2012

Assessing the impacts of knowing natural team player styles on team satisfaction and cohesion

Mandy Lynn Florio

ASSESSING THE IMPACTS OF KNOWING NATURAL TEAM

PLAYER STYLES ON TEAM SATISFACTION

AND COHESION

A Research Project

Presented to the Faculty of

The George L. Graziadio

School of Business and Management

Pepperdine University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

in

Organization Development

by

Mandy Lynn Florio

August 2012

This research project, completed by

MANDY LYNN FLORIO

under the guidance of the Faculty Committee and approved by its members, has been

submitted to and accepted by the faculty of The George L. Graziadio School of Business

and Management in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

IN ORGANIZATION DEVELOPMENT

Date: August 2012

Faculty Committee

Committee Chair, Julie A. Chesley, Ph.D.

Committee Member, Kent B. Rhodes, Ed.D.

Linda Livingstone, Ph.D., Dean
The George L. Graziadio
School of Business and Management

Abstract

This study sought to determine if an intervention in which the Parker Team Player Survey (Parker, 2008) was administered had an effect on workgroup cohesion and team satisfaction levels in a family-owned business. Data were collected from eight people in one family-owned business. Participants completed the Parker Team Player Survey and were given a brief synopsis of each other's team player styles. Each participant also underwent an interview to assess cohesion and team satisfaction levels. Eight weeks after the initial intervention, each participant was re-interviewed to determine any effects on team player satisfaction and cohesion levels. It was concluded that the intervention had a small impact on both workgroup cohesion and team satisfaction levels, team player styles have an impact on team effectiveness, and Company X was a high-performing team with a high level of cohesion prior to the intervention.

Table of Contents

List of Tables

List of Figures

Chapter 1

Introduction

There is a famous saying in Mexico about family-owned businesses: "*Padre noble, hijo rico, nieto pobre*." The English translation is "Noble father, rich son, poor grandson," and the implications behind this saying are that the noble father works hard to build the family business, the ill-equipped son who takes over the family business reaps the riches, and ultimately the grandson inherits the weak business and small bank account. There are a number of reasons as to why family-owned businesses fail, but arguably one of the most common, next to succession planning, is failure due to family problems such as family quarrels, emotions, and differences of opinion.

Family issues plague the entire business, not just the family members. When family tensions arise, non-family members may feel uneasy or feel that they must take sides; this can create a hostile and uncomfortable work environment for everyone. It is up to the leader of the organization to grab ahold of whatever the negative intrusion is and make sure "all employees . . . understand that their interests are best served by a profitable organization, not by allegiance to particular family members" (*Challenges in Managing a Family Business*, n.d., p. 3). In a family-owned business, family members will typically have problems. However, if family members can learn to appreciate each other's unique differences and learn to value one another as team members, perhaps a foundation of shared goals, mutual respect, and cohesive teamwork will stem from this appreciation.

Although their one-of-a-kind benefits have been extensively researched only within the last 20 years, family businesses are the oldest form of business structure in the world ("Family-Owned Businesses," n.d.). The most recently noted longest running

family business closed its doors in 2007. Japanese construction company Kongo Gumi ended its 1,427-year business term and was forced to close its doors due to a troubled economy and succession planning issues (Hutcheson, 2007). Additionally, though there can be challenges, the aspect of personal family relationships within family businesses can be quite an attractive quality. In fact, personal relationships within a family business can foster many positive attributes within an organization, such as "their concern for the long-term over generations, their strong commitment to quality and its relation to their own family name, and their humanity in the workplace where the care and concern for employees is often likened to that of an extended family" (Iannarelli & Bianco, n.d., para. 1).

Family businesses make up a huge percentage of the global business population. According to the University of Michigan–Flint (*Family Business Data*, 2007), family firms make up approximately 90% of all business enterprises in North America and account for 50% of the United States gross domestic product. They also account for 35% of Fortune 500 companies and generate 60% of United States employment. Because of the importance for the success of family businesses as a contribution to the overall welfare of the global economy, family businesses should first have a basic understanding of how the synergies within the family business systems work. One way of conceptualizing the system consists of three different but overlapping sub-systems: family, business, and ownership (Gersick, 1997). Figure 1 illustrates the associations.

The family sub-system is composed of qualitative factors such as harmony, unity, and self-esteem. The business sub-system is composed of quantitative measures such as production and profit. Lastly, the ownership sub-system is composed of a mixture of qualitative and quantitative aspects such as value, return on investment, and owner's

interests. These three sub-systems are all individual pieces to the system as a whole; but when they function together, synergies are born, thus creating a functioning family business system (Gersick, 1997).
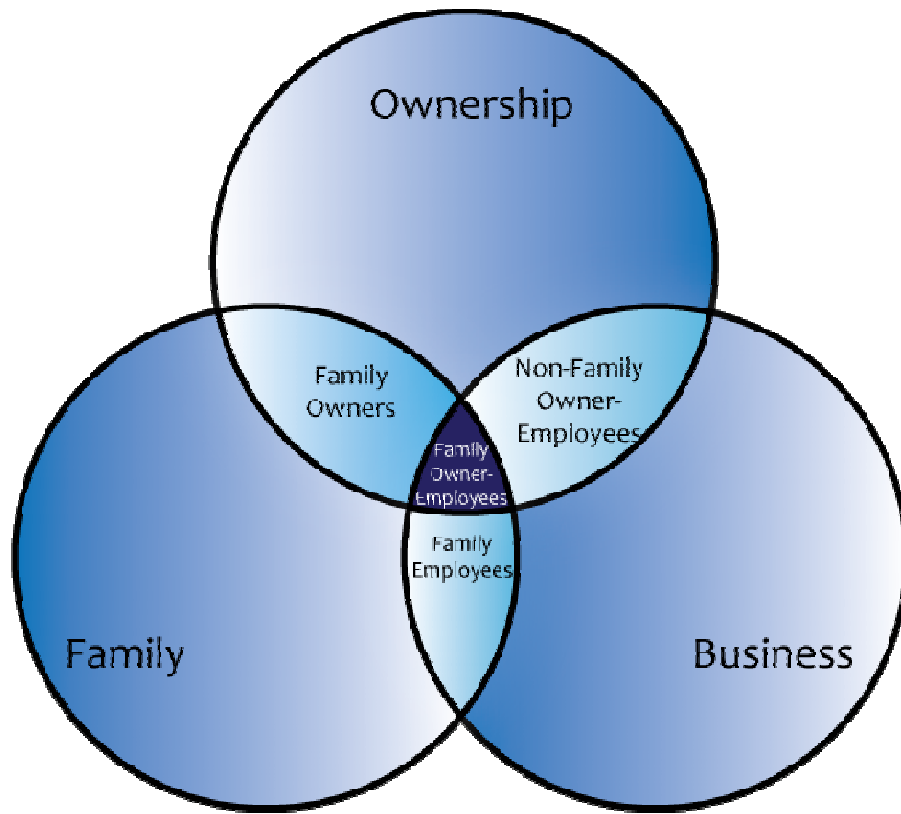
Note. From *Generation to Generation: Life Cycles of the Family Business* (p. 6), by K. E. Gersick, 1977, Boston, MA: Harvard Business School Press. Copyright 1977 by Harvard Business School Press. Adapted with permission.

Figure 1

The 3-Circle Model of the Family Business System

Not only does understanding how the basic family business system works create an entrepreneurial advantage for the owner, but having an understanding of how to strengthen and maintain a high level of functionality within the individual sub-systems

can reap tremendous benefits as well. According to Gersick (1997), there are many attributes of a healthy family sub-system. Included is that the system members can manage themselves as individuals as well as relationships with others. Additionally, family not only has the ability to resolve conflicts with mutual support and trust, but they also have the ability to make decisions and move forward with goals, and they have good direction and leadership.

Part of strengthening the family sub-system comes from the level of cohesiveness at which the team is functioning and current individual satisfaction levels within the team. This study examines whether the knowledge of individual natural team player styles will increase team cohesion and team satisfaction levels.

Purpose of Research

This thesis examined factors that may influence team cohesion and individual satisfaction levels within a family business by addressing the question of whether the knowledge and basic understanding of each individual's natural team player style has a positive effect on team cohesiveness and satisfaction levels. The intention was to help the members of a family business develop a shared knowledge and mutual respect of each other's unique natural team player styles and thereby increase cohesion and satisfaction.

This thesis used the definition of cohesiveness developed by Karn, Syed-Abdullah, Cowling, and Holcombe (2007). They referred to workgroup cohesion as "the degree to which team members have close friendships with others in their immediate work unit and their personal attraction to members of the group" (p. 102). Additionally, this study used the definition of team satisfaction developed by Knecht. He defined team satisfaction as team members' perceptions concerning (a) "freedom to participate on the team (expectations)," (b) "team progress toward goals (task functions)," (c) "a sense of

belonging with the team (networking functions)," and (d) "the leader(s) on the team (leadership)" (n.d., p. 1). This study addresses the following questions:

1. What are the effects of team player awareness of natural team player styles on team cohesion in the context of family-owned businesses?

2. What is the relationship between the awareness of natural team player styles and satisfaction levels in the context of family-owned businesses?

Importance and Significance of the Research

Though it appears as if big business and corporations are preeminent, family-owned businesses continue to play an important role in the global economy. In fact, family businesses account for 50% of the gross domestic product in the United States, 35% of Fortune 500 companies, 60% of United States employment, and 78% of new job creation (*Family Business Statistics*, 2011). Family businesses vary from micro-companies of two employees to mega-companies such as Wal-Mart. It is important that family businesses understand the potential hardships that may occur when it comes to functioning as a cohesive and productive unit.

In addition to the diversity between types and sizes of family businesses, diversity has a natural place within every organization and comes in many forms: gender, religion, skills and abilities, talents, ethnic group, age, personality, and others. Though there are many benefits to workplace diversity—such as increased adaptability, broader service range, variety of viewpoints, and more effective execution—perceptions of oneself as well as views of others affect the way that people function together. Therefore, the benefits of diversity alone make it all the more important for teams to have a mutual understanding and shared respect of one another's unique attributes.

Research Setting

One family-owned business with eight employees was the subject of this study. The organization studied is in the underground construction industry—primarily designing and constructing gas station underground storage tanks and dispensers. The researcher interviewed all employees regarding workgroup cohesion and team satisfaction before administration of the Parker Team Player Survey (Parker, 2008) and an intervention, as well as eight weeks later. An analysis was made to determine if there were any changes from prior cohesion and satisfaction interview responses.

Thesis Outline

This chapter explored the contribution of family businesses to the global economy. The employment and gross domestic product contributions in addition to the economic impacts of family businesses on the U.S. economy were presented and examined. This chapter also explained the 3-Circle Model of the family business system as well the importance of respect for diversity in family businesses. In addition, this chapter illustrated the need for workgroup cohesion and team satisfaction as components of a healthy family sub-system.

Chapter 2 provides a review of the existing literature covering a variety of topics, including the utilization of the Input-Process-Output Model of assessing teams; the impacts of team training interventions; and the relationship between personality and team performance, cohesion, and satisfaction. Chapter 2 also provides a basic overview of some of the more widely used personality assessment instruments and how their use has shaped the study of team dynamics.

Chapter 3 contains an overview of the research methodology used in this study. This chapter presents the research design, introduces the sample population and research

setting, and outlines the steps taken to protect the rights of the human subjects involved. Additionally, Chapter 3 offers an explanation of the different values being measured as well an overview of the data analysis process.

Chapter 4 outlines the research findings. A qualitative analysis is provided as a means to illustrate the differences between the first and second rounds of interviewing. In this chapter, the effects on cohesion and satisfaction levels due to the awareness of natural team player styles are analyzed and presented along with pertinent employee remarks, either in support of or refuting the study's hypothesis.

In chapter 5, conclusions are drawn and a discussion is presented detailing the implications of the study for future team dynamics, team building, and team training interventions in family businesses. Possible research limitations are also discussed as well as recommendations for future research in the field.

Chapter 2

Review of Literature

This chapter presents a review of the literature in support of the following research questions:

1. What are the effects of team player awareness of natural team player styles on team cohesion in the context of family-owned businesses?

2. What is the relationship between the awareness of natural team player styles and satisfaction levels in the context of family-owned businesses?

This chapter starts by presenting the most often used model of assessing teams, the Input-Process-Output Model (McGrath, 1964), and reviewing the relationship between personality and team performance, cohesion, and satisfaction. Also included in this chapter are an overview of notable personality assessment instruments and, finally, a summary of the chapter.

Relationship Between Personality and Team Performance, Cohesion, and Satisfaction

According to research, the most efficient way of looking at team performance is through the Input-Process-Output (IPO) Model of Team Effectiveness (Gladstein, 1984; Guzzo & Shea, 1992; Hackman, 1987; McGrath, 1964). Most simply put,

> IPO models might differ in several aspects but have in common that specific "input factors," for example, group characteristics or organizational factors, lead to an "output" in form of group effectiveness or performance on the other side. Thereby, the influence of the input factor on the output factor is transported or mediated via "processes." (Herre, 2010, p. 10)

Figure 2 illustrates McGrath's 1964 Input-Process-Output Model.

Basically, inputs are variables that can be manipulated to change either processes or outcomes and can be influential at either the individual, group, or environmental level.

Processes are essentially observable group behaviors that are affected by inputs and, in turn, affect outputs. Outputs are the outcomes of team processes and can occur at the individual, group, unit, or organizational level (Cohen & Bailey, 1997).
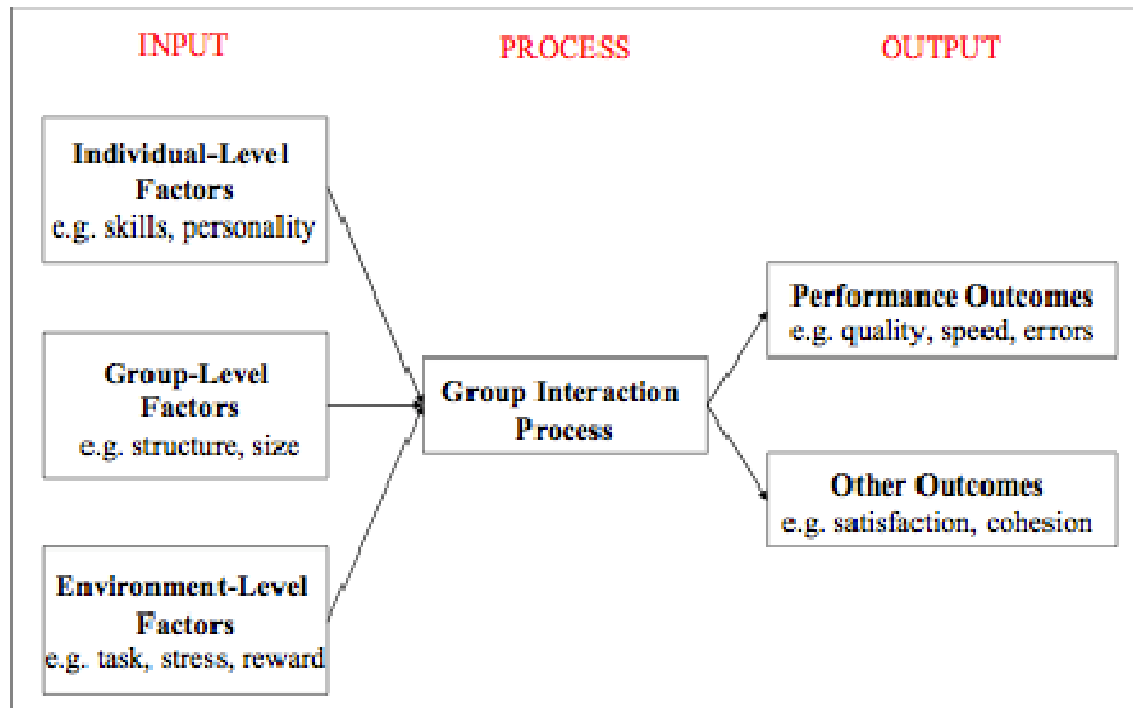
Note. Cited in *Promoting Team Effectiveness: How Leaders and Learning Processes Influence Team Outcomes* (p. 11), by C. Herre, 2010, Unpublished master's thesis, Universität Fribourg, Switzerland. Retrieved June 16, 2011, from ethesis.unifr.ch/theses/HerreC.pdf?file=HerreC.pdf

Figure 2

Input-Process-Output Model

There is currently a myriad of information available to researchers investigating the output portion of the Input-Process-Output Model dealing with performance outcomes. The key determinants of "performance" in these studies include certain aspects such as the measurement of outcomes on a particular job task. An example of this can be found in Karn et al.'s (2007) research where the adaptation of Extreme Programming was used by software engineers as a measure of performance. In addition

to performance, Karn et al. used the measure of cohesion within software engineering

teams as a gauge of how personality has different effects on teams. Interestingly, Karn et

al. concluded four different sets of findings from their research on the effects of

personality type and methodology on cohesion in software engineering teams:

1. Combinations of personality types are important, and they can have an effect on

   both performance and cohesion.

2. Teams with a high level of cohesion tend to outperform other teams with lower

   levels.

3. The highest measure of cohesion does not equal the most successful team in terms

   of performance.

4. It could be said that there are two types of cohesion, which might be termed social

   and technical (pp. 108-109).

Consistent with these findings is a prior research study utilizing the Myers-Briggs

Type Indicator (MBTI) as the selected personality assessment tool with information

systems team members. Researchers in this study also concluded that information

systems development team performance is related to team personality-type composition

(Bradley & Hebert, 1997).

Additional measurements, such as a graded assignment in the context of a college

marketing course, have been used to determine the effects of personality on team

performance. In 2008 Lancellotti and Boyd (2008) created a study researching the effects

of team personality awareness exercises on team satisfaction and performance. The

indicator of performance was a grade on a college-level team marketing project. The

researchers concluded in their findings that there was a definite positive relationship

between personality and performance as well as between personality and satisfaction.

Moreover, they also concluded that there is a positive relationship between satisfaction and performance.

In addition, the results of Beal, Cohen, Burke, and McLendon's (2003) meta-analyses revealed "stronger correlations between cohesion and performance when performance was defined as behavior (as opposed to outcome), when it was assessed with efficiency measures (as opposed to effectiveness measures), and as patterns of team workflow became more intensive" (abstract). Also, in contrast to Mullen and Copper's (1994) meta-analysis, the three fundamental components of cohesion were actually independently related to the performance domains (Beal et al., 2003).

So does the relationship between personality and team performance also translate equally to the relationship between values and team performance? One study, using an individual and team-level analysis, was conducted to find out if individual team member values have an effect of team performance. In this study, performance was measured by assessing the effectiveness of the team as a whole at reaching team objectives (Glew, 2009). Glew chose the Rokeach Values Survey as the primary method of assessing participant values and found that with the exception of the values concept of equality, prior performance had a greater correlation with predicting current or future performance than did a subject's personal values. These findings were consistent with prior research conducted by Bell (2007) in which conclusions were drawn that the relationships between "values and team performance in lab settings were negligible" (p. 610).

One thing that these researchers did not collect any data around was the notion of team training interventions—or a change in process, as it is related to the Input-Process-Output Model. The researchers' methodology included intervening at different stages in the team development process with various personality awareness exercises. Though the

effects of team training interventions were not documented by Lancellotti and Boyd (2008), "team training interventions are a viable approach for organizations to take in order to enhance team outcomes" (Salas et al., 2008, p. 926). However, it is important to mention that neither taskwork-focused interventions, teamwork-focused interventions, nor blended (taskwork and teamwork) interventions produced superior levels of performance to the others (Salas et al., 2008).

Personality Assessment Instruments

With the number of instruments available to practitioners to assess personality and the way personality types react to the environment, it is not surprising that there is a myriad of information available on how the use of these instruments affects team dynamics. Some of the more often used instruments in the study of the relationship between personality and team dynamics are the MBTI, DiSC profiles, and the Keirsey Temperament Sorter. Each of these has strong theoretical frameworks backed by extensive research; however, the assessment tools are not without limitations (Keirsey, 1996a; Murray, 1990; Straw & Cerier, 2002).

Essentially the most common problem with most, if not all, types of personality assessment tools is there tends to be only a limited number of "types" in which one can be categorized. This poses potential difficulties because most people do not simply fit in these distinctive "boxes." Also, personalities and the ways in which one reacts to their environment can, and almost always do, change over time (Dweck, 2008). In any instance, however, the research surrounding these assessments has indicated their creditworthiness and most definitely, at a minimum, they serve as an excellent starting point for determining a baseline personality assessment and/or how individual personalities react to specific environments.

Myers-Briggs Type Indicator. Arguably, one of the most widely used

personality assessment instruments in business is the Myers-Briggs Type Indicator

(MBTI) (Murray, 1990). The MBTI has been used to assess individual preferences in

countless studies researching the effects of personality on team-related dynamics.

Individual preferences are evaluated in the realm of four different alternatives, producing

16 different personality types:

> (1) how a person is energized—designated by extrovert (E) versus introvert (I),
> (2) what information a person perceives—designated by sensing (S) versus
> intuition (N),
> (3) how a person decides—thinking (T) versus feeling (F), and
> (4) the lifestyle a person adopts—judging (J) versus perceiving (P). (Bradley &
> Hebert, 1997, p. 341)

The MBTI stemmed from the research of Myers and Briggs who "dedicated their

lives to understanding, interpreting, expanding, and adapting [Carl] Jung's theory of

psychological types" (Karn et al., 2007, p. 101). Jung was a Swiss psychiatrist and the

founder of analytical psychology. Jung's work has had a multitude of influences in the

psychological field, partly in the realm of personality assessments. In addition to Jung's

ideas influencing the development of the MBTI, Jungian ideology has been an influential

cornerstone in the development of the Jungian Type Index, the Keirsey Temperament

Sorter, and many other personality assessment instruments.

Student team-building research conducted by Goltz, Hietapelto, Reinsch, and

Tyrell (2008) concluded that providing MBTI styles to team members after the storming

stage of Tuckman's Stages of Group Development developed the students' "appreciation

for individual differences" (p. 551). In comparison, findings concluded by Kuipers,

Higgs, Tolkacheva, and de Witte (2009) also illustrate the usefulness of the MBTI in

team development when team members use the instrument as a "vehicle for group

members to gain a better understanding of each other" (p. 459). Theoretically,

developing this appreciation for individual differences could ultimately lead to a more

cohesive work environment, as illustrated by Filbeck and Smith (1997) in the context of a

family-owned business:

> . . . one daughter (ISTP), charged with handling tough personnel decisions, including firings, was often perceived as being rather hard-hearted. During the [MBTI] workshop, her sisters and mother gained a better understanding that such decisions were not painless for her, but that her thinking preference dictated taking the actions necessary to keep the business running effectively. By clearing up these misperceptions, the workshop apparently resulted in the improved responses related to understanding and respecting fellow team members. (p. 350)

Additionally, Filbeck and Smith (1997) noted that conflicts will always arise

because of basic personality differences, but having the basic understanding of these

differences will, it is hoped, facilitate a mutual respect among team members and "open

the door to a more harmonious work environment" (p. 350).

Keirsey Temperament Sorter. Stemming from the research and development of

the MBTI, Keirsey introduced the Keirsey Temperament Sorter in his book with Bates,

Please Understand Me: Character and Temperament Types (1978). Perhaps the most

prominent of differences between the MBTI and the Keirsey Temperament Sorter is that

neither Jung nor Myers and Briggs addressed any relation to temperament in their

research.

The bottom line of the difference between the theories comes in describing the

"aspects" of personality. Keirsey has done an in-depth, systematic analysis and synthesis

of aspects of personality for temperament that included the temperament's unique

interests, orientation, values, self-image, and social roles whereas Myers' brilliant

simplifications of Jung's work facilitates the talking about four scales. For example,

"Introverts" are generally a useful concept of group behavior (such as INTJ, ISFJ, INTP,

ISTP). On the other hand, Keirsey explains that it is more complicated than that, and if one tries to push the concept of "Introverts" too far, assertions will be made that are not true for all temperaments (Keirsey, 1996a).

Ultimately through his research and integration of temperament into Jungian theory and Myers-Briggs methodology, Keirsey (1996b) identified four temperaments:

1. Artisan—correlating with the SP (sensing–perceiving) Myers-Briggs types, the Artisan temperament comprises the following role variants: Composer (ISFP), Crafter ISTP), Performer (ESFP), and Promoter (ESTP).

2. Guardian—correlating with the SJ (sensing–judging) Myers-Briggs types, the Guardian temperament comprises the following role variants: Inspector (ISTJ), Protector (ISFJ), Provider (ESFJ), and Supervisor (ESTJ).

3. Idealist—correlating with the NF (intuitive–feeling) Myers-Briggs types, the Idealist temperament comprises the following role variants: Champion (ENFP), Counselor (INFJ), Healer (INFP), and Teacher (ENFJ).

4. Rational—correlating with the NT (intuitive–thinking) Myers-Briggs types, the Rational temperament comprises the following role variants: Architect (INTP), Fieldmarshal (ENTJ), Inventor (ENTP), and Mastermind (INTJ).

The intriguing thing about these role variants that Keirsey developed is that they each create an assessment for the types of work environment which the test-taker would prefer. For example, an "Architect" (INTP) may not be happy in a work environment that requires him to perform in a teaching role. Findings by Le Roux (2006) also suggest this theory may hold true when individuals make intentional career selections. Longitudinal research conducted on the personality/temperament makeup of pharmacists

who graduated from the University of the Western Cape determined that there was a consistent majority makeup of Providers (ESFJs) over the 15-year study.

DiSC Profiles. The DiSC personality profiling system derived from the early behavioral research of American psychologist William Moulton Marston. Marston was possibly most interested in the way that normal people react to their environments and ultimately developed four different behavioral dimensions:

1. Dominance (D)—characterized by getting immediate results, taking action, accepting challenges, making decisions quickly, questioning the status quo, and solving problems.

2. Influence (I)—characterized by contacting people, verbalizing, generating enthusiasm, entertaining people, viewing people and situations optimistically, and participating in a group.

3. Supportiveness (S)—characterized by performing in a consistent [and] predictable way, showing patience, wanting to help others, showing loyalty, being a good listener, and creating a stable [and] harmonious work environment.

4. Conscientiousness (C)—characterized by paying attention to key directives and standards, concentrating on key details, weighing pros and cons, checking for accuracy, analyzing performance critically, and using a systematic approach (Straw & Cerier, 2002, p. 21).

Essentially, how the test-taker is reacting to his or her particular environment is the determined DiSC profile. Straw and Cerier (2002) illustrated the concept behind DiSC profiling as half personality and half environment, as opposed to the theories of Myers and Briggs which predominantly focus their assessment on personality alone. The associations are presented in Table 1.

Table 1

DiSC Behavior Style in Relation to Environment

Individual's Belief About the Environment	Likely Behavioral Style
The environment is not favorable, but the individual can control or change it.	Dominance style
The environment is favorable, and the individual can control or change it.	Influence style
The environment is favorable, but the individual lacks power.	Supportiveness style
The environment is not favorable, and the individual lacks power.	Conscientiousness style

Note. Adapted from *The 4 Dimensional Manager: DiSC Strategies for Managing Different People in the Best Ways* (pp. 151-152), by J. Straw & A. B. Cerier, 2002, San Francisco, CA: Berrett-Koehler. Copyright 2002 by Berrett-Koehler. Adapted with permission.

Based on Marston's premise of environmental effects on human behavior, he suggested that if one's personality type is not suited for a particular line of work, then the behavior presented by that individual will be reflective of the individual's environmental discomfort. This assumption is illustrated by the fact that "employees whose jobs do not fit their styles are more likely to take time off work for stress-related illness, be more accident prone on the job, and be less productive than those with behavioral style/job-fit congruence" (quoted in McKenna, Shelton, & Darling, 2002, p. 319). Therefore, McKenna, Shelton, and Darling (2002) concluded that those who have an unfavorable job-fit congruence expend much more energy adjusting their behavior to fit the needs of

the environment and can possibly draw in much less satisfaction from their environments than those who have a more favorable job-fit congruence.

Parker Team Player Survey. Like the MBTI, the Parker Team Player Survey (PTPS) grew from its conceptual roots also based on the theoretical frameworks of Jung. However, whereas the MBTI's main focus is the personal preference determinants of personality types, the PTPS focuses solely on team player styles. Reflecting on Jungian theories, Parker (2008) determined that the types are categories in which people with similar but not necessarily the same personality characteristics are found. Also, it is possible for a person to display a particular personality type in one situation but a different type in another situation. The person does, however, typically have one dominating style. Additionally, individuals carry within themselves the attributes of each style and therefore have the ability to change their dominant style over time as a result of self-direction or external pressures (for example, parents or society).

The four team player styles that Parker found in his research are (a) Contributor, (b) Collaborator, (c) Challenger, and (d) Communicator. Each of these four styles makes different contributions to the success of a team, but alternatively, each of these team player styles has a shadow side. Too much of a good thing can actually put a damper on the effectiveness of the team. As Parker (2008) put it, "observation tells us that some people try too hard to be helpful and, as a result, go beyond the zone of effectiveness" (p. 102). The four styles of effective and ineffective team players are illustrated in Table 2.

Summary

The research presented suggests that there are many things that affect team performance, satisfaction, and cohesion, but personality is a major factor. Despite the abundance of research on teams and the factors that influence various team attributes

such as performance, satisfaction, and cohesion, there have not been any studies that

determined the effects on these outputs in a family-owned business having utilized the

PTPS. Chapter 3 contains an overview of the research methodology used in this study

and offers an explanation of the different values being measured as well an overview of

the data analysis process.

Table 2

An Overview of Effective/Ineffective Team Players

Team Player Style	Effective	Ineffective
Contributor	•This team player style is typically viewed as dependable by other members of the team, and it valued for being task-oriented. •The Contributor enjoys data collection and usually can be relied upon to provide the team with much information. •This individual is also a goal-setter and enjoys pushing the team toward success.	•The Contributor can become an ineffective team player by drowning in details. •Providing too much data can get the team bogged down in an "analysis-paralysis," ultimately burning the other team players out. •The Contributor can also be shortsighted and overemphasize the importance of the task at hand, thus losing sight of the big picture.
Collaborator	•This individual is goal-oriented and can be relied upon to keep the team on track to meet deadlines and stay on target for goal completion. •The Collaborator will also chip in to help with the completion of other tasks and regularly completes assignments outside of their normal job scope to help reach overall team goals. •This team player can be counted on to help the team create achievement milestones and is willing to share the stage with other team players.	•This team player can become unrealistic in their expectations of where the team should be headed. •Their forward-thinking personality can be of great use to their team, but an overemphasis on the future can cause the Collaborator to overlook or undervalue the tasks at hand. •Sometimes, when the Collaborator is chipping in and trying to be helpful, their helpfulness can become clouded and perceived as interfering or overbearing.

Team Player Style	Effective	Ineffective
Challenger	•The Challenger is concerned with openness and honesty. •They are willing to "go against the grain" when their views are not the same as others in the group. •This team player typically comes off as a negative presence within the team but genuinely has the team's best interest at heart. •The Challenger is often the one who asks the "why?" and "how?" questions but can sometimes make other team members feel uncomfortable by raising questions about the team's mission or goals.	•The Challenger's candor can sometimes be perceived as pushiness or self-righteousness. •Consistently challenging other team members' opinions, actions, or ideas may start to come off as attacking behavior. •Constant objections can become an annoyance to the rest of the team.
Communicator	•The Communicator tends to be a process-oriented team player. •This individual can be counted on to bring the quiet team members into the conversation and typically facilitates an informal climate. •This team player is a good listener and is effective at providing feedback to others. •The Communicator does a good job of keeping morale up within the team because he or she is a good cheerleader who is known for giving lots of praise and recognition.	•The Communicator typically uses humor as a tool to facilitate an informal climate, so this can be misunderstood as a lack of seriousness. •This process-oriented team player could lose sight of the bottom line and be perceived as impractical as they project their process-overload onto the rest of the team.

Note. Adapted from *Team Players and Teamwork: New Strategies for Developing Successful Collaboration* (2nd ed.; pp. 73-98 and 104-110), by G. M. Parker, 2008, San Francisco, CA: Jossey-Bass. Copyright 2008 by Jossey-Bass. Adapted with permission.

Chapter 3

Methodology

The purpose of this thesis was to determine the effects of a team training intervention using the PTPS on cohesiveness and team player satisfaction levels in the context of family-owned businesses. This study considered a family-owned business as any business that is currently employing a minimum of two family members—one of those members being the business owner. This study addressed the questions:

1. What are the effects of team player awareness of natural team player styles on team cohesion in the context of family-owned businesses?

2. What is the relationship between the awareness of natural team player styles and satisfaction levels in the context of family-owned businesses?

This chapter outlines the research design, describes the sample population and research setting, offers an explanation of the measures employed, overviews the process used for data analysis, and describes the steps taken for the protection of human subjects.

Research Design

A mixed-method design utilizing two interviews and one survey was used for this thesis in an effort to understand the impacts of knowing natural team player styles on team cohesion and satisfaction levels. Levels of team cohesion and satisfaction were measured by two semi-structured interviews created by the principal researcher. The data was collected in individual face-to-face interviews between the principal researcher and each member of the sample population. An 8-question interview protocol (Appendix A) was used to obtain data regarding workgroup cohesion, and a 12-question interview protocol (Appendix B) was used to obtain data regarding team satisfaction.

Additionally, each of the research participants was asked to take part in the PTPS following the administration of the first round of interviewing. The PTPS was created by Parker (2008) and consists of 18 questions (Appendix C) in which the respondent has four possible endings to the presented scenario to choose from. The answers were then tabulated to compute a final score, determining the respondent's individual team player style. Parker created this survey as a means to assess an individual's natural team player style—or the way that group members naturally present themselves in a team situation. The PTPS has been studied for validity and reliability by Kirnan and Woodruff (1994). In their estimate, the "PTPS may be a useful measure for conducting research in the area of team styles" (p. 1036). Details on specific measurements are provided later in this chapter.

Research Sample and Setting

The sample for this study consisted of eight members of a small, family-owned business in southern California. The organization studied is in the environmental construction industry—primarily designing and constructing gas station underground storage tanks and dispensers. This was a convenience sample because the chosen research population was "accessible, convenient and easy to measure, [and] cooperative" (Albaum, 2010, p. 130), due to the research population being referred and selected through a personal connection of the primary researcher. All participants worked within the same office/warehouse space, and it was convenient to complete the intervention and interviews within the same time frame. The team of eight was led by the company president and chief executive officer, who also agreed to participate in the research. This sample met the requirements of a family-owned business for this thesis because it is a

business that is currently employing a minimum of two family members—one of those members being the business owner.

At the onset of the project, the principal researcher contacted the company vice president, who is the wife of the president and chief executive officer, to obtain permission for approaching the company's employees about whether they would like to participate in the research study. All eight team members of the organization chose to participate after receiving an overview of the PTPS, the cohesion and satisfaction interviews, and the possible benefits that the research study could bring to their firm. All participants submitted a letter of consent to the principal researcher. She informed each participant that she would contact them to schedule the research once the institutional review process for human subject research was completed.

To protect the anonymity of the organization being studied during this project, the company has been labeled Company X. Additionally, each member of the organization has been assigned a code, ranging from Participant A through Participant H. Table 3 contains a list of the participants who took place in this thesis research, along with the position they currently hold and how they are related to the president of Company X.

Measurements

The PTPS is not the most widely used tool for personality assessments. In fact, arguably the most widely used of these tools is the MBTI according to CPP Inc., the publisher of the MBTI instrument. And because the MBTI is quite possibly the most widely used personality assessment tool in business, for the purposes of this research an alternative, less utilized method for assessing natural team player styles was selected for additional insights. Because of the complexity in remembering the different ways that

each team player can be effective or ineffective, Parker (2008) developed a list of words

that relate to each team player style. The associations can be found in Table 4.

Table 3

Research Participants from Company X

Participant	Position	Relationship to President
Participant A	President/Chief Executive Officer	Self
Participant B	Vice President	Wife
Participant C	Construction Foreman	Brother-in-Law
Participant D	Construction Site Manager	No Relation
Participant E	Project Manager	Daughter
Participant F	Computer-Aided Draftsman	Son
Participant G	Construction Worker	No Relation
Participant H	Construction Worker	Nephew

Table 4

Effective/Ineffective Team Players: A Checklist of Adjectives

Team Player Style	Effective	Ineffective
Contributor	1. Dependable 2. Responsible 3. Organized 4. Efficient 5. Logical 6. Clear 7. Relevant 8. Pragmatic 9. Systematic 10. Proficient	1. Data-bound 2. Shortsighted 3. Narrow 4. Perfectionist 5. Cautious

Team Player Style	Effective	Ineffective
Collaborator	1. Cooperative 2. Flexible 3. Confident 4. Forward-looking 5. Conceptual 6. Accommodating 7. Generous 8. Open 9. Visionary 10. Imaginative	1. Too future oriented 2. Not task focused 3. Unrealistic 4. Unconcerned about group process 5. A dreamer
Challenger	1. Candid 2. Ethical 3. Questioning 4. Honest 5. Truthful 6. Outspoken 7. Principled 8. Adventurous 9. Aboveboard 10. Brave	1. Rigid 2. Arrogant 3. Self-righteous 4. Aggressive 5. Unyielding
Communicator	1. Supportive 2. Encouraging 3. Relaxed 4. Tactful 5. Helpful 6. Friendly 7. Patient 8. Informal 9. Considerate 10. Spontaneous	1. Aimless 2. Not sufficiently serious 3. Vague 4. Impractical 5. Not focused on the bottom line

Note. Adapted from *Team Players and Teamwork: New Strategies for Developing Successful Collaboration* (2nd ed.; pp. 73-98 and 104-110), by G. M. Parker, 2008, San Francisco, CA: Jossey-Bass. Copyright 2008 by Jossey-Bass. Adapted with permission.

Reliability and validity of the Parker Team Player Survey. An article

published by the journal *Educational and Psychological Measurement* outlined the

reliability and validity estimates of the PTPS. The studies, conducted by Kirnan and

Woodruff (1994), examined "the psychometric properties of the PTPS using subjects

from both organizational and academic settings" (p. 1032). The article consisted of three

studies: one study determining the reliability of the PTPS using both test-retest and split half measures and two studies assessing the validity of the PTPS using a self-peer comparison and a sorting activity.

Reliability. Regarding the reliability estimates study, it was determined that the reliability estimates of the PTPS are inconclusive. The reason for this is because "the reliability estimates for the four team styles do not differ significantly between the students and business samples for either the test-retest or the internal consistency measures" (Kirnan & Woodruff, 1994, p. 1036). However, according to Parker's concept of personal style, team players can illustrate any of the team player attributes at any given time due to the nature of the situation (Parker, 2008). Additionally, the test-retest measures of reliability for the PTPS are in favorable comparison of other types of team player style assessments, but "the measures of internal consistency for the PTPS were low, particularly for the Collaborator and Challenger scales" (Kirnan & Woodruff, 1994, p. 1036). Therefore, Kirnan and Woodruff were unable to determine an accurate measure of reliability for the PTPS.

Validity. Regarding the validity estimate studies, it was determined that the estimated validity of the PTPS is positive. In the self-peer comparison analysis, participants were given an alternative version of the PTPS to complete—the Parker Team Player Survey: Styles of Another Person. Findings from this study suggest that results from a self-evaluation with the PTPS are in agreement with results from a peer evaluation. In addition, the sorting task produced a median percentage of agreement at 75%. In other words, out of the 72 statements that could possibly have been sorted into four categories—Collaborator, Contributor, Challenger, and Communicator—there was a median of 75% agreement among the statement/team player correlation, concluding that

the "PTPS may be a useful measure for conducting research in the area of team styles" (Kirnan & Woodruff, 1994, p. 1036).

Cohesion interview protocol. The cohesion questions used in the interview were adapted from a survey by Karn et al. (2007) and edited to fit the needs of the current study (see Appendix A). In their study, Karn et al. created a workgroup cohesion survey as a way to measure the effects of personality type and methodology on cohesion in software engineering teams. This interview was administered prior to participants filling out the PTPS as well as eight weeks afterward to assess changes in cohesion within the workgroup after eight weeks.

Satisfaction interview protocol. The satisfaction questions for the interview were adapted from a survey by Knecht (n.d.) (see Appendix B). In his study, Knecht created a team satisfaction survey as a way to assess events defining team satisfaction in engineering design. The 12 satisfaction questions for this thesis were administered with the workgroup cohesion survey prior to the PTPS as well as eight weeks afterward to assess team satisfaction changes, if any, within the workgroup after eight weeks.

Data Analysis

Once each participant's natural team player style was identified according to the PTPS, those results were shared among the remaining participants in an effort to facilitate a mutual understanding of each other's unique differences and, it was hoped, foster an appreciation for diversity among the team. After the administration of the PTPS and the initial round of interviews, all participants were sent on a two-hour lunch break while the surveys were scored and a personal team player profile was completed for each participant. Participant A's personal team player profile can be found in Appendix D, for reference. Upon the participants' return from break, an overview was given of each of

the four team player styles, and each participant was asked to present his or her personal profile to the remaining team members. Participants were also asked to provide their opinions of how accurate they thought their assessment was at determining their team player style. Every participant shared that they believed the PTPS made an accurate assessment of their own team player style. Additionally, the researcher observed a considerable amount of agreeable body language from the participants when other members presented their profiles (for example, head nodding and chuckling).

Subsequently, the findings collected during each round of interviews were analyzed for common themes. Initial analyses of the interviews were conducted by recording each interview with an audio tape recorder, followed by sending the audio files to a transcription agency to obtain a written record of each interview. Upon receipt of the transcriptions, each interview was reviewed to gather general ideas and overall tones of the data collection. Major topics were then identified and coded under five headings: Family versus Non-Family Dynamics, Trust, Private Matters, Leadership, and Roles and Responsibilities. Each heading was assigned a colored envelope and text was then cut from the interviews and placed in the corresponding envelope. These qualitative data were then analyzed in an attempt to answer the following questions:

1. What is the relationship between the knowledge of the natural team player styles, as determined by the PTPS, and workgroup cohesion?

2. What is the relationship between the knowledge of the natural team player styles, as determined by the PTPS, and team satisfaction levels?

Protection of Human Subjects

Approval to conduct the proposed research study was obtained from Pepperdine University's Institutional Review Board on November 17, 2011. The researcher also

completed the training course, "Protecting Human Research Participants," offered by the National Institutes of Health Office of Extramural Research on October 27, 2010 (Appendix E). Additionally, prior to the collection of any data, the vice president of Company X was sent an email explaining the project in detail and requesting that she send a signed letter of agreement to the researcher as evidence of the company's willingness to participate in the research study (Appendix F).

In order to successfully record and manage the data collected from each participant, a different color of paper was selected and used for each participant's cover letters, consent forms, surveys, and interview question forms. To further protect the confidentiality of all research participants, the name of the participating company and the names of participants were excluded from all documents. The researcher traveled to the firm's location to personally administer the PTPS and conduct face-to-face interviews with each participant. Prior to collecting any data from individual research participants, a cover letter explaining the thesis and a consent form (Appendix G) were presented. Each participant was asked to thoroughly review each form and encouraged to ask any presenting questions prior to signing the consent form.

Any risk to the participants' confidentiality was further mitigated by conducting the data collection in a private conference room or private office. There was no cost to the participants to participate in this study nor was any financial incentive given for doing so. The only inconvenience was a temporary break in their productivity on the job. All participant responses and identities were kept confidential.

Summary

This chapter provided an overview of the research methodology consisting of the research design, the research sample and setting, the measurements, the PTPS, the

interview protocol, the data analysis design, and a description of steps taken for the

protection of human subjects. Chapter 4 provides an analysis of the collected data.

Chapter 4

Results

The purpose of this thesis was to determine the effects of a team training

intervention using the PTPS on cohesiveness and team player satisfaction levels in the

context of family-owned businesses. The goal of this project was to facilitate a mutual

understanding of each employee's natural team player style, thereby positively affecting

group cohesiveness and team player satisfaction levels. This short-term, longitudinal

study attempted to answer the question: What impact does the awareness of natural team

player styles have on team cohesion and satisfaction levels in small, family-owned

businesses?

This chapter presents the team player styles of all participants and the findings of

this study. The first section presents the team player profile data collected using the

PTPS (Parker, 2008). The second section presents the qualitative data gathered during

face-to-face interviews with the research participants. The third section includes the

findings from the second set of face-to-face interviews relating to the research

participants' group cohesion and team satisfaction levels after the intervention.

Parker Team Player Survey Results

Each member of the company participating in the study completed the PTPS.

This instrument consists of 18 questions on a ranking system. The respondent has four

possible choices and ranks them from 1 to 4 based on applicability. The answers are

tabulated to compute a final score, which determines the respondent's individual team

player style. There are four possible styles: Communicator, Collaborator, Contributor,

and Challenger. If there are two high scores that are the same or within three points of

each other, both team player styles are considered to be the participant's primary team

player style.

Of the eight participants who completed the survey, two participants had a dual

team player style. The team player styles of the eight participants can be found in

Table 5.

Table 5

Team Player Styles of Research Participants from Company X

Participant	Primary Team Player Style(s)	Least Active Team Player Style
Participant A	Contributor	Communicator
Participant B	Challenger	Collaborator
Participant C	Contributor	Communicator
Participant D	Contributor, Communicator	Collaborator
Participant E	Communicator	Challenger
Participant F	Contributor	Challenger
Participant G	Challenger	Communicator
Participant H	Collaborator, Contributor	Challenger

From the composition of Company X's team player styles, two insights are

offered. The first item is that Participant A is the company president and his primary

team player style is a Contributor. According to Parker (2008), the dynamics of the team

are greatly affected by which team player style the leader primarily identifies with.

Interestingly, communication is the key factor that tends to suffer when the leader is a

Contributor. Consistent with Parker's findings, Participant A's least active team player

style is the Communicator. The Contributor in a leadership role values efficiency and

planning, in addition to goals that are specific, measurable, attainable, realistic, and timely (SMART). With the Contributor as a leader, decision making is often cost-effective and practical, and problem solving is usually analytical. The downside of the Contributor as a leader is that "the Contributor can be too practical, too conservative, and overly task oriented. Contributors can be so obsessed with efficiency that they forget about effectiveness" (Parker, 2008, p. 119). They can have a tendency to become micro-managers and become so wrapped up in details that they lose sight of the big picture.

Another insight from the composition of Company X's team player styles is that not only is Participant A a Contributor, but four other participants are also Contributors. Parker (2008) illustrated that teams with greater diversity of team player styles tend to outperform teams that have less diversity. Though each team player style is represented amongst the participants, there are predominantly Contributors present. Parker explained how the dynamics of the team can change when there is an "overload" of one particular style. In fact, when there is an overload of Contributors on a team,

> . . . a great deal of work gets done, and most of that work will be very high quality. The group is likely to make efficient use of its time and resources. Meetings are short, discussions are brief, and reports are limited but relevant. . . . There is free sharing of ideas, information, and skills, and members see each other as colleagues linked by technical expertise in the vein of an academic community.
> The downside of Contributor overload is that members become intrigued by the intricacies of technical problems and tend to lose sight of the big picture. . . . Fear of alienating a colleague may block people from asking tough questions about the team's work or from raising ethical issues. (p. 152)

From analysis of the company organizational structure, in addition to team member roles and responsibilities, Contributors are dispersed throughout the various levels of the company. For example, Participant A oversees a myriad of operations—to include internal operations and external construction projects, Participant C primarily oversees external construction operations, and Participant F is a computer-aided

draftsman whose primary function is to create blueprints for the organization's construction projects. Also, there are two participants who have a dual team player style—one style being a Contributor. Participants D and H work in the construction operations department and primarily serve as construction workers.

Additionally, there are two participants on the team whose primary team player style is Challenger. Challengers bring balance to the team in that they are typically the ones who ask the tough questions, keep the team honest, and remind the team of company values and ethics—qualities that can be forgotten by the overload of Contributors. These team players are also dispersed in a manner that benefits this team's performance. For example, Participant B predominantly oversees internal operations and complements Participant A. Participant G is also a Challenger but a member of external construction projects and positively complements Participant C.

Qualitative Data: Individual Interviews

Prior to the administration and completion of the PTPS, each participant from Company X was interviewed by the principal researcher using two interview protocols. The data collected consisted of information given in the participants' answers to each of the eight questions on workgroup cohesion and each of the 12 questions on team satisfaction. The following section is divided into two parts: The first part lists the data collected in the workgroup cohesion portion of the interviews, and the second part reports data from the team satisfaction portion of the interviews.

Workgroup cohesion interviews. The eight questions on workgroup cohesion (Appendix A), particularly Questions 2 and 3, were designed to determine the team members' level of personal comfort with each other. Additionally, Question 5 was formulated to gauge the level of trust amongst the team members.

Question 2 asked the interviewees to discuss a recent time when individuals from the workplace got together outside of work to socialize on a personal level. As a means of gathering richer data, the interview protocol guided the interviewee into reflecting deeper by asking about how characteristic this behavior is of the group. All participants that are of family relation—Participants A, B, C, E, F, and H—reported that socializing on a personal level outside of work was extremely characteristic of the team. These participants all identified holidays and family weekends as an opportunity to personally socialize. In fact, Participants A and B own a vacation home that is next door to the vacation home owned by Participant C. These participants travel to their vacation homes on the same alternating weekends in an effort to "fish, unwind, and relax together, without dealing with the issues of work," as stated by Participant C. Participant B added "Sometimes it's nice to walk next door and have a drink with my brother, as opposed to walking over to the next office and asking for payroll hours from my foreman."

Participants E and F primarily recalled memories of holidays spent together. Both concurred that traveling to the vacation home owned by their parents (Participants A and B) "isn't always doable, so sometimes we have to wait for a long holiday weekend," as Participant F stated. However, Participant F did mention that he is expecting his first child, so he jokingly said, "sometimes . . . [my girlfriend] and I see a lot more of my mom than we want to." Participant E agreed when she stated that her small child "is always around my parents so I see them quite a bit outside of work." Additionally, Participant H is the son of Participant C and he still lives at home with his parents, so he jokingly explained, "I see my dad all the time. At work and at home. It's like I never get away from him."

Conversely, Participants D and G are of no relation to any other members of Company X. Both of these team members agreed that spending personal time outside of work with the other members is a rarity. Participant D explained further, "I actually live quite far away from everyone else, so I feel especially out of the loop. I drive 45 minutes each way to work, and everyone else either lives together or within 15 minutes of each other." Participant G elaborated: "It's not that I don't feel comfortable around everyone else, it's just that they're family." Therefore, it appears that personal time spent outside of work together is primarily limited to family members.

Question 3 asked the participants to discuss their level of comfort in sharing personal problems with the other members of the team. A consensus was found between those who had parents working in the company. Participants E, F, and H all explained that they only discussed personal problems with their parents. As Participant H put it, "I see my dad all the time, so naturally I feel the closest to him. I don't really bother anyone else with my issues." Additionally, Participants E and F both explained that they were raised by their parents to live private lives and discuss problems with only the most trusted family members. Participant H even stated in jest, "It's kind of like the mafia. We don't really go blabbing our problems around to everyone." Participant A solidified this when he explained, "I pretty much only share my problems with my wife. We believe that private matters belong behind closed doors, not in the workplace." Additionally, Participants D and G both shared during the interview that they are comfortable speaking with certain other members of the team about their personal problems—namely Participants A and C. Participant D elaborated when he said,

> I feel comfortable talking to either . . . [Participants A or C] about my problems—I mean we have worked together nearly 20 years now. I would consider them both friends, but I definitely try to keep my home life at home.

Participant G shared, "It's not a trust thing; I'd tell them if I felt the need, but I'm kind of a private guy." Ultimately, it appears from the data collected in this section of the interview that Company X has a culture of keeping private matters private.

Question 3 was a lead-in to Question 5, in which the participants were asked to discuss the level of trust in their organization. Additionally, in an effort to collect richer data, the interviewees were also asked to discuss an instance when there may have been distrust in the organization. All of the participants agreed that the level of trust in the organization was very high. As Participant C put it, "Sometimes we do jobs that can be extremely dangerous. If we don't know what we're doing, we could kill someone. I know that if I can trust everyone with my life, I can trust them with anything."

From all of the responses in the workgroup cohesion interviews, particularly the aforementioned questions, there was general consensus that there was a high level of cohesion with the team members of Company X prior to the study.

Team satisfaction interviews. The team satisfaction interviews prior to the administration of the PTPS yielded similar results as the workgroup cohesion interviews. It appeared from the baseline interviews that there was a high level of team satisfaction within Company X as well, primarily from the answers given to Questions 5, 7, and 12, which discuss interpersonal team satisfaction levels, satisfaction with team leadership, and satisfaction levels with individual roles and responsibility, respectively.

Question 5 asked the participants to discuss their relationships with the people they work with. The interviewees were also directly asked if they thought that working with all of their teammates was an enriching and rewarding experience. The responses indicated a consensus that the team's interpersonal relationships were good overall.

Participant C explained that sometimes there are problems but that they are rarely long

term,

> Yes, we hit snags and bumpy roads, but it's never serious to shake our love for
> our family or the guys that have become our secondary family. I've known all of
> our employees for 20 years or longer, and none of us would ever let work impact
> our personal relationships.

Participant A agreed, "I have been mad at . . . [Participant C] many times in the past, but I

never let it carry over into the next day. It takes more energy, and can be more harmful

to the company, to hold grudges than to just squash it."

Participants A and C oversee all external construction operations, so they work

closely with all other members of the organization. They also work in tandem with each

other, which was illustrated in the responses given by all participants to Question 7.

Question 7 asked the respondents to describe what the leadership looks like in their

organization as well as how satisfied they are with the way work teams are led. All

participants expressed that they are happy with the leadership. Participant D explained

that supervision has a good way of leveraging each other's strengths to best benefit the

team. For example,

> If . . . [Participants A and C] know that I am really good at a particular task, they
> assign that one to me in the planning process. And if they know that it's a
> weakness of, say, . . . [Participant H], they will team us up together so that he can
> learn from me.

Additionally, Participant C offered insight to the team's rotational leadership by

expressing Company X's forward focus on succession planning:

> These younger guys are going to be the ones holding down the fort in the next few
> years, so we want to make sure they're prepared to take the reigns. Sometimes
> we will put the lower guys in charge of particular job processes to give them a
> feel for leadership.

All of the data collected from Question 7 led to Question 12, particularly when teammates mentioned leveraging team strengths and using them as an opportunity for training. Question 12 of the team satisfaction portion of the interview asked the team to explain how work is delegated within the organization as well as if the team is generally satisfied with the delegations. From this line of conversation, it was found that there are two separate sets of work processes and procedures happening at once: (a) the external construction operations that typically involve Participants A, C, D, G, and H and (b) the internal processes and procedures, such as business development, office management, program and project management, and computer-aided drafting, which typically involve Participants A, B, E, and F. The participants in the latter process have defined work processes and procedures and receive little delegation or direction. However, the construction participants receive different roles and responsibilities every day.

Participant G explained that

> We could be doing electrical one day and jack hammering up some cement the next. It just depends on what the job of the day calls for and who is good at what. For example, we typically don't ask . . . [Participant H] to run the jack hammer—he's kind of a small guy.

Participant H agreed but went a step further,

> Yes, obviously they don't ask me to rip up concrete; I weigh 130 pounds. But I am a pretty good computer programmer, so I get asked to do a lot of programming at the gas pumps. They know that that's not necessarily . . . [Participant G's] strongest area, so they put us together occasionally to learn from each other. I like that they do that because it makes me feel like I don't need to be nervous about the team's performance if I am out sick or something.

From all of the responses in the team satisfaction interviews, particularly the aforementioned questions, there was general consensus that there was a high level of satisfaction amongst the team members of Company X prior to the study.

Findings

Eight weeks after the initial interviews and the administration and completion of

the PTPS and intervention, each participant from Company X was re-interviewed by the

principal researcher using the same interview protocols. The data was collected in an

effort to determine the effects on satisfaction and cohesion levels based upon the

understanding of different team player styles. A review of the data led to two findings

relating to the effects of the PTPS on cohesion and satisfaction levels in the context of a

family-owned business that are detailed in the following sections.

Workgroup cohesion findings. From the second set of interviews on workgroup

cohesion, it is apparent that the administration of the PTPS had a small impact on

Company X. All questions were asked again, and the only change noted was in three

participants' answers to Question 6. Question 6 asked the team members to talk about a

time when others in the organization took a personal, as opposed to professional, interest

in them. Both team members who are of no relation to the rest of the members of

Company X (Participants D and G) explained that in the weeks following the initial

intervention, it seemed as though Participant A has taken a greater personal interest in

both of them. Participant D elaborated, "I've known . . . [Participant A] nearly 20 years,

and he has asked me more questions about my personal life in the last two weeks than at

any other given point that I can recall." Participant G added, "Actually, . . . [Participant

A] just asked me yesterday when my kids were coming for a visit. He said that we

should come up to the lake house and go fishing." Participant A's answer validated this

when he explained,

> No one has really taken more of a personal interest in me than usual, but I have
> intentionally tried to take more of an interest in . . . [Participants D and G]. I
> know that communication isn't my strength, and the . . . [PTPS] made me see that

maybe I should be a little more intentional about communicating to these guys that they're as much a part of my team as everyone who is related.

Therefore, it seems that the intervention and administration of the PTPS had a small positive impact on workgroup cohesion in the context of Company X in terms of awareness and increased communication.

Team satisfaction findings. From the second set of interviews on team satisfaction, it is apparent that the administration of the PTPS also had a small impact on Company X. All questions were asked again, and the primary change noted was in the external construction operations participants' answers to Question 3. Question 3 prompted the team members to discuss what it looks like when the team meets its goals and objectives. It also asked the interviewees to explain how they know when they have done a good job. Participants D, G, and H all explained that being ahead of schedule is how the team knows that they are meeting their objectives. Participant G discussed that the project manager (Participant E) "is always happy when we report out ahead of schedule. She says it makes her job a lot easier and thanks us for that. That makes me feel good when she shows her appreciation." Additionally, the three external construction operations participants all concluded that there is a marked improvement on the amount of "pats on the back" that are being shared since the initial intervention. Participant C explained the reason for the improvement in his interview:

> . . . [Participant A] and I had a meeting shortly after the first set of interviews. We decided that everyone has really been doing a great job, and according to the PTPS we probably aren't the best at telling them how great they are doing or how much we appreciate them. So we decided that one thing we really wanted to work on from a leadership standpoint is showing the guys our appreciation. We say "thank you" a lot more and compliment the quality of their work. It's something very foreign to us, but we can tell it is boosting their confidence.

This slight shift seems to have boosted the morale levels based on the intervention and administration of the PTPS.

Summary

This chapter presented the findings of the study. The first section described the results of the PTPSs that were completed by eight participants from Company X. It was found that there is a moderate level of diversity within the composition of Company X's team player styles. Results also indicated that the team player styles of the leaders in the organization add value in particular areas such as task accomplishment; they also detract from particular areas such as communication.

The second section presented the qualitative data collected during the initial interviews on workgroup cohesion and team satisfaction levels. Results from initial qualitative data collection indicated that there was a high level of cohesion and satisfaction among the team members of Company X prior to the study. Also notable is that team members who are family members tend to have stronger interpersonal connections as opposed to the interpersonal connections between family members and non-family members. Finally, the third section discussed the findings of the study, which highlighted the positive impact of the PTPS intervention on both workgroup cohesion and team satisfaction levels in a family-owned business.

Chapter 5 will draw conclusions from the study, discuss limitations, make recommendations to organization development practitioners, and offer suggestions for further research.

Chapter 5

Summary, Conclusions, and Recommendations

This thesis explored the effects of a team training intervention using the PTPS on cohesiveness and team player satisfaction levels in family-owned businesses. This study addressed the question: What impact does the awareness of natural team player styles have on team cohesion and satisfaction levels in small, family-owned businesses?

The first section of this chapter presents a discussion of the answers to the two research questions. This is followed by a discussion of the conclusions derived from the research study and how they relate to the existing literature. Limitations of this study are identified in the third section. The fourth section contains recommendations as to how family-owned businesses may use the results of this study to increase workgroup cohesion and team satisfaction levels and how organization development practitioners may use these data. The fifth section is a listing of future research possibilities, and the chapter concludes with a summary.

Findings Applied to Research Questions

This section discusses the answers to the two research questions by exploring the key findings of the study.

Research Question 1 asked: What are the effects of team player awareness of natural team player styles on team cohesion in the context of family-owned businesses? After a careful examination of the qualitative data collected during this thesis research, it was determined that there is, in fact, a positive relationship between the two. Though there was a very small shift in the data collected in the comparative interviews, it was noted that cohesion levels increased between two of the organization's leaders and the only two non-family employees. There was originally an obvious divergence between

the family and non-family relationships in Company X. After the intervention, the company president made a more concentrated effort of enhancing the relationships between himself and the non-family employees by taking more of a personal interest in them.

Research Question 2 asked: What is the relationship between the awareness of natural team player styles and satisfaction levels in the context of family-owned businesses? Upon examining the qualitative data collected during this thesis research, it was concluded that there is a positive relationship between the two. Upon completion of the PTPS, the organization's primary operational leaders, Participants A and C, conducted a meeting to discuss their insights from the intervention. It was decided that the morale and appreciation attribute reflected in Question 3 of the team satisfaction portion of the interview needed more attention from them. They concluded that they would each make more of an effort to show their appreciation to their team members; this effort was shown to have a positive effect on team satisfaction in the comparative interviews.

Conclusions

Three conclusions were drawn as a result of this study. The first conclusion drawn from this study is that team player styles, just as personality types, do have an impact on team effectiveness. For example, because of the Contributor overload within Company X, work is typically of very high quality and there is a great deal of attention paid to details. Communication, however, can also suffer as a result of this and the team can fail to see the big picture. This conclusion speaks to the Input-Process-Output Model (McGrath, 1964) illustrated in chapter 2. Essentially, team player styles are just one of the many inputs that ultimately determine the team's outputs. In the Input-Process-

Output Model, attributes that could be affected by inputs such as personality are outputs such as performance outcomes (for example, quality, speed, and errors) as well as other outcomes (for example, cohesion, and satisfaction) (McGrath, 1964). For the purposes of this thesis, outputs were defined as workgroup cohesion and team satisfaction levels.

The next conclusion is that Company X was a high-performing team with a high level of cohesion prior to the intervention. This supports earlier research findings regarding the impact and importance of cohesion. According to Karn et al. (2007), teams with high levels of cohesion tend to have high levels of performance. This conclusion also correlates with the results of Beal et al.'s (2003) meta-analyses which revealed strong ties between cohesion and behavior-based performance. Additionally, according to Ensley and Pearson (2005), family-owned businesses typically have higher levels of cohesion than non-family businesses, especially when led by the parents of the family.

The final conclusion of this study is that there is a positive relationship between the awareness of team player styles and team satisfaction levels. This was found when Participants A and C discovered that as Contributors, they both may have a tendency to lack skills in interpersonal communication. As a result of this awareness, they made a conscious effort to increase the level of communication and appreciation that they show the rest of the team, thus increasing the level of satisfaction in the organization. This conclusion is similar to the findings of Lancellotti and Boyd's (2008) study researching the effects of team personality awareness exercises on team satisfaction and performance, where they ultimately concluded that there was a definite positive relationship between personality awareness and satisfaction in the context of a college marketing class project. This awareness, in general, seems to be obtained solely through the use of psychometric tools in a group intervention.

Limitations

This study has three main limitations. The first limitation is that this research was conducted on a small, family-owned business composed of only eight individuals. Should a similar study be conducted on a larger organization, the results may be significantly different due to the ratio of family versus non-family members. In this study, the ratio was three family members to one non-family member. If this study were to be conducted within a larger organization or perhaps an organization where non-family members outnumbered family members, the study may possibly yield different levels of cohesion, as family-owned businesses typically have higher levels of cohesion than non-family businesses (Ensley & Pearson, 2005).

Second, a significant limitation is that this study was conducted within only one industry—environmental construction. Company X, due to the nature of its operations, is an organization that employs a very collectivist culture. It was determined that all of the team members work together on a daily basis and as a team to get goals accomplished. If one individual is not present at work, the task work can encounter turbulence. The findings of such a study completed in a different type of industry—perhaps one with more of an individualist culture—may yield very different conclusions. The levels of cohesion and team satisfaction may be skewed due to the fact that individuals do not work in tandem to get tasks accomplished, thus not fostering strong interpersonal relationships.

Third and last, a limitation of this study is that the research population was selected through a personal connection of the primary researcher. If the organization studied had been selected at random and not through a mutual connection, the interview data collected may have been a bit different. The interviews collected in this study may

have lacked an element of candor or negativity due to the nature of the mutual connection

between the company president and the principal researcher.

Recommendations

This section is divided into two parts. The first offers recommendations of how

family-owned businesses may use the results of this study to increase workgroup

cohesion and team satisfaction levels. The second part offers recommendations of how

organization development practitioners may help family-owned businesses to increase

levels of workgroup cohesion and team satisfaction in the workplace.

Recommendations to family-owned businesses. It is recommended that the

leaders of family-owned businesses study the different personality types within their

organizations to identify and assess how each type contributes to and influences the

organization as a whole. It was determined by this thesis that an "overload" of any one

type of personality can have positive and negative impacts on the whole system.

Conversely, when personality types are missing from the equation, key attributes that the

organization may need to function at its most efficient and effective state may also be

missing. Therefore, it is recommended that the personality or team player types should

be identified and examined so that members of the team can make a conscious effort to

compensate for missing or overloaded team player styles.

Leaders of family-owned businesses can make an assessment of team member

personality types or team player styles by using a number of assessments: the PTPS, the

MBTI, DiSC Profiles, in addition to a myriad of other assessments. Upon making these

assessments and analyzing which types may or may not be present and how it may affect

the organization, the leaders will have the choice of how to proceed with increasing

workgroup cohesion and team satisfaction levels. Additionally, by knowing particular

personality types or team player styles, organizational leaders may be able to assess the communication styles and motivational preferences of team members, thus tailoring leadership approaches to increase workgroup cohesion and team satisfaction levels, in turn benefiting and enhancing organizational effectiveness.

Recommendations to organization development practitioners. It is recommended that organization development practitioners use these findings as a means to understand the potential impacts of personality types and team player styles on team satisfaction and workgroup cohesion. Using personality and/or team player assessments as a tool within organizations can be very beneficial. Therefore, it is recommended that clients looking for ways to increase cohesiveness and team satisfaction be offered an assessment tool as a means of facilitating an understanding of team player styles amongst team members, in turn creating a shared knowledge and mutual respect of each other's unique natural diversities.

In addition to having personality and/or team player style assessments in one's "toolkit," organization development practitioners should have the knowledge to be able to present the positive impacts of such tools on the team satisfaction levels and workgroup cohesiveness of family-owned businesses. Also, by having the knowledge of the important role that diversity plays within an organization, organization development practitioners can iterate the need for such assessments to be utilized in the workplace. Ultimately, being informed is one of the best ways to receive buy-in from one's clients.

Suggestions for Future Research

There are two suggestions offered for future research. First, it is suggested that this study be performed on a family-owned business of a much larger scale. Essentially, the closeness of the members of the family-owned business in this particular study

yielded particular results because of the direct interpersonal communications that occur on a daily basis between the leaders and team members. In a larger organization there may be several levels of leadership, thus yielding very different results. Second, it is suggested that this study be performed using questions more concentrated on cohesion and satisfaction. The questions in this study were adapted from other studies on team satisfaction and workgroup cohesion, and the study may have possibly benefited from questions that were more specific. Perhaps adding a Likert-scaling component and making a quantitative analysis in addition to the qualitative analysis would be beneficial to this study, in turn surfacing data that can be compared quantitatively.

Summary

This chapter presented a summary of the research findings, conclusions drawn from the research, and comments on how they relate to the literature of the field. Limitations of the study and recommendations for family-owned businesses and organization development practitioners were discussed. Additionally, suggestions for future research projects were also provided.

References

References

Albaum, G. S. (2010). An *introduction to marketing research*. In S. M. Smith, *Fundamentals of marketing research*. Retrieved May 8, 2012, from http://search.barnesandnoble.com/Fundamentals-of-Marketing-Research/Scott-M-Smith/e/9780761988526

Beal, D. J., Cohen, R. R., Burke, M. J., & McLendon, C. L. (2003). Cohesion and performance in groups: A meta-analytic clarification of construct relations [Abstract]. *Journal of Applied Psychology, 88*(6), 989-1004. doi:10.1037/0021-9010.88.6.989

Bell, S. T. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology, 92*(3), 595-615. doi:10.1037/0021-9010.92.3.595

Bradley, J. H., & Hebert, F. J. (1997). The effect of personality type on team performance. *Journal of Management Development, 16*(5), 337-353. doi:10.1108/02621719710174525

Challenges in managing a family business. (n.d.). U.S. Small Business Administration. Retrieved August 24, 2011, from http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp-3.pdf

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*(3), 239-290. doi:10.1177/014920639702300303

Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, *17*(6), 391-394. doi:10.1111/j.1467-8721.2008.00612.x

Ensley, M. D., & Pearson, A. W. (2005, May 1). *An exploratory comparison of the behavioral dynamics of top management teams in family and nonfamily new ventures: Cohesion, conflict, potency, and consensus*. CBS Interactive. Retrieved May 16, 2012, from http://findarticles.com/p/articles/mi_hb6648/is_3_29/ai_n29179340/pg_9/?tag=content;col1

Family business data. (2007). University of Michigan–Flint. Retrieved August 24, 2011, from http://www.umflint.edu/som/mfbc/resources/fb_data.htm

Family business statistics—family-owned businesses—resources for entrepreneurs. (2011, August 25). Gaebler.com. Retrieved August 25, 2011, from http://www.gaebler.com/Family-Business-Statistics.htm

Family-owned businesses. (n.d.). *Inc.com*. Retrieved May 15, 2012, from
http://www.inc.com/encyclopedia/family-owned-businesses.html

Filbeck, G., & Smith, L. L. (1997). Team building and conflict management: Strategies
for family businesses. *Family Business Review*. doi:10.1111/j.1741-
6248.1997.00339.x

Gersick, K. E. (1997). *Generation to generation: Life cycles of the family business*.
Boston, MA: Harvard Business School Press.

Gladstein, D. L. (1984). Groups in context: A model of task group effectiveness.
Administrative Science Quarterly, *29*, 499-517. doi:10.1177/105960119520010003

Glew, D. J. (2009). Personal values and performance in teams: An individual and team-
level analysis. *Small Group Research,* 670-693. doi:10.1177/1046496409346577

Goltz, S. M., Hietapelto, A. B., Reinsch, R. W., & Tyrell, S. K. (2008). Teaching
teamwork and problem solving concurrently. *Journal of Management Education*,
32(5), 541-562. doi:10.1177/1052562907310739

Guzzo, R. A., & Shea, G. P. (1992). Group performance and intergroup relations in
organizations. *Handbook of Industrial and Organizational Psychology, 3*(2nd
ser.), 199-267.

Hackman, J. R. (1987). The design of work teams. In J. Lorsch (Ed). *Handbook of
organizational behavior* (pp. 315-342). Englewood Cliffs, NJ: Prentice-Hall.

Herre, C. (2010). *Promoting team effectiveness: How leaders and learning processes
influence team outcomes* (Unpublished master's thesis). Universität Fribourg,
Switzerland. Retrieved June 16, 2011, from
ethesis.unifr.ch/theses/HerreC.pdf?file=HerreC.pdf

Hutcheson, J. O. (2007, April 16). *The end of a 1,400-year-old business*.
ReGENERATION Partners. Retrieved June 11, 2012, from
http://blog.regeneration-partners.com/?p=311

Iannarelli, C., & Bianco, D. P. (n.d.). Family-owned businesses: Encyclopedia of
business. *ENotes—Literature Study Guides, Lesson Plans, and More*. Retrieved
August 24, 2011, from http://www.enotes.com/biz-encyclopedia/family-owned-
businesses

Karn, J. S., Syed-Abdullah, S., Cowling, A. J., & Holcombe, M. (2007). A study into the
effects of personality type and methodology on cohesion in software engineering
teams. *Behaviour & Information Technology, 26*(2), 99-111.
doi:10.1080/01449290500102110

Keirsey, D., & Bates, M. (1978). *Please understand me: Character and temperament
types*. Del Mar, CA: Prometheus Nemesis.

Keirsey, D. M. (1996a). *Keirsey temperament versus Myers-Briggs types*. Keirsey Temperament Website. Retrieved June 14, 2011, from http://www.keirsey.com/difference.aspx

Keirsey, D. M. (1996b). *Overview of the four temperaments*. Keirsey Temperament Website. Retrieved June 14, 2011, from http://keirsey.com/4temps/overview_temperaments.asp

Kirnan, J. P., & Woodruff, D. (1994). Reliability and validity estimates of the Parker Team Player Survey. *Educational and Psychological Measurement, 54*(4), 1030-1037. doi:10.1177/0013164494054004020

Knecht, R. (n.d.). *WIP: Team satisfaction: An assessment of events defining team satisfaction in engineering design*. Engineering Conferences International. Retrieved June 20, 2012, from http://www.engconfintl.org/8axabstracts/Session%205B/rees08_submission_25.pdf

Kuipers, B. S., Higgs, M. J., Tolkacheva, N. V., & de Witte, M. C. (2009). The influence of Myers-Briggs Type Indicator profiles on team development processes: An empirical study in the manufacturing industry. *Small Group Research, 40*(4), 436-464. doi:10.1177/1046496409333938

Lancellotti, M. P., & Boyd, T. (2008). The effects of team personality awareness exercises on team satisfaction and performance: The context of marketing course projects. *Journal of Marketing Education, 30*(3), 244-254. doi:10.1177/0273475308322282

Le Roux, S. M. (2006). *An investigation into the relationship between personality type, as measured by the Keirsey Bates Temperament Sorter, choice of practice setting and job satisfaction of pharmacists who graduated from the University of the Western Cape over the period 1990-2005* (Unpublished master's thesis). University of the Western Cape. Retrieved June 15, 2011, from http://etd.uwc.ac.za/usrfiles/modules/etd/docs/etd_init_9729_1177054371.pdf

McGrath, J. E. (1964). *Social psychology, A brief introduction*. New York: Holt, Rinehart and Winston.

McKenna, M., Shelton, C., & Darling, J. (2002). The impact of behavioral style assessment on organizational effectiveness: A call for action. *Leadership & Organization Development Journal, 23*(6), 314-322. doi:10.1108/01437730210441274

Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological Bulletin, 115*(2), 210-227. doi:10.1037//0033-2909.115.2.210

Murray, J. B. (1990). Review of research on the Myers-Briggs Type Indicator. *Perceptual and Motor Skills, 70*(3), 1187-1202. doi:10.2466/PMS.70.3.1187-1202

Parker, G. M. (2008). *Team players and teamwork: New strategies for developing successful collaboration* (2nd ed.). San Francisco, CA: Jossey-Bass.

Salas, E., DiazGranados, D., Klein, C., Burke, C. S., Stagl, K. C., Goodwin, G. F., & Halpin, S. M. (2008). Does team training improve team performance? A meta-analysis. *Human Factors: The Journal of the Human Factors and Ergonomics Society, 50*(6), 903-933. doi:10.1518/001872008X375009

Straw, J., & Cerier, A. B. (2002). *The 4-dimensional manager: DiSC strategies for managing different people in the best ways*. San Francisco, CA: Berrett-Koehler.

Appendix A: Interview Questions—Workgroup Cohesion

Guided Interview Questions on Workgroup Cohesion

1. What would you consider the general disposition of individuals in your workplace to be? (i.e., friendly, happy, stressed out, irritated, etc.)

2. Tell me about a time recently when you socialized with individuals from your workplace outside of work.

     2a. How characteristic is this of your group?

     2b. How often do you get together?

3. How comfortable do you feel in discussing important personal problems with individuals in your workplace? Give an example.

4. To what extent are individuals in your workplace helpful to you in getting your work done?

5. What is your perception of trust among team members in your workplace? Give an example.

6. Tell me about a time recently when you felt like an individual in your workplace took a personal interest in you.

     6a. How frequently do you feel like your coworkers take a personal interest in you?

7. Tell me about a time when an individual in your workplace did a favor for you at considerable cost to themselves?

8. On a personal level, how much do you know about individuals in your workplace?

Note. Questions adapted from "A Study Into the Effects of Personality Type and Methodology on Cohesion in Software Engineering Teams," by J. S. Karn, S. Syed-Abdullah, A. J. Cowling, & M. Holcombe, 2007, *Behaviour & Information Technology, 26*(2), 99-111. doi:10.1080/01449290500102110. Adapted with permission.

Appendix B: Interview Questions—Team Satisfaction

Guided Interview Questions on Team Satisfaction

1. How well does team planning and organizing prepare the team to accomplish its tasks? Give an example.

2. Tell me about the most recent instance where the team defined and solved a problem it faced.

3. What does it look like when the team meets the goals and objectives it establishes? How do you know you've done a good job?

4. Tell me about a recent time when you were part of a group project. How satisfied were you with yourself on the project? How satisfied were you with others?

5. Tell me about your relationships with the people with whom you work. Do you find working with everyone to be an enriching and rewarding experience? Explain.

6. How satisfied are you with how projects are managed?

7. What does team leadership look like in your organization? How satisfied are you with the way the work teams are led?

8. What does excellent team performance look like to you? How does your team live up to your expectations?

9. What do you think excellent team performance looks like to the rest of your team? How do you think you live up to your team's expectations?

10. How satisfied are team members with the direction the company is headed?

11. What do team interactions look like in your firm? What are the strengths and weaknesses?

12. How is work delegated? Does everyone seem to be satisfied with the delegations? Explain.

Note. Questions adapted from *WIP: Team Satisfaction: An Assessment of Events Defining Team Satisfaction in Engineering Design*, by R. Knecht, n.d., Engineering Conferences *International*. Retrieved June 20, 2012, from http://www.engconfintl.org/8axabstracts/Session%205B/rees08_submission_25.pdf. Adapted with permission.

Appendix C: Parker Team Player Survey

Parker Team Player Survey

NAME_____

COMPANY_____

DATE (answering questionnaire)_____

First, this is a survey, so there are no right or wrong answers. Please answer each item according to how you honestly feel you function now as a team member rather than how you used to be or how you would like to be.

This questionnaire consists of 18 sentences regarding natural team player styles, each followed by four possible responses. Please rank the responses in the order in which you feel each one applies to you. Place the number 4 next to the ending that is most applicable to you and continue down to a 1 next to the response that is least applicable to you.

1. During team meetings, I usually:

_____ a. provide the team with technical data or information.
_____ b. keep the team focused on our mission or goal.
_____ c. make sure everyone is involved in the discussion.
_____ d. raise questions about our goals or methods.

2. In relating to the team leader, I:

_____ a. suggest that our work be goal directed.
_____ b. try to help him or her build a positive team climate.
_____ c. am willing to disagree with him or her when necessary.
_____ d. offer advice based upon my area of expertise.

3. Under stress, I sometimes:

_____ a. overuse humor and other tension-reducing devices.
_____ b. am too direct in communicating with other team members.
_____ c. lose patience with the need to get involved in discussions.
_____ d. complain to outsiders about problems facing the team.

4. When conflicts arise on the team, I usually:

_____ a. press for an honest discussion of the differences.
_____ b. provide reasons why one side or the other is correct.
_____ c. see the differences as a basis for a possible change in team direction.
_____ d. try to break the tension with a supportive or humorous remark.

5. Other team members usually see me as:

_____ a. factual.
_____ b. flexible.
_____ c. encouraging.
_____ d. candid.

6. At times, I am:

_____ a. too results oriented.
_____ b. too laid-back.
_____ c. self-righteous.
_____ d. shortsighted.

7. When things go wrong on the team, I usually:

_____ a. push for increased emphasis on listening, feedback, and participation.
_____ b. press for a candid discussion of our problems.
_____ c. work hard to provide more and better information.
_____ d. suggest that we revisit our basic mission.

8. A risky team contribution for me is to:

_____ a. question some aspect of the team's work.
_____ b. push the team to set higher performance standards.
_____ c. work outside my defined role or job area.
_____ d. provide other team members with feedback on their behavior as team members.

9. Sometimes other team members see me as:

_____ a. a perfectionist.
_____ b. unwilling to reassess the team's mission or goals.
_____ c. not serious about getting the real job done.
_____ d. a nitpicker.

10. I believe team problem solving requires:

_____ a. cooperation by all team members.
_____ b. high-level listening skills.
_____ c. a willingness to ask tough questions.
_____ d. good solid data.

11. When a new team is forming, I usually:

_____ a. try to meet and get to know other team members.
_____ b. ask pointed questions about our goals and methods.
_____ c. want to know what is expected of me.
_____ d. seek clarity about our basic mission.

12. At times, I make other people feel:

_____ a. dishonest because they are not able to be as confrontational as I am.
_____ b. guilty because they don't live up to my standards.
_____ c. small-minded because they don't think long-range.
_____ d. heartless because they don't care about how people relate to each other.

13. I believe the role of the team leader is to:

_____ a. ensure the efficient solution of business problems.
_____ b. help the team establish long-range goals and short-term objectives.
_____ c. create a participatory decision-making climate.
_____ d. bring out diverse ideas and challenge assumptions.

14. I believe team decisions should be based on:

_____ a. the team's mission and goals.
_____ b. a consensus of team members.
_____ c. an open and candid assessment of the issues.
_____ d. the weight of the evidence.

15. Sometimes I:

_____ a. see team climate as an end in itself.
_____ b. play the devil's advocate far too long.
_____ c. fail to see the importance of effective team process.
_____ d. overemphasize strategic issues and minimize short-term task accomplishments.

16. People have often described me as:

    _____ a. independent.
    _____ b. dependable.
    _____ c. imaginative.
    _____ d. participative.

17. Most of the time, I am:

    _____ a. responsible and hard working.
    _____ b. committed and flexible.
    _____ c. enthusiastic and humorous.
    _____ d. honest and authentic.

18. In relating to other team members, at times I get annoyed because they don't:

    _____ a. revisit team goals or check progress.
    _____ b. see the importance of working well together.
    _____ c. object to team action with which they disagree.
    _____ d. complete their team assignments on time.

Appendix D: Participant A's Personal Team Player Profile

Personal Team Player Profile Completed for Participant A

Most Active Team Player Style:

Contributor Summary—The Contributor is a task-oriented team member who enjoys providing the team with good technical information and data, does his or her homework, and pushes the team to set high performance standards and to use their resources wisely. Most people see you as dependable, although they believe that at times you may get too bogged down in the details and data or you fail to see the big picture or the need for a positive team climate. People describe you as responsible, authoritative, reliable, proficient, and organized.

The Effective Contributor—Contributors provide the team with the valuable technical expertise it needs to solve problems and meet its goals. They provide the data, and they provide it in a manner in which it can be easily used. They often serve as trainers and mentors of other team members. They help the team set high standards, define priorities, and make efficient use of team meeting time and resources.

Adjectives Associated with the Effective Contributor	*Adjectives Associated with the Ineffective Contributor*
• Dependable	• Data-bound
• Responsible	• Shortsighted
• Organized	• Narrow
• Logical	• Perfectionist
• Clear	• Cautious
• Relevant	
• Pragmatic	
• Systematic	
• Proficient	

Least Active Team Player Style:

Communicator Summary—The Communicator is a process-oriented member who is an effective listener and facilitator of involvement, conflict resolution, consensus building, feedback, and the building of an informal, relaxed climate. Most people see you as a positive "people person," but they find that at times you may see process as an end in

itself and that you may not confront other team members or give enough emphasis to completing task assignments and making progress toward team goals. People describe you as supportive, considerate, relaxed, enthusiastic, and tactful.

Appendix E: Certificate of Protection of Human Subjects

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Mandy Florio** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 10/27/2010

Certification Number: 559177

Appendix F: Letter from Entrepreneur for Consent to Participate in Study

[Logo deleted]

August 26, 2011

Graduate and Professional School IRB
Jean Kang, GPS IRB Manager
Graduate School of Education & Psychology
6100 Center Drive 5th Floor
Los Angeles, CA 90045

Dear Jean:

Mandy L. Florio has my permission to conduct her thesis research at . . . [company name]. She may distribute surveys and conduct interviews and informational sessions with . . . [company name] employees.

Sincerely,

[Name deleted]
Vice President

[Company Identifying Information Deleted]

Appendix G: Informed Consent for Participation in Research Activities

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

TITLE OF THE STUDY: What are the effects of the knowledge natural team player styles in the context of a family-owned business?

RESEARCHER'S NAME AND AFFILIATION: [Mandy L. Florio], Principal Researcher, current graduate student at the Graziadio School of Business, Pepperdine University, Malibu, CA.

PURPOSE: The purpose of this study is to assist research efforts to understand how knowledge of individual natural team player styles can affect team cohesion and satisfaction levels. This research is attempting to deepen the understanding of the influence of the Parker Team Player Survey on family-owned businesses. This is NOT a study conducted on behalf of. . . . Rather, it is research conducted by and for the partial fulfillment of the requirements for the degree of Master of Science in Organization Development at Pepperdine University.

PROCEDURES: If you decide to volunteer, you will participate in an interview with the researcher. The interview will last approximately 30 minutes. You will be asked questions about your experiences relating to workgroup cohesion and satisfaction levels within your organization. The researcher will be taking notes during the interview. The interview will also be tape recorded and transcribed and will be used only by Mandy L. Florio for analysis of interview data. Your responses will be kept anonymous and confidential. If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released. The data will be kept in a secure manner for three (3) years, at which time the data will be destroyed. No names will be used to identify anyone who takes part in the interviews. Your responses will be pooled with others and summarized only in an attempt to see themes, trends, and/or patterns. Only summarized information will be reported. No comments will be attributed to any individual. Additionally, this interview will be re-administered four weeks from the initial assessment as to perform an analysis to compare and contrast the findings.

After the initial interview, participants will be requested to take the Glenn Parker Team Player Survey. This is a survey that creates a personal team player profile for each individual, which explains how they naturally "show-up" in certain situations based on their personality. Following the scoring of this survey, I will give a presentation on everyone's results. It is imperative that all team members know the results of the other team members as well, so that I can assess (in four weeks) whether positive changes have occurred in the workplace as a result of the initial intervention as well as the Glenn Parker Team Player Survey.

PARTICIPATION: Participation in this study is voluntary. The researcher's class standing, grades, and/or job status will not be affected by refusal to participate or by withdrawal from this study.

CONFIDENTIALITY: The results of information the researcher learns from the interview may be published in the form of articles, a book, or a research report; however, you will not be identified by name. Only the researcher will have direct access to the data. The confidentiality of individual records will be protected during and after the study, and anonymity will be preserved in the publication of results.

If you should decide to participate and find you are not interested in completing the interviews or survey in their entirety, you have the right to discontinue at any point without being questioned about your decision. You also do not have to answer any of the questions during the interview or on the survey that you prefer not to answer—simply leave such items blank. Terminating your participation at any time will not put your professional position in jeopardy in any way.

If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released. The data will be kept in a secure manner for one (1) year, at which time the data will be destroyed.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the address and phone number provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact my research supervisor, Dr. Julie Chesley, at julie.chesley@pepperdine.edu. If you have questions about your rights as a research participant, contact Dr. Yuying Tsong, chairperson of the Institutional Review Board, Pepperdine University, at yuying.tsong@pepperdine.edu or 310.568.2389.

You are welcome to a brief summary of the study findings in about one (1) year. If you are interested in receiving the summary, please send me an email under separate cover to mflorio83@yahoo.com

_____

Signature of Participation   Date