

GROUP INTERVENTION THROUGH MEETING EXERCISE GUIDELINE TO IMPROVE THE TEAM EFFECTIVENESS

Rafiqa Safitri

Industrial & Organizational Psychology, Gunadarma University
Jl. Margonda Raya No.100, Depok 16424, West Java, Indonesia
Email: rafiqasafitri@gmail.com

ABSTRACT

The purpose of this research was to improve team effectiveness through Meeting Exercise Guideline at PT AMFS. This research is a qualitative research using interview, observation, and questionnaire distribution methods. The sample population in this research were all the Sales Force Resources Management team, amounting to 14 people. Data collection instruments in this research used the Five Dysfunction Team questionnaire with a measuring instrument consisting of 38 items and divided into 5 dimensions, that is Trust, Conflict, Commitment, Accountability, and Result. The results in this research indicate that the intervention program made by the author in the form of Meeting Exercise Guideline was conducted in 3 meetings. However, even though the Meeting Exercise Guideline is only scheduled for 3 times, this program can be used as a guideline for daily team work meetings based on reference to the roadmap meeting exercise. With the Meeting Exercise Guideline, it is expected that a team can improve the productivity, relationships between team members, and the ability to adapt with the changing conditions and job demands so that the overall goals of the team and organization can be achieved.

Keywords: Group intervention, Meeting Exercise Guideline, Team effectiveness, Five Dysfunction Team

I. INTRODUCTION

A company will always be faced with a wave of never-ending problems. The presence of the problems can provide good and bad news at the same time for the company. The good news is while the company still faces the various problems, meaning that the company still exists and operates. In the middle of increasing levels of business competition, maintaining business continuity is not an easy matter. One of the steps that can be done by the company in increasing the competitiveness is to create quality human resources (Arnold & Randall, 2010; Riggio, 2009). Mahardini (2011) also states that human resources in the company have an important role for the company to run effectively and efficiently. Superior human resources can be obtained through several processes including appropriate recruitment and selection, training and development, work environment and individual interactions contained in work groups (Schultz & Schultz, 2006).

According to Homans (in Luthans, 2011) when working in groups there is a process of interaction between members in achieving common goals together. This

interaction is a relationship between two or more people (Hoegl & Gemuenden, 2001). Furthermore, based on *social exchange theory* developed by Thibhaout and Kelley (in Luthans, 2011) positive interactions within groups can increase the interest and affiliation of members in it. Individual interactions in work groups can be interpreted as teamwork (Lencioni, 2005; Parker, 2008).

According to some experts' opinions, teamwork can be defined as a psychological, behavioral and mental process of team members in a social system consisting of two or more people who collaborate in achieving common goals (Forsyth, 2010). In addition, according to Scarnati (2001) teamwork is a collaborative process that provides opportunities for ordinary people to achieve extraordinary results. Parker (2008) explains that teamwork is an element which is increasingly being considered in forming a business strategy. This is because teamwork can increase participation and innovation, reducing errors, improving quality, increasing responsiveness, cost efficiency, better customer service, increasing employee satisfaction, developing productivity, and attribute performance, including efficiency (DeGrosky, 2006).

Forsyth (2010) declares that a good teamwork will be formed in an effective team as well. The success of the company in responding the influence of globalization can also be influenced by the extent of team effectiveness in its business strategy (Erdem & Ozem, 2003). Some international companies that show benefits from team effectiveness include P & G Manufacturing, which succeeded in reducing factory costs by 30-50%, General Electric in Salisbury managed to increase revenue by up to 250%, and American Transtech Company located in America was able to reduce costs and time the production process is up to 50% (Greenberg & Baron, 2011). The success of the company in achieving productivity or reducing production costs can also be influenced by the level of the team effectiveness contained in it. Harris and Harris (1996) explain that effective team conditions can be achieved if team members have a common goal, able to develop effective and quality relationships in achieving goals, able to create a cooperative environment through sharing knowledge and skills. Lencioni (2005) also states that an effective team will be formed when its members have mutual trust, are able to overcome conflicts, have commitment with the team, be reliable and focus on achieving results.

PT. AMFS is a joint company between one of the largest Insurance groups in France and the largest BUMN Bank in Indonesia which was established on December 10,

2004. Currently, PT AMFS is one of the largest life insurance companies (bancassurance) in Indonesia, supported by more than 1800 Financial Advisors spread throughout Indonesia and 500 Telesales Officers that focus on providing various solutions according to customer needs, both in terms of financial services and investment, as well as life and asset protection solutions. PT AMFS is committed to becoming a preferred company in 2020 through the slogan From Payer to Partner. By upholding the company's values and leadership framework, PT AMFS is advancing in an era that is now increasingly open. Various strategic efforts and transformations have been and are being carried out to support these commitments, including the digital transformation restructuring program and various other projects.

One of the units in PT AMFS that has undergone a restructuring is the *Sales Recruitment* unit. Initially this unit was a part of the *Human Capital Department*, but the unit was changed to a stand-alone section under the *In Branch Channel Department*. The new name of the section is *Sales Force Resources Management*. Basically, people who are in the new section of *Sales Force Resources Management* have coordinated with each other at work for a long time. However, as a step towards creating an effective work team, it is necessary to be aware of what aspects must be built to make the new effective team in accordance with the purpose of restructuring.

The effectiveness aspects of a team can be identified by measuring the current condition of the team so that it can be discovered what problems are currently faced. It is expected that by identifying the problems that have been mapped, the leader of the team can design steps to anticipate and find a way out so that it can increase team effectiveness in working and achieving team goals. Therefore, as a first step, the author distributed the Team Effectiveness Questionnaire developed by Patrick Lencioni (2002).

The Team Effectiveness Questionnaire was distributed in mid-April 2018 to all the *Sales Force Resources Management* teams, totaling 14 people. The survey results show that there are 3 aspects that are in the low category, that is *Trust* (71%), *Result* (43%) and *Commitment* (43%). Based on the results of further interviews with the manager of *Sales Force Resources Management*, the conditions of low *trust*, *result* and *commitment* are likely caused by the rare time to gather together, both in formal and informal conditions. Work coordination is more likely done through *Group Whatsapp*, *email*, or delivering directly to the intended person. Further analysis when referring to the

value and leadership framework of PT AMFS, the *Sales Force Resources Management* team has not fully applied the value of "Integrity" and "One heart" where the value contains the leadership framework "Lead and Deliver" which means that employees are responsible for creating the sense of trust, help each other, work together and maintain what is standard and try to achieve individual and group results in a timely and quality manner.

Referring to the problems faced by the *Sales Force Resources Management* team as stated, the *Sales Force Resources Management* team needs to get an intervention in the form of a *team building* so that it can increase productivity, relationships between team members and the team's ability to adapt to changing conditions and job demands.

Team Effectiveness Goals

The purpose of team effectiveness is to building the trust, commitment and responsibility together by harmonizing each person's efforts for certain tasks where each team member is also individually responsible.

The Advantage of Team Effectiveness

The benefits that can be obtained by the existence of team effectiveness are increasing trust and communication between team members, improving the quality of decisions, increasing the creativity, innovation and problem solving in the work team so that can help the team to achieve their goals.

II. LITERATURE REVIEW

Team Effectiveness

Team effectiveness can be defined as "*the extent to which a team achieves its objectives, achieves the needs and objectives of its members, and sustains itself - over time*" in other words team effectiveness is an extension of achieving team purposes, achieving the needs of its members and being able support him all the time. In line with this understanding, Lencioni (2005) explains that team effectiveness is a condition that is achieved by a group of people or groups that trust each other, are in a situation of conflict that is healthy, has commitment, relies on each other, and focuses on common goals.

Building the Team Effectiveness

Team effectiveness is a concept that requires many complex components to function properly (Kang, Yang, & Rowley, 2006). In line with these opinions, Lencioni (2005) describes several factors that must be met so that the team can run effectively, among others: *Trust*, *Dealing with Conflict*, *Commitment*, *Embracing Accountability*, and *Goal Focus*. The following is an explanation for each factor:

1. Trust

Research that has been done shows that trust is one of the main keys to the effectiveness of a team (Bloomgarden 2007; Burnett 2002; Covey & Merrill 2006; Kendrick 2006). Trust is not the ability of team members to predict the behavior of other group members immediately because they have known each other for a long time (Lencioni, 2005). In a team, trust is a vulnerability. Scott (2000) states that with trust the team members are able to strengthen the relationships that have been established. In addition, trust also increases feelings of belonging, creates a sense of comfort to be open, increases commitment to achieve goals, takes risks and provides mutual support (Reina & Reina, 2006).

2. Dealing with Conflict

When the team has reached a trust condition, the next step is to increase the existing trust. Trust can be increased by good management of conflicts within the team (Kendrick 2006; Massey 2005; Scott, 2000). Conflicts arise when a team consists of team members who have different views (Covey & Merrill, 2006; Dyer, Dyer & Dyer, 2007). An effective team must be able to manage existing conflicts into something of a benefit, so that constructive conflicts are needed in a team (Lencioni, 2005). A positive conflict resolution focuses on problems and does not relate to aspects that are personal in nature (Lencioni, 2005). Lencioni (2005) tries to explain that conflict is a continuum or continuous aspect. Management of conflicts that are personal and without prioritizing others will cause damage, on the contrary management of conflicts that lead to harmony in character will build.

3. *Commitment*

As important as trust, conflict is a component that must be managed properly by the team (Lencioni, 2005). The next factor that is not less important in forming effective teams is commitment (Covey, Merrill & Merrill, 2003; Maxwell 2002). Furthermore, according to Massey (2005) when team members have shown commitment, a synergy will emerge which results in optimal performance. Maxwell (2002) states that commitment can be formed through the presence of a team player. The role of team player is one of the roles of leaders who have full responsibility for the success of the team (Versteeg, 2004).

4. *Embracing Accountability*

The term reliable (Accountability) when entered into the concept of teamwork means "the willingness of the team members to remind one another when they are not living up to the performance standards of the group" (Lencioni, 2005). The above definition explains that each group member is responsible not only to himself but also to other group members in maintaining the quality and performance that exists. Accountability is one of the factors that determine the effectiveness of a team (Burnett, 2002; Godar & Ferris 2004; Manz & Sims, 2000). The concept of Accountability does not always have to require a leader role in managing it, it is expected that team members can manage themselves by reminding each other among team members (Burnett, 2002; Covey & Merrill, 2006). According to Lencioni (2005) the supervision carried out by fellow team members is felt to be more effective than supervision by the authorities or in this case the leader. However, Lencioni (2005) added that the basis of Embracing Accountability is inseparable from the leadership role in applying this concept to his team.

5. *Attention to Result*

When team members have given each other mutual trust, have the ability to deal with a conflict in a healthy manner, are committed to decisions that have already been taken, and shoulder to shoulder with the decision, the last thing to do is to realize the achievement of goals (Lencioni, 2005). One of the team's successes is that achieving a common goal must begin by staying focused and paying attention to results (Covey,

Merill & Merrill 2003; Schmoker, 2006; Luecke 2004). A team can also fail to achieve goals because team members do not have the same and clear goals (Luecke, 2004). According to Lenconi (2005) this is influenced by self interest and self preservation which is a tendency to pay attention to / overcome one's own affairs before paying attention to / addressing other people's affairs even though in one team. Another condition that can influence team members to stay focused on achieving goals is giving feedback on team performance (Robbins & Finley, 2000). Feedback is a control of team performance, and must be carried out periodically and relevant to individuals, processes, and results achieved by the team (Robbins & Finley, 2000). By knowing the performance of the team, the team can realize the extent to which the current team's condition with the achievement of targeted goals.

III. METHODOLOGY

DATA COLLECTION

1. Interview

Interview is a conversation and question and answer that are directed at achieving certain purposes (Poerwandari, 2005) Patton (in Poerwandari 2005) distinguishes three basic approaches in obtaining qualitative data through interviews: formal interviews, informal interviews, interviews with general guidelines, and interviews with standard guidelines that open. Informal interview is an interview process that is based entirely on the development of spontaneous questions in scientific interactions. Informal interview is generally carried out by researchers who conduct participatory observation. Interviews with general guidelines are interviews that are equipped with very general interview guidelines, which include issues that must be covered without determining the order of questions, perhaps even without explicit questions. Interviews with open standard guidelines are interviews conducted using interview guidelines written in full and detailed. The interviews conducted in this case were using informal interviews with members of the *Sales Force Resources Management* team.

2. Observation

Observation is a method by which researchers pay attention accurately, record

phenomena that arise and consider the relationship between aspects in the phenomenon (Poerwandari, 2005). The purpose of observation is to describe the settings studied, the activities that take place, the people involved in the activity, and the meaning of the observed events. In this case, observations are carried out in the daily activities of the *Sales Force Resources Management* team.

3. Questionnaire

A questionnaire is a number of written questions whose answers are written directly by the participant (Kumar, 1996). In a questionnaire, the respondent reads the statement, interprets and then writes the answer. Therefore, in making questionnaires, it is important to make statements that are clear and easy to understand and their appearance is easy to see. The advantage of the questionnaire is that it is efficient, where the questionnaire can be given to participants in a fairly short time, is anonymous so that respondents can be open and not feel pressured in giving answers. The questionnaire is considered to be the best method for examining personal attitudes and opinions in certain situations, because the respondent is the person who knows best about himself (Kidder & Judd, 1986). The questionnaire used is the *Five Dysfunction Team* using a Likert scale.

Instrument of Data Collection

To measure *Team Effectiveness* in this case using the *Five Dysfunction Team* questionnaire developed by Lencioni (2005). The measuring instrument consists of 38 items and is divided into 5 dimensions, that is *Trust*, *Conflict*, *Commitment*, *Accountability* and *Result*. The five characteristics are represented by 38 items. The following is the distribution of items in the five dimensions in the *Five Dysfunction Team* questionnaire:

Dimensi	Item Favorable	Item Unfavorable
<i>Trust</i>	1,6,10,13,17,22,32,33	-
<i>Conflict</i>	2,4,5,7,12,18,23,27	-
<i>Commitment</i>	11,19,24,28,30,34,38	-
<i>Accountability</i>	8,16,20,21,26,35,36	-
<i>Result</i>	3,9,14,15,29,31,37	25

Table 1. *Five Dysfunction Team* Questionnaire Dimensions and Items

Furthermore, scoring the *Five Dysfunction Team* questionnaire gives the highest rating on the "Always" and lowest statement on the "Never" statement for the *favorable* statement. In addition, for *unfavorable* statements, the highest rating is given in the "Never" statement and the lowest is in the "Always" statement. The scores are then calculated with the overall proportion of items, with the following conditions:

Statements	Favourable	Unfavourable
Always	5	1
Often	4	2
Sometimes	3	3
Rarely	2	4
Never	1	5

Table 2. *Five Dysfunction Team* Questionnaire Score

Operational Definitions

There are several operational definitions of *Five Dysfunction Team* as follows:

1. *Trust* is an obtained score from the following indicators: willing to admit a mistake; respect and utilize the skills and experience between one another; willing to accept input or suggestions; not hesitate in asking for help; and forgive each other.
2. *Conflict* is an obtained score from the following indicators: having a vibrant and interesting meeting; solving problems together immediately; minimizing politics; utilizing ideas from all team members; discussing critical topics that are being faced.
3. *Commitment* is an obtained score from the following indicators: creating clarity and aligning goals and priorities to the entire team; developing the ability to learn from mistakes, and moving forward without hesitation.
4. *Accountability* is an obtained score from the indicators as follows: ensuring team members who have low performance in order to improve their performance; asking each other questions with one another to quickly identify possible problems that arise, creating respect and avoiding excessive bureaucracy among team members.

5. *Result* is an obtained score from the following indicators: minimizing individualistic behavior; encouraging team members to focus on common goals; and maintaining results-oriented team members.

Reliability & Validity

Reliability is a consistency of the obtained score by someone when the measurement is done again with the same test at different times or in other variables studied (Anastasi & Urbina, 1997). Calculation of reliability is done using *Cronbach alpha*, which aims to determine whether all items in the measurement consistently measure the same thing (Zechmeister & Shaughnessy, 2001). According to Kaplan & Sacuzzo (1997), the reliability coefficients that range from 0.70 and 0.80 are said to be quite good for research purposes. The next step is to do a test validity. Validity is related to what is to be measured with the measuring instrument (Anastasi & Urbina, 1997). The validity that is used to measure this questionnaire is construct validity, the extent to which the test can measure the theory or construct used. One way to determine construct validity is to measure *internal consistency* (Anastasi & Urbina, 1997). To measure *internal consistency*, it can be seen by using *corrected item-total correlation*, so that the correlation obtained can be purer because it excludes items in the sum of the total scores before being correlated. Items that are maintained are items that have a correlation level with an item score of at least 0.30 (Aiken & Marnat, 2006). Items whose correlation value is below 0.30 must be revised or eliminated. By eliminating items that are considered ineffective, it will increase the reliability of the measuring instrument. The total items included for processing the next data are 26 items. The following is a table of the distribution of the *Five Dysfunction Team* questionnaire items.

Dimension	Item	Elimination	Total item
Trust	1,6,10,13,17,22,32,33	6,10,33	5
Conflict	2,4,5,7,12,18,23,27	5,18	6
Commitment	11,19,24,28,30,34,38	19,30,38	4
Accountability	8,16,20,21,26,35,36	26	6
Result	3,9,14,15,25, 29,31,37	14,29,31	5
Total item			26

Table 3. Distribution of Five Dysfunction Team Questionnaire Items

Procedure

In this case the procedure uses action research, that is a process of finding solutions for real problems by collaborating with company's party in the process of data collecting, data analyzing and developing the action plans for change (Smither & McIntire, 1996). Here are the eight steps of action research:

No	Steps	Description
1.	Scouting	Collecting general information about PT AMFS (Company Profile, Business Field, Organization Structure).
2.	Entry	Creating effective relationship with PT AMFS (HRBP & SFRM) to find out and identify problems that happened in SFRM team.
3.	Data Collection	Developing measurement and instrument of team effectiveness and do data collection through distributing questionnaires to the SFRM team
4.	Data Feedback	Doing discussion with HRBP & SFRM manager about the data obtained from measurement results (Distribution of questionnaire).
5.	Diagnosis	Interpreting data together with HRBP & SFRM Manager to identify problems that occur in the team and possible improvements will be made.
6.	Action Planning	Developing action plan specifically in the form of giving <i>Meeting Guideline Exercise</i> , determining material and how to evaluate it.
7.	Action Implementation	Implementing <i>action plan</i> that has been arranged in the form of <i>Meeting Guideline Exercise</i> .
8.	Evaluation	Measuring effectiveness and intervention of <i>Meeting Guideline Exercise</i> that has been implemented.

Table 4. Action Research Steps

IV. RESULTS AND DISCUSSION

Program Intervention

Based on the obtained problems from data collection showed that the highest percentage in the low category was in the sense of trust, team commitment and attention to achieving team goals (result). Therefore, the author decided to provide intervention in the form of team building activities using the action learning method. Team building aimed to increase trust in colleagues and the emphasis on team building material was to increase trust in coworkers as a basis for building quality teamwork. Furthermore, through action learning, teams worked on real business problems by committing to making action plans, brainstorming, responsible for implementing plans and measuring results to

increase team commitment and focus on achieving team goals. The design of the intervention program was in the form of *Meeting Exercise Guidelines*, where this activity was a routine team meeting activity. In each meeting, there were themes which were aspects of the Team Effectiveness from Lencioni (2005). Through the regular meetings, it was hoped that the team being built were high performing teams to achieve the best business results. One indication was that when we observed them, there would be an open participation and dialogue in each work team meeting. We could observe the quality of their conversations, carry out periodic evaluations of the streets the innovation process and the learning processes that they carried out continuously. In addition, it could be seen how group supported for other work team members who had not been able to contribute, so that their collective results would be seen. Therefore, "*Meeting Exercise Guideline*" was expected to help Leaders in forming effective teams so that they could overcome the dysfunction or obstacles that occurred in the team. The activity plan table was as follows:

Meeting	Exercise	Duration	Total Time
Week 1	Building Trust:	150 minutes	240 minutes
	<i>Life map</i>		
	Achieving Commitment:	90 minutes	
	Form team principles		
week 2	Achieving Commitment:	60 minutes	100 minutes
	<i>Thematic goals</i>		
	Focus on Result:	30 minutes	
	Make scoreboard		
	Achieving Commitment:	10 minutes	
	Clarification of agreement		
Week 4	Mastering Conllict	90 minutes	190 minutes
	Resolution conflict		
	Embracing Accountability	90 minutes	
	Team effectiveness		
	Achieving Commitment:	10 minutes	
	Clarification of agreement		

Table 5. Design of Intervention – Team Meeting Activities Planning

The following is a summary of the purposes of each *Meeting Exercise*:

Exercise	Purposes
Building Trust:	To know team members more closely so that their can understand the differences in the characteristics of each individual.
<i>Life map</i>	
Achieving Commitment:	To create clarity within the team that how the team members will relate to each other on an ongoing basis.
Form team principles	
Achieving Commitment:	To ensure all the team members focus on one priority area in order to achieve greater harmony and avoid the silos *.
<i>Thematic goals</i>	
Focus on Result:	To provide the team in a clear and useful way to assess the level of success so that the next plan is arrange the meetings and discuss about relevant topics.
Make scoreboard	
Achieving Commitment:	To ensure that the team leaves the meeting without ambiguity about what they have agreed.
Clarification of agreement	
Exercise	Purposes
Mastering Conflict:	To teach team members how to identify and carry out the communication process to reach a point of good agreement.
Resolution conflict	
Embracing Accountability:	To provide team members with a forum that focused on what discuss about, direct, and actionable feedback on how team members' behavior can improve the team performance.
Team effectiveness	
Achieving Commitment:	To ensure that the team leaves the meeting without ambiguity about what they have agreed to.
Clarification of agreement	

Tabel 6. Design of Intervention - Team Meeting Activities Planning

Next to evaluate the activity, each team member will fill out a questionnaire that will be sent by the Leader through an online questionnaire. The following is a team meeting evaluation sheet:

- On a scale of 1-10 (1 Very bad-10 Very good) how do you rate today's team meeting? Scale: 1 2 3 4 5 6 7 8 9 10 (Please circle the number)**
Describe your opinion:

2. How do you feel after having a team meeting today?

(You want to make sure that people feel psychologically and intellectually involved in team meetings) **Scale:** 1 2 3 4 5 6 7 8 9 10 (Please circle the number)

Describe your opinion:

3. What do you like most about team meeting?**4. What do you dislike most?** (For example: No feedback; A talks too much; certain people seem to dominate the discussion)**5. Give suggestions or comments for the whole team meeting**

(The idea of increasing the next meeting, what things should be improved, what is most liked, etc.)

Results and Analysis

Following is the schedule of the *Sales Force Resources Management* team meeting by applying the *Meeting Exercise Guideline*:

Date	Exercise
1 st Week August 01, 2018	<i>Building Trust:</i>
	Life map
	<i>Achieving Commitment:</i>
	Form team principles
2 nd Week August 13, 2018	<i>Achieving Commitment:</i>
	Thematic goals
	<i>Focus on Result:</i>
	Make scoreboard
	<i>Achieving Commitment:</i>
5 th Week September 4, 2018	Clarification of agreement
	<i>Mastering Conflict:</i>
	Resolution conflict
	<i>Embracing Accountability:</i>
	Team effectiveness
	<i>Achieving Commitment:</i>
	Clarification of agreement

Tabel 7. Timetable of Conducting Team Activities

After the team meeting was held, a month later the *Five Dysfunction Team* questionnaire was distributed again to see the effectiveness of the team meeting activities. The results are as follows:

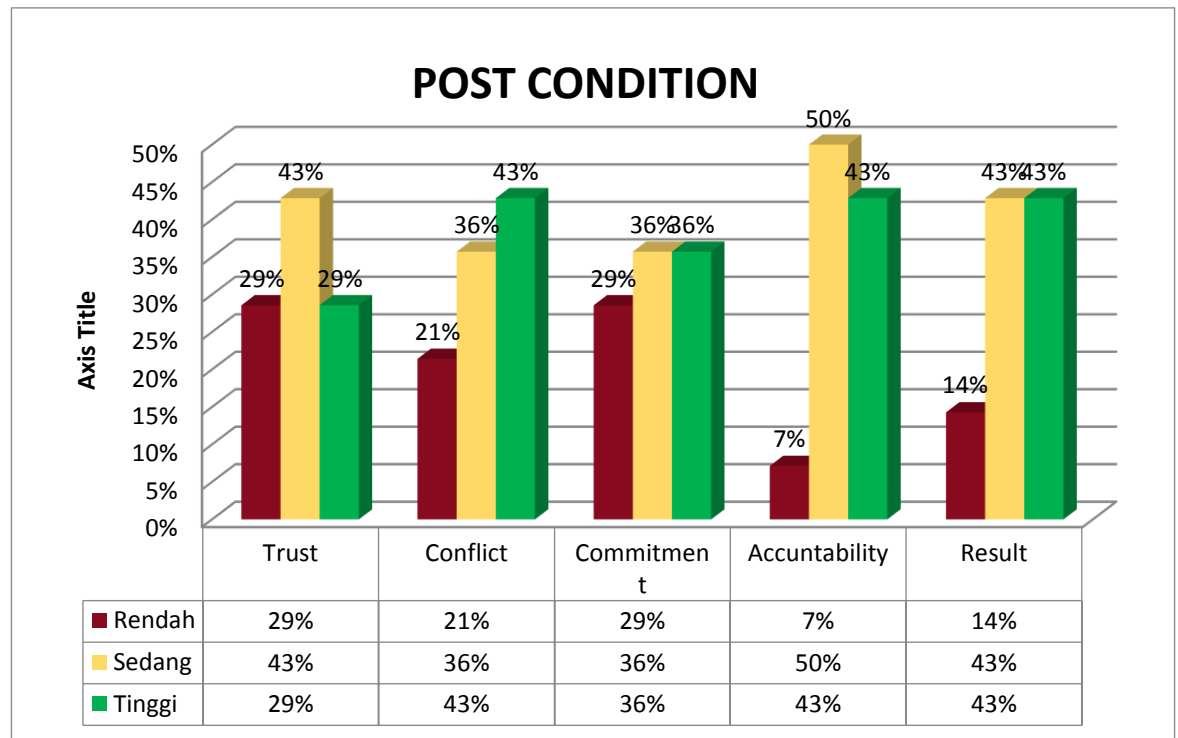


Figure 1. An Overview of Team Conditions After Conducting the *Meeting Exercise Guidelines*

The following is the Pre and Post percentages of team meeting activities using the *Meeting Exercise Guideline*:

	Pre	Post	Pre	Post	Pre	Post
	Low	Low	Fair	Fair	high	high
Trust	71%	29%	0%	43%	29%	29%
Conflict	36%	21%	29%	36%	36%	43%
Commit	43%	29%	21%	36%	36%	36%
Account	21%	7%	43%	50%	36%	43%
Result	43%	14%	29%	43%	29%	43%

Table 8. Percentage of Pre and Post Condition Comparison

From the table above, it can be seen that there is a change in the percentage of each dimension of team effectiveness. The percentage decline in the low category on the dimensions of *Trust*, *Commitment* and *Result* where in the three dimensions before being given the intervention had the highest percentage, that is *Trust* (71%), *Commitment* (43%) and *Result* (43%).

CONCLUSION

The intervention program that was made by the author is the *Meeting Exercise Guidelines* which were conducted with 3 meetings. However, even though the *Meeting Exercise Guideline* was only scheduled for 3 times, this program can be used as a guideline for daily team work meetings based on *roadmap meeting exercise reference*. By applying the Meeting Exercise Guideline, it is expected that a team can improve the productivity, relationships between team members and the ability to adapt the changing conditions and job demands so that the overall purposes of the team and organization can be achieved.

REFERENCES

- Arnold, J., & Randal, R. (2010). *Work Psychology-Understanding Human Behavior in The Workplace*. (5thed). Edinburg Gate, Harlow. Pearson Education Limited.
- Anastasi, A., & Susana, U. (1997). *Psychological Testing* (7thed). New Jersey: Prentice Hall.
- Baron, R.A., & Greenberg, J. (2008). *Behavior in Organization: Understanding and Managing the Human Side of Work*. Cornell University. Pearson Prentice Hall
- Cummings, T., & Worley, C. (2008). *Organization Development & Change*. USA: South-Western Engage Learning.
- Cloke, K., & Joan, G. (2000). *Resolving Conflicts at Work: A Complete Guide for Everyone on the Job*. San Fransisco: Jossey-Bass.
- Dyer, W. G., Dyer, W.G. Jr., & Dyer, J.H. (2007). *Team Building: Proven Strategies for Improving team Performance* (4thed). San Fransisco: John Wiley and Sons.
- Dessler, G. (2008). *Human Resource Management* (11th edition). International ed. Upper Sadle River, NJ: Pearson Education, Inc.

- DeGrosky, M. (2006). *Wildfire: Thoughts and on Leadership of Trust, Team Teamwork*. USA: Guidance Group Inc.
- Erdem, F., Ozen, J., & Atsan, N. (2003). The Relationship between Trust and Team Performance. *International Journal of Productivity and Performance Management*. Vol.52, No.7, pp.337-340 ; ProQuest.
- Forsyth, D. R. (2010). *Group Dynamics* (5thed). USA: Woodsworth Learning.
- Harris, P.R., & Harris, K.G. (1996). Managing effectively through teams. *Team Performance Management: An International Journal*, 2 (3), 23-36; ProQuest.
- Kaplan, R.M., & Sacuzzo, D.P. (1997). *Psychologist Testing: Principles, Applications, and Issues*. (4thed). USA: Brooks/Cole Publishing Company.
- Kirkpatrick, D. (1998). *Evaluation Training Programs: The Four Levels*. San Fransisco: Berret-Koehler Publisher, Inc.
- Kemmis, Stephen & Mc Taggart, Robin. (1988). *The Action Research Planner*. Geelong Victoria: Deakin University.
- Kumar, R. (2005). *Research Methodology: A Step-By-Step Guide for Beginners* (2nded). London: SAGE Publications, Ltd.
- Luthans, F. (2011). *Organizational Behavior: an Evidence-Based Approach* (12thed). New York. McGraw-Hill.
- Lencioni, P.(2005). *The Five Dysfunctions of A Team: A Field Guide for Leaders, Managers, and Facilitators*. San Fransisco, CA : Jossey-Bass.
- Luecke, R. (2004). *Creating Teams With an Edge: The Complete Skill set to Build Powerful dan Influential Teams*. Harvard Business Essentials Series. Boston, MA : Harvard Business School Press.
- Mahardini, N. I. (2011). *Pengaruh Peningkatan Kepuasan pada Umpan Balik Kinerja terhadap Kepuasan terhadap Atasan melalui Pelatihan Umpan Balik Team Leader PT. XYZ*. Depok: Universitas Indonesia. Fakultas Psikologi
- Massey, T. (2005). *Ten Commitments for Building high Performance Teams*. Bandon, OR: Robert Reed.
- Maxwell, J.C. (2002). *The 17 Essential Qualities of a Team Player*. Nashville, TN: Thomas Nelson
- Morrow, P.C & McElroy, J.C. (1987). Work Commitment and Job Satisfaction Over Three Career Stage. *Journal of Vocational Behavior*, 30, 330-346.

- Parker, G. M (2007). *Team Players & Teamwork: New Strategies for Developing Succesful Colaboration* (2nded). USA: John Willey & Sons.
- Robbins, H., & Michael, F. (2000). *The New why Teams don 'nt Work: What Goes Wrong and How to Make it Right*. San Fransisco: Berret-Koehler.
- Riggio, R. (2009). *Introduction to industrial/organizational psychology* (5thed).New Jersey: Prentice HallRobbins & Judge.
- Reina, D. S., & Michelle, L. R. (2006). *Trust and Betrayal in The Workplace: Building Effectivve Relationship in your Organization* (2nded). San Fransisco: Berrett-Koehler.
- Schultz, D. P., & Schultz, S.E. (2006). *Psychology and Industry Today: AnIntroduction to Industrial and Organizational Psychlogy* (9thed). New York: Macmillan Publishing Company.
- Scarnati, J. T. (2001). On becoming a *team* player. *Team Performance Management: An International Journal*, 7(1/2), 5-10 ; ProQuest.
- Scott, G.G. (2000). *Work with me! Resolving Everyday Conflict in your Organization*. Palo Alto: Davies-Black