

**KAUNAS UNIVERSITY OF TECHNOLOGY  
SCHOOL OF ECONOMICS AND BUSINESS**

**SANTHOSH RAVI**

**MOTIVATIONAL LEADERSHIP IN BUILDING EFFECTIVE TEAMS**

**Master Thesis**

**Academic advisor** – Dr. Lina Girdauskiene.

**Kaunas, 2015**

**KAUNAS UNIVERSITY OF TECHNOLOGY  
SCHOOL OF ECONOMICS AND BUSINESS**

**MOTIVATIONAL LEADERSHIP IN BUILDING EFFECTIVE TEAMS**

**STRATEGIC LEADERSHIP**

**Master Thesis**

**Student:** ..... **Academic Advisor:** .....

(signature)

(signature)

Santhosh Ravi

Assoc. Prof. Dr. Lina Girdauskiene

**Opponent** .....

(signature)

**The Confirmation Letter of the Author**  
**For the Submitted Final Master Thesis**

**The author**

SANTHOSH RAVI

(Name, surname)

Confirms that the submitted final Master Thesis

**MOTIVATIONAL LEADERSHIP IN BUILDING EFFECTIVE TEAMS**

(Title of the thesis)

*Is an original work that:-*

- *has been individually prepared and has never been submitted for the final defense at KTU or any other institution of higher education;*
- *contains no statements or materials that could violate intellectual property rights of any legal persons or entities;*
- *contains the list of reference with all the sources used and quoted in the final thesis.*

**Author:** SANTHOSH RAVI

\_\_\_\_\_  
(Signature)

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	4
LIST OF FIGURES.....	5
LIST OF TABLES .....	6
SUMMARY .....	7
INTRODUCTION.....	1
1. SITUATIONAL ANALYSIS OF MOTIVATIONAL LEADERSHIP AND EFFECTIVE TEAM BUILDING.....	3
2. THEORETICAL APPROACH TO MOTIVATIONAL LEADERSHIP AND EFFECTIVE TEAM BULDING.....	5
2.1 Concept of leadership.....	5
2.2 Concept of Motivation .....	7
2.3 The concept of Motivational Leadership .....	11
2.4 Teams and Process of Effective Team Building .....	14
2.5 Process of Motivating teams through leadership .....	21
3. RESEARCH METHODOLOGY .....	26
3.1 Research Design.....	26
3.2 Qualitative Research .....	27
3.2.1 Interview.....	27
3.2.2 Respondents .....	29
3.3. Quantitative Research .....	29
3.3.1 Survey Questionnaire .....	30
3.3.2 Sampling.....	31
3.3.3 Respondents .....	31
4. EMPIRCIAL RESEARCH AND IT'S RESULTS .....	35
4.1 Background .....	35
4.2 Demographic Analysis .....	31
4.3 Qualitative Research Analysis .....	36
4.4 Quantitative Research Analysis .....	43
4.5 Proposal tips to Supervisors for effective team building .....	52
CONCLUSION .....	54
REFERENCES.....	55
APPENDIX.....	59

## LIST OF FIGURES

Figure 1: - Maslow' Pyramid (1954).....	<b>Error! Bookmark not defined.</b>
Figure 2: - The Schematic representation of Motivational Leadership.....	12
Figure 3: - The six-step team building process (Payne).....	20
Figure 4: - Motivational Leadership Process adopted by Leaders (Author, 2015).....	22
Figure 5: - Motivational Leadership and its factors resulting in Effective Team Building (Author, 2015)	23
Figure 6: - Age distribution of respondents (%) .....	31
Figure 7: - Gender representation of the respondents .....	32
Figure 8: - Education level of respondents.....	33
Figure 9: - Departmental representation of respondents .....	33
Figure 10: - Representation of Overall Mean for each statements.....	43
Figure 11: - Representation of Mean for the factor of Feedback .....	45
Figure 12: - Representation of Mean for the factor of Leadership.....	45
Figure 13: - Representation of Mean for the factor of Cohesiveness.....	46
Figure 14: - Representation of Mean for the factor of Conformity.....	47
Figure 15: - Representation of Mean for the factor of Trust.....	47
Figure 16: - Representation of Mean for the factor of Respect.....	48
Figure 17: - Representation of Mean for the factor of Training & Development.....	49
Figure 18: - Representation of Mean for the factor of Social Gathering .....	50
Figure 19: - Representation of Mean for the factor of Empowering.....	50

## LIST OF TABLES

Table 1: Differentiating Between Intrinsic and Extrinsic Motivation.....	8
Table 2: - Motivational Leadership Defined .....	12
Table 3: - Definitions of Teams across a span of 20 years .....	14
Table 4: - Motivating factors and the associated questions from the interview .....	28
Table 5: - Qualitative Research Respondents Selection Criteria .....	29
Table 6: - Coding for Response Statements .....	30
Table 7: - Motivating Factors associated with the statements in the survey.....	30
Table 8: - Demographic Representation of the Supervisors Interviewed .....	33
Table 9: - Interview Analysis for the factor of Leadership.....	36
Table 10: - Interview Analysis for the factor of Empowering .....	37
Table 11: - Interview Analysis for the factor of Feedback .....	38
Table 12: - Interview Analysis for the factor of Social Gathering.....	39
Table 13: - Interview Analysis for the factor of Training & Development .....	40
Table 14: - Interview Analysis for the factor of Respect .....	41
Table 15: - Interview Analysis for the factor of Trust .....	42
Table 16: - Ranking of Motivational Factors for Effective Team-Building .....	51

Santhosh Ravi (2015). Motivational Leadership in building Effective Teams. Master's Work Thesis in Strategic Leadership (621N20034). Supervisor Professor Dr. Lina Girduauskiene. Kaunas: School of Economics and Business, Kaunas University of Technology.

## SUMMARY

There exists a strong and direct relationship between leadership and teamwork. In today's increasingly knowledge-intensive world, even the most effective leader could run into a hurdle if the team that is being led fails to comprehend the objectives of the organization. Teams require effective leadership where the leader not only makes but motivates and encourages employees for team work. It can be concluded that leadership and teamwork cannot exist without each other.

This thesis aims to provide a better understanding how effective teams are formed by using motivational leadership. Leaders play a vital role in identifying what motivates the employees to work in teams and it is their responsibility to use that to bring employees together as an efficient team. The leader must take into account the desires and goals of an individual in order to form an effective team. Teams are formed by different individuals coming together to serve or pursue a common team goal. However, each individual is different and may or may not have the same goals as that of teams. It is during this stage that leaders play an important role in identifying what and how they should motivate individuals to form and work in effective teams. There is an extensive amount of literature covering the motivational leadership approach.

This master thesis focuses on motivating factors such as feedback, leadership, cohesiveness, conformity, trust, respect, training & development, social gathering and empowering. The main objective is to identify the existence of these motivating factors within the organization and to bridge the gap between teams and team-members.

The findings of the research in the organization were satisfactory in the sense that the majority of the employees were satisfied in their current teams and could easily associate themselves with the motivating factors determining the effectiveness of teams. The author was able to identify the most important motivating factors which supervisors need to be aware of when focusing on forming effective teams. The most important factors are leadership, trust, feedback and social gathering.

**Keywords: - Teams, Team-building, Leadership, Motivation, Effectiveness, Efficiency**





## INTRODUCTION

Leadership is the term which emphasises several sets of behavioral outcomes which can create a positive trait. Peter Drucker links leadership and motivation as “Leadership and motivational learning in teams are indispensable to each other”, when it comes to a business environment the level of success factors and the failures both in terms of organization will be deliberated on the context of these three terms called leadership, teams and the motivation. Also in the socialization context the levels of existence in teams and the society generally need a motivational leader to cherish business environment. Generally leader has and owns his supporter and trusted teams that can manage the roles and the responsibilities of the organization from the process to projections and from planning to execution. This can be managed and responsible to guide, motivate, and to guide them to achieve goals in long term as well as short term goals. Every team member should have a leader and followers (Ezhar Tamam, 1999). As in teams the leader is highly responsible for all individual outcome which helps to reach proper goals. In this context the team member is very concerned, while developing the basic methodologies and the framework to adapt a certain conditional process to execute certain alternatives for achieving high performance goals in organizational development. As a leader he is responsible for guiding, motivating and insisting on good terms to develop individual knowledge to be simple, leaders have the capacity to fuse trending on identifying team members’ individual strength.

In the context to motivational leadership the main theme is to understand the associated aspects in several phases (or) several stages which is very effective to achieve goals for long terms. In today’s business environment meets different levels of situation challenges which require a leader who understands the team purposes, team projection, and team value through all this factors, how teams are successfully built by an external motivation as a leader. Exchange that takes place between leaders and members is involved in dynamic relationships. The relationships can differ from one another in a work group that means they can vary between the leader member and the team members. (Graen 2003)

The thesis talks about how corporate companies are sustained in combining leaders and the effective teams insist on motivational workforce, to achieve functional and nonfunctional growth to reach success ladder. The main underlying **problem** in this master thesis is what are the critical motivating factors used by leaders for effective team building?

The main **PURPOSE** of this thesis is to identify the importance of the motivational leadership in teams. In this concern how motivation helps in developing a good team. And then how the team members are working intentionally at an organization called “**AMERICAN MEGA TRENDS INCORPORATION**” to achieve targeted goals with structured outcomes to focus on the whole termed process which projects in success. In terms of the purposes, the level of intensity on my thesis is to produce its certain outcomes with **RESEARCH OBJECTIVES** which are as follows:

1. To analyze the literature review- pertaining to the theories of leadership, motivation, motivational leadership and team building and to identify the key definitions and concepts of leadership and motivation with respect to team building.
2. Having analyzed the situational analysis of motivational leadership with respect to team building and identification of various motivating factors associated with building effective teams.
3. Having identified the key motivating factors there is a need to design an appropriate research methodology is essential. The methodology must address the issues of leadership, motivation and team-building existing within the organization.
4. Having analyzed the motivating factors, using them to conduct research to identify the most influencing factors for effective team-building.

Different **METHODS OF RESEARCH** and the process for reaching the main objective are being used, in terms of primary and secondary data. Analysis through various research questions, secondary data by reviewing various journals, articles, research articles and management books. Organization data are being collected through various forms of points - through Human Resource Management Head, Annual General Meeting, reviewing Company site etc. Any particular concerned questions will be asked via phone, E-mails, and Skype, etc., Also various aspects of Human resources details will be obtained through questionnaire method via E-mail.

# 1. SITUATIONAL ANALYSIS OF MOTIVATIONAL LEADERSHIP AND EFFECTIVE TEAM BUILDING

Given the prevalence of teams in today's business setting, the most pressing concern for business managers is how to increase the results gained through using teams to accomplish tasks, as opposed to using independent working groups or individual solutions (Katzenbach & Smith, 1993). Thus, most of the studies of teams carried out over the past two decades have looked at the question of "what makes a team effective?" and "what might hinder this effectiveness?". Effectiveness can be seen as the results a team produces in (a) business outcomes, and (b) human outcomes. (Gibson & Cohen, 2003)

Effective team building derives from several fundamental characteristics (Zaccaro & Klimoski, in press). First, team members need to successfully integrate their individual actions. They have specific and unique roles, where the performance of each role contributes to collective success. This means that the causes of team failure may reside not only in member inability, but also in their collective failure to coordinate and synchronize their individual contributions. Team processes become a critical determinant of team performance, and often mediate the influences of most other exogenous variables.

Leadership plays a significant part in effective team performance. Most teams contain certain individuals who are primarily responsible for defining team goals and for developing and structuring the team to accomplish these missions. These roles exist even in self-managing teams (Nygren & Levine, 1996), although the conduct of leadership roles in such teams varies considerably from similar roles in more traditional teams. However, the success of the leader in defining team directions and organizing the team to maximize progress along such directions contributes significantly to team effectiveness. Indeed, we would argue that effective leadership processes represent perhaps the most critical factor in the success of organizational teams.

Despite the ubiquity of leadership influences on organizational team performance, and despite large literatures on both leadership (Bass, 1990; Yukl, 2002) and team /group dynamics (Forsyth, 1999; McGrath, 1984), we know surprisingly little about how leaders create and manage effective teams. Previous leadership theories have tended to focus on how leaders influence collections of subordinates, without attending to how leadership fosters the integration of subordinate actions (i.e., how leaders promoted team processes). Path-goal theory, for example, represents an excellent example of leadership

influences on subordinate outcomes. However, it specifies the leader's role in creating performance expectancies and values for individual subordinates (House & Mitchell, 1974), not in developing and maintaining effective team interaction and integration.

The primary type of leadership focused in this master thesis is transformational leadership paying strong attention to its motivational aspect. Theories of both charismatic and transformational leadership as described by Bass (1985), Burns (1978), Cogner & Kanungo (1987) and House (1977) suggest that leaders are able to influence employees or followers by means of motivation and enabling them to do extra-ordinary things. Kirkpatrick & Locke (1991), suggest that traits such as drive, leadership motivation, honesty and integrity, cognitive ability, and knowledge of the business, among others, may be linked to leadership effectiveness.

All prior researches focus on different forms of leadership which may or not be used for building effective teams, however what has been lacking is the focus of Transformational leadership with strong focus on motivation (Motivational Leadership) to be used for building effective teams. The focus of this Master thesis would be on the motivational leadership and its role in building effective teams.

## **2. THEORETICAL APPROACH TO MOTIVATIONAL LEADERSHIP AND EFFECTIVE TEAM BUILDING**

### **2.1 Concept of leadership**

The theory of leadership dates back to the beginning of the twentieth century with the formulation of the Great Man theories according to which leadership is the innate ability of a person who is born to lead (1990). Decades of studying resulted in the formulation of the Group theory based on which leadership emerges and develops in small groups (1930). The years after that gave rise to the development of the trait theories (1950) followed by situational theories (1960) giving rise to the Excellency theory (1980) which results into interaction of traits and behaviors and allowing people to lead and organization with excellence.

The extent of leadership studies is endless and a considerate extensive research literature has been conducted (Yukl & Van Fleet). According to Bowditch et al.(2008) & Avolio et al. (2007) since the earliest of times, ever since ‘companies’ started existing, leadership has been an essential part of all organizations and it still continues to be the most prominent research areas.

Pfeiffer (1977) believes that many of the definitions of leadership are ambiguous while Bass and Spitzberg (1986) believe that the meaning of leadership often tends to depend on the kind of organization it is found in. James MacGregor Burns (1978) revealed that the study of leadership provided reference to over 130 definitions of leadership. According to Burns leadership is collective: This characteristic implies that in order to lead, every leader must have someone to follow. In today’s Context this characteristic is of significance because all major corporations are characterized by more than one department which is being led by different individuals therefore for an effective performance all acting leaders must have correspondence among each other.

‘Leadership’ is a subject which still fascinates the minds of people in all aspects of life. The term in itself can mean different things to different people. The table below represents some various forms of definitions for leadership. Leadership can be defined in different ways and it impossible to come up with a single effective definition. Leadership is not always about just one person or a group of people with high ranking in an organization. It is more of a process in which leaders are indulged in various activities to achieve any goal. Because of position of power anyone can become a leader but true leadership qualities need to be acquired or possessed in order to lead the team in an effective manner.

Once leadership attribute has been acquired by a leader then it is essential to highlight the leadership behavior or style of leadership. Dwight D. Eisenhower said that leadership is the art of getting someone else to do something you want done because he wants to do it. Every individual leader has their own managing style which becomes their signature style of leadership. The most commonly noted styles of leaderships are defined below: -

1. Autocratic Leadership: A style of leadership where leaders set their goals without considering the opinion of the employees and followed by the employees executing their assigned tasks without questioning.
2. Democratic Leadership: A style of leadership where the employees participate with the leaders in making decisions or where the recommendation and reviews of others are also taken into account.
3. Laissez-Faire Leadership: A free style of leadership where the leaders are laid back and they give full freedom to the employees to take whatever action necessary.
4. Charismatic Leadership: Max Weber was the first scholar to discuss about Charismatic leadership whereas Robert House was the first researcher to link charismatic leadership with employees working in teams. The main characteristics outlines for this style are that the leaders have a vision, they are willing to take personal risks, they are sensitive to the needs of employees and they often exhibit behaviors that are out of the ordinary.
5. Transformational Leadership: Yukl & Fleet (1992) defined transformational leadership as the process of influencing major changes in the organization's objectives and strategies. Cleveland, Stockdale and Murphy (2000) described transformational leadership which results in producing fundamental and significant changes in the employee's beliefs and attitudes mostly by stimulating their use of their abilities.
6. Participative Leadership: It is one of the most effective leadership styles for building teams. Everyone in an organization is assigned some roles and fulfillment of such roles results in promoting creativity as well as productivity within a team environment.

There are four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. *Idealized influence* comprises both

the charismatic and the role-modeling aspect of transformational leadership. This is often considered the most prototypic and single most important dimension of transformational leadership (Judge & Bono, 2000). *Inspirational motivation* involves the articulation of a clear, inspiring, and appealing vision to followers; *intellectual stimulation* involves the stimulation of follower creativity and thought by the questioning of assumptions and of the status quo. Finally, *individual consideration* involves attending to and supporting the individual needs of followers.

This section provided a brief overview of leadership and how it has evolved through time. The literature review on leadership has shown that there exist numerous definitions explaining to what leadership is all about. Leadership is an essential element in the running of any organization and to work effectively leaders adapt a certain kind of style of leadership with which they tend to nourish their employees. The **focus** of this section was on **transformational style of leadership which is developed primarily on the basis of motivation.**

## 2.2 Concept of Motivation

The roots of the term ‘Motivation’ can be traced to the Latin word “*motere*” means “to move”. Motivation is “the organized patterning of an individual’s personal goals, emotion, and personal agency beliefs (Ford, 1992; Enciso, 2000). To be motivated, one must move in a “desired direction, with the requisite energy, and with persistence” (Ford, 1992; Bandura, 1997). The construct of team motivation is a group-level construct and multi-dimensional, and encompasses elements of both self-and group efficacy (Ford, 1992; Pintrich & Schunk, 1996; Bandura, 1997; Clark, 1998, Enciso, 2000).

Ray Williams (2008) defined motivation as a “predisposition to behave in a purposeful manner to achieve specific, unmet needs and the will to achieve, and the inner force that drives individuals to accomplish personal organizational goals”. A motivated employee works not only to achieve his own personal goals but also the goals of the organization. An increase in motivation of the employee, the more likely would be a total commitment and more effective would be the building of teams. Leaders play an important role in bridging the gap between the employees and the forming of teams. The leaders are able to motivate the employees by giving them incentives to meet their own personal goals and at the same time attain goals set by the organization. Ryan & Deci (2006) describe that the “orientation of motivation concerns the underlying attitudes and goals that give rise to action”. Given that it is fair to conclude that motivation gives rise to personal goals and focuses the attention of employees towards work at hand in a cooperative manner with each other.

There are two basic types of motivations which can be classified as intrinsic and extrinsic motivation.

**Table 1: Differentiating between Intrinsic and Extrinsic Motivation**

INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION
Amabile (1993) describes intrinsic motivation which provides individuals motivation through enjoyment, interest, satisfaction of curiosity or a personal challenge in the work.	Amabile (1993) describes extrinsic motivation as a form of motivation when individuals are driven to engage in the work in order to achieve some goals such as financial reward, promotion etc.
It involves performing an activity because the activity itself is interesting and also person is willing to do the activity volitionally, out of interest. (Deci et al., 1999)	It involves performing an activity because it leads to some separable consequences. (Deci et al., 1999)
It tends to autonomous (or) Intrinsic associates with <b>Positive</b> psychological consequences like high performance, well being and low <b>Burnout</b> . (Baard et al., 2004); (Gagne & Deci, 2005)	Research indicated that controlled recognition tends to be associated with <b>Negative</b> Psychological consequences. (Baard et al., 2004); (Gagne & Deci, 2005)
Intrinsic motivation is likely to flourish environments that are supportive of autonomy like <b>Provision of Rationale, provision of Choice</b> and allowing criticism, encouraging critical thinking and demonstrate intrinsic value of behavior.(Assor et al., 2002; Gagne & Deci, 2005; Roth et al, 2009).	Extrinsic motivation likely to be found in a controlled environment characterized by external pressure to behave in given ways. (Stone et al., 2009).

Athlete's intrinsic motivation was predicted by their perceptions of their coach as a transformational leader and that **intrinsic motivation** mediated the relations between transformational



leadership and athletic performance. Charbonneau et al. (2001), Story et al. (2009) believe that individuals who prefer high intrinsic motivation seem to prefer more challenging and cognitive tasks and able to self-regulate their behaviors, so offering rewards, setting external goals or deadlines. They do very little for themselves unless they focus on extrinsic motivation.

The distinction between extrinsic and intrinsic motivation is evident however few researchers believe that these two types of motivation tend to have a dual effect on each other. Deci (1972) claims that in some situations extrinsic motivation can decrease intrinsic motivation. He argued that if money is administered contingently, then it results in a decrease in intrinsic motivation. Ambile (1993) argues that extrinsic motivation can also have a reinforcing effect “once the scaffolding of extrinsic motivation is taken care of, intrinsic motivation can lead to high levels of satisfaction and performance”. Effects of extrinsic and intrinsic motivation vary from individual to individual.

Transformational leadership is tapping the four sun components of transformational motivation leadership styles as described by (Bass & Avolio, 1994) are as follows:

- A. Intellectual Simulations
- B. Individual consideration
- C. Inspirational and Individual influence

Controlled and Autonomous motivation were measured based on Conceptualization and Measurement (Roth et al, 2007, Ryan & Connelli’s, 1989).

Motivation examined by External, Interjected, Identified and Intrinsic. So each motivation was assessed by above four items representing the same type of motivation were not grouped together. The autonomous motivation score was based on the Intrinsic and Identified scales and the controlled motivation score was based on the External and Interjected scales. (Roth et al, 2007, Ryan & Connelly’s, 1989).

To conclude, Rynes et al. (2004) motivation in the workplace is a broadly researched topic. Earlier research has been conducted by Maslow (1943) which has formed the basis of motivation till date. Furnham et al. (1998) argues that not all people are equally motivated; some employees are more intrinsically and other more extrinsically motivated. Therefore, what is really needed is the right kind of

leadership trying to motivate employees by fulfilling their most basic form of needs through intrinsic or extrinsic motivational techniques.

To conclude the theory of motivation can be summarized as the means by which an individual in the position of power (leader) tends to move an employee towards a common objective for the organization. The focus of this thesis would be on motivating factors which would move employees to work effectively and efficiently in teams and building strong teams.

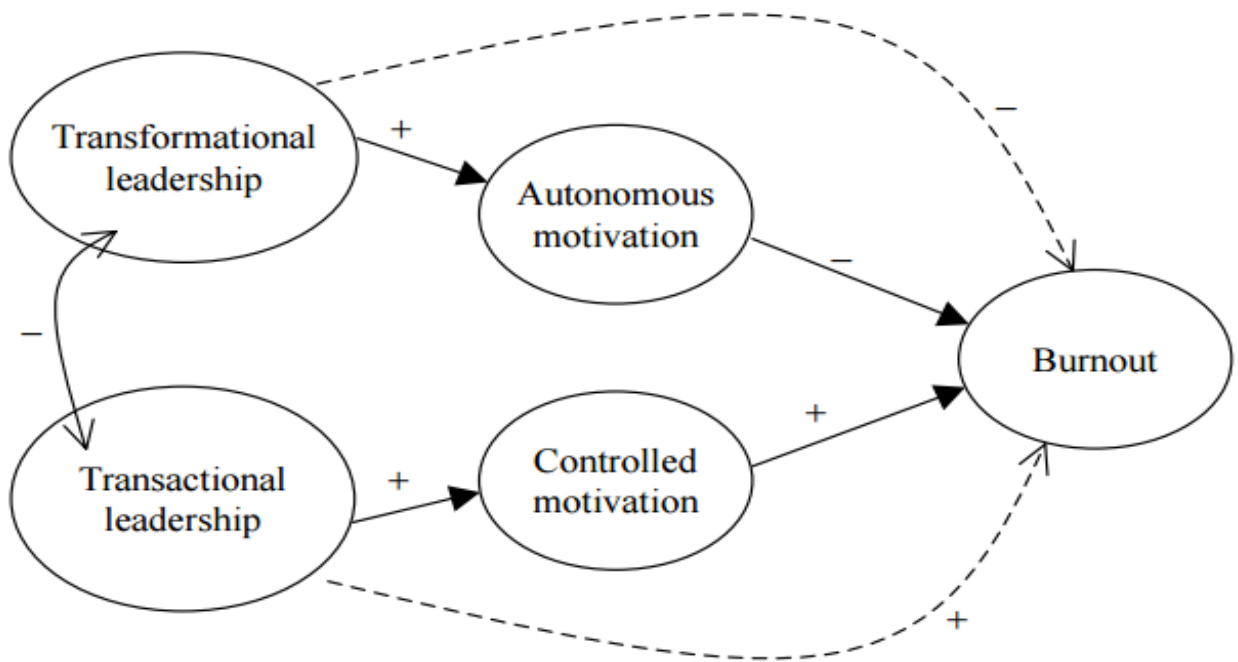
### 2.3 The concept of Motivational Leadership

Motivational Leadership is a bundled art as a leader of role model; Motivational leadership counts such a leader who implements a model and strategy to influence the people to follow them. This will create a positive balance between leaders and the environment where it can position to be highly successful. (Thom Glasson, 2010)

Motivational leadership is the ability and the leadership emergence at personal characteristic, when there is a growing interest in understanding the motivation to lead, this emergence of leadership in terms of preference for options, goals orientation and persistence it results in leadership success is called motivational leadership. (Chan & Drasgow, 2001)

Based on the proposed definition by the author (Chan & Drasgow, 2001) the motivational leadership is highly impeaching in terms of organization the level of characteristic, attitude and the level of interest with which the team members are involved to show case their talents may be in many forms. To identify the certain level of emotions and the characteristic the tendency it means by external motivation by the leader as whole, he should project himself as an best motivator for the followers as it results in leadership actions, because under his/her control each and every team members is working for the final outcomes which results in organizational success. In terms of motivational leadership the essence of focus that define activity in terms of in build team relationships, personal relationships, envisioning for peoples, squaring inner thought throughout visioning the perception which recognize the emerging harmony of leadership styles which can be delivered or which can be positioned only by means of motivation it contributes often popular among the other sources as a people in teams which can be proactively measured which can be delivered clearly to accomplish goals in context to organization called Goal Orientation Leadership.

Perceptions of manager's autonomy supportive behavior predicated followers like **“Adaptation and Performance”** Also autonomous support was linked with followers work satisfaction. (Deci et al, 1989).The relations between leadership and the motivation reported that transformational leadership predicted **“Followers”**. Self-concordance goals.



**Figure 1: - The Schematic representation of Motivational Leadership**

According to (Felfe & Gatzka, 2013) says that high motivation may help to overcome difficult contextual factors as well as obstacles therefore it is reasonable to assume that specifically **Motivation with Leadership** play's a central role in aspiring leadership positions.

The **GREAT leader Inspires**. (William Arthur Ward, 2011) with this small commencement quote motivation in teams off course associates with effective leadership and also very efficient to achieve the objectives are defined. Leadership motivation and the vision are the concepts that intersect and become essential to mobilize people in the processes of change and to create this confidence and to determination in achieving specific goals and the objectives.

The basic fundamentals of motivational leadership can be described in the Table 2 below:

**Table 2: - Motivational Leadership Defined**

Author	Definition	Focus
Burns (1978)	The Motivational leadership is the key factors in directing all organizational components towards	Goals

	effective accomplishment of organization goals	
Northhouse (2007)	The survival of an organization lies in its ability to preserve its effectiveness and its preparedness to accomplish its <b>Mission, Vision and Goals.</b>	Values
Arggvis (1996)	To maintain an effective leadership in organization it is necessary that the leadership styles are compatible with the motivational needs of the <b>Followers as a leader</b>	Followers
Blanchara & Hersey (1993)	Motivational leadership is characterized by its understanding the way of behavior, <b>Fore sighting, Directing, Changing and even Controlling</b> the behavior in organizational context to ensure the company growth path in a dynamic environment.	Growth
Storseth (2004)	Motivational leadership influenced by style but as a linkage it should be characterized by <b>People-orientation process.</b>	Style
Foti & Hauenstein, (2007)	Motivational leader someone who is not designated as a leader but emerges as an informal leader of a group by exerting influence on group processes and group <b>Goals and Achievement.</b>	Goals
Judge et al.( 2009).	Motivational Leadership influences on Behavior's and Experiences which under stand's the proximal prediction, <b>Individual Motivation</b> is highly important in evaluating overall performance.	Motivation

To summarize this section, it is concluded that motivational leadership can be defined as the means of leadership type which a leader adapts in order to motivate his/her employees towards fulfilling of tasks and in this case to motivate employees in effective team building.

## 2.4 Teams and Process of Effective Team Building

Countless and varying definitions on teams and groups have been formulated over the last few years (Cohen & Bailey, 1997). Levi (2007) describes teams as nothing but a collection of individuals. Mathieu, Maynard, Rapp & Gilson (2008) describes that the most common or similar characteristics possessed by such definitions are its interdependence or common objectives of team members. The Table 3 below provides a selection of definitions on teams and groups.

**Table 3: - Definitions of Teams across a span of 20 years**

Author	Definition	Factors
McGrath (1984)	"...a group is an aggregation of two or more people who are to some degree in dynamic interrelation with one another." ..size, interdependence, temporal pattern - really reflect degrees of 'groupness'	People, limited interrelation
Hackmann (1987)	"Work groups in organizations: this means... (1) real groups (that is, interactive social systems complete with boundaries and differentiated roles among members); (2) groups that have one or more tasks to perform resulting in discernible and potentially measurable group products; and (3) groups that operate within an organizational context.	Differentiated roles, one or two tasks
Katzenbach & Smith (1993)	"A small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable"	Small number of peoples, common purpose, mutual accountability

Fiore, Salas, Cannon Bowers (2001)	"Two or more individuals who must interact and adapt to achieve specified, shared, and valued objectives."	Shared value and vision, small group of people
Hackman (2002)	"A team task, clear boundaries, clearly specified authority to manage their own work processes, and membership stability over some reasonable period of time"	Objectives, period of time, stability
Kozlowski & Bell (2003)	"...collectives who exist to perform organizationally relevant tasks, share one or more common goals, interact socially, exhibit task interdependencies, maintain and manage boundaries, and are embedded in an organizational context that sets boundaries, constrains the team, and influences exchanges with other units in the broader entity."	Group of people, common goals, interaction.

The above mentioned definitions of teams are quite similar in context as to all definition even though belong to different decades yet they focus on work in group of people. The focus on these definitions is on interaction of two or more individuals who by choice or by randomness have come together as one to work on a common objective or goal. The definition range from organizational perspective to even a generalized perspective. For example, Kozlowski & Bell (2003) and Hackmann (1987) focus their definition on organization teams whereas definition represented by Fiore, Salas, Cannon Bowers (2001) and McGrath (1984) can be applied to anywhere where more than two people are coming together to work on a common goal.

Hackman (2002) is the favour of team stability and is of the belief that teams with a stable relationship tends to perform better. He favours a smaller team with ideally 4 and 6 members. He emphasizes

on the fact that team members should know who is on the team. Adair (1986) states that a team is a group in which the individuals share a common aim and in which the jobs and skills of each member fit in with those of the others.

After taking into consideration the various definition a common definition could be result of combination of factors such as a group of people with a common purpose. A team can be described as **“a group of people with a mixture of skills and competencies who manage and maintain their respective roles and work effectively together in an organization. In such teams decisions are made collectively and all members hold each other accountable for their performance”** (Author, 2015)

Kipp & Kipp (2002) states that there are 4 good reasons that underline the necessity of teambuilding:

- New group formation and improved relationships: New group formation brings together new people. This results in coming up of fresh ideas and in turn strengthening the relationship among team members.
- Problems in group dynamics: Anytime when 2 or more people come together to work there is always a conflict of interest. This conflict in a group tends to problems and issues within the group. Team building helps to resolve majority of such issues as it makes each team member aware of the strength and weakness of others and thus helps in resolving issues.
- Barriers to goal attainment: The goals of each team member can differ from the goals of each other and also from that of the team. Therefore at times there could be a possibility that it could create a barrier when it comes to goal attainment. Effective team building helps to sort of the issue as it initiates and motivates all team-members to work together for one common goal which is focused on the team goal.
- Resolution of goals and strategies: Effective team building results in resolving issues thus becomes team goals more achievable and implementation of strategies much more effective.

Teams are not born effective, rather they evolve in phases, an early observation about teams that has been studied for many years and known as Tuckman's (1965) model describing four stages of team development: Forming, Storming, Norming, and Performing. Maples (1988) did additional work to refine Tucker's model and found that each stage was marked by different qualities: Forming stage was marked by “courtesy, caution, confusion and (seeking) commonality; Storming was marked by “concern, conflict, confrontation and criticism”; Norming was marked by “cooperation, collaboration, cohesion and commitment”; performing by challenge, creativity, consciousness and consideration”; and finally Adjourning



was marked by “compromise, communication, consensus and closure”. The main purpose of teambuilding is enhance organizational performance by improving the processes that characterize the work of the group.

As described by Truckman (1965) and remodeled by Maples (1988) the main stages of teambuilding are: -

1. Forming: It is the initial stage of development where the team members come together for the very first time. They find out about one another and the work to be done. This is more of an identification phase where members not only get to know each other but also know on what they would be working on. It is referred to as the “honeymoon” phase when people are excited about the newness and potential of being on the team. Some may also be fearful or timid in response to the change.

Forming is best done with high task and low support to provide structure while the new group develops. What the role of leaders here is to let people introduce themselves to one another with an orientation of how everyone will work together especially by allowing opportunities for people to socialize. Clearly communicate the vision and goals of the work to be done to help the team understand what is to be achieved. Leaders must be careful and should not overwhelm people with too much detail or expect “perform” behavior at this stage. Engage all team members and draw out quiet ones is a hard task which must be taken care of by the leader.

2. Storming: This is second stage where people after knowing each other and becoming familiar with another start to work together due to various reasons a certain form of tension rises due to vague and unclear things in the previous stage. This might results in conflicts regarding who performs which role. Storming can be very strong if roles or objectives are unclear; the team faces external challenges, or if there is competition for formal or informal leadership.

Managing the storming stage productively requires both a high-task and high-process focus from the leaders. The leaders must asserts his/her role as leader to surface and resolve differences. Work goals and individual roles and responsibilities may need review and clarification. The key is not to let disputes continue to block team cohesion. Use the stage to develop new methods for collaboration and addressing conflicts.

3. Norming: Once the leader sorts out the differences between the team members it is time to focus the attention of the team on the tasks and objectives at hand. The leader clarifies the objectives and the details of work. The team develops rules and start working and collaborating as a team. This is the stage where the identity of the team emerges. Once the internal clashes are taken care of there might be a possibility for external conflicts for the team.

Managing the process requires a higher focus on process than task to provide opportunities for group members to take responsibility for people and for work. Work planning is directed toward goal accomplishment. This is more productive as people feel comfortable with the objectives and in their roles. Team members take more responsibility for forging group norms and behaviors. Emergence of regular venues for socializing and creating a “family” environment may begin.

4. **Performing:** The final and the optimal level of performance is achieved in this stage. The teams works strongly and independently. Gone are the differences and the team-members are more like a family and the work sounds like home. There is a strong sense of team achievement and pride however mutual accountability is maintained and personal problems and grudges are kept separate. Leaders can take a lower task and support role by increasing delegation of responsibilities as the need for direction decreases. Social activities and celebrations of success are important support functions. However, this is not the time to relax but rather to focus on sustaining high performance. An ongoing balance is needed between task and support functions to keep both achievement and motivation high

Rickards & Moger (1999) believes that there are seven factors that determine efficiency in teams:

1. Strong platform of understanding
2. Shared Vision
3. Creative climate
4. Ownership of ideas
5. Resilience to setbacks
6. Network activators
7. Learning from experience

From the above description we can conclude that when members of a team understand each other well and the share the same visions and objective it makes working easier and effective. In teams participants know that they are backing each other and when one does wrong the others can also rectify his wrong doing. In effective teams participants always learn from the experience of each other's.

Researchers like Kahai, Sosik & Avolio (1997) and Schminke & Wells (1999) rate leadership as one of the most influential factors for improving teams whereas Early & Mosalowski (2000) emphasize of team formation. Parker (1990) argues that the factor of leadership is the most important factors which has

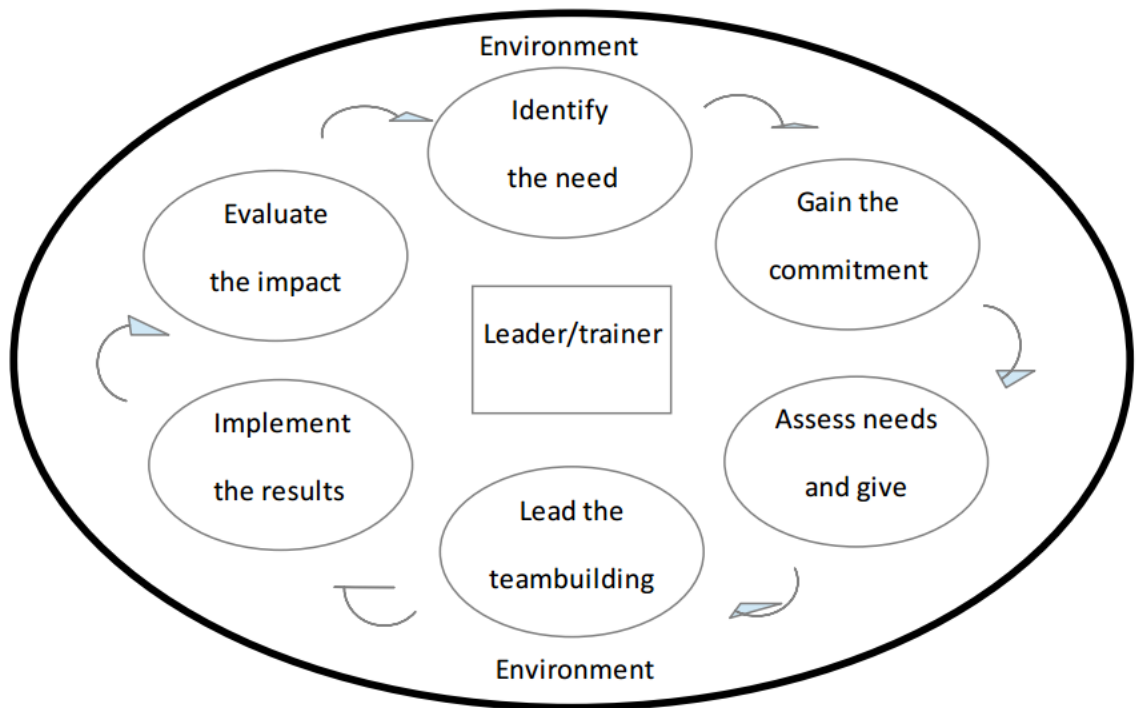
its effect on team-building. However, what Parker does not emphasize on is the leadership style that is need for making effective teams.

Kets De Vries (1999) conducted a research which made him conclude the seven principles of effective team-building:

1. Mutual respect for each other in the team
2. Protect and support each other
3. Engagement in open dialogue, communication and transparency in individual work in teams.
4. Sharing a common goal to which all members can relate to
5. Strong shared values and beliefs
6. Distributed leadership is required
7. Subordination of own objectives to those of the team

According to Parker (1990), a good leader is the most essential factor responsible for effective team building. The leader should be able to motivate the team members by setting clear goals and vision of the team. At the same time the leader should also be able to motivate the team members to create team spirits of labor division and cooperation.

The term teambuilding was originated in the year 1960 as it became one of the foundation stones of management. It proposes interpersonal relationships improvement and social interaction between individuals. Teambuilding is about trust, harmony, making relationships and cohesion between team members. The Figure 3 below is a detailed outline of a 6 step process of team building as formulated by Payne.



**Figure 2: - The six-step team building process (Payne)**

In the above Figure 3 the following 6 steps have been designed by Payne: -

1. Identify the need: The first and foremost attempt by the leaders is to provide the team with a need or a purpose. Teams are given a particular task or activity to perform and those have to be outlined by the leader who proposes the goals based on the needs of the organization.
2. Gain the commitment: Another important aspect which leaders need to take into account is to gain commitment from each and every individual in a team. Commitment is very important in order to build effective teams.
3. Access needs and give: When working in teams proper and easy access should be provided to each and every member of the team.
4. Lead the teambuilding: Leaders must themselves lead the teams in an effective manner. Proper attention must be paid to all members of a team.
5. Implement the team results: It is the leader's responsibility to implement the results obtained by a particular team. He is his task to review how things were done when working in a team and to bring about the necessary implementation of the achievements.

6. Evaluate the impact: Last but not the least, the leader must be able to evaluate the impact of teams and their result implementations towards a particular goal or objective.

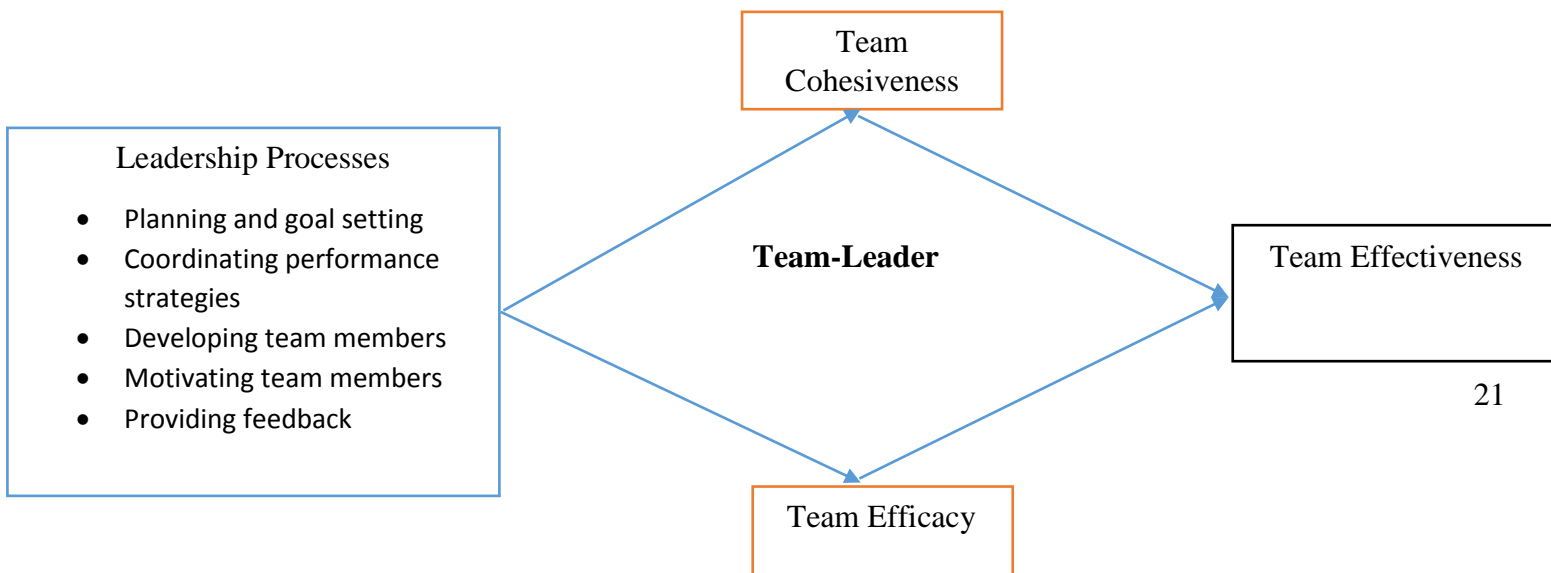
### 2.5 Process of Motivating teams through leadership

The most effective means of team performance can be attributed to the fact that all members of the team are being motivated to work hard on behalf of the team. This particular motivation is being derived in part from the cohesion of the teams and from its sense of collective efficacy which are all driven by leadership, in this case being motivational leadership.

**Team Cohesiveness:** The term team cohesiveness can be defined primarily in two ways. Cartwright (1968) defines it as to the degree to which the members of a team desire to remain in the group thereby reflecting the degree to which team membership is linked to personal rewards as defined by Thibaut & Kelly (1959). The second definition is proposed by Gross & Martin (1952) which refers to how resistant the group is to disrupting influences reflecting the degree of member integration or “bonding” where members share a strong commitment towards one another.

**Team Efficacy:** High cohesiveness is likely to be a function of member’s belief that when working together they can successfully and effectively accomplish goals that have been set out for their teams. Zaccaro, Blaire, Peterson & Zazanis (1995) defined team efficacy as a team property that reflects the members’ confidence that they can perform together. As members feel more confident in their team’s capability, they are more motivated to work hard for the team and at the same time are willing to take more challenging tasks.

It is the role of the leaders to raise team motivation by using various motivational strategies, and indirectly through planning, coordination, personnel development and feedback behaviors. Kane, Zaccaro, Tremble & Masuda explains how it becomes the responsibility of a leader to raise the team efficacy and cohesiveness.



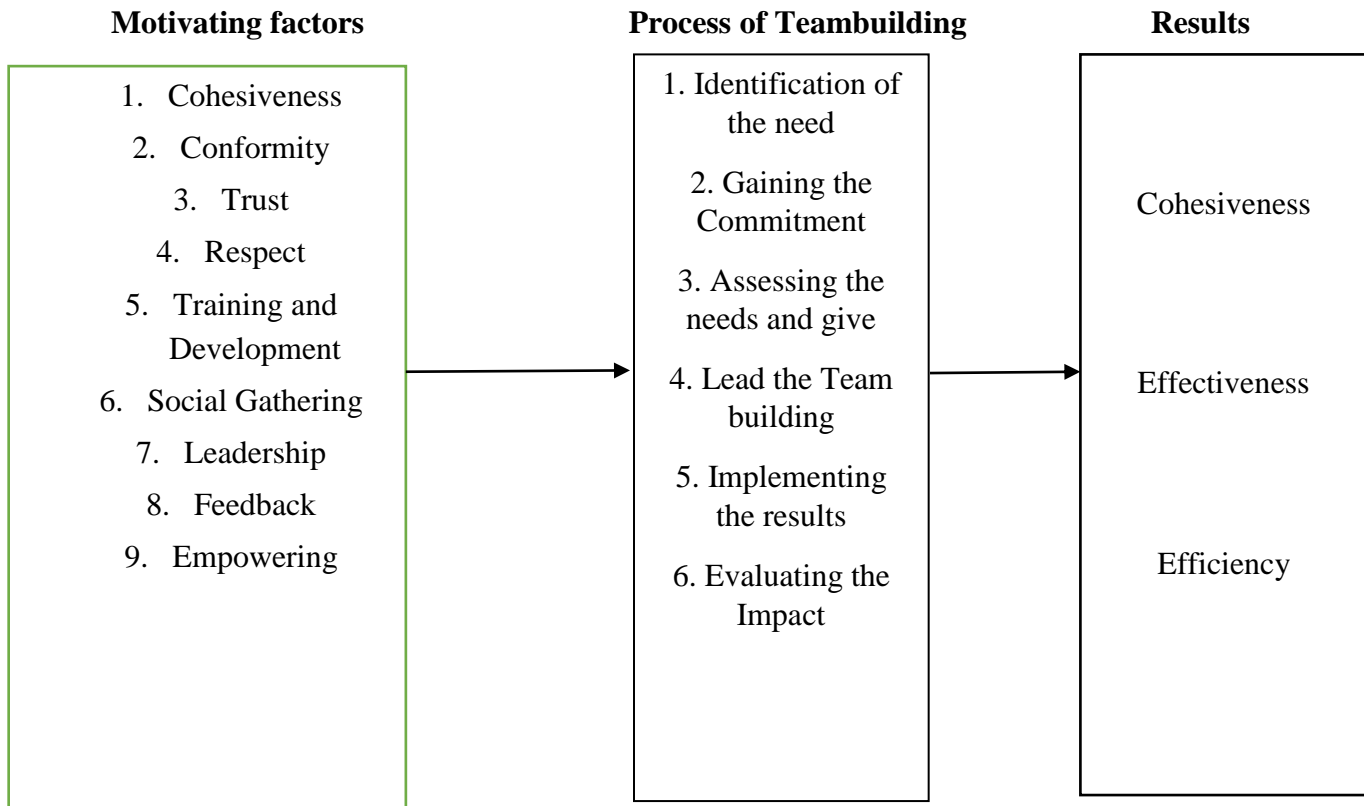
**Figure 3: - Motivational Leadership Process adopted by Leaders (Author, 2015)**

The Figure 4 above indicates the influences of a leader on team motivational processes. It is seen that leaders raise team motivation through a various means like using motivational strategies or by planning, coordinating, and providing feedbacks. If team members believe their team is capable of achieving its goals, i.e., being successful, they are more likely to choose to engage the task (Zaccaro 1996; Zaccaro, Blair, Peterson, & Zazanis, 1995). Bandura (1982) suggested that efficacy beliefs emerge in part from (a) a history of successful achievement, (b) observations of modeled behaviors that lead to successful performance, and (c) persuasion and social influence processes. Effective leaders will likely use these strategies to build task confidence in the teams (Kozlowski et al., 1996). They model appropriate task strategies, allowing newly developing teams (or new team members) to acquire collective task competencies. They also model teamwork, or how team members should work together. By their actions, such leaders establish the acceptable interaction patterns in the team. For example, if they model and promote idea exchange, constructive criticism, and mutual support, the team is likely to feel more efficacious with respect to its assigned tasks.

Team work should be supported by appropriate reward systems (Hackman, 1990; Katzenbach & Smith, 1993). It has been pointed out that if management desires a group to work towards collective goals as a true team, then the rewards and recognition offered by management should reward collective efforts, not only individual efforts (Hackman, 1990).

Yukl (2002) as “giving praise and showing appreciation to others for effective performance, significant achievements, and important contributions to the organization.”). Yukl taxonomy of leadership behaviors (2002) “emphasizes recognition because it is easier to provide than tangible rewards, it is more personal, and it is relatively independent of the formal reward system of the organization”.

## Motivating factor model for effective team building



**Figure 4: - Motivational Leadership and its factors resulting in Effective Team Building (Author, 2015)**

From the above Figure 5 the motivational factors associated with motivational leadership are discussed below: -

1. **Cohesiveness:** - Clark (2005) stated that leaders through motivation and inspiration can create a shared belief in the capabilities of the team. The leaders can bring team members close together where everyone feels welcome. A cohesive team is a tightly unified force to be reckoned with, is more resistant to stress and destructive forces, and as such would seem to be desirable to have and maintain in a virtual setting. The concept of “cohesiveness” is a multi-dimensional construct, containing elements of social participation and belonging, as well as task-related dimensions, such as the team’s goal or objective
2. **Conformity:** - Clark (2005) stated that through motivation leaders can make team members believe among themselves and their ability to work together as a team in order to achieve their goals.

3. Trust: - Handy (1995), Jarvenpaa, Knoll & Leidner (1998), Pauleen (2003), Lee-Kelley, Crossman & Jennings (2004) all researcher believe that trust is one of the most vital and significant aspects within teams. Joshi (2000) showed that leaders motivate and inspire team members to increase trust among each other. Pauline (2003) describes in her research that leader can influence and promote formation of trust among team members through helping them to get to know each other better.
4. Respect: - Kanter (2008) proposed respect especially mutual respect as one of the strongest motivating factors for building effective teams. Mutual respect for one another creates a sense of belonging and a friendly atmosphere where team members become comfortable to work in and in an effective manner.
5. Training and Development: - Everybody wants a chance to grow and individuals working in teams are no exception. All members of a team are looking for an opportunity to learn something new and therefore to work effectively they are put to the task of various training and activities that help to make team work effective.
6. Social Gathering: - “Man is a Social Animal”, this statement holds very true. Social gathering are an important part of building effective teams. Social gatherings bring team members close, allow them to introduce themselves, identify each other’s positive and negative attributes and this initiating the process of effective team building.
7. Leadership: - Leadership is one of the major influencing forces for team building. The role or the leader is not just to form teams, but he/she should be able to guide and motivate teams to work effectively.
8. Feedback: - Matsui et al (1987) & Hackman (2002) stated that a feedback system gives more reliable and timely information to the team members about their work and enhance their team learning capacity. Hackman (1987) further goes on to state that unless the team has data about how it is doing, there is no way it can learn and unless a team learns there is no way it can improve.
9. Empowering: - Yukl (2002) described the delegation and provision of more autonomy and discretion to subordinates among teams results in an increase of follower’s or employee commitments towards the team. Hackman (2002) believes it is very important for leaders to design work for teams that is meaningful and significant, in order to maximize motivation, giving them responsibility for a whole task, the more challenging and significant the better. “Collective internal motiva-



tion also is fostered by team tasks that provide members a large measure of autonomy to decide how they will use their human and material resources in carrying out their work”.

### 3. RESEARCH METHODOLOGY

Planning and organization of conducted research are seen as essential elements for any study. According to views of Marczyk et al (2005) the initialization and conduction of research through selection of the most suitable research method always tends to help researchers minimize the complexity of research and to determine the relationship between apparently distinctive measures. The choice of selecting the research method is based on the nature of the issue addressed within this thesis primarily identified and focused on the research problem in hand. Therefore taking all factors into consideration this study involves both quantitative and qualitative research. The research would involve interviews with the leaders and surveys which would be aimed for employees of the organization.

#### 3.1 Research Design

To better understand the research design it is best to first understand the research questions that needs to be addressed by this particular research. The following research questions can be framed to help reach the main objective of this research work: -

1. What are the motivating factors that employees consider when working in teams?
2. How does leaders motivate employees to work in and build effective teams?

The information for this research work is being gathered through interview questions in the qualitative analysis and a survey in the quantitative analysis.

The main aim of conducting the empirical research is to **analyze** the process of team building initiated by leaders and to get an **insight** into how employees feel about team-building.

The main objectives of this research are:-

- To identify the process of team-building in the organization
- To identify the role of leaders in motivating the teams and it's team members
- To see if the process of team building differs from department to department or not within the same organization
- To identify the most important motivating factors for building effective teams

## 3.2 Qualitative Research

Denzin and Lincoln (2005) describes qualitative research involving an interpretive and naturalistic approach pertinent to understanding the meanings, which people attach to certain phenomena associated with the social world. Trochim (2005) describes it typically used to achieve an in depth understanding of certain issues, theories, processes, etc. Ritchie and Lewis (2003) stated that the main factors of qualitative research include an overall standpoint and the significance of the participant's frames of reference, the nature of research design, style of analysis and interpretation and the results obtains from the research.

According to Miles & Huberman (1994) the obtained data for qualitative research are not and cannot be recorded in numerical form and are rather gathered using flexible methods. Unlike quantitative research, qualitative research utilizes the researcher as the main instrument for data collection.

The qualitative analysis would be done with the help of an unstructured interview. The unstructured interview is conducted through the various departments of the organization in order to access the situation of teambuilding in the departments and as a whole.

The focus of the qualitative analysis is on the leaders while analyzing their motivational approach in making team building effective. For qualitative analysis the interview questions would be further reviewed and formed into categories and results would be taken from the statements mentioned and further deduction would be made by the author as per the understanding of the subject matter.

The research includes a set of unstructured interview questions which would be conducted through skype with the various departmental heads or responsible person from each department. The responses from the interviewees would be gathered and sorted out. The analyses would include categorization of factors focusing on the motivational aspect of leadership related to effective team building. There might be a possibility that there is one centralized system of team building followed throughout the organization but due to activities and tasks of departments the system can vary.

### 3.2.1 Interview

For qualitative analysis use of interview is done. This forms the part 1 of the research analysis. The following interview questions are being asked to the leaders or supervisors working in the organization:-

1. Do you take the initiative to help the members of the team by solving their problems?
2. Do you allow all team members to take part in making important decisions in team based work?

3. What would say are the major problems that make your building effective teams difficult?
4. Have you had the possibility to work with team building activities?
5. Do you believe that teambuilding improves team's performance? Why?
6. Which team building activities would be the most suitable for your team?
7. Do you or the management conduct trainings for effective team building?
8. How important is it for you to identify what motivates employees to work in teams?
9. What solutions or how have you resolved a situation where employees refuse to work or cooperate with each other?

The above mentioned questions are framed using the following means: -

**Table 4: - Motivating factors and the associated questions from the interview**

Motivating Factors	Questions
Leadership, Trust	Q1, Q6,
Cohesiveness, Trust, Respect, Social Gathering	Q2, Q6, Q5
Leadership, Training and Development	Q1, Q6
Leadership, Trust, Respect	Q9, Q8,
Leadership, Training and Development	Q7, Q4
Feedback, Social Gathering, Empowering	Q8, Q2

### 3.2.2 Respondents

For the qualitative research the managers/supervisors were selected because the researched needed to analyze the team building process followed by the various departments of the organization. The targeted respondents were chosen from 4 departments of the organization. The main departments under the research study are Human resource, finance, research and development and marketing departments.

**Table 5: - Qualitative Research Respondents Selection Criteria**

<b>Department</b>	<b>Interviewee</b>	<b>Criteria</b>
<b>HR</b>	<b>Respondent 1</b>	Position of Power and mainly responsible for building teams.
	<b>Respondent 2</b>	Position of Power
<b>Finance</b>	<b>Respondent 3</b>	Position of Power
<b>Research and Development</b>	<b>Respondent 4</b>	Position of Power
<b>Marketing</b>	<b>Respondent 5</b>	Position of Power

### 3.3. Quantitative Research

Creswell (2007) defines quantitative research is most commonly used as a tool to discover and recognize the meaning individuals or groups ascribe to a social or human problem where as Vanderstoep and Johnston (2009) & Gay (1996) describe it as means of quantifying the results or a means of specifying numerical assignments to explain, predict or control the phenomena under study.

The survey is focused on the employees who are working in teams.

This is the second part of the research where the tool for conducting quantitative research is a survey questionnaire. The quantitative analysis survey data is presented on a Likert scale where Strongly Disagree is coded as '1' and Strongly Agree is coded as '6'. A further statistical analysis was carried using the software SPSS which is the Statistical Package for Social Sciences. The descriptive analysis of the survey results were based according to the following groups: - D=Disagree and SD=Strongly Disagree, in the middle there is N=Neutral or neither agree or disagree, while on the other side there is A=Agree and

SA=Strongly Agree. Once the survey results have been coded they would be analyzed using SPSS or Microsoft Excel.

**Table 6: - Coding for Response Statements**

Strongly Disagree = 1	Moderately Disagree =2	Disagree = 3	Agree = 4	Moderately Agree =5	Strongly Agree = 6
-----------------------	------------------------	--------------	-----------	---------------------	--------------------

The data gathered through the quantitative research is either by using survey research through questionnaires and structured interviews which are further analyzed using means such a statistical analysis such as correlation, relative frequencies, and difference between means, modes and standard deviation. This analysis helps in interpretation of the data obtained. The inferenced made from the data analysis helps generalize a sample drawn to a population.

### 3.3.1 Survey Questionnaire

A survey is conducted within and the employees are questioned regarding team work and the role of leaders in motivating and promoting team based atmosphere. The part 2 of research includes results obtained using the self-made questionnaire which forms the basis of quantitative analysis.

The survey (See Appendix) is based on the following: -

**Table 7: - Motivating Factors associated with the statements in the survey**

Motivating Factors	Statements
Empowering	31, 32, 33
Social Gathering	28, 29, 30
Training and Development	24, 25, 26, 27
Respect	21, 22, 23,
Trust	17, 18, 19, 20
Conformity	13, 14, 15, 16
Cohesiveness	9, 10, 11, 12

Leadership	5, 6, 7, 8
Feedback	1, 2, 3, 4

The last question of the survey is based on the ranking order where team-members select the motivating factor which has the most impact on them when working and building teams.

### 3.3.2 Sampling

For qualitative analysis the set of interview questions will be used. The questions would be sent to known people in the position of power working in the organization. For interview 8 supervisors or leaders from different departments within the organization are selected. Quantitative research is being carried with the help of a survey which is developed using the online survey website [www.surveymonkey.com](http://www.surveymonkey.com). The survey is being sent to around 78 employees working in the organization.

### 3.3.3 Respondents

The questionnaire was targeted at 78 respondents but the researcher could get only 47 responses. There was no fixed criteria for selecting the respondents. Survey questions were sent to known friends and associates working in the organization and with the help of the HR department more survey were distributed among employees to be filled out. The response rate was about 60%.

### 3.4 Demographic Details

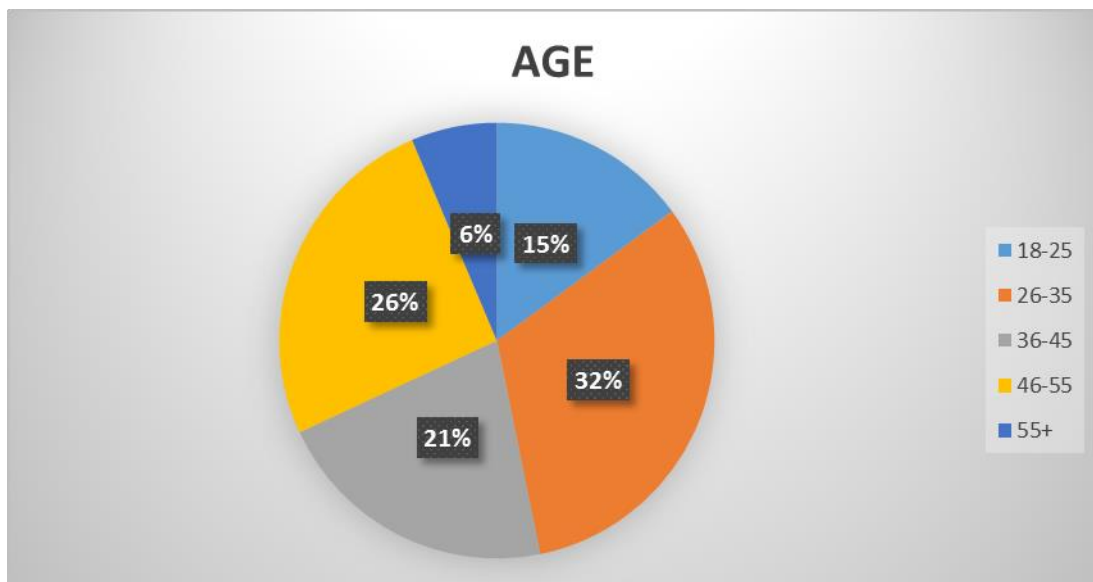
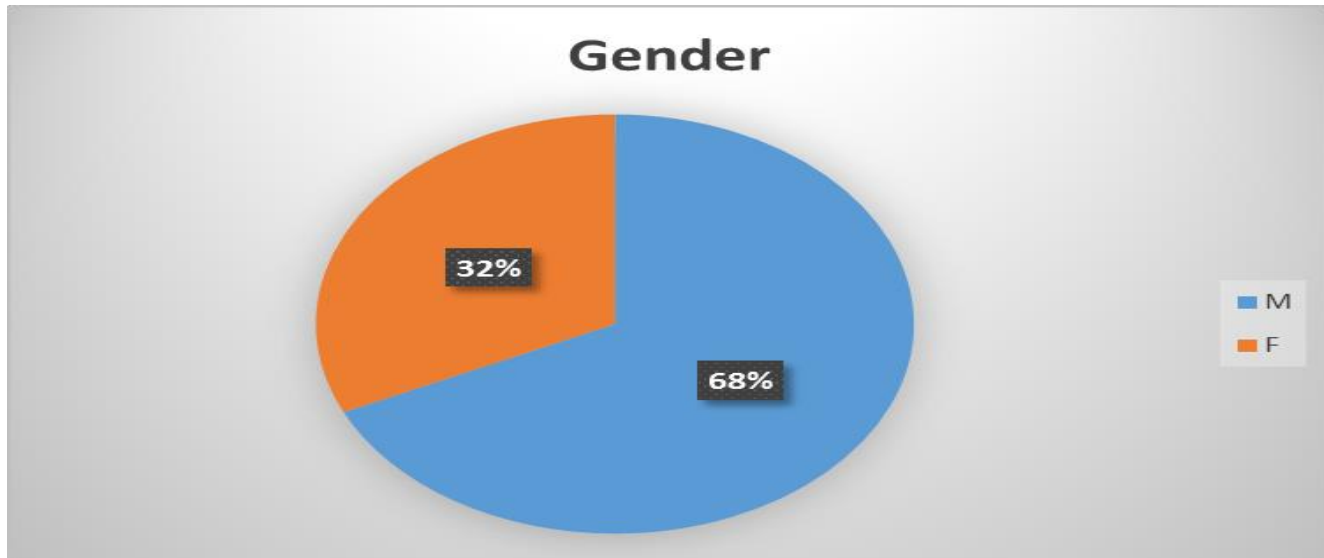


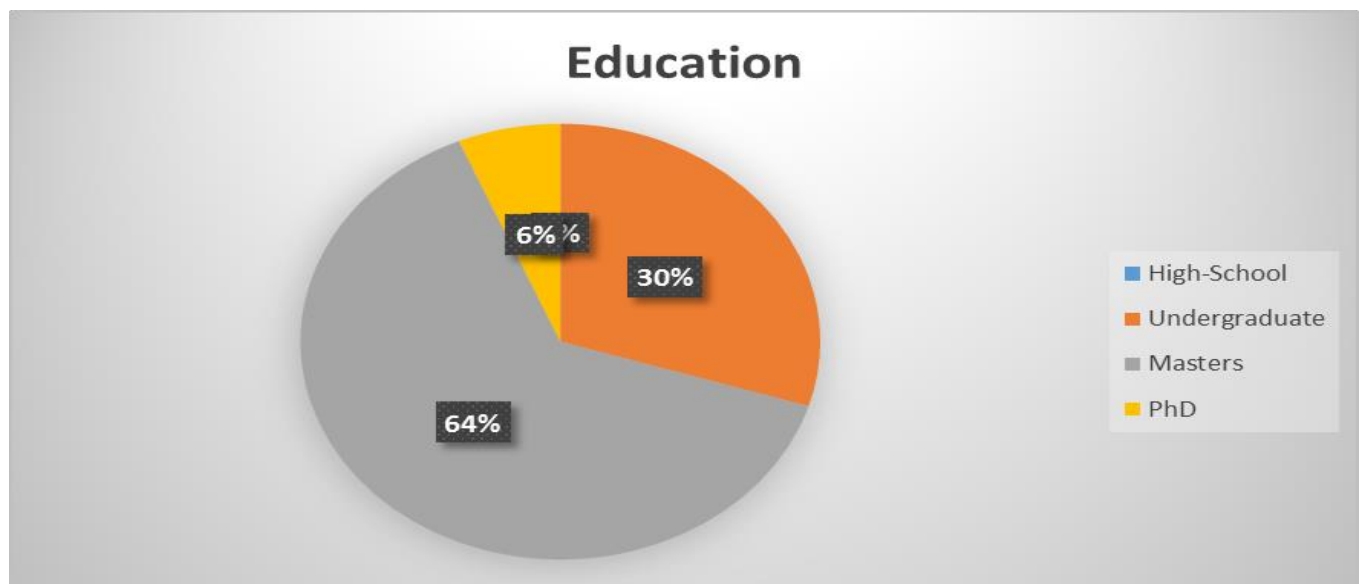
Figure 5: - Age distribution of respondents (%)

From the above shown Figure it evident that the majority of the respondents are of age 26-35 accounting for 32% whereas the employees of age 55+ or 18-25 is quite low accounting for a mere 6% and 15%. This data projects a view that the organization prefers to hire employees who have prior experience or perhaps is not hiring fresh graduates as employees.



**Figure 6: - Gender representation of the respondents**

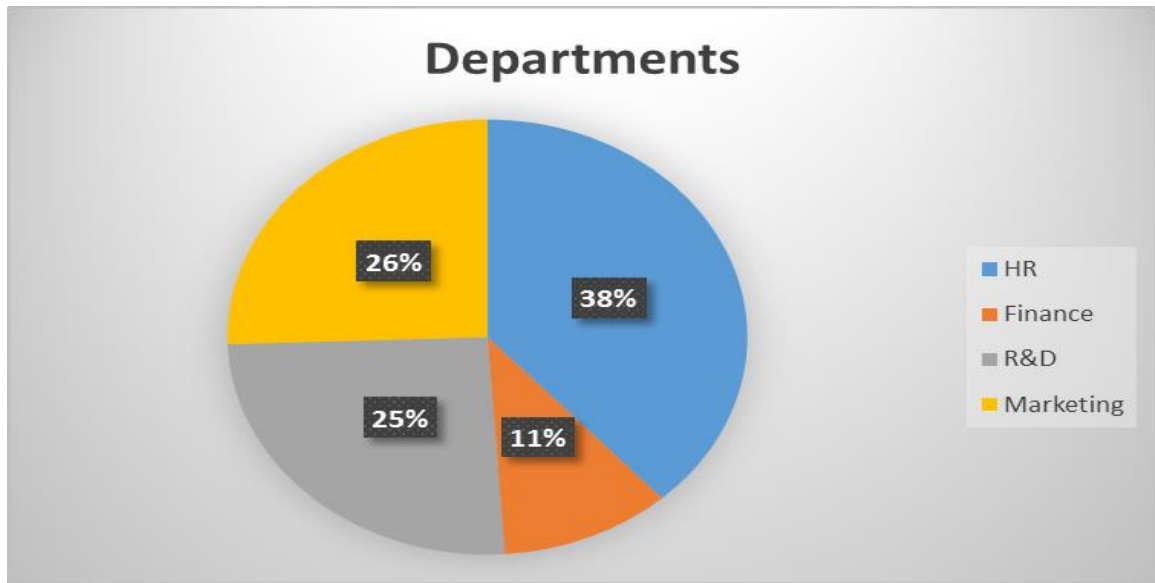
The above Figure represents the gender population of the respondents and it is clearly seen that the majority of the respondents are males. This can be attributed to the fact that the organization is strictly based in IT and computer technology and therefore there is a less percentage of women in this particular organization.





**Figure 7: - Education level of respondents**

In the above Figure, it can concluded that the majority of the respondents hold a masters degree in their respective fields of specialization where as 100% of the employees hold atleast a bachelors degree.



**Figure 8: - Departmental representation of respondents**

In the above Figure, the HR department accounts for almost 38% of the respondents where as Research and Development and Marketing account for 25 and 26% respectively.

**Table 8: - Demographic Representation of the Supervisors Interviewed**

Department	Interviewee	Age	Gender	Education	Team-Building Involvement
HR	Respondent 1	36-45	M	Masters	Yes
	Respondent 2	26-35	F	Bachelors	Yes
Finance	Respondent 3	36-45	M	Masters	No
Research and Development	Respondent 4	26-35	F	Masters	Yes

<b>Marketing</b>	<b>Respondent 5</b>	<b>36-45</b>	<b>F</b>	<b>Bachelors</b>	<b>Yes</b>
------------------	---------------------	--------------	----------	------------------	------------

From the above Table 6 it can be concluded that there were a total of 5 supervisors involved with the reasearch from various departments within the organization. The major aspect of of team building is focusses in all departments however finance department is one where team-building activities are not followed. Therefore, for our part of research analysis only HR, R&D and marketing department would be taken into account.

## **4. EMPIRICAL RESEARCH AND IT'S RESULTS**

The aim of this chapter is to provide:

1. Company Profile and background information, hierarchical Structure of the organization
2. The findings of the research conducted –the interviews and survey questionnaire
3. Recommendations to the supervisors

### **4.1 Background**

The organization under study is “American Megatrends Incorporation (AMI)”. It is an IT company which is responsible for manufacturing essential hardware and software solutions for the international computer market. What AMI has achieved is to become the world’s largest BIOS firmware vendor in the world.

The main key departments of the company are: -

- Finance Department
- Human Resource Department
- Marketing Department
- Research and Development Wing
- IT Department
- Public Relations department

AMI can owe its strong image that has been developed over the years and its continued excellence in terms of product quality and efficiency to the fact of excellent leadership by Mr. Shanker and the various teams and sub teams who play an essential role in the growth of the organization.

### 4.3 Qualitative Research Analysis

The qualitative research is based on the interviews conducted with the supervisors of the various departments in the organization. For analysis from the interview various factors were identified and the viewpoint of the interviewee was provided. The researcher concludes after every drawn factor his own reflection/understanding of the mentioned factor.

**Table 9: - Interview Analysis for the factor of Leadership**

Interviewee	Motivating Factor	Statement
Respondent 1	<b>Leadership</b>	“Being the person incharge of HR it is my responsibility to identify the needs of employees that make them work efficiently in teams”
Respondent 2		“Being in position of power it is my responsibility that issues or problems with employees in teams are dealt quickly”
Respondent 4		“It is essential to understand the problems associated with team building”
Respondent 5		“It is my responsibility to conduct effective team building activities to ensure efficient and effective teams”

In the above Table 7 there is depicted an analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **leadership** as an essential factor in motivating employees towards teambuilding resulting in making effective teams.

*Reflection:* Based on the interview the researcher is able to conclude that leaders or supervisors play a very critical role in maintaining and building effective teams. The first and foremost task for supervisors is to understand the needs and desires of employees working in a team. Every individual must

be having their own individual goals/objectives which may or may not be different from the goals and objectives of teams. Therefore it is very crucial for supervisors to understand those needs and keep in mind when building teams. Being in position of power supervisors also need to resolve any problems or conflicts arising within groups. For building effective teams it is very important to involve employees in team building activities because they always help to bring employees together and strengthen their bonds thereby making their working together more effective.

**Table 10: - Interview Analysis for the factor of Empowering**

<b>Interviewee</b>	<b>Motivating Factor</b>	<b>Statement</b>
Respondent 1	<b>Empowering</b>	“All employees in my department are able to make their own decisions and are equally liable for the decisions they make”
Respondent 2		“All employees have a voice in a majority of decisions pertaining to that team”
Respondent 4		“Agreements and Disagreements of all employees are taken into consideration”
Respondent 5		“Employees are allowed to make separate decisions in the absence of team-leaders and are held accountable for those decisions”

The above Table 8 represents analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **empowering** as a strong tool to make employees work well in teams.

*Reflection:* Based on the interview the researcher can conclude his finding with the fact that empowering employee creates a positive mind-set which in turn results in effective teams. The supervisors

believe that empowering employees results in building a mutual trust. When employees are given the authority to make decisions (ofcourse being held liable for those decisions) it makes them more keen to work well with others. Employees knowing the fact that their opinions and suggestions are important and would be taken into consideration when pursuing team goals/objectives it creates or rather acts as a strong motivation among them.

**Table 11: - Interview Analysis for the factor of Feedback**

<b>Interviewee</b>	<b>Motivating Factor</b>	<b>Statement</b>
Respondent 1	<b>Feedback</b>	“All employees are given a chance to express their own views and opinions”
Respondent 2		“Teams work best when everyone not only talk about the positive things but also the negatives aspects of each other. One is free to contradict the other person”
Respondent 4		“To measure the effectiveness it is important for us to get feedback from employees. Therefore regular team meetings are organized to get the inside opinion”
Respondent 5		“Feedback helps us to better understand the working of employees and helping resolve any conflicts or hurdles which might effect results”

The above Table 9 represents analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **feedback** as an important tool to make employees work well in teams.

*Reflection:* Based on the interview the researcher can conclude his finding with the fact that giving and receiving frequent feedbacks creates a more effective working environment which would help thrive an atmosphere for effective teams. Giving frequent feedbacks to employees working in teams helps them to know if they are on the right track or not whereas receiving feedbacks helps supervisors know and be aware of problems and situations arising within teams. Feedback systems also helps to gather knowledge

about the progress of various teams and help determine counter measure if and when a team is performing negatively.

**Table 12: - Interview Analysis for the factor of Social Gathering**

<b>Interviewee</b>	<b>Motivating Factor</b>	<b>Statement</b>
Respondent 1	<b>Social Gathering</b>	“The purpose of company dinners or weekend trips is to enhance our bonding between employees”
Respondent 2		“One of the key functions of us HR personnel is to make sure the employees have a social gathering with each other since that’s when they learn more about others and not just themselves”
Respondent 4		“Most of our time goes in work however it is very essential for us to get together once in a while”
Respondent 5		“In out of work meetings we can talk about so many other things especially not related to work and giving the employees a chance to know each other in a better way”

The above Table 10 represents analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **social gathering** as one of the most effective tools to make employees work effectively in teams.

*Reflection:* Based on the interview the researcher can conclude his findings with the fact that social gathering brings people together. Supervisors believe that employees have a life beyond their work-place and therefore when they are meeting each other outside work they tend to bond better and stronger by becoming aware of the strengths and weaknesses of each other. During one interview, one of the supervisors gave a situational example that during a time a team was not able to perform as expected and they were undergoing several internal conflicts and issues. To overcome the internal problem, the

supervisor planned for a weekend trip for th team where the employees in the team were able to face each other in a place other than work where there was practically no stress and there was a possibility for them to talk about things and get a better understanding of each other. After a week from the trip the supervisor noticed many changes in the team-members as they were trying to resort any existing issues and conflicts on their own and trying to stay focussed on work at hand. What it showed is that when meeting in a social environment it provides an opportunity for people to get to know each other, to find strengths and weakensses of each other, thereby when coming back to work they can support and work together as a team.

**Table 13: - Interview Analysis for the factor of Training & Development**

<b>Intervieee</b>	<b>Motivating Factor</b>	<b>Statement</b>
Respondent 1	<b>Training and Development</b>	“Team-building activities are very important and form a very crucial part when initiating teams. It might sound simple to make teams but even within teams there is requirement for training and development”
Respondent 2		N/A
Repsondent 4		“Every employees is well learnt and educated however what needs to be developed is how to pool each others resources and knowledge and effective work in teams”
Repsondent 5		“One may not need not to learn how to do things but rather how to work with one another in order to be more effective”

The above Table 11 represents analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **Training and Development** as an important tool to initiate forming of teams

*Reflection:* Based on the interview the researcher can conclude his finding with the fact that employees are already qualified enough to carry out their own individual tasks and objectives. However, what is lacking



is the training of such employees to work together as a team. There might be employees who are happy to work as “lone-wolves” and do not like the idea of working with someone else or just find it hard to work with someone else. Therefore it is the responsibility of supervisors to come up with such training and development which tends to make people work with each other more effectively and efficiently. The supervisors believe that there is a strong need for team-building activities which would be a stepping stone for forming effective teams.

**Table 14: - Interview Analysis for the factor of Respect**

<b>Interviewee</b>	<b>Motivating Factor</b>	<b>Statement</b>
Respondent 1	<b>Respect</b>	“Respect is a mutual thing. An employee doing hard work wants nothing more than for his work to be appreciated and him being respected.”
Respondent 2		“Respect for one another is one of the strong factors determining the initiation of forming teams”
Respondent 4		“A person who does not respect others or decisions of others then he does not deserve to be in a team”
Respondent 5		“Respect is an important aspect when trying to strengthen the bond between people”

The above Table 12 represents analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **respect** as an important aspect when forming or working within teams.

*Reflection:* Based on the interview the researcher can conclude his finding with the fact that respect for one another often determines the effectiveness of teams. Imagine as scenario where two-three individuals are placed in a team who do not get along well and literally do not hesitate to contradict each other in all situations. It wouldn't be a surprise that they working as team would definitely fail. To make two or more

people come together to work with another the first and foremost factor required would be mutual respect for one another. They may agree or disagree with one another on issues however that disagreement or agreement would be made in a respectful manner. The factor of respect seems to play a pivotal role in the formation of teams.

**Table 15: - Interview Analysis for the factor of Trust**

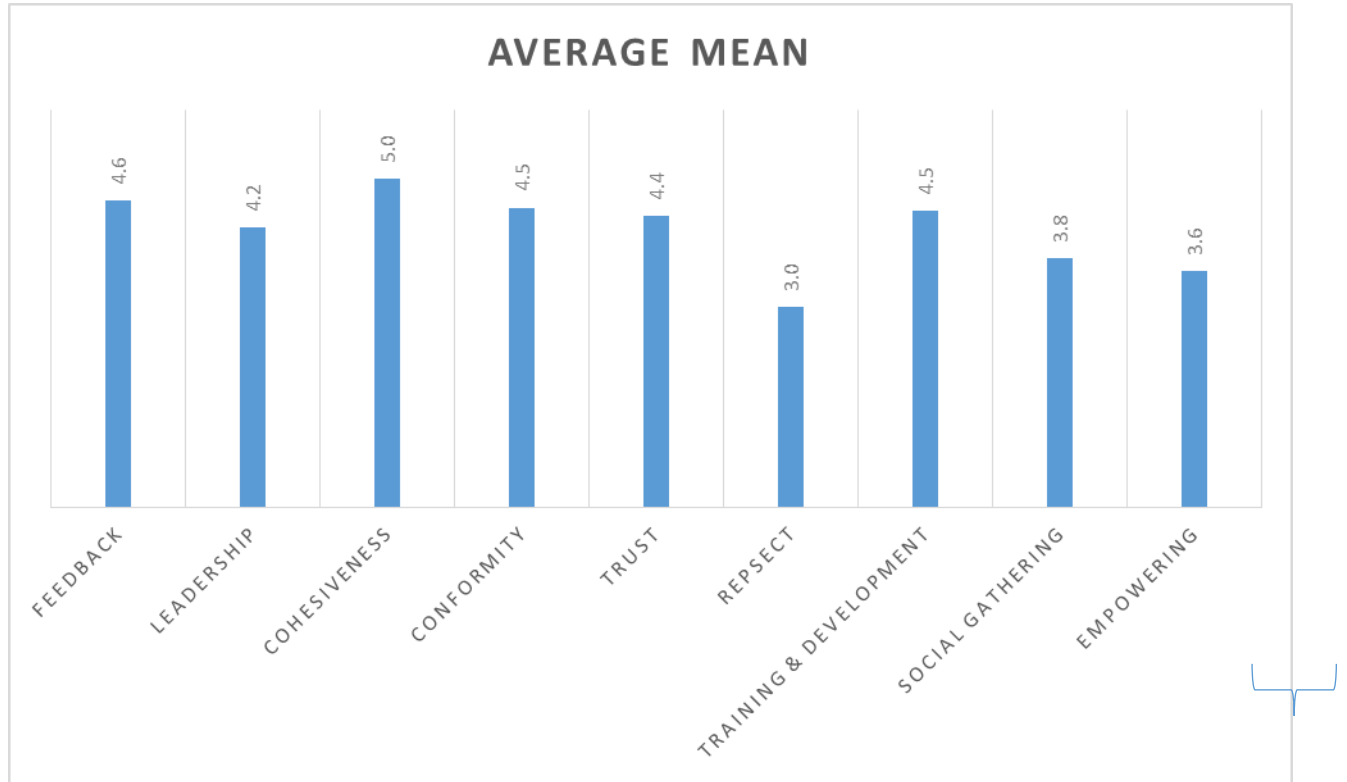
<b>Interviewee</b>	<b>Motivating Factor</b>	<b>Statement</b>
Respondent 1	<b>Trust</b>	“Trust helps getting things done effectively”
Respondent 2		“Trust in one another allows individuals to work well with another as they know they have someone to back them if things go wrong”
Respondent 4		“We trust in each others capabilities and working which helps to create a stronger bond”
Respondent 5		“Building trust is one of the most important foundations of building teams”

The above Table 13 represents analysis based on the interview with the supervisors from the various departments. It can be seen that all supervisors view **trust** as an important feature when forming teams.

*Reflection:* Based on the interview the researcher can conclude his finding with the fact trust is the basic element which fosters efficiency in forming teams. If individuals are not able to trust one another then they wouldn't be able to work together for a longer duration. As a person in power, supervisors need to establish means by which employees trust each other, keeping aside their differences and work effectively in teams.

#### 4.4 Quantitative Research Analysis

The survey questionnaire formed the basis of quantitative research. The research includes representing each factor and its associated means in order to draw conclusions and understanding regarding the team-building situation existing within the organization.



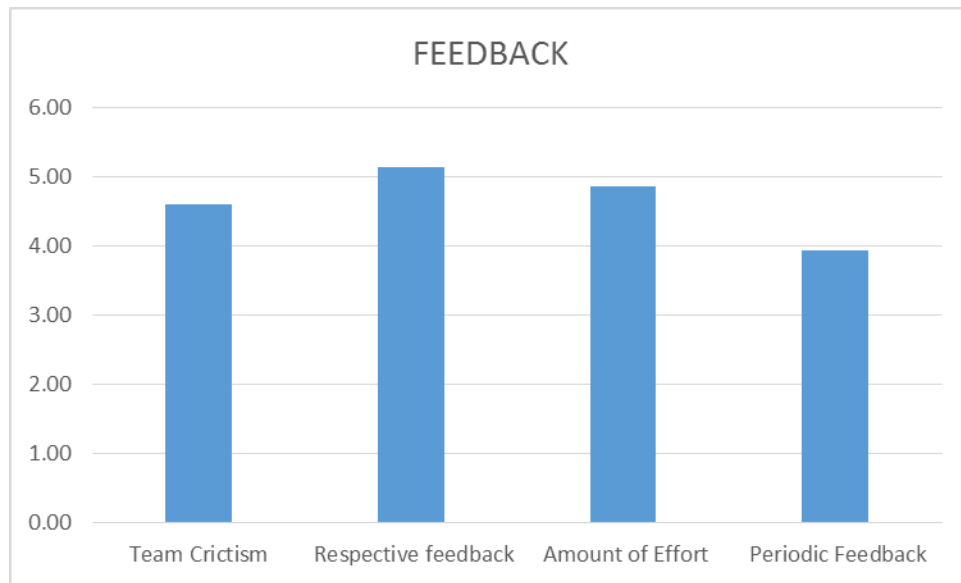
**Figure 9: - Representation of Overall Mean for each statements**

The above shown Figure 10 represents the overall mean for each and every factor associated with used by supervisors to motivate employees to work effectively in teams. The mean represents the opinions of the employees who work in teams and are aware of doings of the supervisors when it comes to team-building.

- Feedback: - The most important aspect of this factor is the fact that the employees working in teams are able to provide a regular feedback regarding their individual performance as well the performance of their team.
- Leadership: - The most important aspect presented by this factor is the supervisor's ability to motivate employees to work effectively and efficiently in teams. When there is some

form of motivation or incentive then employees are psychologically more comfortable and effective in team work.

- Cohesiveness: - Most employees believe that the high level of cooperation that has been developed in the team enables them to work efficiently for the team performance.
- Conformity: - Encouraging team members for active participation helps in making better and stronger teams.
- Trust: - The level of trust which each team member has on the other determines the success and the efficiency of that particular team. In a team the support of others plays a crucial role in successful team work.
- Respect: - When working in teams it is very important to the team members that their suggestions are taken into account and the fact that they are not left alone or get the feeling of being neglected.
- Training & Development: - Team building activities are a great tool to bring team members close to each other and to form an effective team.
- Social Gathering: - Most employees are of the belief that meeting outside of work tends to strengthen the bonds among team members and enhance their work performance.
- Empowering: - When team members are given the responsibility to make decisions on their own it instill in them the team spirit and motivation to work efficiently.



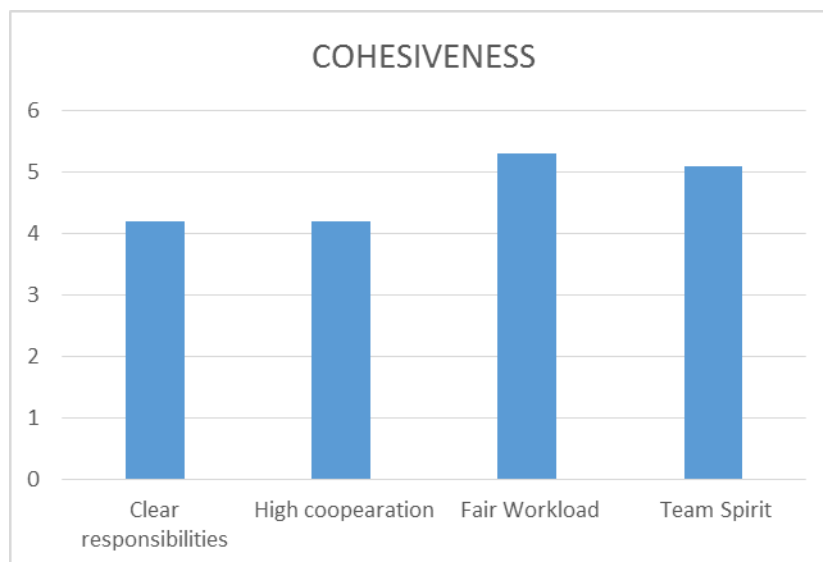
**Figure 10: - Representation of Mean for the factor of Feedback**

The above shown Figure 11 represents the factor Feedback. From the above Figure 11 it can be concluded that the respondents are fairly content with the feedback system used by their leaders. According to most employees what is lacking is the ability to criticize each other in an open manner. The team-members may have the possibility to criticize not just its team-members but also the team leader or the supervisor as well. The survey questionnaire also showed that many employees believed that there were less frequent feedbacks from the team-members.



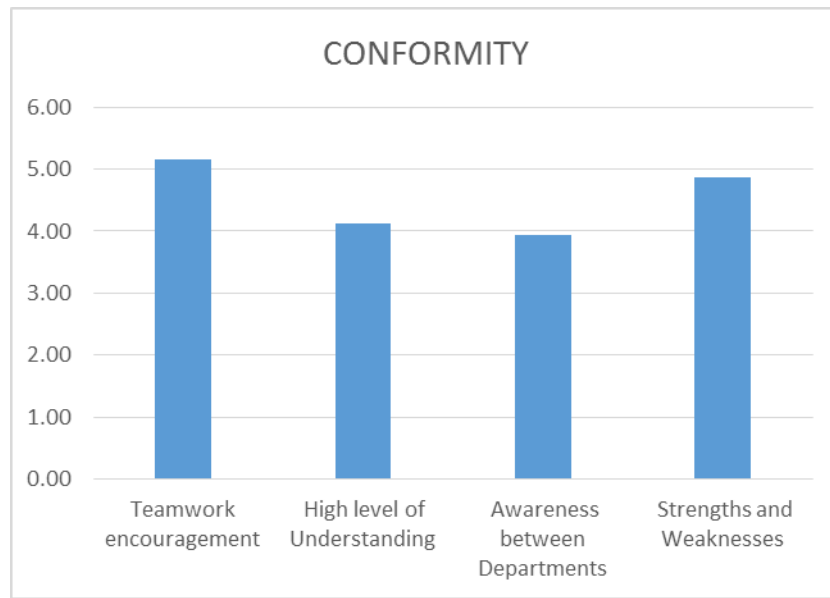
**Figure 11: - Representation of Mean for the factor of Leadership**

The above Figure 12 represents the mean for the factor of Leadership. Leadership is perhaps one of the most important aspects of this study and it is necessary to understand the view of employees (working in teams) regarding their team leader or supervisor. It can be concluded that the leaders make sure the employees working in teams are aware of the team goals and objectives while on the other hand take the responsibility of motivating employees to work effectively in teams and with coordination. Based on the questionnaire what is lacking from the supervisors part is the ability motivate the employees to work together.



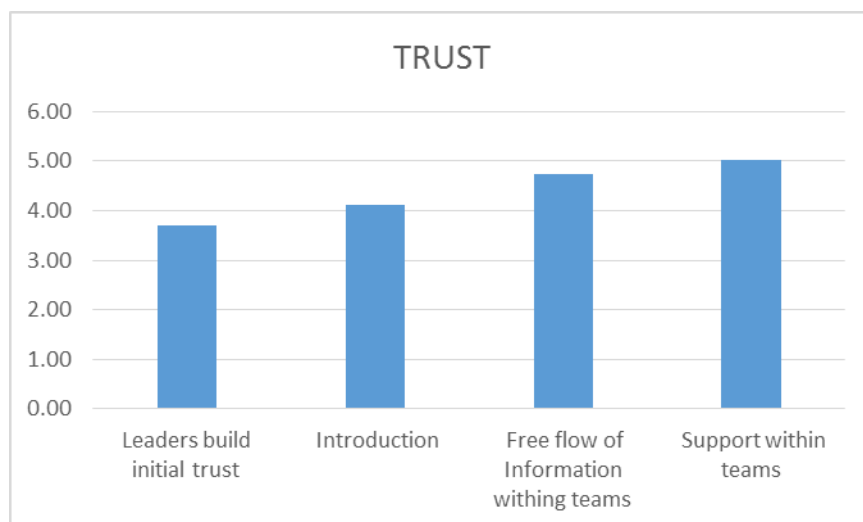
**Figure 12: - Representation of Mean for the factor of Cohesiveness**

The above shown Figure 13 represents the responses for the factor of cohesiveness. Cohesiveness is the extent to which team members stay together and remain unified as they pursue a common objective. It is said that a team is cohesive when its members link well not just with one another but to the team as a whole. The results should a strong cohesiveness towards team as most respondents believe that if few member would like to disssolve the team then there are high chances that others would follow suit. Most respondents also agree to the fact that the work load is equally distributed among the team members. From the view point of the employees an area that could be worked up would be the leaders ability to foster cooperation between team members.



**Figure 13: - Representation of Mean for the factor of Conformity**

The above Figure 14 represents the factor conformity within teams in the organization. The most important aspect for employees within this category is the leaders ability to encourage team work. Another strong aspect is employees understanding of each other especially when it comes to playing with each other strengths and weaknesses. There seems to be a strong link between team-members in a team but the same team does not have the same strong link with another team. When working in an organization it is important to understand that the goals, objectives and visions are the same for everyone in the organization. Therefore each department should be able to coordinate with the other department freely and at ease.



**Figure 14: - Representation of Mean for the factor of Trust**

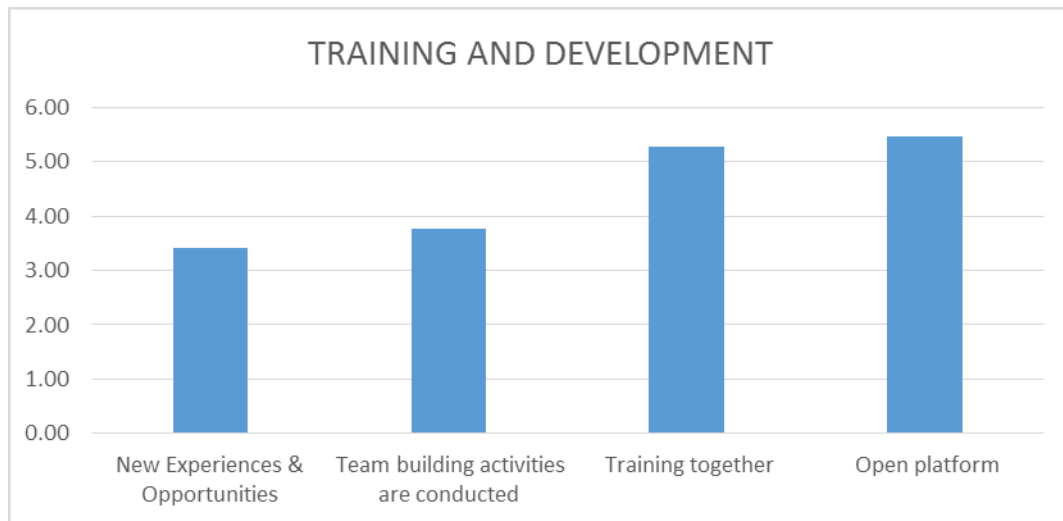
The above Figure 15 represents the factor of Trust which forms one of the essentials of team building. Trust is very important for employees working in teams because they always tend to rely on each other for support. The survey shows that there exists a strong level of trust among the team-members which is very important for a team to function effectively. Each team member is open and is willing to share information and knowledge with their colleagues working in a team. However, most employees believe that no other individual or even the supervisor can initiate trust among the team-members. What they can do is provide a platform where there can be a free flow of knowledge sharing and thus the development of trust.



**Figure 15: - Representation of Mean for the factor of Respect**

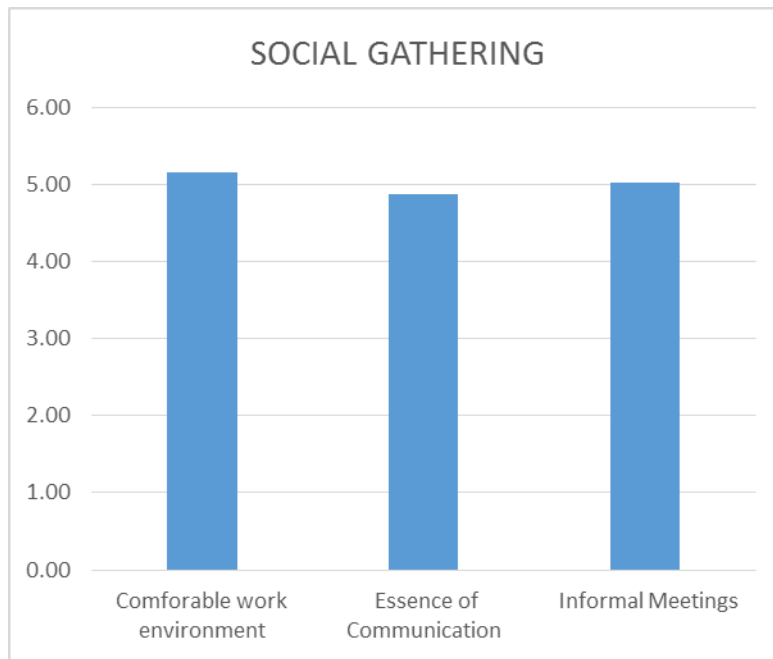
The above Figure 16 represents the factor of respect which is quite significant when working in teams because all individuals expect their work and suggestion to be noticed and paid attention to. Recognition and praise is essential in the eyes of the employees in order to increase the team spirit and its working efficiency. All team members encourage and respect the work put in by their colleagues signifying the importance of respect in teams.





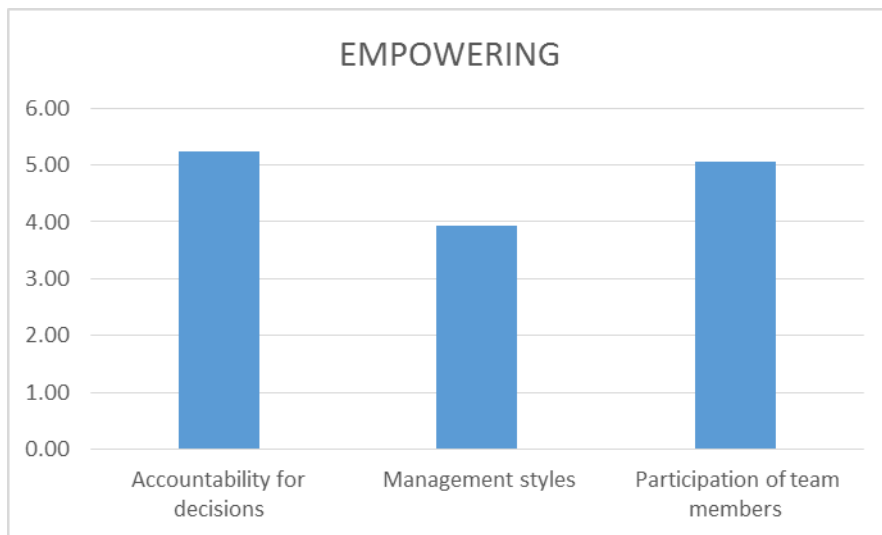
**Figure 16: - Representation of Mean for the factor of Training & Development**

Training & Development is an important tool for making working effective. However, team work is not so easy to incorporate within training and development. Most employees believe that team building activities are a great inspiration and learning tool by which team members come close together and can link with each other and a more effective manner. With a mean of about '5.5' most employees believe that training fosters openness for team members to come forward and share their learning experience with others. A mean of '5.3' indicates a strong connection of team building and bringing employee's together working as a team. A mean of '3.7' for conduction of team building activities suggests that it is necessary for the supervisor or the management to hold more team building activities in order to foster effective team building.



**Figure 17: - Representation of Mean for the factor of Social Gathering**

Meeting people is the best known way to know someone. When people meet they interact, when they interact they come to know about the other person and this interaction brings out the positive and negative sides of one another. It is believed that when employees meet out of work they are able to understand each other in a better and efficient manner. A mean of '5.2' suggests that social gathering creates a more positive work atmosphere making team members feeling a sense of belonging in the team.



**Figure 18: - Representation of Mean for the factor of Empowering**

Empowering employees to make their own decisions creates a great amount of trust and a sense of responsibility in the individual. Empowering is a great motivating tool for leaders to make people work

effectively in teams. With a mean of ‘5.2’ most of the respondents believe that making individual responsible for their decisions and allowing them to make decisions on their own creates a stronger team.

The Table 16 below shows the ranking of the motivation factors as perceived by the employees.

**Table 16: - Ranking of Motivational Factors for Effective Team-Building**

<b>Motivational Factors for effective team building</b>			
<b>Ranking</b>	<b>Factors</b>	<b>#of votes</b>	<b>Preference %</b>
1	Leadership	13	28
2	Trust	9	19
3	Feedback	7	15
4	Social Gathering	7	15
5	Training & Development	4	8
6	Empowering	3	6
7	Respect	2	5
8	Cohesiveness	1	2
9	Conformity	1	2
<b>Total</b>		<b>47</b>	<b>100</b>

From the above presented Table 16, it can be concluded that the *top 4* motivational factors for effective team building are as follows: -

- **Leadership:** The employees rank the leadership as the top motivation factor and it is no surprise. It is the responsibility of the supervisors to arrange and initiate the forming of teams. Therefore the style of leadership, the way of functioning of the supervisor, his/her approach towards individuals, etc. make an important impact on forming of teams.

- Trust: Without the factor of trust no team can ever work together. If one person do not trust another in a team then there would be no sharing of information, knowledge, etc. resulting in an ineffective functioning of the team. Building of trust and trusting one another in order to support and back each other is crucial for the success of any team formation.
- Feedback: Employees rated feedback as the third most important factor motivating them to work in teams. Openness in feedback allows employees to share their thoughts and views about not only one another but also of their team. This creates a give and take balance between the team and the management where the supervisors are able to gain insight into the teams working while at the same time provide their own understanding and feelings about the teams at work.
- Social Gathering: Social gathering is deemed as one of the fundamental platforms for building trust and association with each other. Socializing brings team members close to each other in terms of bond, learning and sharing or knowledge. The more social employees are with each other the more efficient they tend to perform when working in team.

#### **4.4 Proposal tips for Supervisors for effective team building**

##### *Feedback*

- The supervisors are able to receive frequent from the team-members and the teams however the team-members are not getting enough feedback from the supervisors. Therefore, what can be done is that the supervisors can give regular feedback in terms of performance of not only the team but also of the each and every individual.
- The feedback which is received by supervisors might contain criticism regarding other team members. It may happen that some supervisors might overlook certain criticisms which might tend to escalate in the future. Therefore, for criticism feedback the supervisor should conduct a team meeting in his presence where all such criticism and feedback could be put forward.

##### *Leadership*

- The leaders must be willing to initiate the team formation primarily through motivation. Encouraging team members to work together is essentially the responsibility of the supervisors.

### *Trust*

- The leaders must develop a system of transparency and free flow of information when assigning roles and responsibilities to teams.
- A technological system should be in place where each individual could record his or her work and which could be accessed by everyone within the team.

### *Respect*

- Respect is one factor which cannot be handed over or developed into another individual. However, what supervisors can do is to set up behavior protocols which must be adhered to in all situations. This behavioral check would keep employees in check and they would automatically respect each other.

### *Training & Development*

- There is a very strong need for team building activities. Supervisors need to initiate and develop strong team building activities in order for employees to strengthen the bond among them when working in teams.

## CONCLUSION

Leadership and team-building can be seen as two-side of the same coin where one cannot exist without the other. It has been proven over time that teams can be formed easily but there is need of good leadership to lead the team. Each and every individual has their own characteristics and believes therefore there are often situations that results in conflicts of goals and objectives when working in teams. It is very important for leaders or supervisors to understand the needs and wants of the employees. They should be able to understand and pay attention to the individual's goals and objectives as well and not just on performance of teams. Motivational leadership helps leaders to bring employees together to work in teams.

In order to lead and make better use of employees and their work talents, leaders tend to adopt one or more styles of leadership. This thesis reveals the motivational aspect of leadership and takes into account how leaders motivate in order to build effective teams. Motivation and management style has a direct impact on how employees work with each other. In order to build effective team leaders or supervisors must focus on certain key motivational factors such as leadership, feedback, cohesiveness, conformity, trust, respect, training and development, social gathering and empowering.

To analyze the situation and identify the main factors for building effective teams within the organization "American Megatrends Incorporation" interviews were conducted with the managers/supervisors of the four main departments of the organization namely Human resource, research & development, finance and marketing departments. The research was conducted using both qualitative and quantitative analysis where the interview revealed the nature of team building and its essence for the organization whereas the survey questionnaire was focused more on the driving force for employees in order to build effective teams.

The empirical research focused on motivational aspect of leaders for building effective team has revealed the importance of derived factors and it is easy to understand what most employees look when coming together to work in teams.. The top four motivating factors for effective team building according to research analysis are leadership, trust, feedback and social gathering. The interview with the leaders also revealed that existing of certain practices of team building activities however there appears to be a slight contradiction because even though the supervisors claim to have team building activities yet the respondents feel that there needs to more involvement.

## REFERENCES

1. Argyris, C. (1996). *Increasing Leadership Effectiveness*. New York: Wiley.
2. Bandura, A., (1997). *Self-efficacy, the exercise of control*. W.H. Freeman and Company, New York NY.
3. Bass, BM (1985) *Leadership and Performance beyond Expectation*. New York: The Free Press, NY
4. Bass, BM (1998) *Transformational Leadership*. USA: Lawrence Erlbaum Associates, Inc.
5. Bowditch, J. L., Buono, A. F., & Stewart, M. M. 2008. *A primer on organizational behavior* (7th edition) NJ: John Wiley
6. Burns, J. M. (1978). *Leadership*. New York: Harper & Row
7. Charbonneau D (2001). "Transformational leadership and sports performance" *The Mediating Role of Intrinsic Motivation*"
8. Clark, R.E., (1998). *Motivating performance part (1): Diagnosing and solving motivation problems*. *Performance Improvement*, 37(8): 39-46.
9. Cleveland, J., Stockdale, M. and Murphy, K.R. (2000). *Women and Men in Organizations*. London: Lawrence Erlbaum Associates
10. Cohen, S. G., & Bailey, D. E. 1997. *What makes teams work: Group effectiveness research from the shop floor to the executive suite*. *Journal of Management*, 23: 239-290.
11. Deci E.L, Gagne M (2005). "Self-determination theory and work motivation". *Journal of Organizational Behavior*.
12. Creswell, J. W. (2007). *Educational research* (3rd ed.). Thousand Oaks, CA: Sage
13. Denzin, N. K., & Lincoln, Y. S. (2005). *Introduction: The discipline and practice of qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd ed)
14. Enciso, J.R. (2000). *The development of an instrument to measure team motivation in business settings*. Thesis (PhD). University of Southern California.

15. Ford, M.E. (1992). *Motivating humans: Goal, emotions, and personal agency beliefs*. Newbury Park, CA: Sage Publication
16. Forsyth, D. R. (1999). *Group dynamics* (2nd. ed.). Pacific Grove, CA: Brooks/Cole Publishing
17. Gibson, C., Zellmer-Bruhn, M., and Schwab, D. (2003). "Team effectiveness in multinational Organizations: Evaluation across contexts." *Group & Organization Management*, East Acad Manage, 28(4), 444.
18. Gibson, C.B. & Cohen, S.G. (eds.) (2003). *Virtual teams that work: creating conditions for virtual team effectiveness*. San Francisco: Jossey-Bass.
19. Graen, G.B. (2003), "Role-making into the starting work team using LMX leadership: diversity as an asset", in Graen, G.B. (Ed.), *Dealing with Diversity, LMX Leadership: The Series*, Vol. 1, Information Age Publishing, Greenwich, CT, pp. 1-28
20. Hackman, R. (1987). *Groups that work and those that don't*. San Francisco: Jossey-Bass
21. Hackman, J. R. (1987). The design of work teams. In: J. W. Lorsch (Ed.), *Handbook of organizational behavior* (pp. 315 – 342). Englewood Cliffs, NJ: Prentice-Hall.
22. House, R. J., & Mitchell, T. R. (1974). Path – goal theory of leadership: *Journal of Contemporary Business*, 4 81 – 97.
23. Katzenbach, J.R. & Smith, D.K (1993). *The wisdom of teams: creating the high performance organization*. Boston, MA: Harvard Business School Press.
24. Kanter, R.M. (2008) *Transforming giants*. Harvard Business Review. Vol 86, No 1, January.
25. Kipp and Kipp (2002) – "Of teams and teambuilding" by M.F. Kipp and M.A. Kipp in *Team Performance Management*, Vol 6, No 7/8 (2000), pp.138-139
26. Kirkpatrick, Shelley A.; Locke, Edwin A (1991), "Leadership: Do Traits Matter". *The Executive*,
27. Kozlowski, S. W. J., & Bell, B. S. 2003. Work groups and teams in organizations. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology*, Vol. 12: 333-375. London: Wiley



28. Maples, M. F. (1988), 'Group development: Extending Tuckman's theory', *Journal for Specialists in Group Work*, 13, 17-23
29. Mathieu, Maynard, Rapp & Gilson (2008). "Team Effectiveness 1997-2007: A Review of Recent Advancements and a Glimpse into the Future".
30. McGrath, J. (1984). *Groups: interaction and performance*. Englewood Cliffs, NJ: Prentice-Hall
31. Northouse, G. P. (2007). *Leadership: Theory and Practice*. Thousand Oaks, Cal.: Sage Publications, Inc.
32. Nygren, R., & Levine, E. L. (1996). *Leadership of work teams: factors influencing team outcomes*. In: M. M. Beyerlein, D. Johnson, & S. T. Beyerlein (Eds.),
33. Pfeffer, J. 1977. The ambiguity of leadership. *Academy of Management Review*, 2(1): 104-112.
34. Pintrich, P.R. & Schunk, D.H. (1996). *Motivation in education; Theory, research and applications*. Englewood Cliffs, NJ: Prentice Hall.
35. Ritchie J, Lewis J (2003). "Qualitative Research Practice"
36. Sharp et al (2000) – "Continuous organizational learning through the development of high performance teams" by J. Sharp, M. Hides, C. Bamber and P. Castka in Proceedings of International Conference on Systems Thinking in Management, Geelong, November 2000
37. Spitzberg, I. J., Jr. 1986. Questioning leadership. Unpublished manuscript.
38. Tuckman, B. W. (1965), "Developmental sequence in small groups", *Psychological Bulletin*, 63, 348-399
39. Williams R (2008), <https://www.linkedin.com/pulse/20140717173552-1011572-what-managers-need-to-know-about-employee-motivation>
40. Yukl, G. (2002). *Leadership in organizations* (4th. ed.). Englewood Cliffs, NJ: Prentice-Hall
41. Yukl, G., & Van Fleet, D. D. (1992). Theory and research on leadership in organizations. In: M. D. Dunnette, & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., vol. 3) (pp. 147 – 197). Palo Alto, CA: Consulting Psychologists Press

42. Zaccaro S, Rittman A.L., Marks M.A., "Team Leadership"- Psychology Department, George Mason University
43. Zaccaro, S. J., & Klimoski, R. (in press). The interface of leadership and team processes. Group and Organization Management. Special Issue
44. Interdisciplinary studies of work teams: vol. 3. Team leadership (pg. 67 – 104). Greenwich, CT: JAI Press.

## APPENDIX

**Quantitative Analysis: - Please rate the following statement**

Statements	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
<b>Feedback</b>						
1. Team members are able to criticize not only the leader but their team-mates as well						
2. Team members are given a chance to provide their respective feedback						
3. A fair amount of effort is made to get the opinions, ideas and feedback of the employees						
4. Employees within a team receive periodic feedback from the leader						
<b>Leadership</b>						
5. The leaders set specific goals and long term aims for teams						
6. The leaders encourage the team members through motivation and commitment						

7. The leader makes all employees share the same 'vision'						
8. The leader motivates the team to work together and get along						
<b>Cohesiveness</b>						
9. The leaders clearly delineate responsibilities to each team member						
10. The leader creates high level of cooperation on the team						
11. The workload is fairly distributed among team members						
12. If most members of the team decided to dissolve the team by leaving then it would be hard to persuade them to stay						
<b>Conformity</b>						
13. Your leader encourages teamwork						
14. There is a good understanding between different departments of the organization						
15. One department is						

aware of the working of other departments within the organization						
16. All employees are able to understand each other's strengths and weaknesses						
<b>Trust</b>						
17. The leaders are responsible for building the initial trust among the team members						
18. A proper introduction among the team members allows the building of trust among everyone						
19. Information is openly shared and accessible to all members of the team						
20. Team members trust in each other to the extent of supporting and backing each other						
<b>Respect</b>						
21. The leader ensures that team members are aware of their behav-						

our						
22. Recognition and praise is stressed upon in the team by the leader which promotes team spirit and raise job satisfaction						
23. Employees actively listen to and encourage contributions from everyone						
<b>Training and Development</b>						
24. The members are provided with the opportunities to change, learn and have new experiences at work						
25. Effective trainings and team building activities are conducted to ensure team spirit and foster team work						
26. Training together tends to bring team members together as a team						
27. Training fosters openness and provides a platform to work and						

learn together						
<b>Social gathering</b>						
28. Atmosphere such that members feel a sense of belonging to the work team and the organization						
29. Communication is given importance when working in a team as it allows everyone to be on the same level						
30. Man is a social animal and a social gathering helps to know each other in a non-formal manner						
<b>Empowering</b>						
31. Team members are held accountable for the decisions they make						
32. Leaders use a variety of management styles to empower the team						
33. Team members are asked to participate in making decisions						

**Please Rank the following factors according to the important it holds for motivating you to work effectively in forming teams: -**

Motivating Factor	Rank
Feedback	
Leadership	
Conformity	
Cohesiveness	
Trust	
Respect	
Training & Leadership	
Social Gathering	
Empowering	

**Please answer the following demographic questions:**

**Q1. Age?**

- 18-25
- 26-35
- 36-45
- 46-55
- 55+

**Q2. Gender**



- M
- F

### **Q3. Level of Education**

- High School
- Bachelor's Degree
- Master's Degree
- PhD

### **Q4. Department**

- Finance
- Marketing
- Human Resources
- Research and Development

