institution- submission of ego

The two groups ranked selection of quality team members as the most significant or critical factor in developing an effective team. Beyond that they shared four other characteristics in the top five ranking. These were: shared goals, building mutual trust and respect, loyalty to team and institution, and effective team building intervention.

The major difference in the ranking of critical factors centered on patience and realistic expectations for team development. The response was ranked sixth by presidents and 13th by the CEOs. The other minor difference was the rank of leading by serving the group. The CEOs ranked this factor third which the presidents ranked it seventh. Overall the rankings of critical factors by the two groups were very similar.

Through a rank-ordering process, the presidents displayed a strong agreement for the top six major obstacles to effective team functioning. The six major obstacles are listed according to rank order.

1. Ineffective communication and close-mindedness of team members - information hoarding- unwillingness to share information and ideas and lack of candid discussion among members

2. Lack of direction- little or no understanding of particular roles by team members

3. Personal ambition and ego-centricity of team members - emphasis on individual satisfaction and personal achievements

4. Leader dominance due to lack of security and self-confidence - manipulation, coercion, mistrust - unilateral decision making by leader

5. Lack of integrity - disrespect, lack of confidentiality by team members

5. Poorly defined institutional mission and goals

Through a rank-ordering process, the CEOs displayed strong agreement for the top six major obstacles to effective team functioning. They are listed according to rank order.

1. Poorly defined institutional mission and goals

2. Personal ambition and ego-centricity of team members - emphasis on individual satisfaction and personal achievements

3. Ineffective communication and close-mindedness of team members - information hoarding - unwillingness to share information and ideas - lack of candid discussion among members

4. Leader dominance due to lack of security and self-confi-

dence - manipulation, coercion, mistrust - unilateral decision making by leader

5. Lack of direction - little or no understanding of particular roles by team members

6. Lack of integrity - disrespect, lack of confidentiality by team members

With minor differences in rank order, the two groups shared the top six rankings. The most notable difference was the ranking of poorly defined institutional mission and goals. The CEOs rated this as the most significant obstacle to effective functioning, whereas the presidents ranked this as the sixth most significant. There are obvious differences in perception and understanding of institutional mission, purpose, competition and environment which affect this ranking difference.

Finally, the results of the last question, which asked for rankings of team building ideas or strategies to be suggested to an incoming president were listed and ranked. The top seven team building ideas are listed according to rank order.

1. Encourage discussion which will clarify, modify and better define the mission and goals of the institution for achievement - develop to consensus on overall goal, mission, and values

2. Display personal commitments, quality work habits and high professional ethics (a model worthy of loyalty and support)

3. Insist on effective communication- listen to all, seek opinions, suggestions and ideas from team (collectively or individually)

4. Delegate responsibility, showing trust and confidence in colleagues

5. Meet regularly with team

6. Create a spirit of collegiality - show loyalty and concern for those around the new president - display equity when dealing with constituencies

which was closely followed by

7. Ensure clear identification of team members' responsibility, needed authority and team's priorities - set high standards and expectations - hold them accountable

Through a rank-ordering process, the CEOs displayed strong agreement for team building ideas for an incoming CEO. The top seven are listed according to rank order.

1. Insist on effective communication- listen to all, seek opinions, suggestions and ideas from team (collectively or individually)

2. Encourage discussion which will clarify, modify and better define the mission and goals of the institution for achievement - develop to consensus on overall goal, mission, and values

3. Display personal commitments, quality work habits and high professional ethics (a model worthy of loyalty and support)

4. Create a spirit of collegiality - show loyalty and concern for those around the new president - display equity when dealing with constituencies

5. Meet regularly with team

6. Complement your weaknesses

7. Delegate responsibility, showing trust and confidence in colleagues

CEOs and presidents ranked the same team building ideas in

six of the first seven responses. In fact, the remainder of the group's rankings for this question were very similar.

In many cases the rankings or priorities of the two groups were very similar. Often the same characteristics were listed as the most significant. The major difference between the rankings of the presidents and CEOs were found in the identification of team and team leader characteristics. CEOs gave priority to servant leadership and team interaction characteristics. Presidents favored those characteristics which identified professional competence and knowledge and expertise. These differences seem to be reflective of the differences in the two professional environments. Higher education institutions generally function within a more rigid and stable environment and advocate a greater degree of autonomy. Thus, presidents place a greater emphasis on knowledge and expertise. Businesses must respond and adapt to environments with relatively higher degrees of unpredictability and change. Thus, CEOs favor attributes which reflect the willingness to interact and collaborate, thereby improving the productivity and chances of synergism.

The major differences between the two groups' ranking of critical factors in team development centered on qualities of personality and activities. The presidents ranked patience (coupled with realistic expectations and time allotment for team development) relatively high. The CEOs ranked this critical factor relatively low in comparison to other factors. The CEOs ranked those factors involving the leader's active interaction (e.g., team building, leading by serving the group, and feedback) much higher than did the presidents.

The most significant difference in ranking obstacles to effective functioning centered on the rank of those obstacles concerning goals (e.g., poorly defined institutional mission and goals and disagreement on team's goals). The presidents ranked each of these obstacles six places lower than the rank of the corresponding obstacle by the CEOs (i.e., sixth versus first, 13th versus seventh). There are obvious differences in perception and understanding of institutional mission, purpose, competition and environment which affect this ranking difference. Because higher education institutions function within a more stable and predictable environment, their missions and purposes tend to be more stable and unchanging. Businesses must respond to the sudden changes in the environment and thus place a greater emphasis on communication and understanding of goals and purposes.

Finally, the rankings of presidents and CEOs regarding team building ideas or strategies which would be suggested to an incoming president or CEO were very similar. They differed on only one notable point, CEOs ranked "complement your weaknesses" somewhat higher than did the presidents.

Conclusions

Conclusions reached on the basis of the findings were as follows:

Presidents preferred for the team member to become a part of the institution and team by adopting, sharing, and advocating the beliefs and visions of the institution and of the leader.

CEOs preferred for the team member to bring an attitude of

cooperation and a willingness for interdependency, making these more important than knowledge and expertise. CEOs placed a premium upon the member's willingness for interaction over other innate or acquired characteristics.

CEOs viewed team intervention activities of the leader (e.g., servant leadership, team building, and communication skills) more important than those leader attributes which are brought to the team, especially those concerning the personality (e.g., enthusiasm and motivation and charisma).

CEOs placed greater emphasis on leaders taking an active part in promoting team interaction and on the development of team member potential than did the presidents.

Presidents placed greater emphasis on responding to the team (i.e., patience and willingness to remove ineffective team members) than did the CEOs.

CEOs placed greater emphasis on the goals of the team than did presidents.

Preferred characteristics of a team member directly reflect those leader attributes and skills believed to be the most significant for effective team interaction and productivity. Those teams displaying greater diversity, cooperative spirit and team player mentality are preferred by leaders who selected servant leadership, communication skills, and skills to accurately transmit vision. Those teams preferring to have greater emphasis on knowledge, expertise, institutional loyalty, and sharing the leader's vision are more likely to be matched with leaders who placed a greater emphasis on inherent qualities which can be brought to the team setting.

The priority rankings of team leader characteristics select-
ed by both CEOs and presidents are in much more agreement with
the theory of Greenleaf (1977) than with that of Corey and Corey
(1982). Those characteristics selected by the Delphi group are
in fact congruent with the Greenleaf's model of servant leader-
ship.

Recommendations

The following recommendations can be made on the basis of
findings and conclusions noted earlier.

Experimental research should be conducted to test each of
the 15 team and 18 team leader characteristics as being necessary
for effective team performance (e.g., productivity, quality in-
teraction, and team member satisfaction).

Experential models of presidential team leaders and CEO team
leaders should be constructed and tested for effectiveness and
efficiency.

Characteristics of both team members and leaders should be
used as major components for the design of an operational model
for effective team performance. The characteristics listed and
ranked will vary in importance, degree of emphasis and implemen-
tation based upon the particular circumstances (e.g., organiza-
tional structure, environment, level of hierarchy).

Colleges of Education and Business should add prescribed
courses in group processing, team design and team leadership to
the curriculum. Those courses should feature design models for
the creation of experential learning activities in the classroom.

Those courses should focus on enhancing the understanding and preparation for team interaction in the various marketplaces.

Experimental research should be conducted to display the level of congruence and positive correlation between effective leadership of teams and servant leadership as described by Greenleaf (1977).

Concluding Thoughts

The search for an effective model of team leadership requires research in various team settings with consideration of the team's composition, organizational structure, level of hierarchy for team and the team's environment. Descriptive research has produced "neither a set of empirical generalizations sturdy enough to guide managerial practice nor interventions that reliably improve group performance" (Hackman, 1983, p. 3). Therefore, it becomes imperative to design and manage processes that emerge naturally from a team's interaction. Consideration must be given to those factors which exert the greatest influence and guide those task effective processes in a positive direction. The use of specific interventions is dependent upon the team's task, team composition, team norms, organizational context, and distribution of authority (Beer, 1980; Dyer, 1977). Regardless of these components, according to Stogdill (1974), leadership exercises the determining effect on the team's performance, productivity, interaction, and satisfaction of team member's needs. It is essential, therefore, to identify those characteristics of effective leadership required for enhancing team performance, evaluation, accountability, and effectiveness in an era when

efficient information processing is imperative to remain competitive. The study implies that there are certain characteristics of leadership which are necessary for effective executive team performance regardless of team setting (e.g., business or higher education). The fact that there are characteristics of effective team leaders which have been identified by both CEOs and presidents implies an effective team leader model which can be applied in more than one sector.

This study should encourage researchers in colleges and businesses to examine new approaches to facilitating team interaction and to construct models for effective team leadership. As new design models evolve, researchers should attempt to isolate the attributes which can be prescribed for effective team leadership into settings for the education and preparation of leaders.

A primary consideration of researchers is the identification of generalizations which can be applied in a variety of settings. As new models of effective team leadership are developed, educators must consider an appropriate balance of organizational/team context and effective leadership styles, along with appropriate team interventions and strategies. The growth and development of responsive human organizations in the next century depends on it.

BIBLIOGRAPHY

Alderfer, C. P. "Group and Intergroup Relations." In Improving Life at Work. J. R. Hackman & J. L. Suttle (Eds.) Santa Monica, CA: Goodyear, 1977.

Argyris, Chris. "Action Science and Intervention." Journal of Applied Behavioral Science, Vol. 19 (February 1983); pp. 115-140.

Barnard, C. I. The Functions of the Executive. Cambridge, MA: Harvard University Press, 1938.

Bates, Marilyn; Johnson, Clarence D.; and Blaker, Kenneth E. Group Leadership: A Manual for Group Counseling Leaders. Denver, CO: Love Publishing Company, 1982.

Baxter, Cecil and James Corcoran, "Medusan Monster or Ingenuous Model?" Community and Junior College Journal, Vol. 43, No. 1, (Sept. 1972), pp. 18-20.

Beckhard, Richard. "Optimizing Team-Building Effort." Journal of Contemporary Business (Summer 1972), pp. 23-32.

Beckhard, Richard. Organization Development: Strategies and Models. Reading, MA: Addison-Wesley, 1969.

Beckhard, Richard, and Harris, Reuben T. Organizational Transitions: Managing Complex Change. Reading, MA: Addison-Wesley, 1977.

Beer, Michael. Organization Change And Development: A System View. New York, NY: Human Sciences Press, 1980.

Beer, Michael. "The Technology of Organization Development." In Handbook of Industrial and Organizational Psychology. Edited by M. D. Dunnette. Chicago, IL: Rand McNally, 1976.

Belbin, R. Meredith, Management Teams: Why They Succeed or Fail, London: Heinemann, 1981.

Bennis, Warren, and Nanus, Burt. Leaders. New York, NY: Harper & Row Publishers, Inc., 1985.

114

Bergquist, W. H. & Tenbrink, G. J. "Evaluation of administrators." International Encyclopedia of Higher Education, (Ed.) Asa S. Knowles, San Francisco, CA: Jossey Bass, 1978, pp. 1493-1498.

Bertcher, Harvey J. Group Participation: Techniques for Leaders and Members. Beverly Hills, CA: Sage Publications, 1979.

Blake, Robert R.; Mouton, J. S.; Barnes, L. B.; and Greiner, L. E. "Breakthrough in Organizational Development." Harvard Business Review, Vol. 42 (1964), pp. 134-138.

Blake, R. R. and Mouton, J. S., Building a Dynamic Corporation Through Grid Organization Development. Reading, MA: Addison-Wesley, 1969.

Blake, Robert R., and Mouton, J. S. Corporate Excellence Through Grid Organization Development. Houston, TX: Gulf Publishing Company, 1968.

Carnall, C. A. "Evaluation of Work Organization Change." Human Relations, Vol. 33 (December 1980): pp. 885-916.

Carnall, C. A. The Evaluation of Organizational Change. Henley, PA: Grover Publishing Co., Ltd., 1982.

Cass, Eugene L. and Frederick G. Zimmer. Man And Work In Society, New York, NY: Van Nostrand Reinhold Company, 1975.

Cleveland, Harlan. The Knowledge Executive: Leadership in an Information Society. New York, NY: E. P. Dutton, 1985.

Clifford, E. W. "Evaluation by the Numbers.... and More." (Paper presented at Regional Seminar on Evaluation of Administrators in Higher Education sponsored by American Association of University Administrators, November, 1976.)

Coffman, Linn. "An Easy Way to Effectively Evaluate Program Results." Training and Development Journal Vol. 33 (August 1979), pp. 28-32.

Conway, James A. "The Myth, Mystery, and Mastery of Participative Decision Making in Education." Educational Administration Quarterly, Vol. 20 (Summer 1984), pp. 11-40.

Cook, Michael H. "Training Isn't a Cost -- It's Blue-Chip Investment." Training and Development Journal, Vol. 34 (February 1980), pp. 4-7.

Corey, Gerald, and Corey, Marianne Schneider. Groups: Process and Practice. Monterey, CA: Brooks/Cole Publishing Company, 1982.

Cousin, A. N. & Rogus, J. F. "Evaluating academic administrators -
- from below." Liberal Education, Vol. 63 (March, 1977),
pp. 91-101.

Cummings, Thomas G. Systems Theory for Organization Development.
New York, NY: John Wiley & Sons, 1980.

Cyphert, Frederick R. and Gant, Walter L. "The Delphi Technique:
A Case Study." Phi Delta Kappan, (January, 1971),
pp. 272-273.

Dayal, I., and Thomas, J. M. "Operation KPE: Developing a New
Organization." Journal of Applied Behavioral Science,
Vol. 4 (1968), pp. 473-506.

Desatnick, Robert L. "What Makes the Human Resource Function
Successful?" Training and Development Journal, Vol. 38
(February 1984): pp. 40-49.

Dinsmore, Paul C. Human Factors in Project Management. New York,
NY: American Management Associations, 1984.

Dodds, Harold W., The Academic President- Educator or Caretaker,
Westport, CT: Greenwood Press, 1977.

Dressel, P. L. Handbook of Academic Evaluation: Assessing
Institutional Effectiveness, Student Progress, and
Professional Performance for Decision Making in Higher
Education. San Francisco, CA: Jossey Bass, 1976.

Dyer, William G. Team Building: Issues and Alternatives.
Reading, MA: Addison-Wesley, 1977.

Farmer, C. H. Administrator Evaluation: Concepts, Methods,
Cases in Higher Education. Richmond, VA: Higher Education
Leadership and Management Society, Inc., 1979.

Fiedler, Fred. "New Concepts for the Management of Managers" In
Man and Work in Society, E. L. Cass and F. G. Zimmer,
(Eds.) New York, NY: Van Nostrand Reinhold, 1975, 207-219.

Fiedler, Fred. A Theory of Leadership Effectiveness. New York,
NY: McGraw-Hill Book Company, 1967.

Fisher, C. F. "The Evaluation of University Faculty and
Administrators: A Case Study." AAHE-ERIC/Higher Education
Research Currents, Washington, DC: American Association
for Higher Education, March 1977a, pp. 3-6.

Fisher, C. F. Developing and Evaluating Administrative
Leadership. San Francisco, CA: New Directions For Higher
Education, Jossey-Bass Inc., 1978.

French, Wendell L. and Bell, Cecil H. Organization Development. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Gardiner, John J., "Building Leadership Teams", Leadership Development: Strategies for a New Era. Madeline Green, ed. New York, NY: ACE/Macmillan Publishing, 1988.

Gardner, John W. The Nature of Leadership, Washington, DC: Independent Sector, 1986a.

Gardner, John W. The Tasks of Leadership, Washington, DC: Independent Sector, 1986b.

Gardner, John W. The Heart of the Matter, Washington, DC: Independent Sector, 1986c.

Gardner, John W. Leadership and Power, Washington, DC: Independent Sector, 1986d.

Gardner, John W. The Moral Aspect of Leadership, Washington, DC: Independent Sector, 1986e.

Geddes, Vivian. "Administrator Renewal: The Leadership Role in Collegial Team Development." Englewood, CO: A CFK Ltd. Occasional Paper, February 1984.

Grafft, Bill. "Teaming Up for Excellence." Thrust, (September 1985), pp. 23-25.

Greenleaf, Robert K. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. New York, NY: Paulist Press, 1977.

Greenleaf, Robert K. The Servant as Leader. Newton Center, MA: Robert K. Greenleaf Center, 1970.

Greenleaf, Robert K. The Leadership Crisis: A Message to College and University Faculty. Newton Center, MA: Robert K. Greenleaf Center, 1978.

Joiner, Charles W. Leadership for Change. Cambridge, MA: Ballinger Publishing Company, 1987.

Hackman, J. Richard, A Set of Methods for Research on Work Teams. Technical Report No. 1. New Haven, CT: Group Effectiveness Research Project, School of Organization and Management, Yale University, 1982.

Hackman, J. Richard, A Normative Model of Work Team Effectiveness. Technical Report No. 2. New Haven, CT: Group Effectiveness Research Project, School of Organization and Management, Yale University, 1983.

Hare, Alexander P. Handbook of Small Group Research. New York,
    NY: Free Press, 1976.

Hare, Alexander P. Handbook of Small Group Research. New York,
    NY: Collier Macmillan Publishers, 1962.

Harrison, R. "Role Negotiation: A Tough-minded Approach to Team
    Development." In Interpersonal Dynamics, Bennis, G.W.;
    Berlew, D.E.; Schein, E.H.; and Steele, F.I. (Eds.),
    Homewood, Ill.: Dorsey Press, 1973.

Hayes, G. D. "Evaluating A President: The Minnesota Plan." AGB
    Reports (September-October, 1976), p. 18.

Helmer, Olaf "The DELPHI Technique and Educational Innovation."
    Inventing Education for the Future, by W. Z. Hirsch and
    colleagues. San Francisco, CA: Chandler Publishing Company,
    1967.

Kamm, Robert B., They're No. One. Oklahoma City, OK: Western
    Heritage Books, Inc., 1980

Katz, D. and Kahn, R. L. The Social Psychology of Organizations
    (2nd ed.). New York, NY: John Wiley & Sons, 1978.

Katz, D. and Kahn, R. L. The Social Psychology of Organizations,
    New York, NY: John Wiley and Sons, 1966.

Lawrence, P. R., and Lorsch, J. W., Developing Organizations:
    Diagnosis and Actions. Reading, MA: Addison-Wesley, 1969.

Leavitt, H. J. "Suppose we took groups seriously..." In Man and
    Work in Society, E. L. Cass and F. G. Zimmer, (Eds.), New
    York, NY: Van Nostrand Reinhold, 1975, pp. 67-77.

Leifer, Melissa, and Newstrom, John W. "Solving the Transfer of
    Training Problems." Training and Development Journal
    Vol. 34 (August 1980), pp. 42-46.

Lehmann, Theodore. "Model for Leadership Development: A New
    Approach to Doctoral Programs in Educational
    Administration." Paper presented at the Annual Meeting of
    the American Educational Research Association (60th,
    Washington, DC: March 31-April 4, 1975).

Lewis, John, W. III. "Management Team Development: Will It Work
    For You?" Personnel (July-August 1975).

Linstone, Harold A. and Turoff, Murray. The Delphi Method,
    Reading, MA: Addison-Wesley Publishing Company, 1975.

Lippitt, Gordon, and Lippitt, Ronald. The Consulting Process in
    Action, La Jolla, CA: University Associates, Inc., 1978.

Lippitt, Gordon L. Organization Renewal: A Holistic Approach to Organization Development. Englewood Cliffs, NJ: Prentice Hall, 1982.

Luft, Joseph. Group Processes: An Introduction to Group Dynamics. Palo Alto, Ca.: Mayfield Publishing Company, 1984.

Maccoby, M. The Leader: A New Face for American Management. New York, NY: Simon and Schuster, 1981.

Maier, N. R. "Assets and Liabilities in Group Problem Solving: The Need for an Integrative Function." Psychology Review, Vol. 74 (1967), pp. 239-249.

Maier, N. R. Psychology in Industry. Boston, MA: Houghton Mifflin, 1965.

Maier, N. R. Problem Solving Discussions and Conferences: Leadership Methods and Skills. New York, NY: McGraw-Hill, 1963.

Manz, Charles C. and Sims, Henry P. "Leading Workers to Lead Themselves: The External Leadership of Self-Managing Work Teams." Administrative Science Quarterly, Vol. 32 (1987): pp. 106-128.

Margulies, N. and Raia, A. P. "People in Organizations: A Case for Team Building." Training and Development Journal Vol. 35 (June 1981), pp. 56-69.

Margulies, N. and Raia, A. P. Organization Development: Values, Process and Technology. New York, NY: McGraw-Hill, 1972.

McGrath, Joseph E., Social Psychology: A Brief Introduction. New York, NY: Holt, Rinehart, and Winston, 1964.

McGrath, Joseph E., and Altman, Irwin. Small Group Research: A Synthesis and Critique of the Field. New York, NY: Holt, Rinehart, and Winston, 1966.

McGrath, Joseph. Groups: Interaction and Performance. Englewood Cliffs, NJ: Prentice-Hall, 1984.

McGregor, D. The Human Side of Enterprise. New York, NY: McGraw-Hill, 1960.

Merry, Uri, and Allerhand, Melvin E. Developing Teams and Organizations: A Practical Handbook for Managers and Consultants. Reading, MA: Addison-Wesley, 1977.

Mills, Theodore M., Group Transformation: An Analysis of Learning Group. Englewood Cliffs, NJ: Prentice-Hall, 1964.

Miskin, Val D. and Gmelch, Walter H. "Quality Leadership for Quality Teams." Training and Development Journal, Vol. 39 (May, 1985), pp. 124-129.

Mohr, L. B. Explaining Organizational Behavior. San Francisco, CA: Jossey-Bass, 1982.

Moore, Michael L. "Assessing Organizational Planning and Team-work: An Action Research Methodology." Journal of Applied Behavioral Science (October-December 1978), pp. 479-490.

Nason, J. W. Presidential Search. Washington, DC: Association of Governing Boards of Universities and Colleges, 1979.

National Association of Student Personnel Administrators. "Administrators have rights too, NASPA affirms." College and University Business, Vol. 48 (June 1970), pp. 46-48.

Nordvall, R. C. "Evaluation and Development of Administrators," Washington, DC: AAHE-ERIC/Higher Education Research Report, No. 6, 1979.

Nystrom, Paul C. and Starbuck, William H. Handbook of Organizational Design. Oxford: Oxford University Press, 1981.

Patten, Thomas H., Organizational Development Through Teambuilding. New York, NY: John Wiley & Sons, 1981.

Patten, Thomas H., and Vaill, Peter B. "Organization Development." In Training and Development Handbook. Edited by Robert C. Craig. New York, NY: McGraw-Hill Book Company, 1976.

Perrow, C. Complex Organizations: A Critical Essay. Glenview, CA: Scott, Forman & Co., 1972.

Perrow, C. Organizational Analysis: A Sociological View. Belmont, CA: Wadsworth Publishing Company, Inc., 1970.

Perkins, Dennis N. "Evaluating Social Interventions: A Conceptual Schema." Evaluation Quarterly, Vol. 1 (November 1977), pp. 639-656.

Pfeiffer, John. New Look at Education, Poughkeepsie, NY: Odyssey Press, 1968.

Pomrenke, Velma. "Team Leadership Development." New Directions for Institutional Research: Effective Planned Change Strategies, no. 33. G. Hipps, Editor. San Francisco, CA: Jossey-Bass, March 1982.

Ramsden, Pamela. Top Team Planning. New York, NY: John Wiley &
    Sons, 1973.

Reich, Robert B. "Entreneurship Reconsidered: The Team as Hero."
    Harvard Business Review, Vol. 3 (May-June 1987), pp. 77-83.

Reilley, Anthony J., and Jones, John E. "Teambuilding." In
    1974 Annual Handbook for Group Facilitators, Edited by
    J. W. Pfeiffer and J. E. Jones. San Diego, CA: University
    Associates, 1974.

Rosener, Judy B., and Rosener, Lynn. "Alpha + Beta = A New
    Effectiveness: Leaders and Followers in the 1980s." in
    Leaders and Followers: Challenges for the Future.
    Heller, Trudy; Van Til, Jon; and Zurcher, Louis A., (Eds.),
    Greewich, CT: Jai Press Inc., 1986.

Schein, Edgar H. Process Consultation. Reading, MA:
    Addision-Wesley Publishing Company, 1969.

Schein, Edgar H. and Bennis, Warren G. Personal and
    Organizational Change Through Group Methods. New York, NY:
    John Wiley & Sons, 1965.

Schein, Edgar H. Organizational Psychology. (2nd Ed.) Englewood
    Cliffs, NJ: Prentice-Hall, 1970.

Semprevivo, Philip C. Teams: In Information Systems Development.
    New York, NY: Yourdon Press, 1980.

Sherwood, J. J. "An Introduction to Organization Development."
    In The 1972 Annual Handbook for Group Facilitators,
    Edited by J. W. Pfeiffer and J. E. Jones. La Jolla, CA:
    University Associates, 1972.

Simon, Herbert A. Administrative Behavior: A Study of Decision-
    Making Processes in Administrative Organization. New York,
    NY: The Free Press, 1976.

Skaret, David J. and Bruning, Nealia S. "Attitudes About the
    Work Groups: An Added Moderator of the Relationship Between
    Leader Behavior and Job Satisfaction." Groups and
    Organization Studies, Vol. 11 (September 1986), pp. 254-279.

Smith, David G. and Stockton, Rex. "Employability Development
    Teams: Leadership." Journal of Employment Counseling,
    Vol. 9 (September, 1972), pp. 113-119.

Sprunger, B. E. & Berquist, W. H. Handbook for College
    Administration. Washington, DC: Council for the
    Advancement of Small Colleges, 1978.

Surwill, B. G. & Heywood, S. J. "Evaluation of College and University top brass: The state of the art, status report of AASCU member institutions," Washington, DC: American Association of State Colleges and Universities, 1976.

Stogdill, Ralph M. Handbook of Leadership: A Survey of Theory and Research. New York, NY: The Free Press, 1974.

Stogdill, Ralph M. Team Achievement Under High Motivation. Columbus, OH: The Bureau of Business Research, 1963.

Terpstra, David E. "Evaluating Selected Organization Development Interventions: The State of the Art." Group and Organization Studies, Vol. 7 (December 1982), pp. 402-417.

Theobald, Robert. The Rapids of Change. Indianapolis, IN: Knowledge Systems, Inc., 1987.

Tucker, Allan. Chairing the Academic Department: Leadership Among Peers. Second Edition, New York, NY: Collier-Macmillan Publishers, 1984.

Vroom, Victor. "Leadership Revisited" In Man and Work in Society, E. L. Cass and F. G. Zimmer, Eds. New York, NY: Van Nostrand Reinhold, 1975, pp. 220-234.

Weaver, W. Timothy. "The Delphi Forecasting Method" Phi Delta Kappan (January, 1971), pp. 267-271.

Weick, K. E., Organization Design: Organizations as Self-Designing Systems. Organization Dynamics, (Autumn 1977), pp. 31-46.

Weinberg, Alvin M. "Scientific Teams and Scientific Laboratories." Daedalus, Vol. 99, (1970), pp. 1056-1075.

White, S. E. and Mitchell, T. R. "Organization Development: A Review of Research Content and Research Design." Academy of Management Review (April 1976), pp. 57-73.

Wilhelm, Patricia M. "The Administrative Team, a Simple Concept to Facilitate Problem Solving." NASSP Bulletin, Vol. 68 (January 1984), pp. 26-31.

Woodman, Richard W., and Sherwood, John J. "The Role of Team Development in Organizational Effectiveness: A Critical Review." Psychological Bulletin Vol. 88 (July 1980), pp. 166-186.

Wynn, Richard, and Guditus, Charles W. Team Management: Leadership by Consensus. Columbus, OH: Charles E. Merrill Publishing Company, 1984.

Yukl, Gary A. Leadership in Organizations, Englewood Cliffs,
     NJ: Prentice-Hall, Inc., 1981.

Zander, Alvin. Groups at Work. San Francisco, CA: Jossey-Bass,
     Inc., 1977.

APPENDIXES

APPENDIX A

MANAGERIAL GRID

HIGH

The Managerial Grid

1.9 MANAGEMENT ←	**9.9 MANAGEMENT** →
THOUGHTFUL ATTENTION TO NEEDS OF PEOPLE FOR SATISFYING RELATIONSHIPS LEADS TO A COMFORTABLE FRIENDLY ORGANIZATION ATMOSPHERE AND WORK TEMPO	WORK ACCOMPLISHMENT IS FROM COMMITTED PEOPLE: INTERDEPENDENCE THROUGH A "COMMON STAKE" IN ORGANIZATION PURPOSE LEADS TO RELATIONSHIPS OF TRUST AND RESPECT

5.5 MANAGEMENT

ADEQUATE ORGANIZATION PERFORMANCE IS POSSIBLE THROUGH BALANCING THE NECESSITY TO GET OUT WORK WITH MAINTAINING MORALE OF PEOPLE AT A SATISFACTORY LEVEL

1.1 MANAGEMENT	**9.1 MANAGEMENT** →
LOW CONCERN FOR PEOPLE AND PRODUCTION — EXERTS MINIMUM EFFORT TO GET JOB DONE AND MAINTAIN POSITION IN ORGANIZATION. SUBORDINATES ARE LEFT TO MANAGE THEMSELVES	EFFICIENCY IN OPERATIONS RESULTS FROM ARRANGING CONDITIONS OF WORK IN SUCH A WAY THAT HUMAN ELEMENTS INTERFERE TO A MINIMUM DEGREE

CONCERN FOR PEOPLE (vertical axis, 1–9)

LOW

1 2 3 4 5 6 7 8 9

LOW   CONCERN FOR PRODUCTION   HIGH

Blake, R. R. and Mouton, J. S., Building a Dynamic Corporation Through Grid Organization Development. Reading, Mass.: Addison Wesley, 1969.

CONCERN FOR PEOPLE 9

COUNTRY CLUB: Thoughtful 8
attention to neds of people
for satisfying relationships 7
leads to a comfortable friend-
ly organization atmosphere and 6
work tempo
5

IMPOVERISHED: Exertion of 4
minimum effort to get required
work done is appropriate to 3
sustain organizational member-
ship. 2

MIDDLE-OF-THE-ROAD: Adequate
organization performance is
possible through balancing
the necessity to get out work
while maintaining morale of
people at the satisfactory
level.

(9,1) COUNTRY CLUB	(9,9) TEAM
(5,5) MIDDLE-OF-THE-ROAD	
(1,1) IMPOVERISHED	(1,9) TASK

1 2 3 4 5 6 7 8 9

CONCERN FOR PRODUCTION

TEAM: Work accomplishment
is from committed people's
interdependence to a common
stake in organizational
purposes and leads to relation-
ships of trust and respect.

TASK: Efficiency in operation
results from arranging conditions
of work in such a way that human
elements interfere to a minimum
degree.

APPENDIX B

A SUMMARY OF RESEARCH ON TEAM DEVELOPMENT

A Summary of Research on Team Development

Woodman, Richard W., and Sherwood, John J. "The Role of Team
Development in Organizational Effectiveness: A Critical
Review." *Psychological Bulletin* 88. (July 1980): 166–186.

Study	Model[a]	Setting	Research design[b,c]	Results	Internal validity
Argyris (1965)	Interpersonal	Corporate board of directors	Time series	Interpersonal competence—increased; organizational effectiveness—increased	Fair
Beckhard (1966)	Goal setting	Management teams for new hotels	One-shot case study	Profits—improved; climate—improved; performance effectiveness—improved; costs—decreased	Poor
Beckhard & Lake (1971)	Goal setting	Management team, mortgage department, commercial bank	Pretest–posttest, nonequivalent control group, longitudinal	Productivity—increased; turnover—decreased; absenteeism—decreased; climate—improved	Poor
Bigelow (1971)	Goal setting, interpersonal	Teachers, junior high schools	Pretest–posttest, nonequivalent control group	Climate—improved; transfer of integrative behavior by teacher to classroom	Fair
Blake & Mouton (1966)	Grid	Management and union representatives, industrial plant	One-group, pretest–posttest	Production emphasis (9, 9; 9, 1)—increased; low production emphasis (5, 5; 1, 9; 1, 1)—decreased	Poor
Blake, Mouton, Barnes, & Greiner (1964)	Grid	Management and technical personnel, industrial plant	One-group, pretest–posttest	Productivity—increased; cost—decreased, values and attitudes—improved; community relations—improved, union relations—improved	Poor
Blake, Mouton, Sloma, & Loftin (1968)	Grid	Hourly production workers, industrial plant	One-shot case study	Climate—improved; satisfaction—increased	Poor
Bowers (1973)	Interpersonal	23 separate organizations	Pretest–posttest, nonequivalent control group	Organizational effectiveness—decreased	Poor
Bragg & Andrews (1973)	Goal setting	Work group, hospital laundry	Pretest–posttest, nonequivalent control group	Productivity—improved; attitudes—improved; absenteeism—decreased	Good
Brown, Aram, & Bachner (1974)	Goal setting	Teams representing seven schools of theology in a consortium	Pretest–posttest, nonequivalent control group	Goal consensus—unchanged; sharing of information (participation)—increased; perceived importance of coordination problems—increased	Fair
Crockett (1970)	Goal setting, interpersonal	Executive team, U.S. State Department	Case study	Group effectiveness—increased	Poor
Dayal & Thomas (1968)	Role	Management team, new manufacturing plant	One-shot case study	Group effectiveness—increased	Poor
Fosmire, Keutzer, & Diller (1971)	Goal setting, interpersonal	Faculty, new high school	Pretest–posttest, nonequivalent control group, longitudinal	Interpersonal behavior—improved; climate—improved	Fair
Friedlander (1967)	Goal setting	Work groups, research and development organization	Pretest–posttest, nonequivalent control group	Group effectiveness—increased; mutual influence—increased; participation—increased; leader approachability—unchanged; trust—unchanged; evaluation of meetings—unchanged	Good
Golembiewski (1972)	Interpersonal, role	Managers and salespeople, 33 regional marketing groups	One-group, pretest–posttest	Climate—improved	Poor
Hand, Estafen, & Sims (1975)	Goal setting	Student teams, management simulation game	Pretest–posttest, control group (true randomization not attained)	Performance—unchanged; satisfaction—increased	Fair
Harvey & Boettger (1971)	Goal setting	Management team, vice-president of corporate services and 15 division directors	Time series	Communication—improved; attitudes—improved	Fair

Study	Model[a]	Setting	Research design[b,c]	Results	Internal validity
Hautaluoma & Gavin (1975)	Interpersonal	Management team, small manufacturing company	One-group, pretest–posttest, separate-sample posttest-only control group	Satisfaction—increased; turnover—unchanged; absenteeism—decreased	Poor
Kegan & Rubenstein (1973)	Not described by author	9 work groups, research and development labs, 3 separate organizations	Multiple time series	Trust—increased; trust correlated with self-actualization, partial support that trust associated with group effectiveness	Poor
Kimberly & Nielsen (1975)	Goal setting	Production foreman, automobile assembly plant	One-group, pretest–posttest, with time series for performance data	Climate—improved, satisfaction—increased; productivity—unchanged; product quality—improved; profit—increased	Poor
Luke, Block, Davey, & Averch (1973)	Goal setting, interpersonal, role	Consulting and coordination management teams, large retail food chain	Pretest–posttest, nonequivalent control group	Profit—increased; productivity—increased; attitudes—improved; climate—improved	Fair
Marrow, Bowers, & Seashore (1967)	Goal setting	Work groups, garment manufacturing plant	One-group, pretest–posttest (with comparison plant for some measures)	Climate—improved; satisfaction—increased; absenteeism—decreased; performance—improved	Poor
Nadler & Pecorella (1975)	Goal setting	Work groups, small manufacturing company	Pretest–posttest, with comparison to national norms (only posttest data reported)	Satisfaction—increased (nonsupervisory employees), decreased (supervisory and technical employees), unchanged (management); participation—increased; performance—improved	Poor
Rubin, Plovnick, & Fry (1974)	Goal setting, role	Work groups, health care organization	Case study	No evaluation presented—descriptive study	—
Schmuck, Murray, Smith, Schwartz, & Runkel (1975)	Goal setting, interpersonal, role	Principals and teachers, elementary schools	Pretest–posttest, nonequivalent control group, longitudinal	Attitudes—improved; satisfaction—increased	Poor
Schmuck, Runkel, & Langmeyer (1969)	Goal setting, interpersonal, role	Entire faculty and staff, junior high school	Pretest–posttest, nonequivalent control group, longitudinal	Attitudes—improved; norms—improved, innovations—increased	Good
Wakely & Shaw (1965)	Goal setting, interpersonal	Management team, new plant, electronic components manufacturing company	One-group, pretest–posttest	Agreement concerning operating procedures—increased; personal effectiveness—increased; performance effectiveness—increased	Poor
Wilson, Mullen, & Morton (1968)	Goal setting	Upper level managers, State of California government agencies	Static group comparison	Team development judged to be more valuable than sensitivity training in terms of value on the job	Fair
Woodman (1978)	Goal setting	Surveying parties, engineering surveying course	Posttest only, control group	Performance—unchanged; perceived effectiveness—improved; participation—increased; goal consensus—possible increase; perceived learning—unchanged; trust—unchanged; group cohesiveness—unchanged; satisfaction unchanged	Good
Zand, Steele, & Zalkind (1969)	Interpersonal	President, vice-president, and division directors, large research and engineering company	Pretest–posttest, nonequivalent control group, longitudinal	Trust, openness, accepting and seeking help—decreased initially (these changes did not persist); management of conflict, willingness to seek help—improved (over time)	Poor

Note. The results shown in Table 1 are a summary of the results as reported by the authors of the studies. The internal validity is our subjective assessment of the internal validity of the reported results.
[a] Categories are from Beer (1976).
[b] Research design typologies are from Campbell and Stanley (1966).
[c] *Longitudinal* indicates that an additional "after" measurement followed the first posttest by at least 6 months.

APPENDIX C

THE NORMATIVE MODEL

The Normative Model (Hackman, 1983)

Design of the team

1. The structure of the group task
   a. The team task requires a relatively high level of skills.
   b. The team's task as a whole is meaningful piece of work and visible.
   c. Outcomes of the have significant outcomes on people.
   d. Task provides autonomy, responsibility, and authority-ownership given allow team to decide how to run things.
   e. Work generates regular trustworthy feedback on performance.

   (If the above conditions are met, then the expectation is increased group effort.)

2. The composition of the team
   a. Individual members have high task-relevant expertise assign talented individuals to it.
   b. The team is just large enough to do the work.
   c. Members have interpersonal as well as task skills (education or social development).
   d. Membership is moderately diverse (i.e. Y group). Homogeneity leads to replication of talents, expertise, or perspectives.

   (If the above conditions are met, then the expectation is increased application of knowledge and skill.)

3. The group norms that regulate member behavior
   a. Group norms support explicit assessment of the performance situation and active consideration of alternative ways of proceeding with the work

   (If the above condition is met, then the expectation is increased appropriateness of task performance strategies.)

"It is possible to build group norms that increase the likelihood that members will develop task-appropriate performance strategies and execute them well." (p. 34) Such norms have two basic properties;
   1. Group norms support self-regulation (this requires that behavioral norms are sufficiently crystallized and intense), and
   2. Group norms support situations scanning and strategy planning.

Organizational Context of the Team

1. The reward, education, and information systems that influence the team
   a. challenging, specific performance objectives
   b. positive consequences for excellent performances
   c. rewards and objectives that focus on the identification and recognition of the team not individual behavior- avoid

routine tasks

(If the above conditions are met, then the expectation is
increased group effort.)

2. The material resources available to the team
   a. relevant educational resources (including technical
      consultation)
   b. "delivery system" must be in place to make those resources
      accessible to team

   (If the above conditions are met, then the expectation is
   increased application of available knowledge and skill.)

   c. the information system of the organization provides the
      members with the data they need to assess the situation and
      evaluate alternative strategies
      1. clarity about the parameters of the performance situation
      2. access to data about likely consequences of alternative
         strategies

   (If the above conditions are met, then the expectation is
   increased appropriateness of task performance strategies.)

Synergy resulting from the team's interaction

1. minimizing coordination and motivation losses
   a. member activity (task and energy) (adm coordination limited)
   b. utilize member abilities (1 minute manager)

   (If the above conditions are met, then the expectation is
   increased group effort.)

   c. minimizing inappropriate weighting of member contributions
      consideration for demographic attributes (gender, ethnic, age)
      and for behavior style (talkativeness or verbal dominance)
   d. foster collective learning- synergistic gain from group
      interaction increases the total pool of talent

   (If the above conditions are met, then the expectation is
   increased application of available knowledge and skill.)

2. creating shared commitment to the team and its work
      team building activities
      giving the team a name, credit and display their work
   a. group interaction results in little "slippage" when perfor-
      mance plans are executed and instead prompts creative new
      ideas about ways to proceed with the work
   b. minimizing slippage in strategy implementation (cooperation
      and communication)
   c. creating innovative strategic plan
   d. positive synergy - gains exceed losses

   (If the above conditions are met, then the expectation is
   increased appropriateness of task performance strategies.)

APPENDIX D

DELPHI GROUP QUESTIONNAIRE

<u>Delphi</u> <u>Group</u> <u>Questionnaire</u> <u>on</u> <u>Team</u> <u>Leadership</u>

In completing this questionnaire, please use the following defi-
nition of teams leader and teams in formulating your answers.

The <u>team</u> <u>leader</u> is the individual in the group given the respon-
sibility of coordinating and directing mutually accepted, task-
related team activities or who, in the absence of the designated
leader, carries out or performs those primary functions in the team.

The <u>team</u> is an intact social system consisting of a collec-
tion of individuals who 1) are perceived and recognized as a
group by both members and nonmembers of the group, 2) have
significantly interdependent relations with one another, 3)
have separate and distinguishable roles within the group and
4) must rely on collaboration if each member is to experience
the optimum of success and common goal achievement.

Please answer each of the questions by using a term or phrase to
describe the characteristic or item and a brief definition for
each. Give characteristic that <u>will</u> be present rather than what
<u>should</u> be present for the team and leader to be effective. In
addition, please indicate the rank or priority of each by putting
a number out to its left.

1. What are the characteristics of an effective presidential team?

2. What are the characteristics of president as an effective team
leader?

3. What are the critical factors in developing an effective
presidential team?

4. What do you see as the major obstacles to effective team functioning?

5. What team building ideas/strategies might you suggest to an incoming president?

Name _____

Institution _____

Position _____

Please check one

___ You may quote me in the study on effective team leadership

___ Please keep this information completely confidential

<u>Delphi Group Questionnaire on Team Leadership</u>
In completing this questionnaire, please use the following defi-
nition of teams leader and teams in formulating your answers.

The <u>team leader</u> is the individual in the group given the respon-
sibility of coordinating and directing mutually accepted, task-
related team activities or who, in the absence of the designated
leader, carries out or performs those primary functions in the team.

The <u>team</u> is an intact social system consisting of a collec-
tion of individuals who 1) are perceived and recognized as a
group by both members and nonmembers of the group, 2) have
significantly interdependent relations with one another, 3)
have separate and distinguishable roles within the group and
4) must rely on collaboration if each member is to experience
the optimum of success and common goal achievement.

Please answer each of the questions by using a term or phrase to
describe the characteristic or item and a brief definition for
each. Give characteristic that <u>will</u> be present rather than what
<u>should</u> be present for the team and leader to be effective. In
addition, please indicate the rank or priority of each by putting
a number out to its left.

1. What are the characteristics of an effective CEO's team?

2. What are the characteristics of CEO as an effective team
     leader?

3. What are the critical factors in developing an effective CEO
     team?

4. What do you see as the major obstacles to effective team functioning?

5. What team building ideas/strategies might you suggest to an incoming CEO?

Name _____

Organization _____

Position _____

Please check one

___ You may quote me in the study on effective team leadership

___ Please keep this information completely confidential

APPENDIX E

SELECTION COMMITTEE

Dr. Robert Kamm
President Emeritus
Oklahoma State University
Stillwater OK   74078

Dr. John Gardiner
Professor
Oklahoma State University
Stillwater OK   74078

Dr. Mel Jones
2201 Brixton
Edmond, OK   73034

Mr. Carl Rieser
104 E. 40th St.
New York, NY   10016

Mr. Jack Lowe
Chief Executive Officer
TD Industries
13737 N. Stemmons
Dallas, TX 75234

Mr. Charles Wade
Retired Project Manager
1860 Highbank
St. Joseph, Mich. 49085

Mr. Fred Myers
Manager
AT&T
Atlanta, Georgia 30322

APPENDIX F

DELPHI GROUP MEMBERS

Delphi Group - Presidents in Higher Education	Delphi Group - CEOs in Business

Delphi Group - Presidents in Higher Education

Dr. Paul Sharp
President Emeritus
University of Oklahoma
Norman, Oklahoma 73026

Dr. Wayne Reitz
President Emeritus
University of Florida
Gainsville, Florida 23611

Dr. Phillip Shriver
President
Miami University
Oxford, Ohio   45056

Dr. Glenn Terrell
President Emeritus
Washington State University
Pullman, Washington 99164

Dr. Daniel Aldrich
Chancellor Emeritus
University of California, Irvine
Irvine, Ca.   92717

Dr. David G. Brown
Chancellor
University of North Carolina- Ashville
Ashville, NC 28804

Dr. Eugene Swearingen
President Emeritus
University of Tulsa
2650 E. 66th
Tulsa, Ok. 74136

Dr. Patsy H. Sampson
President
Stephens College
Columbia, MO   65215

Dr. William G. Sharwell
President
Pace University
1 Pace Plaza
New York, NY 10038

Dr. Lloyd Barber
President and Vice Chancellor
University of Regina
Regina Saskatchewan, Canada S4S0A2

Delphi Group - CEOs in Business

Dr. Roger Stoll
President
Miles Laboratory
Elkhart, IN

Mr. Elisha Gray
Retired Chairman of the Board and CEO
Whirlpool Corporation
4448 End of Woods Dr.
Benton Harbor, MI 49022

Mr. Jim Barnes
Chairman and Chief Executive Officer
MAPCO
P.O. Box 645
Tulsa, Ok. 74101-0645

Mr. Robert Chitwood
Retired Chief Operating Officer
Cities Service
P.O. Box 521146
Tulsa, OK.   74152

Mr. Dennis Smith
President Intex
50 Penn Place
Suite 340
Oklahoma City, OK. 73118

Mr. Hans Helmerich
Chief Executive Officer
Helmerich and Payne
21st and Utica
Tulsa, OK. 74104

Mr. Daniel Baze
President
First Life Assurance
American First Tower
Oklahoma City, Ok. 73102

Mr. James R. Adams
President, Texas Division
Southwestern Bell
P. O. Box 225521
Dallas, Texas 75265

Mr. Jerry Farrington
Chief Executive Officer
Texas Utilities Company
2001 Bryan Tower, 19th Floor
Dallas, Texas 75201

Mr. J. McDonald Williams
Managing Partner
Tramwell Crow Company
3500 LTV Center
2001 Ross Avenue
Dallas, Texas 75201-2997

Mr. Bob Vanourek
Pitney-Bowes
155 Skyview
New Canaan, Conn. 06840

Mr. Bill Bottum
Chairman of the Board
President
Townsend and Bottum
2245 S. State Street
Ann Arbor, MI 48104

APPENDIX G

DELPHI GROUP QUESTIONNAIRE TWO

1. What are the characteristics of an effective Presidential/CEO's team?

__1. Diversity - in educational background, educational philosophy, administrative style, and personal characteristics .

__2. Institutional loyalty - goals and objectives of institution is placed above personal goals and advancement

__3. Stability- low turnover, even disposition and composition

__4. Trust and Mutual respect

__5. Communication and Interaction - clear articulation of thoughts, sharing openly and listening

__6. Shared vision - supporting the president's vision

__7. Integrity - possessed by each of the members

__8. Enthusiasm and Motivation (intrinsic or extrinsic)

__9. Commitment and Determination - to achieve goals and overcome adversity

__10. Knowledge and expertise - brought by each of the members

__11. Creativity and Innovation

__12. Bias for Implementation and Performance- ideas that can be successfully implemented vs. just concepts or theories

__13. Understanding roles and functions- Accurate perception and understanding of each member's separate, supportive and complementary roles and interests

__14. Team player mentality by each of the members - Cooperative Spirit willingness to engage in the team's agenda and activities, minimal self interest and willingness for interdependency

__15. Professional competence - willingness to honestly disagree with President or other members (creative criticism and tension) and yet supportive of final decision (whether consensus or unilateral) even if their position differs

2. What are the characteristics of a President/CEO as an effective team leader?

___ 1. Professional competence - wins support and loyalty of constituency (broad knowledge and good work ethic)

___ 2. Charisma and personality
positive attitude, sense of humor

___ 3. Decision making ability - articulates the consensus or majority's position or the best option when in institution's best interest despite being unpopular

___ 4. Problem solving- capacity to recognize most effective option for task or group intervention

___ 5. Visionary - possesses the ability to originate, generate and/or transmit vision of institution

___ 6. Enthusiasm and Motivation- stimulates and inspires ideas and suggestions

___ 7. Personal integrity - a good self image, self-assured, establishes a consistent standard, candidness

___ 8. Communication skills - articulates vision clearly, encourages and adheres to "several way" communication
Facilitator and Mediator of group process - (catalyst)

___ 9. Creates supportive nuturing environment- promotes an atmosphere which stimulates professional and personal development of others
Delegation of Duties, responsibility and authority (shares power)

___ 10. Belief in God

___ 11. Primus inter pares - must perceive himself and be perceived by others as first among equals (despite deficiencies) respects all members

___ 12. Public relations- connects well with external publics

___ 13. Team builder - allows for individual autonomy for execution of duties yet encourages cohesiveness and continuity of in-tegrated roles and quality interaction among team members-

___ 14. Feedback - provides appraisal of value and importance regarding individual contributions to achievement of goal

___ 15. Patience and Willingness to listen - to new ideas and encourage frankness

___ 16. Discernment and good judge of character- pick the best team members

___ 17. Servant Leadership - desire to serve team and not himself readily changes his own preconceptions when he sees the group's idea or vision is better
Avoids manipulation or coercion

___ 18. Timeliness - being at the right place at the right time

3. What are the critical factors in <u>developing</u> an effective Presidential/CEO team?

___1. Selection of quality team members - accurate assessment of personal qualities and potential (strengths and weaknesses)

___2. Heterogeneity- diversity or variance in educational philosophy and administrative style to promote greater objectivity in approaching problems

___3. Feedback - Presidential support through acknowledgement (possibly praise or reward system) of team members when merited Recognition of contributions - belief by team members that their contribution is indispensible for the team's effective operation

___4. Willingness to remove ineffective team members

___5. History of shared tasks - success breeds success

___6. Effective information processing - adequate effort and application of knowledge and skills for effective interaction

___7. Identification and Prevention of Territoriality

___8. Team building- effective use of team building interventions by leader especially in preventing and managing conflicts Blending the needs of individuals and segment operations with the overall corporate objective.

___9. Building Mutual Trust and Respect - in each other

___10. High Morale in the sense of commitment to shared goals

___11. Shared Goals- clear articulation of realistic purpose, goal and vision ("game plan," objectives)

___12. Linked mission statements to show how all subgroups fit to the whole

___13. Patience - realistic expectations and time allotment for formation and development of team (building familiarity, confidence, and friendships while establishing open lines of communication)

___14. Well defined expectations - visible yardsticks for the entire team

___15. High Motivation and energy - needed for the initiation of group processing

___16. Regular group meetings to consider policy, issues, and problems

___17. Loyalty to team and institution- Submission of ego

___18. Leading by serving the group- Delegation of responsibility- let the team do its job and monitor performance

4. What do you see as the major obstacles to effective team functioning?

___1. Personal ambition and ego-centricity of team members -
emphasis on individual satisfaction and personal achievements

___2. Reticence of team members
Lack of commitment

___3. Inequitable treatment of team members by team leader

___4. Ineffective communication and close-mindedness of team members
Information hoarding- Unwillingness to share information and
ideas - Lack of candid discussion among members

___5. Lack of comfort with team model (bureaucratic approach preferred
or insufficient sense of interdependency in team)
Risk aversion by team members

___6. Poorly defined institutional mission and goals

___7. Lack of direction - Little or no understanding of particular
roles by team members

___8. Divided loyalties

___9. Lack of integrity- Disrespect
Lack of confidentiality by team members

___10. Disagreement on team's goals by team members

___11. Unwillingness to listen by leader

___12. Leader dominance due to lack of security and self-confidence
manipulation, coercion, mistrust
Unilateral decision making by leader

___13. Wasted time in meetings (dealing with trivia)

___14. Ineffective delegation of responsibility

___15. Poor reward system

5. What team building ideas/strategies might you suggest to an incoming President/CEO?

___1. Create a spirit of collegiality
     Show loyalty and concern for those around the new president
     Display equity when dealing with constituencies

___2. Display personal commitments, quality work habits and high
     professional ethics (a model worthy of loyalty and support)

___3. Delegate responsibility showing trust and confidence in
     colleagues

___4. Meet regularly with team

___5. Ensure clear identification of team members' responsibility,
     needed authority and team's priorities
     Set high standards and expectations - Hold them accountable

___6. Clarify reward system and offer frequent display of appre-
     ciation and gratitude for effective team effort - Celebrate wins

___7. Insist on effective communication- listen to all seek opinions,
     suggestions and ideas from team (collectively or individually)

___8. Prepare and Develop strategies and tenative targets subject to
     team's input

___9. Offer Retreats - overnight or weekend (informal get-togethers)
     Discuss what each member brings to the team - Learn about
     each others' backgrounds, strengths, and weaknesses

__10. Develop assignments which encourage team interaction and inter-
     dependency (this could include a hidden agenda of diagnosing
     weaknesses - leader directs questions to promote collaboration
     such as "Who have you consulted?"

__11. Complement your weaknesses

__12. Offer members adequate time and support for creativity and
     innovation

__13. Encourage discussion which will clarify, modify and better define
     the mission and goals of the institution for achievement
     Discuss to consensus overall goal, mission, and values to be used

__14. Be willing to "bite the bullet" by terminating team membership
     for someone who is not a team player

__15. Learn to achieve whole brained, integrated solutions -- let your
     intuitive, "feeling" self come through to balance your rational self

__16. Become a servant leader, more a coach than driver
     Favor team play over individual achievement

__17. Trust yourself first then trust others

__18. Use team building consultant at least in beginning

Name   _____
Address   _____
          _____
          _____

VITA

Mark D. Weber

Candidate for the Degree of

Doctor of Education

Thesis: A DELPHI INQUIRY OF EFFECTIVE TEAM LEADERSHIP

Major Field: Higher Education Administration

Biographical:

   Personal Data: Born in Lima, Ohio, February 1, 1953, the
       son of Cletus J. and Marylou W. Weber. Married to Kara
       J. Wade on July 19, 1980.

   Education: Graduated from H. B. Plant High School, Tampa,
       Florida, in June, 1971; received Bachelor of Arts
       Degree in Zoology from the University of South Florida,
       Tampa, Florida, in March, 1975; received Master of Arts
       Degree in Education from Oral Roberts University,
       Tulsa, Oklahoma, in May, 1985; completed requirements
       for Doctor of Education degree at Oklahoma State
       University in July, 1988.

   Professional Experience: Part-time Instructor, Tulsa Junior
       College, 1987; Chairman of Math/Science Department of
       Victory Christian School, Tulsa, Oklahoma, August,
       1983, to June, 1988; Math and Science Instructor at
       Victory Christian School, Tulsa, Oklahoma, in August,
       1981, to June, 1988; Sales Associate for Zimmer-
       Hoffman, Oklahoma City, Oklahoma, April, 1980, to
       December, 1980; Southeastern Sales Manager and Sales
       Representative for Florida Orthopedics, May, 1977, to
       March, 1980.