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AN ANALYSIS OF PASTORAL PERCEPTIONS OF ORGANIZATIONAL
CONDITIONS THAT PROMOTE MINISTRY TEAM EFFECTIVENESS
IN MULTI-STAFF CHURCHES

A Dissertation
Presented to
the Faculty of
The Southern Baptist Theological Seminary

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Jesse Thomas Adkinson

May 2006

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APPROVAL SHEET

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CONDITIONS THAT PROMOTE MINISTRY TEAM EFFECTIVENESS
IN MULTI-STAFF CHURCHES

Jesse Thomas Adkinson

Read and Approved by:



Mark E. Simpson (Chairperson)



Gary J. Bredfeldt

Date 19 May 2006

In dedication
to my wife and daughters

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PREFACE

One of the foundational premises of team effectiveness is that we are better together than we are alone. In light of that truth, it is fitting that I thank those who not only made this project possible, but whose being part of the team made it better. I am thankful to the many people who have helped and encouraged me on the way toward the completion of this dissertation. I am appreciative of LifeWay Christian Resources for the assistance in generating the sample list for this research. I also am thankful for the wise scholars who served as members of my expert panel: Dr. Dennis Williams, Dr. Kenn Gangel, and Dr. William Sharbrough. Their help, suggestions, and encouragement were invaluable.

I will be eternally grateful to Dr. Mark Simpson, my dissertation supervisor, whose continual support and direction made this project possible. I also thank Dr. Gary Bredfeldt for serving as my second reader. Dr. Bredfeldt's insight has made this project better and his encouraging words along the way will be forever appreciated. I cannot thank enough my wife, Nancy Adkinson, for the countless hours we spent together researching church contact information and contacting church leaders.

I also want to thank Rick Trexler, my campus minister at Eastern Kentucky University, who was the first to suggest I consider doctoral studies. Rick's mentoring will forever be part of who I am as I seek to be effective for the Kingdom. The late Dr. Warren Benson's encouragement, teaching, and mentoring have also been largely

influential in challenging me to consistently be better as a husband, father, student, and minister and in encouraging me to pursue doctoral education.

I thank my friend and pastor, Tony Cecil, and my church family at Immanuel Baptist Church for allowing me the freedom to begin my doctoral studies while I served with them. I also thank my colleagues at Charleston Southern University, for the freedom and encouragement that allowed me to finish this course of study. Dr. Keith Sharp and Dr. Aschalew Kebede were both great at listening to me process ideas for this project. Their advice, support, and encouragement are greatly appreciated.

Finally I thank my wife, Nancy, whose enduring patience and love are constant reminders of God's great grace and amazing love for me. Without her support none of this would have been possible. Ultimately, I thank my Lord and Savior Jesus Christ. May this work be pleasing to You.

Jesse T. Adkinson

Summerville, SC

May 2006

CHAPTER 1

RESEARCH CONCERN

Dealing with a new paradigm in leadership and organizational management, Pat MacMillan writes that the twenty-first century organization must “squeeze every ounce of synergy” out of fewer people. MacMillan goes on to state, “The typical company must accomplish its work better, faster, and with fewer resources than was done in years past. The task is as challenging as it is straightforward” (MacMillan 2001, 10). MacMillan and other organizational writers recognize that in order to create this synergy and to produce exceptional product with fewer resources and greater efficiency one must turn to the character and creativity of people working in teams (Dobyns and Crawford-Mason 1991). The world of organizational management has long recognized the need for leaders to build, train, and release effective teams to accomplish high-performance goals. “Teams outperform individuals acting alone or in larger organizational group settings, especially when performance requires multiple skills, judgments, and experiences” (Katzenbach and Smith 2003, 9). Corporations like General Motors and Proctor and Gamble have worked for decades to ensure successful teamwork takes place within their corporations. William Gore, founder of W.L. Gore and Associates, took the team concept even further by creating a company founded on the principles of teamwork, no hierarchies, and individual empowerment (Shipper and Manz 1992, 48). The local church, like other organizations, has recognized the need for high performance teams.

Wayne Cordeiro, senior pastor of New Hope Christian Fellowship writes, “*You can’t do it alone*. If you want to be a successful leader, if you plan to have a successful ministry, you must develop not only your gifts but also the gifts of others around you” (Cordeiro 2001, 14). In other words, for church leaders to be successful they must be successful at building the team.

The local church has been given her marching orders by Jesus Christ in the Great Commission found in Matthew 28:19-20. Here Jesus spoke very clearly about his desire for both the disciples and the new churches they were about to lead. Matthew writes, “Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to obey everything I have commanded you” (Matthew 28:19-20a NIV). The very nature of the Great Commission is steeped in the idea of team or groups. Not only was the command given to the team comprised of the disciples, but also inherent to the task is the idea that these disciples were to gather others and teach them how to do likewise. The Great Commission is primarily about discipleship, but one of the tools used for that task seems to be collective team effort. Church leaders, if they are to be successful in fulfilling the Great Commission, must take seriously the task of building and leading a team that will meld the diversity of gifts present in the body of Christ (1 Corinthians 12:12-20).

Research Problem

Thom Rainer reports that the average tenure of church pastors is less than four years (Rainer 2005, 66). Contrast this statistic with growing, effective churches that are retaining church staff for much longer periods of time. Jim Collins in *Good to Great* writes that one of the foundational things an organization should do is get the right people

on the team (Collins 2001, 41). For the congregation wishing to be the best steward of the greatest resource available, people, one of the most pressing issues is how to build and lead effective teams. Local congregations wishing to effectively reach their communities must develop team-based leadership structures and cultures within their organizations (Cladis 1999, 1).

In spite of recognizing the need for teams and their potential benefits, senior pastors and other organizational leaders are at times, at a loss for how to build and lead teams effectively. There is an increasing need for church leaders to understand and apply sound organizational management issues including team leadership in order to lead their churches well. Given the idea that when teams are employed in appropriate circumstances and given appropriate tasks, they will outperform individuals, can the church afford to fail to harness their potential?

While several models of effective or high performance teams exist, each with a variety of team definitions and characteristics of effectiveness, J. Richard Hackman has presented the concept of supporting conditions for team effectiveness in his book *Leading Teams: Setting the Stage for Great Performances*. The primary emphasis of this text is that an organization can create organizational conditions that will promote healthy teams and thereby promote team performance. This work, while not designed for use in the world of the evangelical Christian church, deals with transferable principles that when applied will lead to organizational team health.

While there are many factors that lead to effectiveness in teams, these factors are often results of a deeper organizational culture that may be producing the team results, positive or negative. To truly impact the effectiveness of teams, one must

examine deeper organizational issues rather than examining individual teams and their characteristics. Hackman writes, “No leader can *make* a team perform well. But all leaders can create conditions that increase the *likelihood* that it will” (Hackman 2002, ix). The emphasis of this research is not to examine characteristics of effective teams, but rather to examine what leaders can do organizationally to create healthy environments for teams to function effectively.

The approach of examining organizational culture and supporting systems for teams may be decidedly different than other team study approaches. George Cladis, for example, examines different types of teams in his work *Leading the Team-Based Church*. Alternatively, Wayne Cordeiro examines characteristics of servant leaders and desirable team members and examines teams from a case study perspective detailing what works at New Hope Christian Fellowship in Honolulu. Others examine various case studies from businesses and churches and will touch on foundational organization issues, but Hackman’s work is fundamentally about these core issues that should permeate any organization wishing to release the power of teams. This researcher believes that multi-staff churches may be creating some of these foundational team support conditions and that through assessment and education one can learn which conditions to strengthen or implement to help foster effective teams.

Characteristics of Effective Teams

Researchers in the field of effective teams have examined characteristics of teams that are producing excellence. Authors like Pat MacMillan, J. Richard Hackman, Jon R. Katzenbach, and Susan Annunzio have all examined teams to see what makes

them work and what helps them fail. From this research models have been developed that have attempted to pinpoint and present transferable characteristics of effective teams.

Characteristics Are Not Enough

While some have studied characteristics of effective teams, others have found the truth that teams, like organizations, are unique. Each team consists of a different mix of personality, function, skills, and resources. Jim Collins, co-author of *Built to Last* and author of *Good to Great* found that more was needed to create great organizations than a certain mix of characteristics. Collins writes that *Built to Last* companies all contained a “cult-like culture” (Collins and Porras 1997, 123). Collins continues, “But merely to say that visionary companies have a culture tells us nothing new or interesting. All companies have a culture!” (Collins and Porras 1997, 23). The primary question then is not do organizations have culture, but how do they leverage that culture to make teams effective.

To examine characteristics of effective teams is simply not enough to determine the deeper and more complex question of why those teams are effective. J. Richard Hackman writes that the task of team leadership is the creation of conditions that promote team effectiveness (Hackman 2002, 31). These conditions are rooted in the organizational culture and will affect team characteristics and ultimately performance. Hackman writes,

To view team leadership as creating conditions that increase the chances that a team will evolve into an effective performing unit is somewhat unconventional. Both practicing managers and writers about management commonly view the actions of leaders as “causes” and the responses of teams as “effects.” In cause-effect models, particular leader behaviors and styles are viewed as strongly determining team behavior and performance. By contrast, I view the main responsibility of leaders as creating and maintaining the five conditions that increase

the chances that a team will, over time, become increasingly effective in carrying out its work. (Hackman 2002, 31)

Hackman is pointing out a sharp contrast in organizational thinking and management. The leader's task in the "cause and effect" model is to cause the team to perform. The leader's task in Hackman's model is to help make the conditions right for team health so that the team will perform independently of constant oversight and motivation from the team leader. In this model anyone, at any time can become the leader of the team as needed by the function of the team. Anyone who helps maintain those conditions that promote team effectiveness is functioning as a team leader (Hackman 2002, 33).

Even those who point to team characteristics instead of organizational conditions realize the need for this type of team leadership. Pat MacMillan, who in *The Performance Factor* addresses six characteristics of high performance teams, writes of the effective team, "There is a leader in every person, and a team structure provides the medium for this leadership to be released as individual team members are encouraged to express their functional expertise" (MacMillan 2001, 16).

Other authors have skipped the use of the term culture in favor of environment. Susan Annunzio writes about high performance work groups in *Contagious Success*. She writes, "To increase performance, companies need to focus on the single factor that is most critical to high performance – the environment of their workgroups" (Annunzio 2004, 4). Frank LaFasto and Carl Larson write in *When Teams Work Best*, "Broadly, organization environment is the *psychological atmosphere* that emerges from the way an organization conducts itself. It's the intellectual and cultural climate that shapes attitudes and guides behavior" (LaFasto and Larson 2001, 158). Many leaders focus on external stimuli rather than examining foundation organizational issues that can undermine teams.

According to team leadership authors Frank LaFasto and Carl Larson, to really address issues that prevent team performance calls for a level of thinking that goes deeper than most leaders and teams are willing to engage. “Often teams engage in a passive conspiracy to avoid confronting the root cause of their dysfunction” (LaFasto and Larson 2001, 13). Team surveys have revealed that the primary reasons for team dysfunction are organizational conditions (LaFasto and Larson 2001, 157). This “passive conspiracy” causes teams and leaders to create systems and solutions that may treat the symptoms of the organizational or team dysfunction but fail to cure the disease. Those leaders who get past symptoms to the cause often address organization conditions or culture.

Research Purpose

The purpose of this study was to explore the extent to which multi-staff churches create five organizational conditions that promote ministry team effectiveness.

Delimitations of the Study

There is a broad range of factors that impact team performance and thus no one factor can be exhaustively labeled causative. This study was delimited in design and as such only examined organizational conditions that promote team effectiveness. Other factors that effect team effectiveness were not part of this study. External conditions like economic expansion or depression were also excluded from this research. While this research was focused on the concept of high-performance teams, team output was not measured for either quantity or quality. The degree of effectiveness of the team product was not the issue of this research; rather the focus was on the conditions that are created at the organizational level that *promote the potential for team success*. This study sought

to measure the extent to which those organizational conditions exist. The existence of those conditions may or may not guarantee the success of the teams.

Additionally, this study only examined the perceptions of the senior and associate level staff leaders of church organizations and did not examine the perceptions of lay ministry team leaders. Demographic issues such as church location, age of pastoral staff, length of staff tenure, and gender of staff were not considered for this study.

Research Questions

The following questions were used to guide this study:

1. To what extent are organizational conditions and structures that support team performance in churches reported by Senior Pastors?
2. To what extent are organizational conditions and structures that support team performance in churches reported by Associate Pastors?
3. What are the similarities between Senior and Associate Pastoral Staff perceptions of church culture and structure that support team performance?
4. What are the differences between Senior and Associate Pastoral Staff perceptions of church culture and structure that support team performance?

Terminology

The following definitions and terms are offered for clarification of their use in the current study.

Effective team. An effective team is a team that not only produces acceptable results, but additionally team members learning and team capability increases (Hackman 2002, 33). Synonym: *High performance team.*

Senior staff. Those members of the senior pastoral staff (senior pastor, executive pastor, etc.) who are responsible for the organizational direction and structures

that support team effectiveness are considered part of the senior staff (Barna 2001).

Note: Barna speaks of the senior pastor as the needed “champion” of any major change effort (Barna 2001, 156). Barna is writing specifically of a transition in a church to being based in lay-ministry teams, but the principle is clear the senior pastor must be one of the key driving agents in facilitating that organization-wide change. It is the contention of this researcher that there are multi-staff churches where the senior pastor may only be responsible for casting vision and teaching and other organizational, structural, and human resource leadership tasks are given to other senior staff leaders like an executive pastor.

Team. A group of people whose task requires them to work together to produce something for which the members of the group are held collectively accountable (Hackman 2002, 42).

It should be noted that as is often the case within the social science arena of leadership, each student and researcher may and often does have his or her own definition of a particular concept or idea. An examination of team literature reveals just this paradigm among those who would define a team. Jon Katzenbach and Douglas Smith, for example, in *The Wisdom of Teams* add to Hackman’s definition that a team must have a relatively small number and that the team must hold itself mutually accountable for results (Katzenbach and Smith 2003, xvii). While it is not the intent in this chapter to review team definitions, clearly there is a lack of consensus on the topic. Hackman’s definition was used in part because it is generally broad and as such will encompassed ineffective as well as effective teams and in part because it is Hackman’s five conditions that promote team effectiveness that largely influenced the direction of this research.

Team leader. The individual person who directs the operation of the team.

This person is responsible for the activities of the team, team relationships, etc. and may or may not be a member of the team (Wellins, Byham, and Wilson 1991, 37-38).

Procedural Overview

The procedure that was used in order to answer the research questions had three sections or phases. The first phase, the literature review, included both a review of significant leadership and team literature and a synthesis of key organizational conditions that promote team effectiveness.

The second phase included the development of a survey that measures the perceptions of full-time pastoral leaders in regards to the existence of the key organizational conditions in the life of their local church setting. The researcher worked in conjunction with ministry educators and local church leaders to both develop and test the survey. The survey was constructed and administered in an online format and was field-tested by local church pastoral staff.

The third phase involved the identification of the population and sample. The population included Southern Baptist churches that employ three or more full time staff. LifeWay Christian Resources maintains records of Southern Baptist Church statistics through the Annual Church Profile. LifeWay Christian Resources produced a list of over eighteen thousand churches that minimally employ a full time senior pastor. This list was sorted based on other full time pastoral staff positions and churches that only employed one or two full time pastoral staff were eliminated from the population list. The remaining churches in the population list were churches that report through the ACP at least three full time pastoral staff. This final population list included 3492 churches. A

sample of churches from the population was selected and full time pastoral staff from the church were invited to participate in the research. Findings from the research, application of the current research, and suggestions for further research are presented in subsequent chapters.

Research Assumptions

1. Effective teams outperform individuals, “especially when performance requires multiple skills, judgments, and experiences” (Katzenbach and Smith 2003, 9).
2. Team ministry is not only desirable for high performance, but is also demonstrated in scripture. Team-based leadership “will likely continue into the twenty-first century, both because Scripture emphasizes Spirit-led, Spirit-gifted, collaborative team fellowship and because today’s culture is receptive to such leadership” (Cladis 1999, 1).
3. Effective ministry is the work of God and is a supernatural phenomenon; however, organizational management and specifically team leadership principles are useful for the local church.
4. Churches and pastoral leadership can and should seek to develop high-performance or effective teams.
5. Senior and associate level pastoral leaders are knowledgeable about their organizations and therefore are the most appropriate persons to survey.
6. Pastoral perceptions are an accurate representation of church culture and structure.
7. Pastoral staff leaders are able to utilize a computer and the World Wide Web in order to complete a survey.

CHAPTER 2

PRECEDENT LITERATURE

The review of precedent literature provides a basis for the use of teams within the context of the local church, examines team literature that defines what teams are and how they work, and finally examines several influential models of effective teams. The first section addresses the biblical case for teams and includes a brief introduction to biblical leadership. While leadership is not the primary focus of this literature review, teams are certainly impacted by the type and quality of their leadership (Collins 2001).

The second section focuses on a survey of definitions of teams from several sources. Those sources are compared and contrasted and a working definition of teams is put forward. The last section moves past basic definitions of teams and examines models that propose how effective teams work. Several different models are examined for the purpose of comparing their similarities and differences and an integration of several models is used as a basis for this research.

A Biblical Case for Teams

The use of teams in churches has been widely written about in religious team and leadership literature. Authors like John Maxwell, George Cladis, Wayne Cordeiro, and Kenn Gangel have all presented practical manuals for the use of teams in the church. Many of these writings have risen from the need of pastors to extend their influence,

delegate responsibility, and see effective ministry increase in quality, amount, and scope. The truth for the biblically based church or ministry, however, is that the ability of a leadership strategy to be effective is not enough to warrant its use. The church must be governed by the bounds of biblical truth and conduct ministry that is in alignment with the message and theology of its pages. Theology should dictate to a large extent the methodology used in ministry praxis. To attempt to divorce theology from praxis is to either rob theology of its practical power or to betray a lack of conviction in its truth. Neither of these options is viable for the Christian minister who holds to the veracity of scripture and the truth that “all Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; so that the man of God may be adequate, equipped for every good work” (2 Timothy 3:16-17; unless otherwise noted, all Scripture cited is from the NASB). In dealing with the concept that Christian theology is irrelevant with regards to Christian education, Robert Pazmiño writes that this ideology “is not an option for the evangelical educator who seeks to be consistent with his or her faith” (Pazmiño 1997, 63). Christian leaders must draw a clear connection between theology and the practice of ministry. George Knight writes about the danger of the Christian educator not taking the time and effort to connect the two disciplines.

It is sometimes more natural, as well as easier, for the Christian to follow the plans and methodologies of the larger society than to deliberately examine those plans and methodologies in the light of the Christian world view. To follow the path of least resistance however, may not always lead to Christian education. (Knight 1998, 33)

While both Knight and Pazmiño are writing about the specifics of Christian education, the principle at work applies to the practice of ministry in other arenas as well and the point is well made: the practice of ministry must be connected to the theology of Scripture. Kenn Gangel states this clearly in *Coaching Ministry Teams*: “Christlike

leadership must center in Biblicism, not pragmatism; we must do what is right, not what experts will tell us will work” (Gangel 2000, 2).

Fortunately, there is ample evidence from the Bible that team ministry is one of the primary ways that God intends for His people and His church to conduct themselves. While there is not direct instruction on how to lead teams in scripture, there are many cases that demonstrate the use of teams and team leadership that can be examined. Further, since the concept of team cannot be divorced from the concept of leadership, it is beneficial to examine biblical leadership. The following begin with a brief examination of the nature of God as revealed in the Trinity, a biblical examination of the church and its relationship to teamwork, and then move to the more specific issue of biblical leadership. Then several cases of biblical leaders and their use of teams will be introduced. Additionally some of the major Christian authors currently writing in the area of team leadership will be introduced as their writings are either incorporated or referenced.

While the case will be made that the biblical form of leadership is servant leadership and that the Bible contains ample examples of leaders building and leading teams, there is the additional need to examine contemporary authors who have written in the area of team ministry for the local church. The reality of the literature base for team ministry is that while there is a multitude of research pertaining to teams, team leadership, and team building in the secular business world, there is little writing being done for Christian ministry leaders. What is being written is from an entirely practical bent rather than academic and as such there is little research based information informing the ranks of those leaders who wish to know how to lead teams effectively in the church

(Kalal 2002). With this small foundation, there is still some practical writing coming from a Christian perspective.

A Theology of Teams

Theology Proper seeks to understand the entire biblical counsel on the teaching of the person, character, and nature of God (Grudem 1994; Erickson 1998). A theology of teams must begin with the person of God and must be firmly rooted in His divine nature as revealed in the totality of Scripture. From there a theology of teams must find its detail in the doctrine of the church, the setting of ministry teams. The questions of the nature and mission of the church, also known as ecclesiology, will offer additional insight and support into the nature and use of ministry teams. The topic narrows further as one understands the biblical theology of leadership and the role of the pastor in the local church. The following theology of teams should be viewed as flowing from the broad topic of theology proper, narrowing to the more specific topic of ecclesiology, and finally as being intimately connected to the concept of biblical leadership. It should be noted that while this section is theological in nature it is not intended to be a complete theology of any of the three topics included. Rather, relevant elements will be discussed to provide a philosophical rationale for the use of teams in the life of the local church.

The Trinity

Theology proper is the study of God and His interaction with His creation. Millard Erickson writes that God is active and “Thus theology will also seek to understand God’s creation, particularly human beings and their condition, and God’s redemptive working in relation to humankind” (Erickson 1998, 22). For the Christian

God is the starting and ending point of all metaphysical questions. A central doctrine describing the person of God is the Christian doctrine of the Trinity. An orthodox Christian understanding of the doctrine of the Trinity is perhaps best described as the Council of Constantinople who described God as one essence with three existences (Erickson 1998, 361). The doctrine of the Trinity may be understood by recognizing the distinct roles that each person of the Trinity undertake in relationship to humanity. Wayne Grudem writes, “When Scripture discusses the way in which God relates to the world, both in creation and redemption, the persons of the Trinity are said to have different functions or primary activities” (Grudem 1994, 248). George Cladis writes of the relationship existing in the Trinity as a *perichoresis* or circle dance. He writes, “A *perichoretic* image of the Trinity is that of the three persons of God in constant movement in a circle that implies intimacy, equality, unity yet distinction, and love” (Cladis 1999, 4). Examples of these distinct functions are included in the biblical creation account as God the Father spoke the commands of creation (Genesis 1), God the Son carried out the creative work and sustains that creation (John 1:3), and the Holy Spirit was active while hovering over the face of the earth (Genesis 1:3) (Grudem 1994, 248-49; Erickson 1998, 398-99).

While the creation example shows the distinctive roles of each person of the Trinity, for the purposes of discussing a biblical theology of teams it is important to point out that the Father, the Son, and the Holy Spirit all worked together to achieve the product of creation. God, in the Trinity, displayed team function as the members of the Trinity worked in concert for the purposes and glory of God.

The Church

The church (*ekklēsia*) is described by Millard Erickson as a “visible form of a corporate relationship among believers” (Erickson 1998, 1035). In general the church universal is the entire body of Christ comprised of every Christian and local churches are those believers who congregate and participate together in one location. There is included in the very definition of the church, cooperative action both within each individual congregation or local church and unified mission and cooperation within the church universal. Paul taught the church at Corinth on this very subject and used the analogy of the parts of the body working together as the church should work cooperatively for the glory of God. Paul wrote, “The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ” (1 Corinthians 12:12, NIV). Paul went on to describe in detail the metaphor of the church working together just as the individual members of the human body work together, about the need to include all the members of the church (1 Corinthians 12:14-30). Paul wrote, “Now you are the body of Christ and each one of you is part of it” (1 Corinthians 12:27, NIV).

While this is obviously not an exhaustive description of ecclesiology, for the purposes of developing a theology of teams it seems apparent that the apostle Paul had cooperative teamwork in mind as he instructed on the functioning of the church, spiritual gifts, and being unified under Christ. Kenn Gangel writes of Paul’s instruction,

God gifts people for carrying on the work of the church and then places them in the body for a particular purpose of ministry. Not only that, but He does it in His own divine sovereignty, just as He arranged the organs of the physical body to create the best possible working relationship! Only when all the members of the physical body do their tasks does that body function properly. The same is true of the church. (Gangel 1997, 34)

This concept of each member of the body of Christ working together to achieve kingdom results contains two essential ingredients to effective team function: individual members cooperative and collective work and a unified performance goal. Michael Anthony writes about this issue in connection to the Corinthians 12 passage, “All team members must be willing to contribute toward accomplishing the goals of the body” (Anthony 1993, 122).

Servant Leadership

Leadership in a contemporary context often involves the exaltation of the leader at the expense of the follower. Time and time again examples of leaders who have failed in mission or in morality rise to the forefront and set the stage for would be leaders. At least in America there seems to be a general acceptance that business and political leaders have no real obligation to those they would lead. The bottom line rules the day and leaders rise and fall on the backs of the followers.

This leadership paradigm is not a new philosophy. Military machines have been fighting wars with those at the top taking credit or blame despite having never stepped foot on the battlefield. European feudalism, the Roman Empire, and the ancient Egyptian world power are all examples in which leaders’ individual conquests consumed the follower with the result of exalting the leader.

There is another age-old paradigm, however. This is the paradigm of servant leadership. For at least the last several decades there has been a rising voice crying from the ranks of those who study organizational leadership maintaining that there is a better way; the way of service (Greenleaf 1977; Wilkes 1998; Cordeiro 2001). For many the concept of servant leadership may seem like an oxymoron, but the premise presented here

is that in reality servant leadership is the best type of leadership and is the prevalent model of leadership presented in the Bible (Hybels 2004).

***Characteristics Identified
by Contemporary Authors***

A good number of books and articles on the topic of leadership will devote at least some time to listing characteristics of effective leaders or of leadership. Most of the characteristics can be categorized into a general list of leadership qualities (see Table 1). Compiling the leadership characteristics from several sources, both Christian and secular, and seeking to find commonalities of those characteristics developed the list contained in Table 1. For example, honesty was listed as a top characteristic of effective leaders by several authors examined. Others listed character, trustworthiness, humility, or selflessness. These characteristics are essentially personal character issues of the leader, dealing with his or her moral constitution. Other concepts that are listed as traits of a leader are ones like communication, the ability to inspire, clarity of vision, or simply being clear. Each of these issue were included in a category entitled Communication/Vision.

Seeking to categorize the leadership qualities from the various sources led to the development of the following list:

1. Character, (Honesty, Trustworthiness, Humility, etc.)
2. Competency, (Intelligence, Leadership skill, Modeling, etc.)
3. Team Builder/People Skills, (Coaching, Shared power, Relational, Forgiving, Synergistic, etc.)
4. Communication/Vision, (Clarity, Inspiring, Forward looking, etc.) and

Table 1. Characteristics of Leaders Summary

Author/Text	Andy Stanley <i>Next Generation Leader</i>	Bill Hybels <i>Courageous Leadership</i>	Bob Russell <i>When God Builds a Church</i>	George Barna <i>Turn Around Churches</i>
Leadership Qualities	Character	Character	Humility	Team Builder
	Coaching	Drive	Purity	Visionary
	Courage	Influence	Sincerity	Grows Spiritually
	Competence	Intelligence		Encourager
	Clarity	People Skills		Strategic Thinker
				Risk Taker

Table 1—Continued. Characteristics of Leaders Summary

Author/Text	James Hunter <i>The Servant</i>	Jim Collins <i>Good to Great</i>	Kenn Gangel <i>Team Leadership in Christian Ministry</i>
Leadership Qualities	Accountable	Modesty	Accountability
	Appreciate People	Driven to Results	Awareness of Contemporary Culture
	Caring	Diligence	Deep Conviction
	Committed	Praise People	Divine Appointment
	Encouraging	Personal Responsibility for Failure	Heart Sensitive to Spiritual Matters
	Honest & Trustworthy		Leadership Skill
	Listener		Membership in the Body
	Positive		Ministry
	Respectful		Modeling
	Role Model		Servanthood
			Shared Power
			Singular to Multiple
			Stewardship
			Theological Perspective
		Time of Preparation	

Table 1—Continued. Characteristics of Leaders Summary

Author/Text	Kouzes & Posner <i>The Leadership Challenge</i>	Reggie McNeal <i>A Work of Heart</i>	Stephen Covey <i>Principle-Centered Leadership</i>	Warren Bennis <i>Why Leaders Can't Lead</i>
Leadership Qualities	Honest	Entrepreneurial	Positive Energy	Communication
	Inspiring	Schooled by the Business Culture	Believe in People	Effectiveness/Competency
	Competent	Missional	Balanced Life	Reliability/Consistency
	Forward Looking	People Developers	Life = Adventure	Vision
		Kingdom Conscious	Synergistic	
		Spiritual	Exercise	
		Team Players	Service Oriented	

5. Commitment (Drive, Courage, Missional, etc.).

It should be noted that not all of the leadership characteristics listed by the examined sources fit easily into one of these five categories. Nor are the leadership characteristic categories exhaustive. However, most of the sources examined have several, if not all, of the broad categories covered in their individual listing of leadership characteristics.

Each of the leadership categories is of vital importance in the effective leader. While not every leader will encompass all of these characteristics, the leader with lasting effectiveness will embody most, if not all, of these concepts. The leader who displays a lack of moral character, for example, will soon find his followers either unmotivated or working elsewhere. The leader with the grandest vision and poor communication skills will soon find people demoralized and confused. Competency, team building, and commitment are all likewise important.

Biblical Leadership

The concept of leadership is found throughout the biblical record. The New Testament narrative concerning the life of Christ presents a great case study in leadership. For the conservative Christian who holds the Bible to be the authoritative standard for all truth, the life of Christ and the leadership lessons listed there provide the standard for leadership and the characteristics of the effective leader.

What becomes obvious as one examines the relevant biblical passages is that the central theme of biblical leadership is the concept of servant leadership. What follows here is a brief case built on the biblical teachings of and about Christ concerning leadership and servant-hood.

A central passage concerning servant leadership as demonstrated in the life of Christ is found in the apostle Paul's letter to the church at Philippi. Paul wrote,

Have this attitude in yourselves which was also in Christ Jesus, who although He existed in the form of God, did not regard equality with God a thing to be grasped, but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men. And being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on a cross. Therefore also God highly exalted Him, and bestowed on Him the name which is above every name, that at the name of Jesus every knee should bow, of those who are in heaven, and on earth, and under the earth, and that every tongue should confess that Jesus Christ is Lord, to the glory of God the Father. (Philippians 2:5-11)

This concept of servant leadership is counter to the leadership paradigm that maintains that the leader is in a state of positional authority. The servant leadership paradigm has the leader making "himself nothing" knowing that serving others will lead to elevation. For the servant leader self-exaltation is unnecessary. Paul, while giving instruction to the church at Philippi, urged Christians to take on this type of selfless attitude. Paul's concept of the leader's character is that it should reflect the character of the model, Jesus.

Just from this central passage, as one compared the leadership categories listed before to those found in the Philippians passage, several leadership concepts are evident. The relinquishing of positional power, obedience, and humility all point to the character of Christ. Jesus' life modeled this type of leadership and demonstrated His commitment. When the leader is willing to die for the mission, his drive and commitment are unquestioningly evident. C. Gene Wilkes writes,

For Jesus, the Mission was to be the Messiah. He was sent to bring salvation to the world as God's Sent One. He served that mission by living as the Suffering Servant Messiah. The mission was everything for Jesus. It was his purpose and direction for all he did on earth – including his death. (Wilkes 1998, 9)

The apostle Paul was not the only one to teach about this type of leadership. Jesus, Himself, took time to teach His team about this concept of leadership. The Gospel

of Mark records an argument between Jesus' disciples about which of them was the greatest. Jesus grasped this teachable moment to instruct about His concept of greatness. "Sitting down, Jesus called the Twelve and said, 'If anyone wants to be first, he must be last of all, and *servant* of all'" (Mark 9:35, italics added). Matthew recorded the same incident and wrote that Jesus expanded upon the kind of attitude that was necessary for this type of service by saying that they must be as humble as a nearby child (Matthew 18:4). Jesus also made a similar point concerning power and authority. Teaching His disciples, He said,

You know that the rulers of the Gentiles lord it over them, and their great men exercise authority over them. It is not so among you, but whoever wishes to become great among you shall be your servant, and whoever wishes to be first among you shall be your slave; just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many. (Matthew 20:25-28)

For Jesus the concept of greatness was foundationally an issue of humility and service. In fact, He maintained that obedience was of primary importance. Just as Paul wrote in Philippians 2 about the obedience of Jesus, Christ said that His food was to do the will of the Father and to complete the task set before Him (John 4:34). Again, just before the arrest, trial, and crucifixion of Jesus, He prayed a prayer of obedience, "not My will, but Thine be done" (Luke 22:42).

To understand fully the nature of the servant leadership that Jesus practiced, one must first remember what Hans Finzel points out.

The first thing I notice. . . is Jesus' all encompassing power and authority. The foundation for His servant-hood was a true realization of His power, position, and prestige. He was God Himself in the flesh, and had every right to be a dictator. In fact He is the one and only man who has ever walked the face of the earth who has had the right to be an absolute autocrat. (Finzel 1994, 30)

With this in mind, one finds the all-powerful Creator of the universe setting the standard

for servant leadership the night before He was crucified.

Now before the Feast of the Passover, Jesus knowing that His hour had come that He should depart out of this world to the Father, having loved his own who were in the world, He loved them to the end. . . . Jesus, knowing that the Father had given all things into His hands, and that He had come forth from God, and was going back to God, rose from supper, and laid aside His garments; and taking a towel He girded Himself about. Then He poured water into the basin, and began to wash the disciples' feet, and to wipe them with the towel with which He was girded. (John 13:1,3-5)

The gospel writer, John, takes this opportunity to juxtapose the power and authority of Christ with His servant's heart and actions. John would later record Jesus' explanation of His object lesson.

If then, the Lord and the Teacher, washed your feet, you also ought to wash one another's feet. For I gave you an example that you should do as I did to you. Truly, truly, I say to you, a slave is not greater than his master; neither is one who is sent greater than the one who sent him. (John 13:14-16)

Not only did Christ take the time to practice and model servant leadership but He instructed His followers to do the same.

Just from these few verses it is evident that the character and commitment of Jesus was uncompromised. The leadership of Jesus Christ was steadfastly rooted in service and humility. As a model of biblical leadership and team building, Jesus' leadership style serves as the primary example of how leaders in ministry should aspire to lead and build teams.

Biblical Case Studies

One of the first instances of the establishment of teams occurs in the book of Exodus after the nation of Israel had left Egypt and was in the course of their journey to the Promised Land (Exodus 18). During this time Moses was serving as the leader and judge of the nation and as such all disputes were brought to Moses for his determination

and settlement. In this capacity Moses would serve as God's agent and apply the truth of God's law to the lives and disputes of the people of Israel. According to scripture, Moses would meet with the people and judge their disputes from morning until evening. Jethro, Priest of Midian and Moses' father-in-law, arrived and witnessed this practice. Jethro immediately pulled Moses aside and encouraged him that his practice of doing all the work was not a good thing. Rather, Jethro advised, Moses should put together a team of judges to handle lesser disputes and only the major cases were to come to Moses. Moses' role then, would become the leader of the team and this team would learn the truth of God's law and apply it in their judgments. Notice that Moses did not simply delegate work to his team of judges, but rather took the time to train them by teaching them the law of God. Kenn Gangel writes of this episode, "Moses parcels out leadership responsibilities to others, sharing his authority, and exercising what we might call today a participatory leadership style" (Gangel 1997, 47). The example of Moses displays not only shared leadership, but team training, empowerment, and delegation (Maxwell 1995, McNeal 2000).

A second and vital picture of biblical team leadership is found in the record of Jesus' dealings with His disciples. Jesus, being God, certainly could have accomplished His teaching, miracles, and ministry apart from His disciples. Working alone, however, was not the plan. Jesus not only selected twelve disciples which He trained to continue in ministry after His ascension, but He also invested heavily in three (Peter, James, and John), and more broadly in the seventy-two sent out to do ministry (Luke 10:1-29). God's partnering with people to accomplish tasks has been part of His operational plan since the beginning (McNeal 2002). Even in the Garden of Eden, one can find God

putting together a team. Presumably, God could have named all the animals in His infinite creativity, but instead, He chose to partner with Adam in the naming of the animals (Genesis 2:19-20). He additionally placed Adam over all of creation to serve as ruler (Genesis 1:28). Jesus follows this pattern and recruits and trains the disciples as a ministry team. For three years Jesus lead this group of men and after His crucifixion, resurrection, ascension, and sending of the Holy Spirit, Jesus' team founded the church and changed the world (Hybels 2002).

A third example is the person of Paul. As a missionary Paul traveled Asia Minor and beyond as an evangelistic preacher, planting churches as he went (Acts 13-20). Throughout his travels, however, Paul, in an effort to train other missionaries, had others accompany and help him. The list of those involved in Paul's team is lengthy, but characters like John Mark, Barnabas, Timothy, Priscilla, and Aquilla arise to the forefront. Paul, in fact, rarely worked alone. Paul's position on the collective work of teams in the life of the church can be found in one of his letters to the church at Corinth. Writing about issues involving spiritual gifts, Paul launches into teaching about how the church is one body and how that body needs all the other parts of the body to function correctly. Paul writes, "There are many parts, but only one body" (1 Corinthians 12:20, NLT). It is in the collective work of the members of the church, that the church functions in the way that God intended. The natural conclusion and implication then, is that God intended for teams to be part of the church since its foundation.

An Analysis of Team Definitions

In examining the literature concerning team organization one finds a wide variety of definitions of the term team. Some will define real teams or high performance

teams, but there are a few essential components that are repeatedly present in definitions of teams. Others will use terms like groups or work groups interchangeably with teams. Still others will differentiate between groups and teams. The lack of consensus demonstrates the need for a brief discussion of the definition of teams, what other terms are used in leadership literature, and finally a description of some necessary components of teams.

Groups or Teams?

The difficulty with setting clear definitions of groups and teams is that often authors will use the two terms interchangeably while others will draw distinct lines between groups and teams. J. Richard Hackman, professor of Organizational Psychology at Harvard University writes, “One problem in doing research on work groups is that the label, *group*, is casually and commonly used to refer to an enormous variety of social and organizational forms” (Hackman 1990, 3).

Webster’s Dictionary (online) defines the terms team and group as:

- | | |
|--------|--|
| Team: | <ol style="list-style-type: none"> 1. A group on the same side, as in a game. 2. A group organized to work together: |
| Group: | An assemblage of persons or objects gathered or located together; an aggregation |

While there are certainly more definitions given for both team and group, the most pertinent to the discussion of team definitions are listed above. Two things become quickly apparent as the definitions of team and group are compared. First, team contains group in the definition. This fact seems to indicate that a team is a special type of group. Secondly, the defining characteristic of a group seems to be one of geography or location. A group therefore, would be a number of persons co-located within certain bounds. The

discussion of the constitution of a team, then, would seem to be more specific than simple relative closeness. Brannick and Prince echo this concept as they write, “*Group* has been used in a much broader sense than *team* and has been applied to a larger number of social and organizational forms” (Brannick and Prince 1997, 4). For the purpose of this research group will be used in a broader context.

Other writers, however, will use *work group* instead of team. Susan Annunzio, author of *Contagious Success*, frequently uses work group rather than team, but does use the two interchangeably. Annunzio writes, “A work group can be a few people or a few hundred; it is the unit responsible for driving results” (Annunzio 2004, 2). In citing examples Annunzio will use the term team however and writes about “The Green Diesel Technology Team” and “The Midlands Development team” (Annunzio 2004, 21-24). For the purposes of this research work groups and teams will be used in the way that Annunzio uses them, as synonyms.

Toward a Concise Definition of a Team

J. Richard Hackman has defined real teams by the presence of four primary characteristics. He identifies a team task, clear boundaries, clearly specified authority, and membership stability as the four features as present in what he terms “real work teams” (Hackman 2002, 41). Jon R. Katzenbach and Douglas K. Smith agree with Hackman in some of their characteristics of teams. They write in *The Wisdom of Teams*, that a team is “a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable” (Katzenbach and Smith 2003, 45). These authors hold to Hackman’s team task (common purpose) and specified authority (accountability), but go

further to limit the size of the group making up the team and detailing the nature of the skills of the members of the team. While there are significant differences between the team definitions of Hackman and Katzenbach and Smith, Kimball Fisher in *Leading Self-Directed Work Teams* takes a very different approach all together. Fisher's emphasis is not on size or structure but on what he terms is the key ingredient to team success, empowerment. While Fisher does take the time to list a formal definition of his self-directed work teams (Fisher 2000, 17), he goes on to write, "It is critically important that we recognize an enormous trap associated with overemphasizing structure (self-directed work teams) more than the process of empowerment" (Fisher 2000, 18). Gerard Gaynor's focus is not on empowerment, but he shares Fisher's lack of emphasis on structure. He writes, "My years of experience have convinced me that team structure is of little importance: if the right people are available, structure really doesn't matter too much; without the right people, no organizational structure will produce the desired results" (Gaynor 2004, 76). For Gaynor the most important task for the organization is not team structure but finding the right people. Gaynor does state that structure is necessary, if for no other reason than team communication, but the type of structure is inconsequential (Gaynor 2004, 76).

A survey of more authors who are active in the world of team organization turns up still more definitions. Gilbert Fairholm writes that the team is simply a "group of people in which individuals share a common purpose and the work done by each is coordinated and interdependent" (Fairholm 1994, 155). Here the emphasis is placed on a common purpose or task and on the nature of the work of the team members. His coordinated and interdependent work fails to address Fisher's empowerment or

Hackman's team boundaries and need for stability. Some have defined team very broadly as people doing anything collectively (Robbins and Finley 1995, 10). Joseph Olmstead also focuses on the need for a team to have interdependent tasks that are part of what he terms a role system. Olmstead writes, "A role system is a set of specific, interrelated activities that are generated by interdependent tasks" (Olmstead 2002, 47).

Clearly there is a lack of consensus and moreover a wide range of possible definitions of teams. This researcher has chosen to use J. Richard Hackman's basic definition: "A group of people whose task requires them to work together to produce something for which the members of the group are held collectively accountable" (Hackman 2002, 42). The following will examine each part of that definition by providing a brief explanation.

Groups of People

While it may seem overly simple to point out that a team must consist of at least two people, one must seek to be disciplined in language in order to communicate with effectiveness. Part of the key of teams is that they are comprised of more than one person. Brannick and Prince define teams this way: "*two or more people* with different tasks who work together adaptively to achieve specified and shared goals" (Brannick and Prince 1997, 4, italics added). In speaking and writing about teams this social dynamic must not be overlooked. Perhaps more than any other attribute of teams, the focus on personal interaction between the members of the team is vital to the success of the team. Stephen Covey, author of *Principle-Centered Leadership*, writes, "Synergy is the state in which the whole is more than the sum of the parts. Principle-centered people are synergistic. . . . In team endeavors they build on their strengths and strive to complement

their weaknesses with the strengths of others” (Covey 1991, 37). This synergy occurs when a group of people strives together to produce something greater than themselves.

Collective Work

This is simply the idea of collective work. A group of people who are working toward a singular goal, but whose work does not require interaction, collaboration, or interdependence is not really a team. Hackman calls groups whose work does not require collective effort a co-acting group rather than team. He writes, “It is easy to tell who is in a co-acting group because members usually work in proximity to one another and have the same supervisor. But each member has an individual job to do, and that job’s completion does not depend on what others do” (Hackman 2002, 42).

The issue of collective work is primarily dependent upon the design of the team’s work. If the task is designed in such a way that individuals working alone can complete the task, then the task itself is not a team task. Moreover it may not be appropriate for a team to be assigned the job in the first place. Jon Katzenbach, author of *Teams at the Top* and co-author of *The Wisdom of Teams*, writes, “An integrated balance of real team, individual, and single-leader working group performance is both desirable and possible” (Katzenbach 1998, 3). Katzenbach goes on to maintain that neither team work nor individual work is intrinsically better, but that each has a place given the right task (Katzenbach 1998). The role of the leader becomes in part, to be able to identify and design work that is appropriate for a collective effort and whose product demands synergy.

Production

In seeking to define teams it may be helpful to remember that teams are primarily about function not form. Teams exist to perform. (Hackman 1990; Gangel 2000; MacMillan 2001; Hackman 2002; Annunzio 2004). Certainly individuals perform, but teams are designed to perform at higher levels. The difficulty is that often there is a blurring of the lines between what is good for the team and what is good for production. While this issue of a team's focus on performance or production will be covered in several of the models presented in the next section and in the integration of those models, it is useful to introduce the concept here. Teams focus on performance through the ability to set clear, specific, measurable goals (Drucker 1954; Katzenbach 1998). George Barna writes that measurable goals are "among the most important components of a team's success" (Barna 2001, 128). It is the existence of clear measurable goals that allow a team to focus its efforts and judge its performance. Without measurable goals, teams are often characterized by a lack of focus, intensity, and energy (Barna 2001).

Mutually Accountable

Finally, in order for a team to be a real team, it must be held accountable for its product as a team. The idea is that the team wins or loses as a team. When individuals are held responsible for team failure or rewarded for team success, then the team ceases to be a real team. The team must work together and be accountable together. (Hackman 2002). One example of teams that are held mutually accountable is self-governing teams. These teams are empowered not only to decide what work should be done, how that work can best be accomplished, but also to evaluate their work product and hold the team itself accountable from within. Hackman points to legislative bodies,

boards of directors, and professional partnerships as examples of this type of mutually accountable team that imposes self-evaluation (Hackman 2002, 53).

More about empowerment and self-accountability will be discussed as models of effective teams are presented, but a brief examination of empowerment leading to accountability is appropriate for this section of the team definition. Management expert Stephen Covey writes,

To motivate people to peak performance, we first must find the areas where organizational need and goals overlap individual needs, goals, and capabilities. We can then set up win-win agreements. Once these are established, people could govern or supervise themselves in terms of that agreement. We could then serve as sources of help and establish helpful organizational systems within which self-directed, self-controlling individuals could work toward fulfilling the terms of the agreement. (Covey 1991, 191)

The principle at work in Covey's insight into an individual's ability to self-direct and control their own work product is transferable to teams. As teams understand the bounds within which work and production must take place and are empowered to evaluate or control their own product, the team will function as a team. When individuals, either team members or leaders, are held solely responsible for either the success or failure of the team, then inevitably teamwork lessens and the team degenerates into something more akin to a work group filled with individuals working toward individual goals.

Groups or Teams Summary

What has been made clear is that there is a plethora of definitions of team in team literature. The definition selected for this research has been selected for two primary reasons. First, J. Richard Hackman's team definition is generally broad enough to encompass what most authors generally mean when referring to team while at the same time specific and disciplined enough not to be confused with either of the terms group or

work group. Secondly, it is Hackman's organizational conditions for team effectiveness that will contribute principally for the research in this project. As such it is appropriate that his definition of team be used as to align ideology between teams and the next topic: effective teams.

Models of Effective Teams

While the study of teams has been conducted for decades, additional research has been conducted with the purpose of determining what makes effective teams work (Gladstein 1984; LaFasto and Larson 2001; MacMillan 2001; Hackman 2002; Katzenbach and Smith 2003; Annunzio 2004). Others have tackled the same issue from the negative end and tried to determine what makes teams fail (Hackman 1990; Robbins and Finley 1995; Lencioni 2002). Other researchers have attempted to identify specific variables or characteristics of effective teams. Concepts like extra group relations and relationships within groups (Likert 1961) have been studied and linked to group effectiveness. Others have examined group or team task design (Wageman 1995), team leadership (Barna 2001), or team structures (Block 1991) to name a few team effectiveness variables. While there have been multiple studies concerning individual variables leading to team effectiveness, there has been little consensus among team authors. The models presented here are attempts to present *comprehensive* models of effective teams. Five models will be presented and components of the models will be summarized. Finally an integration of the five models will be presented as a five-component model of team effectiveness.

Effective Team Model 1: MacMillan

Pat MacMillan presents a six-part model of team effectiveness in his work *The performance factor: Unlocking the secrets of teamwork*. Pat MacMillan is also the author of *Hiring Excellence—Six Steps to Making Good People Decisions*. In addition MacMillan is the founder and CEO of Team Resources Inc., an international consulting firm that specializes in helping organizations and corporations turn groups of people into teams. Team Resources Inc. also provides services for organizations in the areas of management consulting, management training, and organizational profiles and surveys. MacMillan's impressive client list includes organizations and corporations like: Campus Crusade for Christ, Fellowship of Christian Athletes, InterVarsity Christian Fellowship, the North American Mission Board, World Vision International, Arby's, BellSouth, Campbell Soup, KFC, and SAAB USA, Inc. (www.teamresources.com 2005)

The six parts of MacMillan's model are essentially characteristics of effective teams. That is, MacMillan and the team at Team Resources, Inc. studied teams that perform well and then examined what commonalities those teams possessed. The teams studied were part of various successful organizations like "Proctor & Gamble, Helene Curtis, Bayer Corporation, Campbell Soup Company, Kentucky Fried Chicken..." (MacMillan 2001, xv).

MacMillan's model presents the following six characteristics:

1. Common Purpose
2. Crystal Clear Roles
3. Accepted Leadership
4. Effective Processes

5. Solid Relationships

6. Excellent Communication (MacMillan 2001, 39)

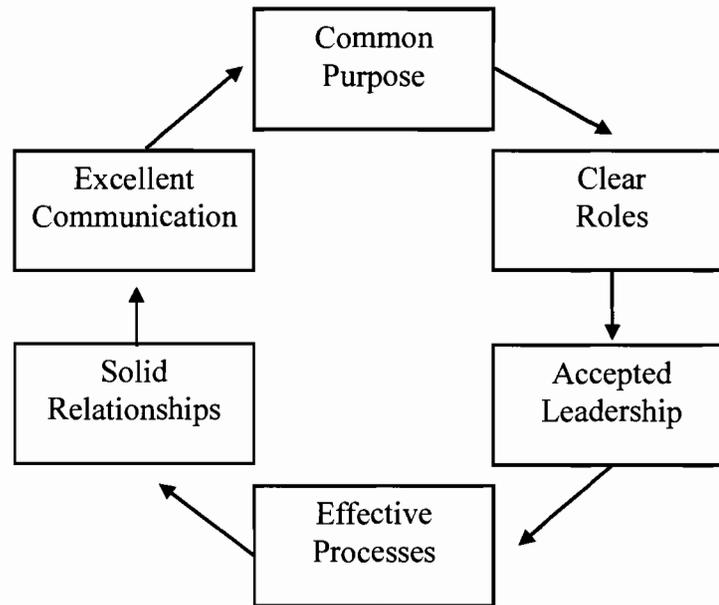


Figure 1. The Characteristics of a High Performance Team.
 From MacMillan, Pat. 2001. *The Performance factor: Unlocking the secrets of teamwork*. Nashville, TN: Broadman and Holman.

In describing the need for high performance teams to master these six areas, MacMillan writes, “When it comes to teams, these six characteristics are the lightning in the bottle, if a team gets these few things right, they will realize exceptional results” (MacMillan 2001, 38). MacMillan presents his six high performance team characteristics in a circular model (see Figure 1), each characteristic leading to the next with Excellent Communication flowing into Common Purpose, restarting the cycle. It should be noted that each of the models presented in this research are essentially input/output models. That is given the proper inputs or team conditions then high performance will either

occur or be more likely to occur. MacMillan's model, however, seems to be the exception. While undoubtedly, MacMillan intends to present a model that will produce "exceptional results" the circular nature of the graphic representation of the model does not intrinsically lend itself to an input/output function.

Common Purpose

For MacMillan the most important characteristic of high performing teams is that those teams have a common purpose (MacMillan 2001, 35). It is the common purpose that communicates to the team their reason for existence. It is also the standard by which the team will be judged. MacMillan rightly points out that teams are tools to be used for production. That production is driven by the purpose. "The purpose of every team is to accomplish an objective and to do so at exceptional levels of performance. It is a clear task that gives birth to a team in the first place" (MacMillan 2001, 44).

In addition to giving a team its objective and direction, MacMillan writes that the common purpose helps align the team. It is the power of alignment that is the foundation of synergy (Senge 1990, MacMillan 2001). According to MacMillan there are five essentials for team alignment:

1. **Clear.** The benefits of team effort must be clear and understandable to every team member.
2. **Relevant.** The end results to be achieved by the team must be closely tied not only to the purpose of the overall organization but also to the needs, interests, and goals of the individual members.
3. **Significant.** The objectives of the team must not only be relevant, but also of sufficient magnitude to make it worth the effort.
4. **Achievable.** Individual team members, as well as the team as a whole, must really believe that this task or mission is achievable.

5. Urgent. A sense of urgency and timeliness is an important ingredient in achieving the alignment and motivation needed to drive high performance teamwork. (MacMillan 2001, 48-49)

Crystal Clear Roles

The second part of MacMillan's high performance team model is the idea of role clarity. This is simply the task of making certain that every team member understands their role on the team and the roles of the rest of the team members. There are three types of team roles involved in this high performance team model. Each role is significant and must be clearly understood if teams are to be successful. First there is the functional role. This is the role filled by people who bring skills or expertise to the team that help the team complete the actual team task. Examples of this type of role might be those who have technical expertise in the realms of sales, marketing, engineering, or design. A second set of roles that must be filled if a team is to be considered high performing are formal team roles. This type of role involves those who serve as team leaders, facilitators, or administrators. These roles function to help the team function as a team and lead individuals toward the synergy necessary for high performance. Finally, MacMillan points to general team member roles. These are the roles that every team member fills as general expectations are placed on the team. This involves everyone on the team understanding and completing time commitments, meeting attendance, or behavioral norms for team functions (MacMillan 2001, 68-71).

Accepted Leadership

"High performance teams need, clear competent leadership" (MacMillan 2001, 36). While MacMillan maintains that common purpose is the key ingredient for helping

teams succeed, the lack of team leadership is the reason for team failure (MacMillan 2001, 36). MacMillan paints a picture of the team leader as one who empowers and serves the team, thereby influencing individuals to higher levels of achievement. In contrast MacMillan writes of the traditional leader who manages, directs, and controls individuals (MacMillan 2001, 100-07). MacMillan writes, “Leaders who must rely on positional authority and autocratic style to achieve their ends seldom see the levels of performance shown to leaders who see their role as one of service and support” (MacMillan 2001, 97).

Effective Processes

MacMillan’s fourth component of effective teams is that those teams have effective processes. If the common purpose is the “what” then effective processes is the “how” (MacMillan 2001, 122). Effective processes or procedures help team members understand how they are to interact and complete tasks, at least on a foundational level. MacMillan writes, “Having such predetermined processes reduces the need for planning, . . . encourages confidence, predictability, and precision among the crew. . . . These same processes promote flexibility, professionalism, and good judgment” (MacMillan 2001, 116).

A team without effective processes or procedures will spend an inordinate amount of time trying to discern how they will complete a project rather than spending the time in creative brainstorming or evaluation seeking to make the product better. This type of time loss can be averted if there are standard operating procedures that free teams to get heavily involved in creating high performance results rather than trying to decide how to begin.

Solid Relationships

The fifth characteristic of MacMillan's model is the characteristic of solid relationships. MacMillan is not communicating that team members need to be best friends, but rather that team relationships must be characterized by "trust, acceptance, respect, courtesy, and a liberal dose of understanding" (MacMillan 2001, 38). MacMillan makes clear that the best teams have a good diverse mix of team members. This diversity increases the skill set and potential group intelligence of the team. Too much heterogeneity and the team will be subject to groupthink. Diversity, however, comes at the risk of increased misunderstanding, communication issues, and potential interpersonal conflict. To balance these potential downfalls of diversity, MacMillan provides six qualities necessary for the creation of solid relationships:

1. **Trust.** Team members will not work with interdependence with those whom they do not trust.
2. **Understanding.** The deeper the level of understanding, the greater potential for effective collaboration.
3. **Acceptance.** Acceptance is the approval of someone, even if that person is very different. Acceptance helps connect those with differences.
4. **Respect.** To respect a team member is give honor and esteem for his or her contribution to the team effort.
5. **Courtesy.** Courtesy is often the manifestation of trust, acceptance, and respect. We demonstrate courtesy by graciousness, consideration for one another, sincerity, listening, and how we talk about teammates.
6. **Mutual accountability.** This is peer-level evaluation and accountability. The team holds each member accountable for performance. (MacMillan 2001, 140-49).

Excellent Communication

MacMillan's final characteristic of high performance teams is excellent communication. Of communication, MacMillan writes, "Communication is the very means of cooperation. One of the primary motives for companies to implement teams is that team-based organizations are more responsive and move faster" (MacMillan 2001, 38). One of the key ways that teams become effective or high performing is when they can reach higher levels of creativity, resulting in a process where team members openly discuss ideas, adding to and refining good concepts. This process requires open and honest communication.

The process of clear communication leads to team conflict (MacMillan 2001, 168). Team conflict is not something that should be avoided in teamwork; rather conflict should be embraced and leveraged. Team members, however, tend to think of conflict in negative terms, and therefore will avoid conflict in favor of perceived team unity and peace. "But the price of peace is high, because conflict is often the door to creativity, consensus, and commitment" (MacMillan 2001, 168).

Summary of MacMillan's High Performance Team Model

Pat MacMillan's High Performance Team Model focuses on six characteristics of effective teams. Within each of those characteristics, MacMillan touches on several team dynamics that are apparent in other models and will be examined in more detail as those models are presented. MacMillan places a heavy emphasis on effective teams having a driving, common purpose. It is this purpose that gives birth to the team and is the foundation for evaluative efforts. Toward this purpose team leadership guides the

team, around which communication revolves, and toward which team processes enable productive work. Along with these team characteristics, MacMillan discusses role clarity and solid relationships as catalysts for effective teamwork.

Effective Team Model 2: Katzenbach and Smith

Jon R. Katzenbach and Douglas K. Smith present a team basics model in their text *The Wisdom of Teams: Creating the High-Performance Organization*. Jon R. Katzenbach, co-author of *Wisdom of Teams: Creating the High-Performance Organization*, is the founder and senior partner of Katzenbach Partners a consultant firm specializing in the areas of teams, leadership, and workplace performance. Prior to founding Katzenbach Partners, Jon Katzenbach was the director of McKinsey & Company, an organizational and business consulting firm, where he worked for over three decades. Katzenbach is also the author of numerous books and articles including, *Why Pride Matters More than Money: The Greatest Motivational Force in the World* and *Peak Performance: Aligning the Hearts and Minds of Your Employees*. Douglas K. Smith, co-author of *The Wisdom of Teams* is also a former employee of McKinsey & Company and author of *Make Success Measurable!*, *Taking Charge of Change*, and *Fumbling the Future: How Xerox Invented, Then Ignored, the First Personal Computer*. Smith currently works as a consultant in the areas of organizational performance, innovation, and change. Katzenbach and Smith also collaborated to write, *The Discipline of Teams*.

According to these authors, building the effective team begins by focusing on team basics. The primary difference for Katzenbach and Smith is that high performance teams have team members that are highly committed to each other (Katzenbach and

Smith 2003, 9). Because of the emphasis on team basics, this model is organized around those basics (see Figure 2) and will serve as the basis for this model of effective teamwork. After presenting the various model components, Katzenbach and Smith's thoughts on what must happen for a team happen for a group to move from a real team to a high performance team will be summarized.

Katzenbach and Smith define team as "a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable" (Katzenbach and Smith 2003, 45). This working definition of team contains several important components that will frame the rest of this section on the Katzenbach and Smith model. Those components are:

1. Small Number,
2. Complementary Skills,
3. Commitment to a Common Purpose and Performance Goals,
4. Commitment to a Common Approach, and
5. Mutual Accountability (Katzenbach and Smith 2003, 43-64).

Small Number

While Katzenbach and Smith will dogmatically hold to the other components of their team definition, they begin with the idea that teams should be relatively small as a practical rule of thumb (Katzenbach and Smith 2003, 45). In seeking to define teams by their size, this model is dealing with practical issues like communication, team member interaction, and team unity. These size issues are simply realistic logistical hurdles that increase in height as team size increases in number. Katzenbach and Smith

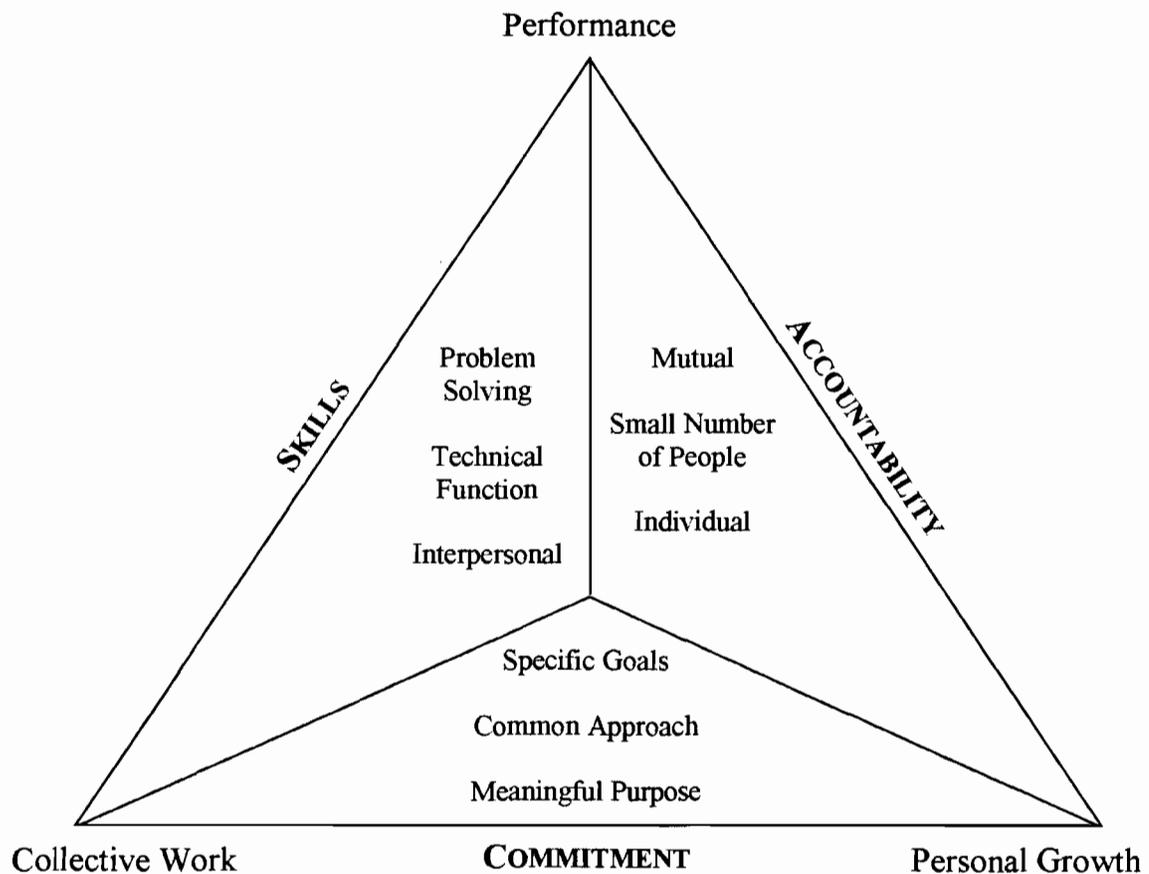


Figure 2. Team Basics Model. From Katzenbach, Jon, and Douglas Smith. 1993. *The wisdom of teams*. Boston, MA: Harvard Business School Press.

write, “Ten people are far more likely than fifty to successfully work through their individual, functional, and hierarchical differences toward a common plan and hold themselves jointly accountable for the results” (Katzenbach and Smith 2003, 45-46). Katzenbach and Smith rightly point out that creating real teams is difficult and requires disciplined action on the part of team members and leaders (Katzenbach and Smith 2003, 14). As such those wishing to harness the power of teams do well to limit the number of obstacles facing team performance, including limiting the size of teams.

Complementary Skills

The second component of this model of team basics is the need for teams to have complementary skills. Other authors write about the need for teams to have the right mix of diversity or heterogeneity in order to broaden the potential to have the right mix of individual and team skills (Levine and Moreland 1990; Wellins, Byham, and Wilson 1991; Kirkman and Rosen 2000). Katzenbach and Smith categorize the complementary skills needed for team success into three groups:

1. **Technical or Functional Expertise.** These skills are the job skills necessary to ensure that the work or task of the team is completed.
2. **Problem-solving and decision-making skills.** Teams need the ability to identify and solve problems that will confront the team relating to how to proceed with the team task.
3. **Interpersonal skills.** Skills like the ability to communicate, the ability to relate well and work well with others, and the ability to give and receive constructive criticism are necessary for the team to function together. (Katzenbach and Smith 2003, 47-48)

Committed to a Common Purpose and Performance Goals

The third component of Katzenbach and Smith's team basics model is the dual concept of common purpose and performance goals. "A team's purpose and performance goals go together. Indeed, we have yet to find a real team without both" (Katzenbach and Smith 2003, 49). It is perhaps this third concept that combines purpose and performance that makes this model unique. While most authors will write about purpose and performance as keys to successful teams, most treat the two concepts individually (Gladstein 1984; LaFasto and Larson 2001; Hackman 2002). While a comparison of the models presented here will be conducted later in this section, it is worth noting that while performance is generally described as the determining factor in the formation of teams

and will appear in all of the models presented, in most models performance is the result of either the characteristics of the team or conditions of the organization and not as a component of the team itself. Nevertheless, Katzenbach and Smith make the correct connection that the team task or common purpose is the basis for measuring performance (Katzenbach and Smith 2003, 49).

Common Purpose

When the team is organized around a common purpose then it is that purpose which gives team members the compelling direction for their efforts. This is important to what other authors term alignment (Senge 1990, Herrington, Bonem, and Furr 2000, MacMillan 2001). It is this alignment that gives the team its power and effectiveness in achieving its goals. “The best teams invest a tremendous amount of time and effort into exploring, shaping, and agreeing on a purpose that belongs to them both collectively and individually” (Katzenbach and Smith 2003, 50). Moreover Katzenbach and Smith maintain that failure to develop a common, driving purpose is one of the primary causes of groups failing to become teams. Taking this concept a step further, they write that “insufficient focus on performance, lack of effort, poor leadership” are all related to failure of a team to converge on a common purpose (Katzenbach and Smith 2003, 52).

Specific Performance Goals

After agreeing on a common purpose that drives the efforts of the team, the next step becomes creating specific, measurable performance goals. It is these smaller objectives that break the larger and broader purpose into manageable pieces that can be attacked by the team. Katzenbach and Smith describe six reasons that specific

performance goals are vital to effective teamwork. Specific performance goals do the following:

1. Define a teamwork product. Specific goals define a teamwork product that requires that team members work collectively rather than individually. This teamwork increases the productivity and performance of the team by moving beyond the sum of individual work product to the synergy created when people work together.
2. Facilitate communication and conflict. While conflict can be harmful to a team or organization, specific goals help focus the nature of conflict toward performance.
3. Maintain focus on results. By dividing the larger goal into specific, measurable objectives, teams and team members can maintain focus on doing each part well.
4. Level organizational hierarchies. When confronted with concrete performance goals that demand a teamwork product, pay levels, titles, and other marks of the hierarchy in an organization fade in favor of collective effort.
5. Allow for small wins. Small wins motivate and inspire team members when the inevitable conflict and obstacle confronts the team.
6. Compel the team. Specific goals challenge team members to commit themselves to both the team and the common purpose. (Katzenbach and Smith 2003, 53–55).

Committed to a Common Approach

While teams must agree on a common purpose, they must also agree on a common approach or way that they will tackle the team task. The common approach is the team's strategic process for achieving both the small, specific objectives and the broader common purpose. If the purpose answers the question, "What will our team do?" the approach answers, "How will our team approach the task?" Katzenbach and Smith maintain that teams "should invest just as much time and effort crafting their working approach as shaping their purpose" (Katzenbach and Smith 2003, 56). The idea of common approach involves not just work processes but also the social dimension of team effort. Various leadership roles, supporting roles, facilitating roles, and other roles must

be established for a team to succeed. While these roles will be established formally, informally team roles may and probably will change throughout the life of the team if the team is to be successful (Katzenbach and Smith 2003, 56).

Mutual Accountability

“No group ever becomes a team until it can hold itself accountable as a team” (Katzenbach and Smith 2003, 60). Mutual accountability is the idea that team members hold themselves accountable for both individual and team performance rather than relying on formal management to do the difficult work of performance evaluation. While the attitudes and behaviors necessary for mutual accountability cannot be forced upon team members, when teams agree on a common purpose, performance goals, and approach, mutual accountability becomes a natural byproduct. Failure of the team to buy into the purpose or process will just as naturally lead the team toward failing to hold the team accountable for performance. “Accountability, then, provides a useful litmus test of the quality of a team’s purpose and approach” (Katzenbach and Smith 2003, 61).

The Move to High Performance

While Katzenbach and Smith focus primarily on team basics and a general definition of what it takes to become a team, they additionally write about what they term high-performance teams. These are teams that “outperform all reasonable expectations as well as all other similarly situated teams” (Katzenbach and Smith 2003, 65). The obvious question becomes “How do high-performance teams differ from a normal team?” Katzenbach and Smith answer this question by beginning with the model of team basics and then speaking of a level of commitment present in high-performance teams. The

main difference in these teams is not the commitment to the organization or even to performance, but rather to the team itself. Quoting Ken Hoepner of the Burlington Northern Intermodal Team as an example of a high-performance team, Katzenbach and Smith write about that team's deep concern for the membership of the team. Ken Hoepner says, "If we saw somebody vulnerable we were there to help" (Katzenbach and Smith 2003, 66).

In this team basics model it is the social aspect of team life that sets the high-performers apart from the rest. Team attitudes improve, cooperation increases, and mutual concern for the team members all characterize high-performance teams. Like mutual accountability, however, this kind of genuine concern for the members of the team cannot be coerced. "This should surprise no one, because the personal commitments we are describing are difficult to achieve and sustain. It is not obvious how people can be managed or even led into caring about one another's personal success and growth" (Katzenbach and Smith 2003, 66).

Summary of Katzenbach and Smith Team Basics Model

According to Katzenbach and Smith, high-performance teams are rare and elusive. They write that these teams are difficult to find and are often "where you find them, not where you wish they were" (Katzenbach and Smith 2003, 66). The high performance teams studied for *The Wisdom of Teams* were characterized by the team basics of this model, but often at deeper levels. These teams were not just characterized by a common purpose but were deeply committed to that purpose. High performance

teams not only had agreed upon performance goals, but also had highly ambitious objectives (Katzenbach and Smith 2003, 66).

Katzenbach and Smith write about these teams in almost mystical terms. In one instance they write about feeling the difference in a high-performing team and in another example they write that a team's "performance ambitions and sense of purpose *seemed to literally grow*" (Katzenbach and Smith 2003, 79, italics added). Quoting team members from these types of teams the authors write of the team as something bigger and better than the individual and of an aura of excitement and focus. Ultimately for Katzenbach and Smith high performance teams are rare and "cannot be created on purpose" (Katzenbach and Smith 2003, 79). While there are some aspects of the high-performance team that are objectifiable (shared leadership, interchangeable skills, and intense commitments) for Katzenbach and Smith the job of the leader is to focus on team basics and understand and be able to recognize the high-performance team and be ready to capitalize on that rare elusive moment when teams transcend the ordinary.

Effective Team Model 3: Gladstein

Deborah Gladstein presents a comprehensive model of group effectiveness based on the study of one hundred sales teams in the communication industry in her article entitled "Groups in context: A model of task group effectiveness" in *Administrative Science Quarterly*. Gladstein's "Groups in Context" is widely cited in both academic journals, books, and dissertations. Gladstein is currently the Seelye Distinguished Professor of Management at the Sloan School of Management at the Massachusetts Institute of Technology.

While Gladstein uses the term group or task group to refer to the teams in question, it is apparent that she intends to use the terms team, group, task group, task force, project team, and the like interchangeably. While early in this research teams were defined as succinctly different from groups, it was noted in the section on team definition and repeated here that other writers and researchers in the realm of group theory and team development use the two interchangeably. Additionally, the argument over semantics is not entirely necessary as teams are undoubtedly a subset of groups and as such much of group theory applies to the world of team research.

Although Gladstein thanks J. Richard Hackman for his help in the study and model summarized here, and his influence is obvious throughout the model, Gladstein's model is being presented for two primary reasons. First, Gladstein's model and Hackman's model bear distinct differences as well as similarities. As such, her model is worth examining and may potentially be more beneficial than the other models because it provides a good comparison to Hackman's rather unique perspective on how to arrive at team effectiveness. Secondly, Gladstein is referenced numerous times in the relevant literature (Wellins, Byham, and Wilson 1991; Kwak 2004). To bypass her work entirely would leave a gap in the precedent literature review that need not exist.

In general, Gladstein divides her model of task group effectiveness into three parts: inputs, process, and outputs (see Figure 3). Input categories include group composition, group structure, available resources, and organizational structure. Group processes is the entire process section and outputs relate to the effectiveness of the group. The relationship between group processes and group effectiveness is moderated by the nature of the group task.

Inputs

A majority of Gladstein's model falls into the input section. She divides all of the inputs involved in group functioning into either group level or organizational level. With the group level are issues related to the composition of the group (adequate skills, heterogeneity, organizational tenure, and job tenure) and the structure of the group (role and goal clarity, norms, task control, size, and formal leadership structures). While most of these issues are part of other effective team models a few of the items included here are unique and thus worth noting. Gladstein deals with the issues of organizational tenure in her treatment of group level inputs. Primarily the issue here revolves around organizational context, something that is more prevalent in Hackman's model of organizational conditions than any other model. Specifically, Gladstein states that a group needs "experience with the job or organization that assures a group's knowledge of standard operating procedures" (Gladstein 1984, 503). She additionally deals with the issue of group norms as part of the group structure. Group norms are those normative practices or behaviors that characterize a group's activity and relationships. "Group norms specify what behaviors are acceptable – and unacceptable – in a group. Behavior that is viewed as appropriate by the team is reinforced and behavior that is seen as unacceptable or inappropriate is sanctioned" (Hackman 2002, 105). Further, norms regulate many aspects of group life and are either " 'imported' to the group by members or established very early in its life" (Hackman 1990, 10-14).

Gladstein's model also deals with group rewards. This issue is particularly important to Gladstein's model of group effectiveness because she defines group effectiveness by not only the issue of task performance, but also by member satisfaction.

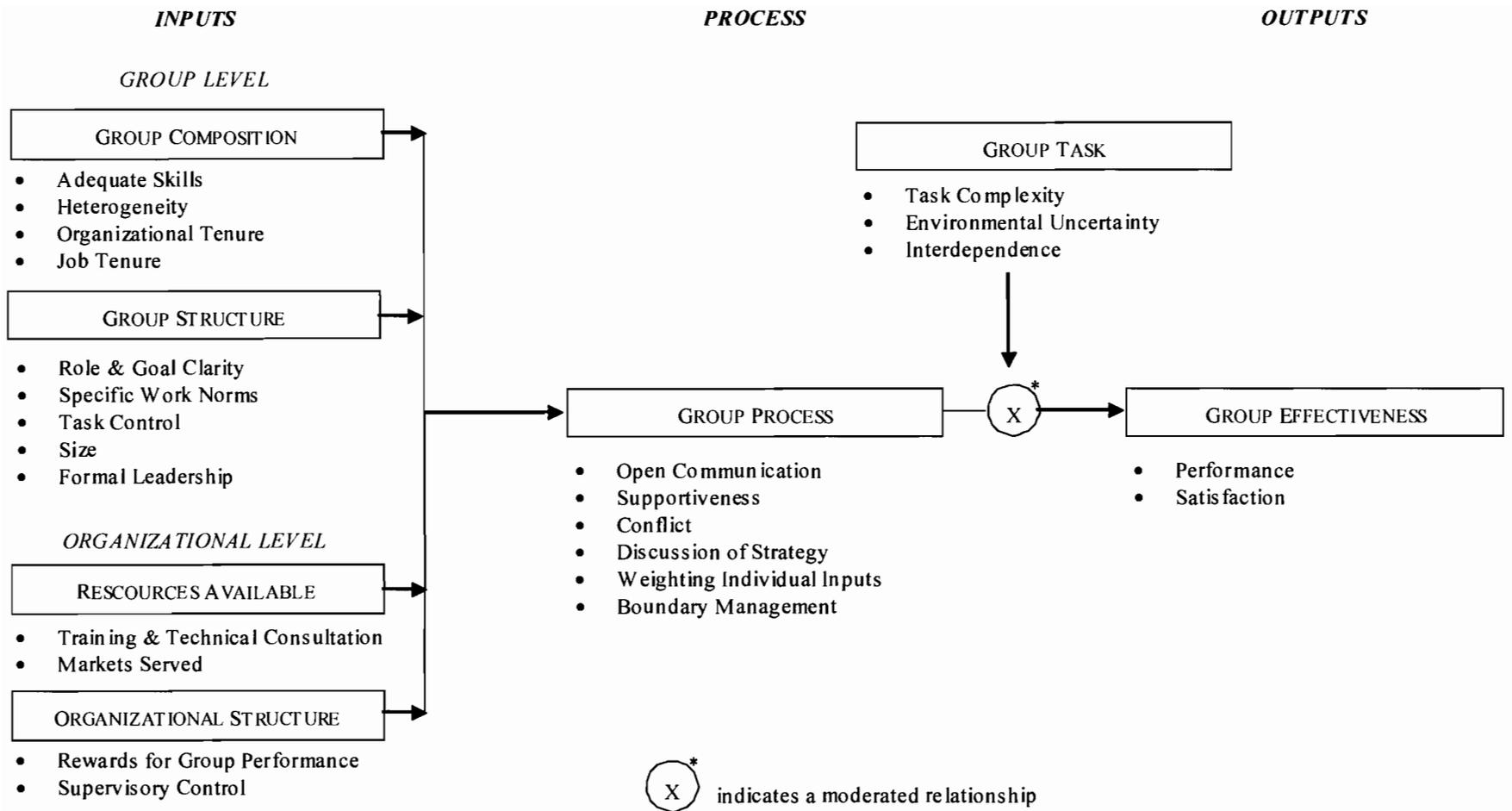


Figure 3. General Model of Group Behavior: Constructs and Measured Variables. From Gladstein, Deborah. 1984. Groups in context: A model of task group effectiveness. *Administrative Science Quarterly* 29: 499-517.

These dual measurements of group effectiveness are more evenly weighted with Gladstein's model than others. Gladstein's research, for example, finds that team rewards had a major influence on both group leaders and how the group designed its work structures (Gladstein 1984, 514). The implication is that when rewards (pay and recognition) increased, employee satisfaction and/or motivation increased, and performance improved as well. Gladstein found that "rewards were positively associated with goal and role clarity, task control, work norms, and leadership task and maintenance task activities" (Gladstein 1984, 514). She additionally deals with the issue of group norms as part of the group structure. Group norms are those normative practices or behaviors that characterize a group's activity and relationships. "Group norms specify what behaviors are acceptable – and unacceptable – in a group. Behavior that is viewed as appropriate by the team is reinforced and behavior that is seen as unacceptable or inappropriate is sanctioned" (Hackman 2002, 105). Further, norms regulate many aspects of group life and are either " 'imported' to the group by members or established very early in its life" (Hackman 1990, 10-14).

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Process

It is the process section of Gladstein’s model that is the focus of her study. She writes, “This research tests whether structure . . . and leadership has a stronger direct impact on effectiveness or a strong indirect effect though the mediation of increased task and maintenance process behaviors” (Gladstein 1984, 502). The issue at hand is not whether structure impacts effectiveness, but rather how process and task affect group effectiveness. Gladstein found that groups rated processes like open communication, supportiveness, leadership, and training as positively affecting group member satisfaction and performance. She also stressed that group members indicated high value on communication and trust as key to member satisfaction (Gladstein 1984, 511).

Summary of Gladstein

Ultimately two primary issues of significance resulted from Gladstein’s study of group effectiveness. First, in relation to group processes, Gladstein found that any change in process for the purpose of group effectiveness needed to be closely tied to corresponding changes in group structure. One without the other did not translate into increased group satisfaction or performance (Gladstein 1984, 514). This is a key part of Gladstein’s model as she demonstrates the integration of inputs and process and their dependence on each other for increased outputs. Secondly, Gladstein called for more

research into the relationship between organizational environment and group effectiveness.

These findings make it apparent that small-group research suffers from a lack of attention to the interplay between the group and its particular organizational environment The behaviors needed for a group to adapt to the organizational environment and the organizational context variables that mold group behavior are often ignored. In a broader conceptual scheme, the organization could be examined as a context variable influencing group behavior. (Gladstein 1984, 514)

This call for more study recognizes the important role that organizational culture, resources, and structure play in the success or failure of groups within that organization. This concept of organizational conditions or environment sets the stage for Hackman's model of organizational conditions that promote team effectiveness.

Effective Team Model 4: Lencioni

Patrick Lencioni presents a model for team dysfunction in his work *The Five Dysfunctions of a Team: A Leadership Fable*. Patrick Lencioni's other leadership writings include: *The Four Obsessions of the Extraordinary Executive*, *The Five Temptations of a CEO*, and *Death by Meeting*. Lencioni has served as the vice-president of organizational development at Sybase and worked at the management consulting firm Bain & Company before founding and serving as president of The Table Group, a management consulting firm. In addition to writing and leading The Table Group, Lencioni speaks and consults with senior executives and executive teams with clients including Microsoft, Sam's Club, Visa, Charles Schwab, New York Life, AT&T, Amazon.com, U.S. Chamber of Commerce, The Willow Creek Association, and the U.S. Military Academy, West Point (www.tablegroup.com 2005).

Lencioni's model has been selected for inclusion here due to two primary reasons. First, Lencioni's model is distinctive in that it presents a negative approach to team effectiveness. Most study and writing of effective teams examines what makes particular teams effective, while few examine what makes teams fail. Lencioni's *Five Dysfunctions* and J. Richard Hackman's *Groups That Work (and Those That Don't)* are two of the rare exceptions that examine ineffective teams and seek to communicate why those teams do not work. Additionally, Lencioni's model is a recent contribution to the literature field. As such, parts of his model contribute to the idea that team characteristics are not enough to ensure effectiveness, but that organizational conditions should be aligned to make teams work over time.

Lencioni's model contains five essential parts with each part being a resultant of the first (see figure 4). Lencioni presents the five dysfunctions of a team as follows:

1. Absence of trust
2. Fear of conflict
3. Lack of commitment
4. Avoidance of accountability
5. Inattention to results (Lencioni 2002, 188)

The following will be a brief summary of each of Lencioni's five dysfunctions of a team.

Absence of Trust

For Lencioni, the first and primary cause of any team's failure is the absence of trust. Lencioni writes, "Trust is the foundation of real teamwork. And so the first dysfunction is a failure on the part of team members to understand and open up to one another" (Lencioni 2002, 43-44). While the absence of trust may be indicative of other

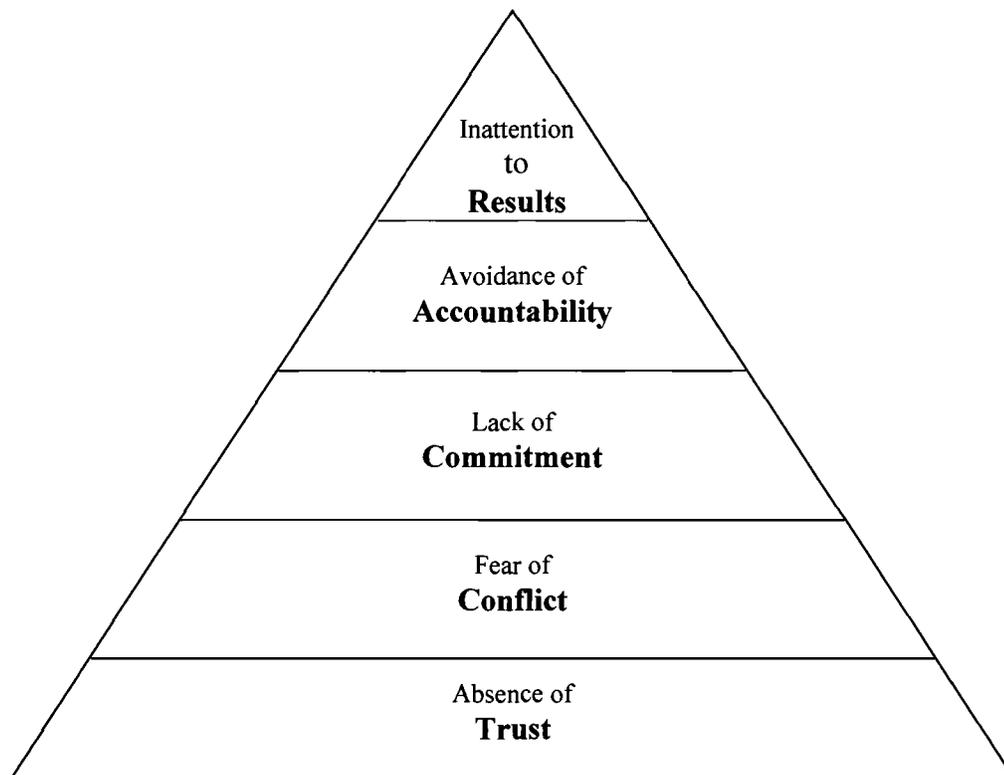


Figure 4. Five Dysfunctions of a Team. From Lencioni, Patrick. 2002.
The five dysfunctions of a team: A leadership fable.
 San Francisco, CA: Jossey-Bass.

issues, the ability of team members to trust each other is of paramount importance to team success. Lencioni is not alone in his assessment that teams must contain a measure of trust if they are to be successful. Wellins, Byham, and Wilson write, “Highly effective teams are composed of groups of people who trust each other” (Wellins, Byham, and Wilson 1991, 188). Trust in teams involves the ideas of support, maintenance of confidences, consistency and predictability (Wellins, Byham, and Wilson 1991, 189). Trust also includes the key concept that team members can express vulnerability with one another (Lencioni 2002, 63). When team members cannot openly and honestly reveal

weakness or problems, then the team as a whole has a false perception of the abilities of the team.

Fear of Conflict

In the absence of trust team members display a fear of conflict. Work or product related conflict is absolutely necessary for effective teamwork to take place because it is within conflict that team learning takes place. In the absence of trust and conflict team members withhold information, fail to cooperate and, lay aside team objectives for personal objectives. In the absence of constructive conflict teams fail to learn and fail to perform. Peter Senge points toward team learning as a necessary requirement for a learning organization (Senge 1990). Team learning occurs when team members trust one another without reserve and are willing to enter into debate over the issues and extend themselves both professionally and personally to defend what is the best solution for the work product needed. “Teams that lack trust are incapable of engaging in unfiltered and passionate debate of ideas. Instead they resort to veiled discussions and guarded comments” (Lencioni 2002, 188).

This type of conflict should not be confused with interpersonal conflict. This is the type of conflict that occurs over individual matters not related to arriving upon the best work strategy and product, but rather over the inner workings of the team as members with divergent interests, goals, and personalities seek to work together. Conflict is a part of group life, but interpersonal conflict when not resolved can be damaging. Writing of discussions turning toward interpersonal attacks, Susan Annunzio writes, “Disrespectful communication promotes the “gotcha” game. In this game, your goal is to find the hole in the other person’s argument and prove that he is stupid and you

are smart” (Annunzio 2004, 91). Notice that the motivation is not to strengthen the work of the team by showing one idea better than another, but rather to attack the person. Interpersonal conflict in the midst of a team can lead to dysfunction just as the lack of work related conflict would lead to team failure. Conflict will occur in the team life and should be viewed as an opportunity to solve problems and benefit all of those involved (Sande 1997, 17).

Lack of Commitment

The absence of trust leads to the fear of conflict that contributes to team members being unwilling to have commitment or ownership in the team, the team’s strategy, and ultimately the work product. Alternatively when team members enter into conflict and collectively arrive upon an agreed upon strategy, then individuals will commit to the team and organization. “Without having aired their opinions in the course of passionate and open debate, team members rarely, if ever, buy in and commit to decisions, though they may feign agreement during meetings” (Lencioni 2002, 189).

Wellins, Byham, and Wilson also write that commitment from team members is necessary for what they term empowered teams. In fact, in their four-stage team development process Wellins, Byham, and Wilson point toward increasing levels of team member commitment as significant indicators of increased teamwork. Their commitment levels are summarized as:

1. Stage 1: Team members display no commitment. Individualism is key.
2. Stage 2: Commitment occurs in subgroups, but not for the team as a whole.
3. Stage 3: Team members are committed to job completion.

4. Stage 4: The team is committed to both the team and the organization (Wellins, Byham, and Wilson 1991, 188-215)

Avoidance of Accountability

The fourth part of Lencioni's model is the avoidance of accountability. As demonstrated in the early stages, this lack of accountability is resultant of the absence of trust, fear of conflict, and lack of commitment. When there is a lack of commitment to the team's purpose, strategy, and work product, then individual team members will seek to avoid being held accountable for the results of the team's efforts. Lencioni writes, "Without committing to a clear plan of action, even the most focused and driven people often hesitate to call their peers on actions and behaviors that seem counterproductive to the good of the team" (Lencioni 2002, 189). It is this accountability that leads teams toward what LaFasto and Larson call a collaborative problem-solving climate (LaFasto and Larson 2001, 114). This collaborative climate allows team members to address both work issues and personal issues in such a way that will enable the team to overcome obstacles that may impede production.

Inattention to Results

As with the other models of effective teams, for Lencioni, the measure of team success is performance or results (Lencioni 2002, 42). While other models may approach the issue of focusing on performance first, setting the stage for the purpose of the team, Lencioni's model leaves this to the end as a result of the previous four dysfunctions. The lack of accountability invariably results in the lack of concern for performance. The ultimate measure of the success or failure of a team is that team's performance and when team members fail to be concerned about the work product at hand, the team is failing.

Lencioni maintains that the job of the team leader is to “set the tone for a focus on results” (Lencioni 2002, 219).

Summary of Lencioni’s Five Dysfunctions Model

Patrick Lencioni’s dysfunctional team model presents the five dysfunctions in sequential order, one leading to the next. For a team to succeed, it must overcome each of the five issues presented in this model and do so perpetually. Part of the strength of Lencioni’s model is the beginning or foundation dysfunction, absence of trust. While other authors (i.e., Senge 1990; Hackman 2002) will mention trust, there is a void in team literature about this issue. Interestingly, general leadership authors like Kouzes and Posner in *The Leadership Challenge* and Thrall, McNicol, and McElrath in *The Ascent of a Leader* address this issue. Kouzes and Posner write about the necessary leadership trait of honesty leading to credibility (Kouzes and Posner 1995, 28-29). Thrall, McNicol, and McElrath write about environments of grace that are built on trust. These authors write that

[leaders] needed to create an environment where people sense enough safety to be real. They needed an atmosphere where people could breathe with integrity, where they felt trusted and valued for who they were. The time for hiding behind stereotypes and false facades needed to come to an end, or in addition to losing good people, they would soon lose their ability to fulfill their mission. (Thrall, McNicol, and McElrath 1999, 26)

This kind of environment needs to be pervasively evident throughout an organization and embedded deep within that organization’s culture. It is with the foundation of trust in environments of authenticity and integrity that high performance teams are birthed.

Effective Team Model 5: Hackman

The fifth and final model of team effectiveness is presented in detail in J. Richard Hackman's book *Leading Teams: Setting the Stage for Great Performances*. Hackman is professor of Social and Organizational Psychology at Harvard University. Hackman taught at both the University of Michigan and Yale prior to beginning his tenure at Harvard. Hackman conducts extensive research in the area of organizational psychology and is sought after as a seminar speaker and consultant on topics including *Leading Teams*, *Teams at the Top*, *Coaching Teams*, and *Teams versus Individuals*. Hackman is the author of various books and articles including *Groups that Work (And Those that Don't)*.

It is this final model that greatly shapes the direction and content of this research project. Hackman's model is radically different from traditional team effectiveness models in that rather than examining characteristics of effective teams it presents organizational conditions that promote team effectiveness. This concept represents a major shift in the thinking of how to lead effective teams and is present to some extent in the previously presented models of Gladstein and Lencioni. Hackman's model consists of five components (see Figure 5), each of which represents an organizational condition that promotes the health and therefore the effectiveness of teams.

The five conditions are:

1. Real team,
2. Compelling direction,
3. Enabling structure,



Figure 5. Conditions for Team Effectiveness. Adapted from Hackman, J. Richard. 2002. *Leading teams: Setting the stage for great performances*. Boston, MA: Harvard Business School.

4. Supportive organizational context, and
5. Expert coaching. (Hackman 2002, 32)

The following is a brief presentation of Hackman's five conditions.

A Real Team

The first of Hackman's conditions for team effectiveness is the necessity of a team actually being a team, something that he terms a "real team" (Hackman 2002, 41).

Real teams differ from groups and other collections of individuals in that they possess four primary characteristics. Hackman's model calls for real teams to have

1. A team task,
2. Clear boundaries,
3. Specified authority to self-manage its own work processes, and
4. Membership stability over time. (Hackman 2002, 41)

It is, according to Hackman, the key task of team leadership to help make certain that these four features are in place. When the team is focused on a clear task, then that task will drive the activities of the team. Consider the alternative team whose membership is uncertain about what job the team is to perform. As with the other models presented, it is the team task or performance standards which are the essential reason for the team's existence. Without the team task, the team probably should not exist. Another key consideration about the team task is that the task must truly be a team task. That is it must require collective and collaborative effort from the team's individual members. In the previous discussion of the difference between groups and teams, this was a major point of consideration, yet it bears repeating here. Groups can be focused on a particular task, but that task will rarely require the collective effort of the group's members. Hackman's model in contrast focuses "on groups whose task requires them to work together to produce something" (Hackman 2002, 42).

Additionally a real team has clear boundaries, or clearly defined membership. A work group whose membership is constantly in flux will be unclear about team roles and normative team behavior and as a result will fail in its work. Hackman points out the dangers of overboundedness – a team's being cut off from its organizational environment

and underboundedness – a team’s boundaries being unclear or too easily permeated (Hackman 2002, 45-46).

As with other models presented in this research, this model maintains that effective teams must be given the ability to self-manage. This is encompassed in what Hackman terms delimited authority (Hackman 2002, 50). While there are different levels of team authority for a team to exist and succeed the team membership must clearly understand the extent of that authority.

Finally, Hackman defines real teams as having stability over time. Hackman writes, “Teams with stable membership perform better than those that constantly have to deal with the arrival of new members and the departure of old ones” (Hackman 2002, 55). The issue of team stability is closely related to the boundaries of the team. While a team’s boundaries refers to a clear distinction of who is on the team, team stability refers to maintaining team membership so that working relationships, team efficiency, and other interpersonal issues are resolved.

Compelling Direction

In addition to having a real team, effective teams will possess a compelling direction. It is this direction that along with the team task drives everything that the team does. It is noteworthy that any direction will not do, but that Hackman’s model includes a compelling direction. That is a direction that energizes the team and demands the best the team has to offer (Hackman 2002, 63). When the direction is not compelling or energizing, then no matter how clear the direction or vision is communicated it will fail to inspire individuals.

Hackman maintains that a good compelling direction will contain three components. First it will energize the team (Hackman 2002, 63). This energy comes from a shared vision that team members are convinced that they can and should see brought to fruition. Andy Stanley, pastor of North Point Community Church and author of *Visioneering*, writes that a vision is “a clear mental picture of what could be, fueled by the conviction that it *should* be” (Stanley 1999, 18, italics added). Next, Hackman writes that good direction orients the team. Orientation is key to the concept of team alignment. Without being oriented inefficiency results at best and anarchy is possible. Oriented teams have protected themselves “from that special kind of anarchy that can come when each member of a group or organization heads off in whatever direction is personally most agreeable” (Hackman 2002, 66). Finally Hackman writes that good direction fully engages the team and the team member’s talents.

When a team has consequential purposes, one rarely sees some members smugly watching while others struggle to get their tasks done right. What one sees instead is each member doing those parts of the work that he or she can do best, and, on occasion, one sees more talented or experienced members reaching out to assist and teach those of their colleagues who are still learning. (Hackman 2002, 71)

It is this type of compelling direction that brings challenge to the team.

Without challenge, the kind of collaborative effort necessary for truly exceptional levels of teamwork will not exist. This type of direction demands clear communication from those in leadership roles that points the team in the right direction without micromanaging every step along the way (Hackman 2002, 72-91).

Enabling Structure

The third component of Hackman’s effective teams model is a structure that enables teams to excel. The structures at issue here are those structures that are internal

to the working of the team. Examples of this type of team structures are norms of operation and team member interaction, the composition of the team, work processes, and the design of the team task (Hackman 2002, 94-95). In detailing a team's structure leaders must create a balance between directing too much and stifling the creativity and expertise of the team and not giving enough structure and seeing the team waste time working out fairly simple norms of conduct and standard operating procedures.

One of the key components of an enabling structure is the composition of the team. Getting this issue wrong can defeat a team's efforts before the first minute of work is ever attempted and as such should be considered carefully to ensure a greater probability of team success. Hackman writes that the three biggest mistakes leaders make when forming the team are:

1. Making the team too large,
2. Making the team too homogenous, and
3. Failing to recognize the need for interpersonal skills in team members. (Hackman 2002, 115)

When a group gets too large the process losses generated by the increased need for communication and coordination increasingly offsets the increase in productivity of the team. Too small, and the team will not have sufficient manpower, knowledge, or skills to complete the task. Hackman maintains that any team should not be larger than six members and that the smaller team size is better (Hackman 2002, 122).

Supportive Organizational Context

While teams need enabling structures that are internal to the team, Hackman rightly points out that "teams do not operate in an organizational vacuum" and therefore

need a supportive organization context to reach their full potential (Hackman 2002, 133). The number of organizational variables that influence productivity in any given context are both many and varied. Issues like the amount of bureaucracy, the cultural context of the organization, amount of decentralization, and the type of hierarchy all impact the organization and how work takes place within that organization (Vecchio 1991, 498-509).

Hackman identifies three particularly important supporting organizational issues that must be addressed to enable team success: the reward system, the information system, and the educational system (Hackman 2002, 134). The reward system must reward teams for succeeding and not individuals when teams fail. Open sharing of information rather than the individualized hoarding of data should characterize the informational system. In addition, the educational system must provide training and assistance to team members that will enable them to have both the technical or job skills and the interpersonal skills necessary for the team to succeed (Hackman 2002, 134-61).

Expert Coaching

For Hackman, the final organizational condition that promotes team effectiveness is expert coaching. Hackman is specific in choosing the term coach because; “Coaching is about building teamwork, not doing the team’s work” (Hackman 2002, 167). Continuing the sports analogy, rarely does one see a player-coach. The coach’s task then is to bring out the best in the team and empower them to accomplish the task.

One of Hackman’s primary roles for the team coach is about influencing group processes. Hackman refers to what Ivan Steiner (1972) calls process losses that are

essentially inefficiencies inherent to collective group efforts (Hackman 2002, 169). The coach's role becomes one of reducing the inefficiencies and promoting team effectiveness by encouraging member effort, helping teams develop effective strategies, and assessing and employing team members skills; training when appropriate (Hackman 2002, 169-75)

It should be noted that Hackman does not believe that anyone can make a team perform. The job of the coach is not to manufacture performance, but rather to help make production occur. Writing of the previous parts of this model (real team, compelling direction, enabling structure, and supportive organizational context) Hackman writes,

These basic conditions provide the foundation for superb team performance, and no amount of coaching can compensate if they are badly flawed. When conditions *are* favorable, however, coaching can significantly enhance team performance processes. (Hackman 2002, 169)

Hackman Model Summary

This issue of creating conditions that promote the potential for team effectiveness is a radically different approach to studying teams than is typical in other models of team effectiveness. Just as coaching cannot guarantee team success, leaders of organizations cannot insure that teams will perform at high levels. There are simply too many factors that impact performance than can be controlled. The task of team and organizational leaders becomes to set the stage so that conditions are favorably disposed toward team success.

While no one can make teams be successful, good leaders will seek to create the five organizational conditions described in this model to encourage teamwork and subsequently higher levels of performance.

An Integrative Effective Team Model

In the examination of major sources regarding the leadership and creation of teams, there is some overlap in the characteristics of effective teams, but little consensus. The following five effective team conditions are collected from the work of J. Richard Hackman, Jon Katzenbach, Patrick Lencioni, Patrick MacMillan, and Deborah Gladstein. The five organizational conditions presented as an integration of the five models are:

1. Effective teams focus on performance,
2. Effective teams have a foundation of trust,
3. Effective teams have team stability over time,
4. Effective teams exist in a supportive structure and organizational culture, and
5. Effective teams have good team leadership.

Performance

While a biblical worldview holds to the inherent worth of people as created in the image of God, the function of team is not about the building up of people. A team is simply a tool used to accomplish objectives, a means to an end (Katzenbach and Smith 2003). When a team loses sight of its objectives, it quickly loses sight of its reason for existence. It is easy in working with teams to become too focused on the building of relationships (a necessary task) and lose sight of performance goals. The reality is that effective teams are focused on performance (Gangel 2000; Katzenbach and Smith 2003). In order to stay focused on performance, the team must have clear, specific, and measurable goals. (Gangel 2000; Katzenbach and Smith 2003; Hackman 2002). This is sometimes easier to accomplish in the secular business world, where goals are often tied

to financial increase, than in the life of the church, where goals are tied to significant life change for the Kingdom. That is not to say, however, that church related organizations should avoid the use of specific performance goals for staff, volunteers, ministry teams, and the organization as a whole. In fact, effective organizations, like effective teams, set performance goals and then evaluate based on those goals. Patrick Lencioni speaks to this same issue when he writes about commitment and accountability in teams (Lencioni 2002). Commitment in teams occurs when everyone on the team agrees to the specific objectives before the team. It is this commitment to achieving performance goals that often serves as the motivating factor for teams to accomplish their work. Accountability come into play as the achievement of objective performance goals are compared in light of the current work product. Failures to create and communicate clear, specific, measurable goals, decreases the chance that a team or group will achieve high performance. The old adage is true that when one aims at nothing, he will hit it every time.

A common argument found in church organizations is that an attempt to objectify spiritual issues is either too difficult or impossible or simply unspiritual. And, while there is some truth to the difficult nature in objectifying and evaluating spiritual life change, Jesus was intimately concerned with performance and evaluation issues. Matthew 25:14-30 records Jesus' teaching of the parable of the talents. In this parable Jesus juxtaposed servants who perform faithfully and well for their master and one who does not. The parable ends with resources being taken away from the unfaithful, non-performing servant and given to the servant who performed the best. In this parable, Jesus was not just speaking of the punishment for those who do not perform, but reward

for those who do. This is an evaluation of performance. A second parable that Jesus taught relating to this issue is the parable of the vine and the branches found in John 15:1-8. Here Jesus taught that all the branches that bear fruit are pruned so that they will produce more. Those branches that fail to bear fruit are removed and thrown into a fire. Jesus' last statements in this teaching reveals much about God's desire that His people and church be effective for the Kingdom. "My true disciples bear much fruit. This brings glory to my Father" (Luke 15:8 NLT). Notice the performance evaluation in the words, "bear *much* fruit" (italics added) and the result of high performance – bringing glory to the Father. Certainly there are aspects to Kingdom production that are entirely up to God, His plan, and His action. There is clear biblical teaching, however, that points toward God's desire that His church and people focus on performance.

Trust

Patrick Lencioni lists the absence of trust as the foundational dysfunction in ineffective teams (Lencioni 2002). In the absence of trust team members withhold information, fail to cooperate and, lay aside team objectives for personal objectives. In the absence of trust teams fail to learn and fail to perform. Peter Senge points toward team learning as a necessary requirement for a learning organization (Senge 1990). J. Richard Hackman also writes about this learning issue with his discussion of team feedback (Hackman 2002). It is in this feedback, evaluative conversations, that teams and team members begin to see where both personal and team weaknesses will prevent or hamper the accomplishment of team goals. The type of open, honest evaluation necessary for the feedback Hackman writes about only happens in an environment characterized by trust. Without an environment of trust, team members will withhold

honest evaluation at best, and at worst lie about their weaknesses to protect themselves, their positions, and their agendas. When there is trust, leading to honest evaluation there is a culture that encourages teams to learn. Team members can then be open about personal weaknesses in both job skills and interpersonal skills that will hamper team performance. In this way the best players from the team can be appropriately matched to tasks that will best utilize individual strengths. While Lencioni points out that the absence of trust leads to a fear of conflict and Senge barely mentions trust at all in the issue of team learning. An integration of the two concepts creates a powerful mandate for both trust and team learning. The idea that trust produces evaluation, evaluation produces learning and learning is the foundation for performance connects the issue of trust to the first characteristic of effective teams, performance.

Unfortunately, the opposite chain of events can and does take place within the life of teams. Just as trust lead to evaluation, the lack of trust leads to a lack of evaluation or as mentioned before dishonest or misleading evaluation. In the case of the lack of evaluation, team weaknesses and strengths are hidden rather than leveraged, team learning is hampered and performance suffers. In the cases where misinformation given in evaluations teams may mistakenly assume that correct perceptions are in place, proceed with goal planning, work distribution, and ultimately find that performance will minimally be hampered or worse, the team may fail altogether. Effective team performance demands that teams exist in an environment of trust.

Team Stability over Time

Due to the need for trust, teams must maintain some team stability over time. That is a team membership must remain relatively in tact. Hackman points to team

stability as a foundation for team effectiveness (Hackman 2002). If team members are constantly changing, then it stands to reason that team trust must be rebuilt, team normative values reestablished, and personality issues resolved. These issues must be resolved and can potentially take focus off of the performance goals at hand. Katzenbach and Smith maintain that as a team's tenure or time increases so does its productivity (Katzenbach and Smith 2003). This idea that productivity increases over time assumes the trust factor already discussed and punctuates the need for trust in the life of the team. This researcher was originally tempted to state that as time increases, trust increases, thereby adding another link in the "trust, evaluation, learning, performance" chain, but intuitively this is not the case. There are instances, for example, when as time increases, trust decreases. When the boss fails to keep a promise or a subordinate fails to meet a deadline, trust does not increase, but rather decreases. There is not a direct correlation between an increase in time and an increase in trust.

There are benefits, however, to team stability. As members become sure of roles and past team evaluations demonstrate needs for training, task reworking, or leadership shifts, teams become better and more efficient. Teams that work together for great lengths of time often communicate with more clarity and less confusion.

For team stability to result in increased team productivity there must be an organizational culture that supports and rewards team effort versus individual effort. The concept of "when the team wins, everyone wins" must be pervasively present in the organization or eventually personal agendas win out over team agendas and team stability and constancy decreases. Often, even when organizations push team wins, individual personalities, agendas, and desires drive individuals to leave the realm of teamwork to

pursue personal achievement. Team stability over time is not a panacea for the ineffective team, but when coupled with the other characteristics of effective teams it can enhance team performance.

Supportive Structures and Culture

In order for teams to succeed at achieving high performance goals, there must be a structure within the team that supports teamwork and a culture within the organization that empowers the team. While these are essentially two separate issues, the concepts are closely linked and when taken together help teams succeed.

The organizational culture that undergirds effective teams is one that focuses on empowerment. Empowerment of teams occurs when teams are not simply given tasks to complete, but are given authority to make decisions, ability to act, access to resources, when team members are held mutually accountable for results, and rewarded or recognized mutually for those results. Some organizations and churches will create nominal teams, give the team a task to do, but deprive the team of any authority to act or allocate resources. In these organizations, the team is held hostage to the decision making of a hierarchy that bottlenecks decisions and activity at the person really empowered to act and spend. Ineffectiveness, lack of motivation, and poor performance are results of this type of organization. Alternatively, when an organization not only tasks a team to complete a goal, but also additionally empowers that team to carry out its plan, the organizational culture is beginning to unleash the potential power of teams. Other organizations will promote teamwork and empower teams, but then only reward the team leader when goals are achieved. This happens in church staffs when pastoral staff teams work together to accomplish performance goals and the senior pastor receives

the accolades and monetary reward for job performance. While some leveling of financial rewards/compensation based on position and workload is appropriate, failure to recognize and reward teams equitably, effectively stops personal drive to help the team succeed. How the organization responds to failure and lack of performance can also either promote teams or hinder team activity. When the team fails, the entire team must be held mutually accountable for the failure (Hackman 2002; Katzenbach and Smith 2003; Lencioni 2002). In the empowerment culture, the organization cannot simply reward and recognize equitably, but must evaluate and correct collectively as well.

An appropriate team structure is also important in helping teams achieve high performance. Team structure involves issues like team size and composition. Teams generally need to be small. J. Richard Hackman points to a team size of no more than six for optimal success (Hackman 2002). Katzenbach and Smith maintain effectiveness can be obtained with a larger number of around twenty to twenty-five (Katzenbach and Smith 2003). While there is obvious disagreement over how big a team should be, there is agreement that the larger a team gets; the harder it is to reach effectiveness. Effective teams tend to be relatively small and larger teams often will break themselves into sub-team, workgroups, or task forces to accomplish various objectives within the context of the team task.

Team composition involves having the right mix of professional skills, interpersonal skills, complementary abilities, and problem solving and decision making skills (Katzenbach and Smith 2003). Professional skills are the abilities necessary to do the work involved in the team task. Interpersonal skills are the abilities needed to relate to others effectively. Some authors in the arena of leading teams will downplay the need

for team members to have significant interpersonal skills, but the ability to relate and work as a team is of primary importance in effective teamwork. Additionally, an effective team will have complementary work skills. Having a variety of skills represented in the membership of the team will increase the probability that teams will be able to complete the task at hand. A necessary note, however, is that while skill diversity is necessary, teams also run the risk of becoming too divergent and lack of agreement in methodology can pose a problem. Diversity within a certain amount of homogeneity balances the need for alignment and complementary work skills. Finally team members should possess certain levels of problem solving skills and decision making ability in order to facilitate effective teamwork. Often teams are formed not out of an overabundance of superstars, but rather out of those who are available. This may leave a team comprised of members who are lacking some of the skills detailed here. Team training and team learning, as part of the trust, evaluation, learning process are often appropriate and necessary in building and leading effective teams.

Team Leadership

Effective teams contain effective team leadership. Leadership involves the influencing of people and as such, obviously is within the context of team effectiveness. Some models of organizational leadership point to a singular, ultimate leader who directs and supervises everyone else on the team. Often in the church, this person is the senior pastor. Effective teams, however, are not dependent on a singular leadership. This is not to say that teams do not need leaders; the opposite is true. Effective teams do need leaders and will often use multiple leaders to attain their goals. The idea of multiple leaders is not a push toward democracy nor towards a leadership team, rather it maintains

that depending on the context and time different team members may be more suited to lead than others, including those in positional authority. The idea of multiple leaders means that hierarchal structures must be flattened so that everyone is viewed as on a peer level, if not officially, then practically. An example of this type of leadership is the church staff where the senior pastor (positional authority) does not conduct church staff meetings because an associate staff member is more qualified and better at leading those meetings. The situational need dictates which member of the team steps to the front and takes charge. This model of leadership mandates that those in positions of authority and official leadership practice humility and allow others to take charge.

The concept of multiple leaders is evident in scripture, but is not necessarily the only model of leadership. A biblical worldview points toward a singular, sovereign God. The Trinity, however, presents God as one essence and three persons. The person distinction of the trinity is essentially a distinction of roles as the Father takes on some tasks, the Son other tasks, and the Holy Spirit still other tasks. Each one leads and functions in different roles at different times. The early New Testament churches were either run by a group of apostles (the church in Jerusalem) or later by groups of elders (the church at Ephesus). There were certainly those in the early church who rose to lead or pastor the church, but there seems to be evidence of a multiplicity of leaders in the early church.

Regardless of who in the team is leading, those doing so should possess some leadership skills and qualities. In team leadership as with other types of leadership, communication is a key component for effectiveness. Those who have the ability necessary for leadership in a particular context and time must be able to communicate

clearly and concisely for the team to succeed. In team leadership, one must also be a skilled facilitator as teams are impacted by interpersonal relationships, the collective brainstorming of new and creative concepts, and team learning. Leaders should model the trust necessary for teams to create high performance. The biblical model of leadership is Jesus' servant leadership. Kenn Gangel describes the trust and humility necessary for team leadership in terms of character (Gangel 2000). The apostle Paul writes about this Christ-like character in his letter to the church at Philippi when he states that their attitudes should be like that of Christ who humbled himself to become a human, a servant, and to die on the cross (Philippians 3). This type of character, when found in team leadership, lends itself to the culture of trust necessary for the creation of highly effective teams.

Profile of Current Study

This research sought to discover the extent to which the five organizational conditions presented in the integration model exist in multi-staff churches. While J. Richard Hackman's *Leading Teams* text was very influential in the development of the research for this project, particularly in guiding the focus of the research away from characteristics of effective teams toward organizational conditions that promote team effectiveness, the final, integrative model does not contain a simple replication of Hackman's organizational conditions.

Given the potential existence of organizational conditions that promote team effectiveness a natural question becomes, "To what extent are the conditions present in churches?" Organizational and team leaders from within organizations, and in this context, churches were surveyed using an online Likert response scale instrument in

order to gain their perceptions of the existence of these organizational conditions. The perceptions of senior pastors and associate pastors provide valuable insight into the extent that churches seek to support effective team function through the creation of broad organizational environments and culture that provide the foundation for team effectiveness.

CHAPTER 3

METHODOLOGICAL DESIGN

Design Overview

Data was gathered for this research by conducting an online survey of randomly selected multi-staffed churches in North America. Chapter 2 presented an exploratory survey of precedent literature related to the field of effective teams. A principal portion of that literature review considered five models of effective team and concluded by presenting five organizational conditions that support team effectiveness. This exploration led to the formation of a survey that was be used to measure the five organizational conditions presented in the integrated model. The survey used Likert response scales to measure perceptions of the extent to which organizations support team function. This survey was taken either by the senior pastor or another pastoral staff who has primary responsibility for team function in the church. In addition to the team survey some demographic data was collected. This data indicated church size and number of full-time pastoral staff.

Population

The population in the study was Southern Baptist churches in the United States that employ at least three full-time pastoral staff. For the purposes of this study churches that employ fewer than three full-time ministers were excluded as the team dynamic is different with fewer than three staff. Additionally, lay leaders, part-time pastors, and

non-pastoral full-time staff like administrative secretaries, treasurers, custodial staff, and other support staff were not included. These churches were identified through the use of the Annual Church Profile of the Southern Baptist Convention.

Sample

The sample was randomly selected from the population. The population was organized alphabetically and numbered. Through the use of a random number generator a sample was selected and surveys were distributed to the sample churches. Surveys were distributed to the senior pastor or other pastor responsible for team function in the church as well as the associate level pastoral staff members.

Delimitations

This study was delimited to pastors, other senior pastoral staff who have primary responsibility for team function in the local church, and to associate level staff members. While other informal leaders in various churches are likely to have influence over the direction and functioning of ministry teams, pastoral staff are likely to have a working knowledge of the organization wide conditions that support team effectiveness and therefore can supply an adequate picture of the organizational environment.

Further, churches selected for this study were Southern Baptist churches that report at least three full-time pastoral staff. This design limitation further limited the generalizability of this research.

Limitations of Generalization

This study was designed with delimitations that affected the extent to which findings may be generalized. The churches selected for this study were Southern Baptist

Churches and therefore findings may not be generalizable to churches not affiliated with the Southern Baptist Convention. Further, only churches with at least three full-time pastoral staff were surveyed and as such findings may not be generalizable to churches with fewer than three full time pastoral staff.

Instrumentation

The instrument for this study was patterned after several existing surveys including the “Team Diagnostic Survey” developed in conjunction with J. Richard Hackman and the psychology department at Harvard University, the “Team Survey” included in MacMillan’s *The Performance Factor* and the “Team Assessment” included in Patrick Lencioni’s *The Five Dysfunctions of a Team*. The resultant survey contained questions that were designed to discover pastoral perceptions of the following organizational conditions that promote team effectiveness: trust, focus on performance, team tenure and stability, supportive team structures, and effective team leadership.

The survey was tested for validity and reliability and was field tested to determine the length of time required for completion.

Research Procedures

The following procedures were used in conducting the proposed research. The research was conducted in three distinct phases: population, sample, and survey preparation, data gathering, and data analysis.

The researcher requested a list of Southern Baptist churches reporting at least three full-time pastoral staff from the Southern Baptist Convention’s Annual Church Profile (ACP). The information provided by LifeWay Christian Resources included every

church in the Southern Baptist Convention in the United States of America that reported employing a full time Senior Pastor. In addition churches that employed other full time pastoral staff were identified by the listing of several associate level staff positions including, but not limited to, Minister of Music, Minister of Youth, and Minister of Education. This initial list contained in excess of eighteen thousand churches. After sorting the churches based on the number of reported full time pastoral staff, the researcher narrowed the list to the desired churches that employed at least three full time pastoral staff. This revised list contained three thousand four hundred ninety two churches and was used as the population for the proposed study. In order to arrive at a level of confidence of 95% plus or minus 5% a sample of 346 churches was surveyed. To allow for respondent attrition two and a half times the number of desired responses or 865 churches were asked to participate in the research via an online survey. The sample churches were selected through the use of simple random sampling. Each church was assigned a number from one to 3492 and a random number generator was used to select the necessary number of churches.

Selected churches received email requests for participation from full-time pastoral staff for an online survey. The email contained a link to a website that hosted the survey and collect the results. A second mailing was sent in two weeks, followed by a third in three to four weeks to serve as thanks for those who had completed the survey or as reminders to encourage respondents to complete the team survey (Creswell 1994, 122).

Finally, data collected by the survey was compiled into an Excel spreadsheet by the survey software and the chi alpha test for significance was used to aid in the analysis of the data.

CHAPTER 4

ANALYSIS OF FINDINGS

This chapter presents a summary and analysis of findings produced from the methodological design. This chapter will describe the process the researcher used to collect the raw data. The next and primary section of this chapter systematically presents the resultant data through the use of tables, figures, and an objective analysis and interpretation of the data. Finally this chapter concludes with an evaluation of the research design.

Compilation Protocol

The procedures for collecting and organizing the data for this research project occurred in three stages. First the survey was developed and entered into an online format, second the research sample churches were contacted via email, and finally the data submitted by the responding churches was compiled.

The researcher developed an initial draft of the *Team Effectiveness Survey* and then purchased SurveyGold®, a survey software designed to create, conduct, and analyze surveys. After transferring the *Team Effectiveness Survey* into SurveyGold®, the researcher instigated two levels of testing for the survey. First and primarily, an expert panel was formed in order to establish validity and reliability. The expert panel consisted of Dennis Williams of The Southern Baptist Theological Seminary in Louisville, Kentucky, Kenn Gangel, author and scholar in residence at Toccoa Falls College in

Toccoa Falls, Georgia, and William C. Sharbrough III, Lt. Col., Chair of Management and Marketing Division at The Citadel in Charleston, South Carolina. After reviewing the survey, each member of the expert panel made suggestions regarding the clarification of wording and rephrasing questions that presented more than one issue. These suggestions were considered and resulted in several minor changes to the *Team Effectiveness Survey*.

In addition to having the expert panel examine the survey, the researcher also had the *Team Effectiveness Survey* field tested by several staff members in multi-staff churches for both clarity and time. The result of the field tests was positive regarding wording and clarity and no field tester took longer than four minutes thirty seconds to complete the survey.

The survey population list was obtained through the Market Research and Intelligence Department of LifeWay Christian Resources in Nashville, Tennessee. The list of Southern Baptist churches reporting multiple staff through the Annual Church Profile was provided to the researcher during the summer of 2005. Along with the name of each church was provided the street address, city, and state. Neither email addresses nor phone numbers were provided. After randomly selecting the research sample from the population, the researcher recruited a team to help conduct internet research to find email addresses for each of the churches in the sample. For churches whose email addresses were not available via the web search, phone numbers were collected and those churches were subsequently called in order to obtain a useable email address.

Finally, in late November 2005, the initial request for participation in the research was sent via email to the sample churches. The email request contained a letter

introducing the researcher, a link to the website containing the online survey, and an attached HTML file which could also be used to complete the survey. Subsequent emails thanking those who had completed the survey and encouraging those who had yet to participate to do so were sent in two-week intervals following the original request.

Responses to the survey were automatically compiled and stored through SurveyGold®. In addition the SurveyGold® software allowed the researcher to transfer data to an Excel spreadsheet for analysis. The researcher removed 61 responses to the survey in which the respondents indicated fewer than three pastoral staff as being employed by the church.

By mid-January 2006 the response rate was such that 51 more valid responses were needed in order to reach the 346 required responses established in the research design. In order to reach another 51 respondents, the researcher randomly selected from the population another three hundred churches, repeated the research process of finding valid electronic mail addresses by web searches and phone calls, and then sent the three request letters in one week intervals, resulting in the requisite number of responses.

Response Rate

After the two sampling processes 1165 churches were in the sample population and 346 completed responses of the *Team Effectiveness Survey* were collected for a response rate of 30%. Of the 346 responses just over 58% or 202 reported being senior pastors while nearly 42% reported some type of associate pastor position (Table 2).

Table 2. Response rate

<i>Position</i>	<i>n respondents</i>	<i>Response Rate</i>
Senior Pastor	202	58.38%
Associate Staff	144	41.62%
Total	346	100.00%

The Respondents

Respondents completed four demographic questions to start the *Team Effectiveness Survey*. These demographic questions collected data regarding the number of full-time pastoral staff employed by the church, the length of time the respondent had been employed by the church, the state in which the church is located, and the respondent's position in the church.

Location of the Respondents

The respondents were from 23 different states within the United States of America (Table 3). Sixty-one pastoral staff responded from Texas. Forty-seven responses were from Georgia. Another 41 pastoral staff responded from Florida. South Carolina pastoral staff responded 27 times and Alabama had 20 responses. Virginia posted 19 responses. Pastors from Mississippi and Oklahoma each responded 18 times.

Thirteen responses were recorded from both Louisiana and Arkansas. Eleven church staff responded from Tennessee and Missouri. Ten pastoral staff responded from Maryland. Nine pastoral staff completed surveys from Illinois while 6 pastoral staff from Ohio. North Carolina and New Mexico pastors completed 4 surveys. Three responses each were recorded from Arizona, Colorado, Indiana, and Michigan. One pastoral staff responded from West Virginia and Wyoming.

Table 3. Location of respondents

<i>State</i>	<i>n respondents</i>	<i>%</i>
Alabama	20	5.78
Arizona	3	0.87
Arkansas	13	3.76
Colorado	3	0.87
Florida	41	11.85
Georgia	47	13.58
Illinois	9	2.60
Indiana	3	0.87
Louisiana	13	3.76
Maryland	10	2.89
Michigan	3	0.87
Mississippi	18	5.20
Missouri	11	3.18
New Mexico	4	1.16
North Carolina	4	1.16
Ohio	6	1.73
Oklahoma	18	5.20
South Carolina	27	7.80
Tennessee	11	3.18
Texas	61	17.63
Virginia	19	5.49
West Virginia	1	0.29
Wyoming	1	0.29
Total	346	100.00

Position of the Respondents

The participation request letter was sent to senior pastors asking them to both complete the *Team Effectiveness Survey* and to forward the survey to other full-time pastoral staff and encourage those staff members to complete the survey as well. While a later section will evaluate in detail the research design, it is the researcher's belief that the

request for pastors to seek participation from their associate level staff contributed to the relatively lower response rate for associate staff of 42% (Tables 2, 4).

Table 4. Responses by position

<i>Position</i>	<i>n respondents</i>	<i>Response Rate</i>
Senior Pastor	202	58.38%
Associate Pastor	21	6.07%
Executive/Administration	22	6.36%
Minister of Youth	21	6.07%
Minister of Music	22	6.36%
Minister of Education	23	6.65%
Minister of Children	12	3.47%
Family Minister	3	0.87%
Minister of Recreation/Activities	2	0.58%
Minister of Missions	5	1.45%
Other	13	3.76%
Total	346	100.00%

As Table 4 demonstrates, senior pastor responds accounted for over half of all the responses (58%). After the senior pastor position, ministers of education responded most often, with 23 responses. Both executive/administrative pastors and ministers of music responded 22 times. Associate pastors and youth pastors responded 21 times. Ministers of children responded 12 times followed by 5 minister of missions responses. A total of 3 family ministers and 2 ministers of recreation/activities responded. Those staff members who selected “other” as their ministerial position totaled nearly 4% of the total responses with 13 total responses (Table 4).

Length of Tenure at Church

The second demographic question in the *Team Effectiveness Survey* concerns the number of years the respondent has been employed by their current church. Possible responses to this question were “less than one year,” “1-3 years,” “4-6 years,” “7-10 years,” and “more than 10 years” (Table 5). Relatively few respondents reported less than 1 year (4.91%). Over 17% fell within the seven to ten year category. Another 25% reported 4-6 years. The remaining respondents were almost equally divided among the 1-3 years (26.01%) and More than 10 years categories (26.88%) (Table 5).

Table 5. Respondents’
length of tenure

<i>Length of Tenure</i>	<i>n</i>	<i>%</i>
Less than 1 year	17	4.91
1-3 years	90	26.01
4-6 years	85	24.57
7-10 years	61	17.63
More than 10 years	93	26.88
Total	346	100.00

Number of Full-time Pastoral Staff in the Respondents’ Churches

While the research sample was selected from churches that reported through the Annual Church Profile at least 3 full-time pastoral staff, 15% of the respondents indicated that their church employed fewer than 3 full-time pastoral staff (Table 6). Another 86 reported exactly three full-time pastoral staff. Over 15% or 63 indicated 4 staff. A total of 67 respondents reported 5 staff while 51 reported 6 staff. Twenty-five respondents serve in churches that employ 7 pastoral staff. Only 9 respondents work at

churches that employ 8 staff and 11 respondents report 9 staff. Finally, 34 respondents replied from churches that report 10 or more staff. While over 400 completed surveys were collected, the 61 surveys that reported fewer than 3 full-time pastoral staff were not included for this study.

Table 6. Reported number of staff

<i>Number of Staff</i>	<i>n responses</i>	<i>%</i>
< 3	61	14.99
3	86	21.13
4	63	15.48
5	67	16.46
6	51	12.53
7	25	6.14
8	9	2.21
9	11	2.70
10 +	34	8.35
Total	407	100.00

The Team Effectiveness Survey

Research question 1 sought to discover to what extent senior pastors report the existence of five organizational conditions that support effective team ministry in their respective churches. Those five areas (trust, focus on performance, team stability over time, a supportive team structure and context, and good leadership) were represented by four questions each in the *Team Effectiveness Survey*. In addition to measuring the five organizational conditions the survey contained an additional item that asked respondents to rate the overall effectiveness of teams in their churches. Item (i.) 5 was “Most teams at my church are effective.”

Trust

Items (i.) 9, 11, 17, and 21 in the *Team Effectiveness Survey* were used to measure the trust element. The items were as follows:

- (i.9) “Team members’ personal relationships are characterized by forgiveness and genuine care.”
- (i.11) “We have a safe church environment where communication is encouraged.”
- (i.17) “Team members openly and honestly admit weaknesses and mistakes.”
- (i.21) “Team meetings are characterized by the free sharing of ideas and constructive conflict.”

Focus on Performance

Items (i.) 6, 13, 22, and 23 in the *Team Effectiveness Survey* were used to measure the performance element. The items were as follows:

- (i.6) “We regularly evaluate the performance of our teams based on team objectives.”
- (i.13) “We are clear about our mission, tasks, and objectives.”
- (i.22) “We have specific action plans that move us toward our mission or task.”
- (i.23) “Team members are aligned with the team’s mission, tasks, and objectives.”

Team Stability

Items (i.) 7, 15, 18, and 24 in the *Team Effectiveness Survey* were used to measure the stability element. The items were as follows:

- (i.7) “We are clear about who makes up the team.”
- (i.15) “Team members attend and contribute to team meetings.”
- (i.18) “Teams have remained intact without major changes for the last year.”
- (i.24) “Team members can readily identify who is and is not on the team.”

Supportive Structure and Context

Items (i.) 10, 14, 19, and 20 in the *Team Effectiveness Survey* were used to measure the supportive structure element. The items were as follows:

(i.10) “Teams are kept small but have enough members to complete their team tasks.”

(i.14) “Teams have all the resources they need to complete their tasks.”

(i.19) “We try to match the right tasks with the right teams.”

(i.20) “Team tasks are relatively easy and individual members rarely must grow or learn to complete their objectives.”

Good Leadership

Items (i.) 8, 12, 16, and 25 in the *Team Effectiveness Survey* were used to measure the leadership element. The items were as follows:

(i.8) “Teams readily accept and respond to team leadership.”

(i.12) “Team leaders are best described as servant leaders.”

(i.16) “Team leaders help their teams stay on track with mission, tasks, and objectives.”

(i.25) “Team leaders bring out the best in their teams through coaching and mentoring.”

Scoring the Survey

The *Team Effectiveness Survey* utilized a Likert response scale that included six possible selections ranging from Strongly Disagree to Strongly Agree. Respondents could select one of the following in response to items 5 through 25 in the survey:

Strongly Disagree, Disagree, Moderately Disagree, Moderately Agree, Agree, or Strongly Agree.

In order to analyze the data collected from the *Team Effectiveness Survey* numerical values were assigned to each of the Likert response items. The following

numerical values were assigned to the Likert responses: Strongly Disagree received a value of 1, Disagree, a value of 2, Moderately Agree, a value of 3, Moderately Agree, a value of 4, Agree, a value of 5, and Strongly Agree was assigned a numerical value of 6. The exception to this scoring matrix was item 20 in the *Team Effectiveness Survey*. Item 20 was written in such a way that the responses were reversed and therefore responses of Strongly Agree received a value of 1. Other responses were similarly scored such that Strongly Disagree received a value of 6. In this way the responses were quantified and statistical analysis was employed to describe and evaluate the survey responses.

Senior Pastor Perceptions

Senior Pastoral perceptions about the organizational conditions that promote team effectiveness at their churches were measured using the *Team Effectiveness Survey*. This section first describes senior pastor responses in a broad overview, then presents their responses per question in the survey, and finally describes how senior pastors responded for each of the five conditions.

Broad Overview of Senior Pastor Responses

A total of 202 senior pastors responded to the survey. In general, senior pastors responded in a positive way regarding the existence of organizational conditions within their churches. Given a total of 4242 answered questions regarding team effectiveness senior pastors responded positively (Strongly Agree or Agree) about their church in over 64% of the time (Table 7). Additionally, senior pastors rarely selected Strongly Disagree or Disagree, with those answers only totaling 2.55% of the overall senior pastor responses (Table 7).

Table 7. Senior pastor total responses

	SD	D	MD	MA	A	SA	Total
<i>n</i>	11	97	293	1094	1917	830	4242
%	0.26	2.29	6.91	25.79	45.19	19.57	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Senior Pastor Response per Item

Senior pastors responded to item 5, “Most teams at our church are effective,” generally in a positive way; 17.33% marked Strongly Agree in response to this item, and another 46.53% responded with Agree. At the opposite end of the spectrum no senior pastors responded with Strongly Disagree and only 1 marked Disagree. Another 8 senior pastors responded with Moderately Disagree. Combined fewer than 5 % of the responding senior pastors answered this item with any form of Disagree. Another 31.68% answered with Moderately Agree (Table 8).

Table 8. Senior pastor item 5 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	1	8	64	94	35	202
%	0.00	0.50	3.96	31.68	46.53	17.33	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Senior pastors responded to item 6, “We regularly evaluate the performance of our teams,” generally in a positive way. Another 6.93% marked Strongly Agree in response to this item and another 29.21% responded with Agree. At the opposite end of

the spectrum only 3 senior pastors responded with Strongly Disagree (1.49%) while another 20 marked Disagree (9.90%). Another 28 senior pastors responded with Moderately Disagree. Combined about 25% of the responding senior pastors answered this item with any form of Disagree. 38.61% answered with Moderately Agree (Table 9).

Table 9. Senior pastor item 6 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	20	28	78	59	14	202
%	1.49	9.90	13.86	38.61	29.21	6.93	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Senior pastors responded to item 7, “We are clear about who makes up the team” very positively. One-third marked Strongly Agree in response to this item and another half responded with Agree. At the opposite end of the spectrum no senior pastors responded with Strongly Disagree or Disagree. Only 8 responses fell into the Disagree category (3.96%). Just over 13% answered with Moderately Agree (Table 10).

Table 10. Senior pastor item 7 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	8	27	101	66	202
%	0.00	0.00	3.96	13.37	50.00	32.67	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Senior pastors responded to item 8, “Teams readily accept and respond to team leadership” in a similarly positive way as item 7. Another 20.3% marked Strongly Agree in response to this item and over half responded with Agree. At the opposite end of the spectrum no senior pastors responded with Strongly Disagree or Disagree. Three senior pastors responded with Moderately Disagree (1.49%). Finally, 26.73% answered with Moderately Agree (Table 11).

Table 11. Senior pastor item 8 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	3	54	104	41	202
<i>%</i>	0.00	0.00	1.49	26.73	51.49	20.30	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Senior pastors responded positively to item 9, “Team members’ personal relationships are characterized by forgiveness and genuine care.” Nearly one-fourth (23%) marked Strongly Agree in response to this item and over half responded with Agree. At the opposite end of the spectrum no senior pastors responded with Strongly Disagree or Disagree. Three senior pastors responded with Moderately Disagree (1.49%). Forty-six answered with Moderately Agree (Table 12).

Senior pastors responded similarly to item 10, “Teams are kept small but have enough members to complete their team tasks.” Fifty-four or almost 27% marked Strongly Agree in response to this item and nearly 55% responded with Agree. At the opposite end of the spectrum no senior pastors responded with Strongly Disagree

Table 12. Senior pastor item 9 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	3	46	108	45	202
%	0.00	0.00	1.49	22.77	53.47	22.28	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

or Disagree. Four senior pastors responded with Moderately Disagree (1.98%). Thirty-three or 16% answered with Moderately Agree (Table 13).

Table 13. Senior pastor item 10 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	4	33	111	54	202
%	0.00	0.00	1.98	16.34	54.95	26.73	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 11 asked respondents to give their opinion on the statement, “We have a safe church environment where communication is encouraged.” No senior pastors responded with Strongly Disagree and only 1 (0.5%) answered Disagree. Four more answered Moderately Disagree (1.98%). Twenty-five or 12.38% answered Moderately Agree while over half marked Agree. About a third (33.6%) selected Strongly Agree (Table 14).

Item 12 asked respondents to give their opinion on the statement, “Team leaders are best described as servant leaders.” No senior pastors responded with Strongly Disagree, and only 1 answered Disagree. Six more answered Moderately Disagree

Table 14. Senior pastor item 11 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	1	4	25	104	68	202
%	0.00	0.50	1.98	12.38	51.49	33.66	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

(2.97%). Thirty-one or 15.35% answered Moderately Agree while 41% marked Agree.

Another 40% selected Strongly Agree (Table 15).

Table 15. Senior pastor item 12 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	1	6	31	83	81	202
%	0.00	0.50	2.97	15.35	41.09	40.10	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 13 asked respondents to give their opinion regarding the statement, “We are clear about our mission, tasks, and objectives.” No senior pastors responded with Strongly Disagree and only 3 selected Disagree. Twelve selected Moderately Disagree (5.94%). Fifty-nine or 29.21% answered Moderately Agree while 39% selected Agree. Nearly one-fourth of pastors selected Strongly Agree (Table 16).

Item 14 asked respondents to give their opinion regarding the statement, “Teams have all the resources they need to complete their team tasks.” No senior pastors responded with Strongly Disagree, and only 1 answered Disagree. Twelve answered Moderately Disagree (5.94%). Seventy-two or 35.64% answered Moderately Agree.

Table 16. Senior pastor item 13 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	3	12	59	79	49	202
%	0.00	1.49	5.94	29.21	39.11	24.26	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Ninety-one senior pastors selected Agree, and 26 (12.87%) selected Strongly Agree (Table 17).

Table 17. Senior pastor item 14 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	1	12	72	91	26	202
%	0.00	0.50	5.94	35.64	45.05	12.87	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 15 asked respondents to give their opinion regarding the statement, “Team members attend and contribute to team meetings.” No senior pastors responded with Strongly Disagree or Disagree. Ten answered Moderately Disagree (4.95%). Forty-eight answered Moderately Agree and 105 selected Agree. Nearly 20 % selected Strongly Agree (Table 18).

Item 16 asked respondents to give their opinion regarding the statement, “Team leaders help their teams stay on track with mission, tasks, and objectives.” No Senior pastors responded with Strongly Disagree, and only 1 answered Disagree. Sixteen

Table 18. Senior pastor item 15 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	10	48	105	39	202
%	0.00	0.00	4.95	23.76	51.98	19.31	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

selected Moderately Disagree (7.92%). Sixty-two answered Moderately Agree, while just over half marked Agree. Twenty-one others selected Strongly Agree (Table 19).

Table 19. Senior pastor item 16 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	1	16	62	102	21	202
%	0.00	0.50	7.92	30.69	50.50	10.40	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 17 asked respondents to give their opinion regarding the statement, “Team members openly and honestly admit weaknesses and mistakes.” No senior pastors responded with Strongly Disagree, and 7 responded with Disagree. Thirty senior pastors answered Moderately Disagree. Eighty-two or 40.59% answered Moderately Agree while just over a third marked Agree. Fifteen senior pastors selected Strongly Agree (Table 20).

Item 18 asked respondents to respond to the statement, “Teams have remained intact without major changes for the last year.” One senior pastor responded with Strongly Disagree, and 7 answered Disagree. Seventeen more answered Moderately

Table 20. Senior pastor item 17 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	7	30	82	68	15	202
%	0.00	3.47	14.85	40.59	33.66	7.43	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Disagree (8.42%). Twenty-nine answered Moderately Agree, while just over half marked Agree. Forty-two or 20.79% of senior pastors selected Strongly Agree (Table 21).

Table 21. Senior pastor item 18 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	7	17	29	106	42	202
%	0.50	3.47	8.42	14.36	52.48	20.79	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 19 asked respondents to reply to the statement, “We try to match the right tasks with the right teams.” No senior pastors responded with Strongly Disagree or Moderately Agree, and only 1 answered Disagree. Twenty-seven or 13.37% answered Moderately Agree, while 57.92% marked Agree. Fifty-seven senior pastors selected Strongly Agree (Table 22).

Item 20 asked respondents to give their opinion regarding the statement, “Team tasks are relatively easy and individual members rarely must grow or learn to complete their objectives.” This item was worded in a way that required reverse scoring.

Table 22. Senior pastor item 19 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	1	0	27	117	57	202
%	0.00	0.50	0.00	13.37	57.92	28.22	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

The intent of the question was to discover the extent to which organizations provide challenging tasks for teams that require individual and team learning. The following reporting of responses reflects the reverse scoring in which, for example, the number of responses for Strongly Agree and Strongly Disagree are exchanged. Six senior pastors responded with Strongly Disagree, and only 36 answered Disagree. Forty-seven other senior pastors answered Moderately Disagree (23.27%). Sixty-three or 31.19% answered Moderately Agree while 21.78% selected Agree. Finally, 6 selected Strongly Agree (Table 23). Item 20 resulted in a less positively skewed response than other items in the *Team Effectiveness Survey*.

Table 23. Senior pastor item 20 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	6	36	47	63	44	6	202
%	2.97	17.82	23.27	31.19	21.78	2.97	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 21 asked respondents to give their opinion regarding the statement, “We have specific action plans that move us toward our mission or task.” No senior pastors

responded with Strongly Disagree or Disagree. Eleven answered Moderately Disagree. Fifty-seven answered Moderately Agree, while 94 selected Agree. Forty other senior pastors selected Strongly Agree (Table 24).

Table 24. Senior pastor item 21 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	11	57	94	40	202
%	0.00	0.00	5.45	28.22	46.53	19.80	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 22 asked respondents to give their opinion regarding the statement, “Team members are aligned with the team’s mission, tasks, and objectives.” No senior pastors responded with Strongly Disagree, and 9 answered Disagree. Twenty-six answered Moderately Disagree. Sixty-one or 30.2% answered Moderately Agree, while 76 marked Agree. Thirty (14.85%) selected Strongly Agree (Table 25).

Table 25. Senior pastor item 22 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	9	26	61	76	30	202
%	0.00	4.46	12.87	30.20	37.62	14.85	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 23 asked respondents to give their opinion regarding the statement, “Team members are aligned with the team’s mission, tasks, and objectives.” One senior

pastor responded with Strongly Disagree, and 2 answered Disagree. Seventeen more answered Moderately Disagree. Fifty-four or 26.73% answered Moderately Agree, while 99 marked Agree. Twenty-nine (14.36%) selected Strongly Agree (Table 26).

Table 26. Senior pastor item 23 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	2	17	54	99	29	202
%	0.50	0.99	8.42	26.73	49.01	14.36	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 24 asked respondents to give their opinion regarding the statement, “Team members can readily identify who is and is not on the team.” No Senior pastors responded with Strongly Disagree or Disagree. Only 1 answered Moderately Disagree (0.5%). Forty-eight or 23.76% answered Moderately Agree, while half marked Agree. Just over one-fourth selected Strongly Agree (Table 27).

Table 27. Senior pastor item 24 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	0	1	48	101	52	202
%	0.00	0.00	0.50	23.76	50.00	25.74	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 25 asked respondents to give their opinion regarding the statement, “Team leaders bring out the best in their teams through coaching and mentoring.” No

senior pastors responded with Strongly Disagree, and 7 answered Disagree. Thirty other senior pastors answered Moderately Disagree. Seventy-four answered Moderately Agree while, 71 marked Agree. Twenty selected Strongly Agree (Table 28).

Table 28. Senior pastor item 25 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	7	30	74	71	20	202
%	0.00	3.47	14.85	36.63	35.15	9.90	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Senior Pastor Responses per Condition

In addition to describing how the senior pastors responded per question it is useful to group the questions into categories based on the condition they were intended to measure and examine how the respondents scored per condition. In addition the mean responses per question will be summed in order to arrive at a total score for each condition.

Trust

By examining the four questions used to determine the trust condition, it is apparent that senior pastors reported a high level of trust present in their churches. Items 9, 11, 17, and 21 all reveal the positive perception of senior pastors (Table 29). Each of the four assessment items relating to the Trust element in the survey averaged nearly 5 for each of the four survey questions. Item 17 recorded the lowest average with 4.27 on the question relating to team members openly and honestly admitting mistakes and

weaknesses. Overall the Trust element total score for senior pastor respondents was 19.36 (Table 29).

Table 29. Senior pastor
Trust condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
9	4.97	0.73
11	5.16	0.76
17	4.27	0.94
21	4.97	0.83
<i>Total</i>	19.36	

Performance

The next condition, a focus on performance, resulted in similar results. Again, each item resulted in a mean score of over 4. The lowest mean resulted from the responses to item 6 that dealt with the regular evaluation of team performance (Table 30). While the positive perception of senior pastors is again evident from the response to the performance element, it may be worth noting that the performance element resulted in the lowest total score with a 17.95.

Team Stability over Time

The third condition measured as part of the *Team Effectiveness Survey* was team stability. While the performance element resulted in the lowest total score, stability was reported higher than any other element. Again, senior pastors reported positively regarding each condition and each item in this category received very similar mean scores (Table 31). While the mean scores are in the same range, it is worth noting that

Table 30. Senior pastor
Performance condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
6	4.05	1.09
13	4.79	0.92
22	4.46	1.05
23	4.66	0.91
<i>Total</i>	17.95	

both item 7 and item 24 resulted in mean scores over 5. Item 7 dealt with the clarity of the team makeup and along a similar line, item 24 dealt with team members being able to identify who is and is not a member on the team. The total score of the team stability element was the highest at 19.75 (Table 31).

Table 31. Senior pastor Team
Stability condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
7	5.11	0.76
15	4.86	0.80
18	4.77	1.04
24	5.01	0.72
<i>Total</i>	19.75	

Supportive Structure and Context

The fourth organization condition measured in the *Team Effectiveness Survey* was the condition of a supportive organizational structure and context. Like the Team Stability element, senior pastors reported high levels of support for teams. Items 10 and 19 both resulted in mean scores of over 5. The total score, however, was somewhat

lower than the previous element due to the low mean score for item 20. Item 20 dealt with the need for team learning and individual growth in order to teams to accomplish a team task. The mean for item 20 was the lowest mean score in the survey at 3.60. The total score of the supportive structure and context element was 18.44 (Table 32).

Table 32. Senior pastor
Supportive Structure
and Context
condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
10	5.06	0.71
14	4.64	0.82
19	5.13	0.68
20	3.60	1.19
<i>Total</i>	18.44	

Leadership

The final condition measured by the *Team Effectiveness Survey* is the issue of team leadership. In this element the mean scores were indicative of the overall senior pastor response and except for item 15 that had a mean score of 5.17, each item's mean score was between 4 and 5. The total score for the leadership element was 19.03 (Table 33).

Associate Staff Perceptions

Associate pastoral perceptions about the organizational conditions that promote team effectiveness at their churches were measured using the *Team Effectiveness Survey*. This section first describes associate pastor responses in a broad overview, then

Table 33. Senior pastor
Leadership condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
8	4.91	0.73
12	5.17	0.85
16	4.62	0.78
25	4.33	0.97
<i>Total</i>	19.03	

presents their responses per question in the survey, and finally describes how associate pastoral staff responded for each of the five conditions.

Broad Overview of Associate Pastor Responses

A total of 144 associate pastoral staff responded to the survey. In general, associate pastors responded in a positive way regarding the existence of organizational conditions within their churches although their responses were not as positive as those of the senior pastors. Given a total of 3024 answered questions regarding team effectiveness associate pastors responded positively (Strongly Agree or Agree) about their church in over 55% of the time (Table 34). Associate staff selected Strongly Disagree or Disagree slightly more often than senior pastors, yet those answers still only totaled 5.76% of the overall associate pastor responses (Table 34).

Table 34. Associate staff total responses

	SD	D	MD	MA	A	SA	Total
<i>n</i>	41	133	289	892	1236	433	3024
<i>%</i>	1.36	4.40	9.56	29.50	40.87	14.32	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Associate Pastor Response per Item

Associate staff responded to item 5, “Most teams at our church are effective” generally in a positive way. 7.64% marked Strongly Agree in response to this item and another 55.56% responded with Agree. At the opposite end of the spectrum only 1 associate pastor responded with Strongly Disagree and another 8 marked Disagree. Only 3 associate pastors responded with Moderately Disagree. Combined less than 10% of the responding associate pastors answered this item with any form of Disagree. 28.47% answered with Moderately Agree (Table 35).

Table 35. Associate staff item 5 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	8	3	41	80	11	144
%	0.69	5.56	2.08	28.47	55.56	7.64	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Associate staff responded to item 6, “We regularly evaluate the performance of our teams” in a positive way. Eleven marked Strongly Agree in response to this item and another 24 or 16.67% responded with Agree. At the opposite end of the Likert scale, 8 associate pastors responded with Strongly Disagree (5.56%), while another 22 marked Disagree (15.28%). Another 26 associate pastors responded with Moderately Disagree. Combined about 39% of the responding associate pastors answered this item with any form of Disagree. A total of 53 or 36.81% answered with Moderately Agree (Table 36).

Associate staff responded to item 7, “We are clear about who makes up the team” positively. Twenty-seven associate staff marked Strongly Agree in response to

Table 36. Associate staff item 6 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	8	22	26	53	24	11	144
%	5.56	15.28	18.06	36.81	16.67	7.64	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

this item, and nearly another half responded with Agree. At the opposite end of the Likert scale 2 associate pastors responded with Strongly Disagree, and 4 selected Disagree. Only 7 responses fell into the Disagree category (4.86%). Thirty-three answered with Moderately Agree (Table 37).

Table 37. Associate staff item 7 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	2	4	7	33	71	27	144
%	1.39	2.78	4.86	22.92	49.31	18.75	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Associate staff responded to item 8, “Teams readily accept and respond to team leadership” in a similar way as they responded to item 7. Twenty-three or 15.97% marked Strongly Agree in response to this item and 46.53% responded with Agree. At the opposite end of the scale 2 associate pastors responded with Strongly Disagree, and 2 selected Disagree. Three associate pastors responded with Moderately Disagree (2.08%). 32.64% answered with Moderately Agree (Table 38).

Table 38. Associate staff item 8 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	2	2	3	47	67	23	144
%	1.39	1.39	2.08	32.64	46.53	15.97	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Associate staff responded positively to item 9, “Team members’ personal relationships are characterized by forgiveness and genuine care.” Twenty-five or 17.36% marked Strongly Agree in response to this item and over half responded with Agree. At the opposite end of the spectrum 1 associate pastor responded with Strongly Disagree, and 3 responded with Disagree. Eight associate pastors responded with Moderately Disagree (5.56%). Another 31 or 21.53% answered with Moderately Agree (Table 39).

Table 39. Associate staff item 9 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	3	8	31	76	25	144
%	0.69	2.08	5.56	21.53	52.78	17.36	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Associate pastoral staff responded similarly to item 10, “Teams are kept small but have enough members to complete their team tasks.” Twenty-five or 17% marked Strongly Agree in response to this item, and nearly 54% responded with Agree. At the opposite end of the spectrum 2 associate pastors responded with Strongly Disagree, and 3

selected Disagree. Nine associate pastors responded with Moderately Disagree (6.25%).

Another 19% answered with Moderately Agree (Table 40).

Table 40. Associate staff item 10 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	2	3	9	28	77	25	144
%	1.39	2.08	6.25	19.44	53.47	17.36	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 11 asked respondents to give their opinion on the statement, “We have a safe church environment where communication is encouraged.” Three associate pastors responded with Strongly Disagree, and 6 answered Disagree. Nine more answered Moderately Disagree. Twenty-seven or 18.75% answered Moderately Agree while 44% marked Agree. About a fourth (24.31%) selected Strongly Agree (Table 41).

Table 41. Associate staff item 11 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	6	9	27	64	35	144
%	2.08	4.17	6.25	18.75	44.44	24.31	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 12 asked respondents to give their opinion on the statement, “Team leaders are best described as servant leaders.” No associate pastors responded with Strongly Disagree, and only 2 answered Disagree. Six more answered Moderately

Disagree (4.17%). Thirty or 20.83% answered Moderately Agree, while 48.61% marked Agree. Another 25% selected Strongly Agree (Table 42).

Table 42. Associate staff item 12 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	2	6	30	70	36	144
%	0.00	1.39	4.17	20.83	48.61	25.00	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 13 asked respondents to give their opinion regarding the statement, “We are clear about our mission, tasks, and objectives.” Three associate pastors responded with Strongly Disagree, and 8 answered Disagree. Eleven selected Moderately Disagree (7.64%). Forty-five or 31.25% answered Moderately Agree, while 35% selected Agree. Twenty-seven associate staff selected Strongly Agree (Table 43).

Table 43. Associate staff item 13 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	8	11	45	50	27	144
%	2.08	5.56	7.64	31.25	34.72	18.75	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 14 asked respondents to give their opinion regarding the statement, “Teams have all the resources they need to complete their team tasks.” One associate pastor responded with Strongly Disagree, and 5 answered Disagree. Thirteen selected

Moderately Disagree (9.03%). Forty-seven or 32.64% answered Moderately Agree. Sixty-one associate pastors selected Agree, and 17 (11.81%) selected Strongly Agree (Table 44).

Table 44. Associate staff item 14 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	5	13	47	61	17	144
%	0.69	3.47	9.03	32.64	42.36	11.81	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 15 asked respondents to give their opinion regarding the statement, “Team members attend and contribute to team meetings.” No associate pastors responded with Strongly Disagree. Four associate staff selected Disagree. Eleven answered Moderately Disagree (7.64%). Forty-four answered Moderately Agree, and 65 selected Agree. Twenty associate pastors selected Strongly Agree (Table 45).

Table 45. Associate staff item 15 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	4	11	44	65	20	144
%	0.00	2.78	7.64	30.56	45.14	13.89	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 16 asked respondents to give their opinion regarding the statement, “Team leaders help their teams stay on track with mission, tasks, and objectives.” No

Associate pastors responded with Strongly Disagree, and only 4 answered Disagree.

Twenty selected Moderately Disagree. Forty-three answered Moderately Agree, while 65 marked Agree. Twelve others selected Strongly Agree (Table 19).

Table 46. Associate staff item 16 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	0	4	20	43	65	12	144
%	0.00	2.78	13.89	29.86	45.14	8.33	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 17 asked respondents to give their opinion regarding the statement, “Team members openly and honestly admit weaknesses and mistakes.” Three associate pastors responded with Strongly Disagree, and 8 responded with Disagree. Twenty-six associate pastors answered Moderately Disagree. Sixty-five answered Moderately Agree, while 35 marked Agree. Seven associate pastors selected Strongly Agree (Table 47).

Table 47. Associate staff item 17 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	8	26	65	35	7	144
%	2.08	5.56	18.06	45.14	24.31	4.86	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 18 asked respondents to respond to the statement, “Teams have remained intact without major changes for the last year.” One associate pastor responded with

Strongly Disagree, and 3 answered Disagree. Eleven more answered Moderately Disagree. Thirty-eight answered Moderately Agree, while just under half (48%) marked Agree. 15.28% of associate pastors selected Strongly Agree (Table 48).

Table 48. Associate staff item 18 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	3	11	38	69	22	144
%	0.69	2.08	7.64	26.39	47.92	15.28	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 19 asked respondents to reply to the statement, “We try to match the right tasks with the right teams.” One associate pastor responded with Strongly Disagree, 2 selected Moderately Agree, and 5 answered Disagree. Thirty-two or 22% answered Moderately Agree, while 48% marked Agree. Thirty-five associate pastors selected Strongly Agree (Table 49).

Table 49. Associate staff item 19 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	2	5	32	69	35	144
%	0.69	1.39	3.47	22.22	47.92	24.31	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 20 asked respondents to give their opinion regarding the statement, “Team tasks are relatively easy and individual members rarely must grow or learn to

complete their objectives.” This item was worded in a way that required reverse scoring. The intent of the question was to discover the extent to which organizations provide challenging tasks for teams that require individual and team learning. The following reporting of responses reflects the reverse scoring in which, for example, the number of responses for Strongly Agree and Strongly Disagree are exchanged. Two associate pastors responded with Strongly Disagree, and 31 answered Disagree. Forty-two other associate pastors answered Moderately Disagree. Forty-four answered Moderately Agree, while 20 selected Agree. Finally, 5 selected Strongly Agree (Table 50). As with the senior pastor respondents, item 20 in the *Team Effectiveness Survey* resulted in a less positive response than other items.

Table 50. Associate staff item 20 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	2	31	42	44	20	5	144
%	1.39	21.53	29.17	30.56	13.89	3.47	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 21 asked respondents to give their opinion regarding the statement, “We have specific action plans that move us toward our mission or task.” One associate pastor responded with Strongly Disagree, while 6 selected Disagree. Eleven answered Moderately Disagree. Forty-nine answered Moderately Agree, and 55 selected Agree. Twenty-two other associate pastors selected Strongly Agree (Table 51).

Item 22 asked respondents to give their opinion regarding the statement, “Team members are aligned with the team’s mission, tasks, and objectives.” Three

Table 51. Associate staff item 21 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	6	11	49	55	22	144
%	0.69	4.17	7.64	34.03	38.19	15.28	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

associate pastors responded with Strongly Disagree, and 4 answered Disagree. Twenty-five answered Moderately Disagree. Fifty-six or 38.89% answered Moderately Agree, while 43 marked Agree. Thirteen (9.03%) selected Strongly Agree (Table 52).

Table 52. Associate staff item 22 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	4	25	56	43	13	144
%	2.08	2.78	17.36	38.89	29.86	9.03	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 23 asked respondents to give their opinion regarding the statement, “Team members are aligned with the team’s mission, tasks, and objectives.” Three associate pastor responded with Strongly Disagree, and none answered Disagree. Sixteen more answered Moderately Disagree. Forty-seven or 32.64% answered Moderately Agree while 61 marked Agree. Seventeen (11.81%) selected Strongly Agree (Table 53).

Item 24 asked respondents to give their opinion regarding the statement, “Team members can readily identify who is and is not on the team.” One Associate pastor responded with Strongly Disagree, and 2 selected Disagree. Nine answered

Table 53. Associate staff item 23 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	0	16	47	61	17	144
%	2.08	0.00	11.11	32.64	42.36	11.81	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Moderately Disagree (6.25%). Thirty-four answered Moderately Agree, while 69 marked Agree. Just over one-fifth selected Strongly Agree (Table 54).

Table 54. Associate staff item 24 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	1	2	9	34	69	29	144
%	0.69	1.39	6.25	23.61	47.92	20.14	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 25 asked respondents to give their opinion regarding the statement, “Team leaders bring out the best in their teams through coaching and mentoring.” Three associate pastors responded with Strongly Disagree, and 6 answered Disagree. Eighteen other associate pastors answered Moderately Disagree. Fifty-eight answered Moderately Agree, while 45 marked Agree. Fourteen selected Strongly Agree (Table 55).

Associate Staff Responses per Condition

In addition to describing how the associate pastors responded per question it is useful to group the questions into categories based on the condition they were intended to

Table 55. Associate staff item 25 response

	SD	D	MD	MA	A	SA	Total
<i>n</i>	3	6	18	58	45	14	144
%	2.08	4.17	12.50	40.28	31.25	9.72	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

measure and examine how the respondents scored per condition. In addition the mean responses per question will be summed in order to arrive at a total score for each condition.

Trust

By examining the four items used to determine the trust condition, it is apparent that associate pastors perceive a high level of trust present in their churches. Items 9, 11, 17, and 21 all reveal the positive perception of associate pastors (Table 29). Each of the four assessment items relating to the Trust element except for item 17 in the survey averaged nearly 5 for each of the four survey items. Item 17 recorded the lowest average with 3.99 on the question relating to team members openly and honestly admitting mistakes and weaknesses. Overall the Trust element total score for associate pastor respondents was 18.22 (Table 56).

Performance

The next condition, a focus on performance, resulted in similar results. Most

Table 56. Associate staff
Trust condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
9	4.76	0.93
11	4.72	1.15
17	3.99	1.02
21	4.76	1.02
<i>Total</i>	18.22	

of the survey items resulted in a mean score of over 4. The lowest mean (3.67) resulted from the responses to item 6 that dealt with the regular evaluation of team performance (Table 57). Like the performance element reported by senior pastors, associate pastors reported positively in each category. Items 6 and 22 were somewhat lower however, and impacted the total score for the performance condition. The performance element was again the lowest total score among the five conditions with a total score of 16.81 (Table 57).

Table 57. Associate staff
Performance condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
6	3.67	1.29
13	4.47	1.17
22	4.19	1.05
23	4.49	0.98
<i>Total</i>	16.81	

Team Stability over Time

The third condition measured as part of the *Team Effectiveness Survey* was team stability. While the performance element resulted in the lowest total score, team stability resulted in a higher total score than any other element. Like the senior pastors who responded, associate pastors reported positively regarding each condition and each item in this category received very similar mean scores ranging between 4.60 and 4.77. The total score of the team stability element was the highest at 18.74 (Table 58).

Table 58. Associate staff
Team Stability condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
7	4.72	1.01
15	4.60	0.92
18	4.65	0.95
24	4.77	0.94
<i>Total</i>	18.74	

Supportive Structure and Context

The fourth organization condition measured in the *Team Effectiveness Survey* was the condition of a supportive organizational structure and context. Like the team stability element, associate pastors reported high levels of support for teams. The total score however was lower than the previous element due to the low mean score for item 20. Item 20 dealt with the need for team learning and individual growth in order to teams to accomplish a team task. The mean for item 20 was the lowest mean score in the survey among associate staff at 3.44. The total score of the supportive structure and context element was 17.54 (Table 59).

Table 59. Associate staff
Supportive Structure and
Context condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
10	4.74	0.98
14	4.48	0.98
19	4.88	0.91
20	3.44	1.12
<i>Total</i>	17.54	

Leadership

The final condition measured by the *Team Effectiveness Survey* is the issue of team leadership. In this element the mean scores were indicative of the overall associate pastor response. Mean scores for this element ranges from 4.24 to 4.92. As with the senior pastoral response for the leadership condition each item's mean score was between 4 and 5. The total score for the leadership element was 18.27 (Table 60).

Table 60. Associate staff
Leadership condition

<i>Item #</i>	<i>mean</i>	<i>sd</i>
8	4.69	0.91
12	4.92	0.87
16	4.42	0.93
25	4.24	1.06
<i>Total</i>	18.27	

Additional Analysis

While the descriptive statistics presented in the previous two sections detail both the responses per item and per condition for senior pastors and for the associate staff

respondents, further analysis might prove useful in describing generally whether the respondents agreed or not with the survey items. For the purposes of this section of analysis another frequency chart was employed to display the percentage of respondents from each demographic who agreed with each item (Agree or Strongly Agree) and the percentage of respondents who at best indicated a moderate level of agreement with each item (Strongly Disagree, Disagree, Moderately Disagree, or Moderately Agree) (Table 61). While chapter 5 includes sections on implications and applications of this research, this further analysis may begin to reveal some areas that church leadership may want to address in the quest to help support ministry team effectiveness.

Table 61. Respondents' level of agreement per item

<i>Item #</i>	<i>Position</i>	<i>%SD-MA</i>	<i>% A-SA</i>
5	Senior	36.1	63.9
	Associate	36.8	63.2
6	Senior	63.9	36.1
	Associate	75.7	24.3
7	Senior	17.3	82.7
	Associate	31.9	68.1
8	Senior	28.2	71.8
	Associate	37.5	62.5
9	Senior	24.3	75.7
	Associate	29.9	70.1
10	Senior	18.3	81.7
	Associate	29.2	70.8
11	Senior	14.9	85.1
	Associate	31.3	68.8
12	Senior	18.8	81.2
	Associate	26.4	73.6
13	Senior	36.6	63.4
	Associate	46.5	53.5

Table 61—continued. Respondents’
level of agreement per item

<i>Item #</i>	<i>Position</i>	<i>%SD- MA</i>	<i>% A- SA</i>
14	Senior	42.1	57.9
	Associate	45.8	54.2
15	Senior	28.7	71.3
	Associate	41.0	59.0
16	Senior	39.1	60.9
	Associate	46.5	53.5
17	Senior	58.9	41.1
	Associate	70.8	29.2
18	Senior	26.7	73.3
	Associate	36.8	63.2
19	Senior	13.9	86.1
	Associate	27.8	72.2
20	Senior	75.2	24.8
	Associate	82.6	17.4
21	Senior	33.7	66.3
	Associate	46.5	53.5
22	Senior	47.5	52.5
	Associate	61.1	38.9
23	Senior	36.6	63.4
	Associate	45.8	54.2
24	Senior	24.3	75.7
	Associate	31.9	68.1
25	Senior	55.0	45.0
	Associate	59.0	41.0

Note: SD-MA = Strongly Disagree, Disagree, Moderately Disagree, and Moderately Agree; A-SA = Agree and Strongly Agree

Item 5 asked respondents to rate their level of agreement with the statement, “Most teams at our churches are effective.” Roughly two-thirds of respondents indicated either Agree or Strongly Agree in answering item 5. While this does indicate a generally

positive response, the remaining third represent churches that at best would indicate a moderate level of agreement with idea that their teams are effective (Table 61).

Other items confirm the generally positive response of the respondents, yet a few of the items reveal areas of interest. Item 6, for example asked respondents to rate their level of agreement with the statement, “We regularly evaluate the performance of our teams.” Nearly 64% of senior pastors, and nearly 76% of associate staff at best selected moderately agree. Item 13 asked respondents to rate their level of agreement with the statement, “We are clear about our mission, tasks, and objectives.” Over 36% of senior pastors, and 46% of associate staff fell within the disagree or moderately agree range (Table 61).

In dealing with having specific action plans (item 22) nearly half of senior pastors, and over 60% of associate staff indicated at most a moderate level of agreement. Responses to item 23 seem to support this idea since over 36% of senior pastors and nearly 46% of associate staff responded in the same lower end in response to “Team members are aligned with the team’s mission, tasks, and objectives.” Item 25 responses were also revealing in that less than half (45% for senior pastors and 41% for associate staff) of respondents selected either Agree or Strongly Agree in response to the statement, “Team leaders bring out the best in their teams through coaching and mentoring” (Table 61).

Not only did this analysis reveal some responses of interest, but also some potentially conflicting responses. Item 11 asked respondents to reply to the statement, “We have a safe church environment where communication is encouraged.” Fewer than 15% of senior pastors and fewer than 32% of associate staff indicated a low level of

agreement or moderate agreement with item 11. Item 17 however did not result in such a high level of agreement. Item 17 asked respondents to indicate their level of agreement with the statement, “Team members openly and honestly admit weaknesses and mistakes.” Nearly 60% of senior pastors and just over 70% of associate staff indicated at best a moderate level of agreement with that statement (Table 61).

Test for Significance

Responses to the *Team Effectiveness Survey* were analyzed for statistical significance using the Chi-square (X^2) test. Expected values used in calculating Chi-square scores for this study were derived using a standard mathematical formula. “As a rule of thumb, researchers set the alpha level at .05” (Leary 1995, 236). The degrees of freedom for each item depended on the expected values calculated for use in determining X^2 . Using an alpha level (α) of .05 and four degrees of freedom, the X^2 critical value is 9.48773. For three and two degrees of freedom, the X^2 critical value is 7.81473 and 5.99147 respectively (McClave and Dietrich 1991, 893). The Chi-square test for significance is essentially testing a hypothesis. The hypothesis for this study is “the independent variable (senior pastor/associate staff) has some effect on the responses.” This hypothesis is generally denoted as H_1 . Chi-square tests the Null hypothesis (H_0) which is “The independent variable does not effect the response distribution.” Any X^2 value that is greater than the critical values listed results in rejection of H_0 and acceptance of H_1 . It should be noted that an acceptance of H_1 does not in any way describe the relationship between the independent variable and the dependent variable. Acceptance of H_1 simply reveals a statistically significant relationship.

Table 61 demonstrates that less than half of the responses to the *Team Effectiveness Survey* result in a sufficiently large X^2 score and therefore most were found not to have statistical significance. The following items resulted in sufficiently large X^2 scores: 5, 6, 7, 9, 10, 11, 12, 19, and 21 with scores of 9.66, 11.49, 14.05, 10.16, 13.41, 18.31, 8.67, 10.33, and 8.24 respectively (Table 62).

Table 62. Chi-square scores per item

<i>Item #</i>	<i>df</i>	<i>χ^2 critical score</i>	<i>X^2 Score</i>	<i>p</i>
5	3	7.81473	9.66	0.003
6	4	9.48773	11.49	0.024
7	3	7.81473	14.05	0.002
8	2	5.99147	4.38	0.153
9	3	7.81473	10.16	0.050
10	3	7.81473	13.41	0.011
11	3	7.81473	18.31	0.002
12	3	7.81473	8.67	0.029
13	4	9.48773	7.97	0.058
14	3	7.81473	4.59	0.203
15	3	7.81473	7.18	0.066
16	3	7.81473	5.72	0.000
17	4	9.48773	7.10	0.096
18	4	9.48773	8.29	0.122
19	2	5.99147	10.33	0.010
20	3	7.81473	3.44	0.352
21	3	7.81473	8.24	0.018
22	4	9.48773	6.82	0.040
23	3	7.81473	3.03	0.295
24	2	5.99147	3.01	0.010
25	4	9.48773	2.42	0.377

Comparative Analysis of Responses

The third and fourth research questions for this study involve describing how the responses from senior pastors and responses from associate staff were similar and different. These questions will be answered by comparing the mean responses to each item from the *Team Effectiveness Survey*. Mean values will be reported for both the Senior pastor and Associate pastor respondents and the difference in mean scores will be calculated as a measure of similarities and differences for each item's survey results (Table 63). In addition mean values and total scores for each organizational condition for team effectiveness will be analyzed for key similarities and differences between senior level staff and associate level staff.

Similarities in Responses

As Table 63 demonstrates, the average difference in mean scores for the *Team Effectiveness Survey* was 0.25. This confirms the very similar mean scores for each question in the senior and associate pastor demographics. For Research Question 3 those items that resulted in the lowest difference ($< .20$) in means will be examined. Those items were 14, 18, 20, 23, and 25. In each of the items selected for comparison due to the relatively small difference in mean scores, it should be noted that while the mean scores are close and the modes are the same, the frequency distribution charts displays relatively minor difference in senior pastor responses and associate pastor responses. While implications and applications of the data are discussed in chapter 5, worth noting here is the reality that there was a high level of agreement between the two populations and the differences presented here are minor. At the agree end of the Likert scale senior pastors

tended to respond more often, while at the disagree end of the Likert scale associate staff responded more frequently.

Similarities in Individual Items

Item 14 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “Teams have all the resources they need to complete their tasks.” For the purpose of comparison it is useful to examine the percentage of

Table 63. Mean responses per item

<i>Item #</i>	<i>Senior Pastor</i>	<i>Associate Staff</i>	<i>mean diff.</i>
5	4.78	4.56	0.22
6	4.08	3.67	0.41
7	5.12	4.72	0.40
8	4.91	4.69	0.21
9	4.95	4.76	0.20
10	5.07	4.74	0.33
11	5.16	4.72	0.44
12	5.17	4.92	0.26
13	4.81	4.47	0.33
14	4.65	4.48	0.17
15	4.86	4.60	0.27
16	4.63	4.42	0.21
17	4.26	3.99	0.27
18	4.77	4.65	0.12
19	5.14	4.88	0.26
20	3.61	3.44	0.17
21	4.80	4.51	0.29
22	4.48	4.19	0.29
23	4.66	4.49	0.18
24	5.02	4.77	0.24
25	4.35	4.24	0.11
<i>average mean diff.</i>			0.26

responses from both the senior pastor and the associate staff demographics. The responses of both demographics are very similar. Nearly 13% of senior pastors selected Strongly Agree (SA) as did 11.81% of associate staff. Over 40% of both groups agreed with the statement, and over 30% responded with Moderately Agree (MA). The widest margin of difference for item 14 resulted at the lower end of the Likert scale where .5% of senior pastors disagreed (D), but 3.47% of associate staff disagreed. Almost 6% of senior pastors selected Moderately Disagree (MD), while over 9% of associate staff selected this response. Despite these differences a large percentage (93.56% of senior pastors and 86.81% of associate staff) selected some form of agree (Table 64, Figure 6).

Item 18 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “Teams have remained intact without major changes for the last year.” For the purpose of comparison it is useful to examine the percentage of responses from both the senior pastor and the associate staff demographics. The responses of both demographics are very similar. Item 18, however, demonstrates that while mean scores between the pastoral demographic is similar, the rate of responses differs from item 14. A larger percentage of senior pastors (8.42%) selected Moderately Disagree, than did associate staff (7.64%). In addition, the Moderately agree percentages are reversed from item 14 as well. In the Moderately Agree category 26.39% of associate staff responded while only 14.36% of senior pastors selected the same response. A larger percentage of senior pastors also selected disagree than did associate staff. (Table 65, Figure 7).

Item 20 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “Team tasks are relatively easy and individual members

Table 64. Respondents' level of agreement with item 14

<i>Position</i>	<i>Item 14 Response</i>							
		SD	D	MD	MA	A	SA	Total
<i>Senior Pastors</i>	<i>n</i>	0	1	12	72	91	26	202
	<i>%</i>	0.00	0.50	5.94	35.64	45.05	12.87	100.00
<i>Associate Staff</i>	<i>n</i>	1	5	13	47	61	17	144
	<i>%</i>	0.69	3.47	9.03	32.64	42.36	11.81	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

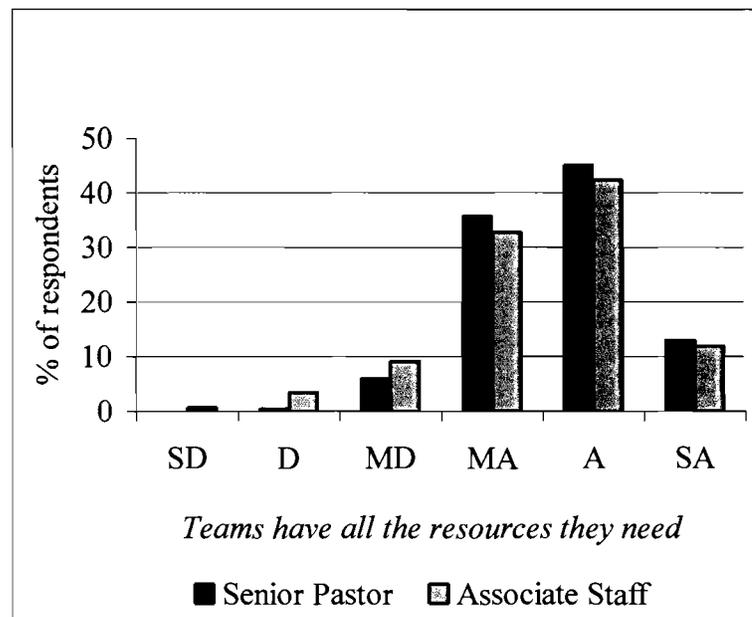


Figure 6. Respondents' level of agreement with item 14

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Table 65. Respondents' level of agreement with item 18

<i>Position</i>	<i>Item 18 Response</i>							<i>Total</i>
	<i>SD</i>	<i>D</i>	<i>MD</i>	<i>MA</i>	<i>A</i>	<i>SA</i>		
<i>Senior Pastors</i>	<i>n</i>	1	7	17	29	106	42	202
	<i>%</i>	0.50	3.47	8.42	14.36	52.48	20.79	100.00
<i>Associate Staff</i>	<i>n</i>	1	3	11	38	69	22	144
	<i>%</i>	0.69	2.08	7.64	26.39	47.92	15.28	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

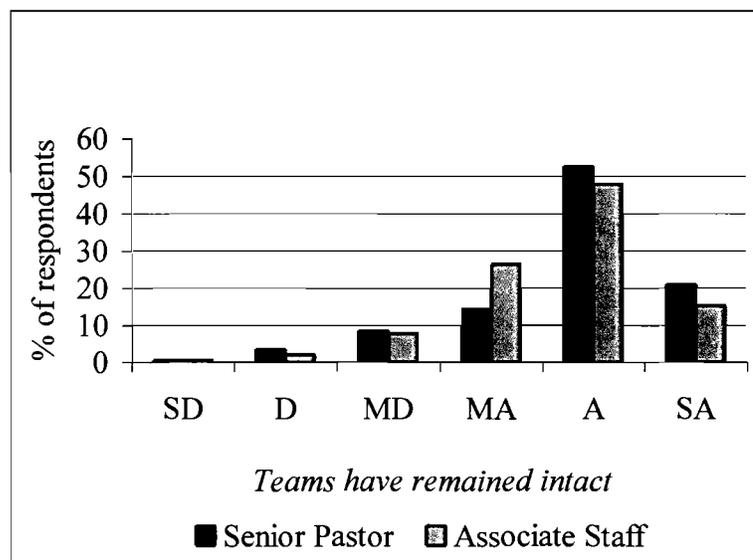


Figure 7. Respondents' level of agreement with item 18

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

rarely must grow or learn to complete their objectives.” For the purpose of comparison it is useful to examine the percentage of responses from both the senior pastor and the associate staff demographics. The responses of both demographics are very similar. While the percentage of responses of senior pastors and associate staff were similar, there was the largest difference in the percentages that selected Moderately Disagree (MD) and Agree (A). The mean difference between the mean responses of senior and associate staff for Moderately Disagree and Agree were 5.90 and 7.89 respectively (Table 66, Figure 8).

Table 66. Respondents’ level of agreement with item 20

<i>Position</i>	<i>Item 20 Response</i>							Total
		SD	D	MD	MA	A	SA	
<i>Senior Pastors</i>	<i>n</i>	6	36	47	63	44	6	202
	%	2.97	17.82	23.27	31.19	21.78	2.97	100.00
<i>Associate Staff</i>	<i>n</i>	2	31	42	44	20	5	144
	%	1.39	21.53	29.17	30.56	13.89	3.47	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 23 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “Team members are aligned with the team’s mission, tasks, and objectives.” For the purposes of comparison it is useful to examine the percentage of responses from both the senior pastor and the associate staff demographics. The responses of both demographics are very similar. Associate staff selected Strongly Disagree, Moderately disagree, and Moderately agree in greater percentages than did

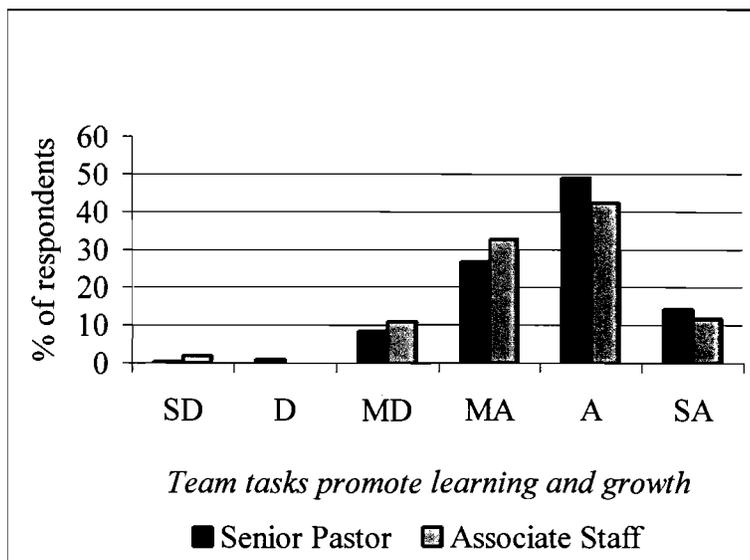


Figure 8. Respondents' level of agreement with item 20

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

senior pastors. Senior pastors selected Agree and Strongly agree more often. Senior pastors also selected Disagree more often than did associate staff, although only 2 senior pastors selected this response. No associate staff selected Disagree (Table 67, Figure 9).

Item 25 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, "Team leaders bring out the best in their teams through coaching and mentoring." For the purposes of comparison it is useful to examine the percentage of responses from both the senior pastor and the associate staff demographics.

The responses of both demographics were very similar. Senior pastors and associate staff selected Agree at almost the same rate and selected Moderately Agree and Agree at a similar rate as well. The largest difference in response rate was in the

Table 67. Respondents' level of agreement with item 23

<i>Position</i>	<i>Item 23 Response</i>							<i>Total</i>
		SD	D	MD	MA	A	SA	
<i>Senior Pastors</i>	<i>n</i>	1	2	17	54	99	29	202
	<i>%</i>	0.50	0.99	8.42	26.73	49.01	14.36	100.00
<i>Associate Staff</i>	<i>n</i>	3	0	16	47	61	17	144
	<i>%</i>	2.08	0.00	11.11	32.64	42.36	11.81	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

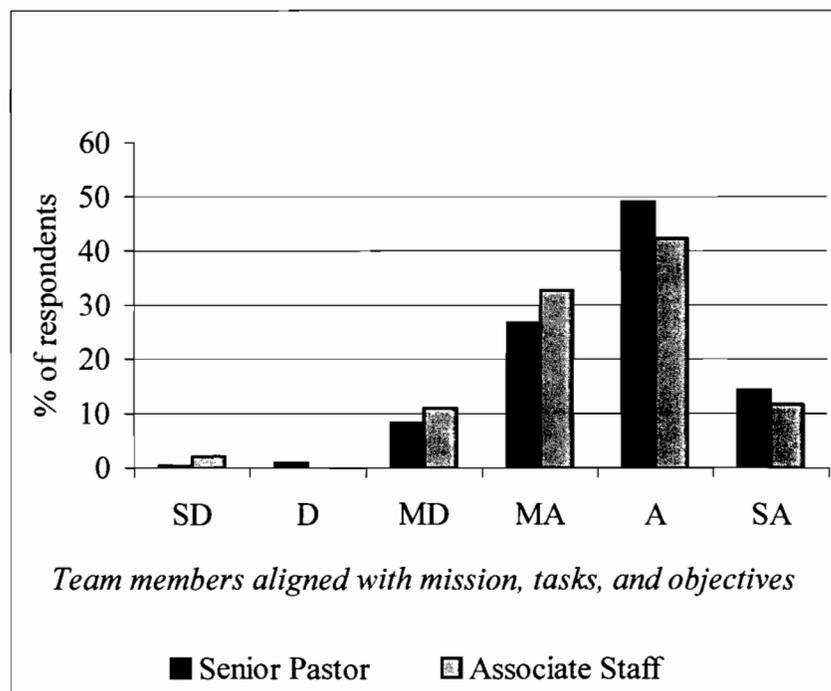


Figure 9. Respondents' level of agreement with item 23

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

categories of Moderately Agree and Agree which both had a difference in response rate of less than 4% (Table 68, Figure 10).

Table 68. Respondents' level of agreement with item 25

<i>Position</i>	<i>Item 25 Response</i>							<i>Total</i>
		SD	D	MD	MA	A	SA	
<i>Senior Pastors</i>	<i>n</i>	0	7	30	74	71	20	202
	<i>%</i>	0.00	3.47	14.85	36.63	35.15	9.90	100.00
<i>Associate Staff</i>	<i>n</i>	3	6	18	58	45	14	144
	<i>%</i>	2.08	4.17	12.50	40.28	31.25	9.72	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

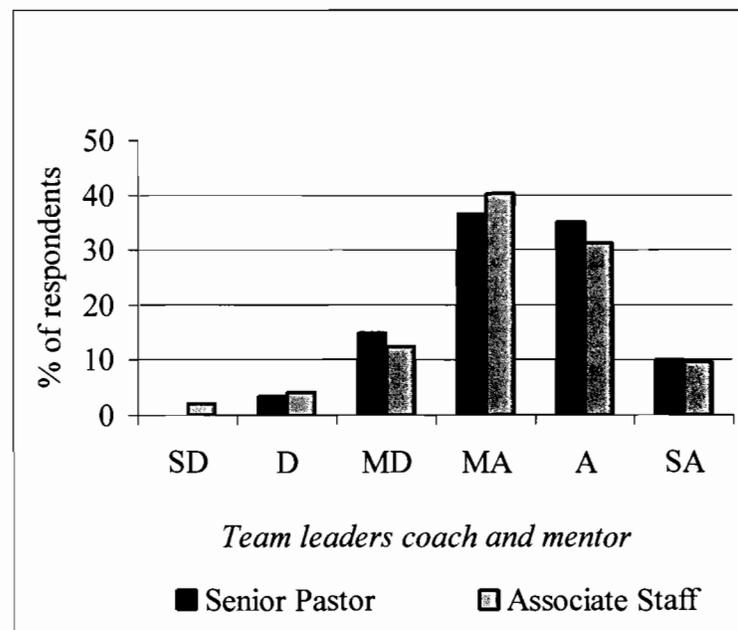


Figure 10. Respondents' level of agreement with item 25

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Similarities in Condition Scores

In addition to describing similarities contained in the mean scores of individual survey items, this section will describe two areas in which the total scores for an organizational condition were similar. Again, the method for determining relative similarities was to calculate mean scores for each demographic group (senior pastor and associate staff) and subtract mean scores per condition. The mean difference for the total score of the five organizational conditions was .99. The conditions of supportive structure and good leadership will be examined as they resulted in mean difference scores of .89 and .76 respectively (Table 69, Figure 11).

Table 69. Condition scores

<i>Element</i>	<i>Senior</i>	<i>Associate</i>	<i>Difference</i>
Trust	19.36	18.22	1.13
Performance	17.95	16.81	1.14
Team Stability	19.75	18.74	1.01
Structure	18.44	17.54	0.89
Leadership	19.03	18.27	0.76
mean difference			0.99

The fifth condition, good team leadership, resulted in the smallest difference in total condition scores between the senior pastor respondents and the associate staff respondents with .76. Item 25 had the smallest mean difference score between the demographics with a .10. Other items in the supportive structure condition resulted in mean difference scores of less than .30 (Table 70).

The fourth condition, a supportive structure and context, resulted in the second smallest difference in total condition scores between senior pastor respondents and

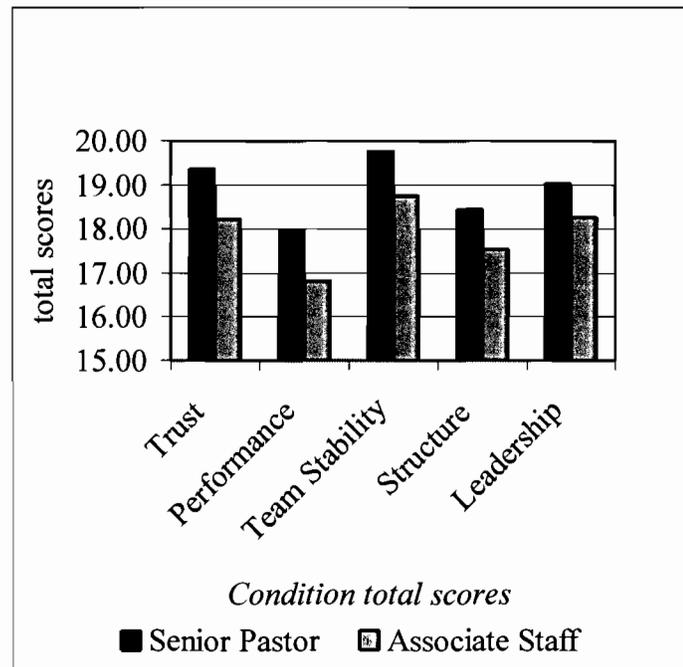


Figure 11. Condition total scores

Table 70. Leadership condition mean difference

<i>Item #</i>	<i>Senior</i>	<i>Associate</i>	<i>Difference</i>
8	4.91	4.69	0.21
12	5.17	4.92	0.26
16	4.62	4.42	0.20
25	4.33	4.24	0.10
<i>Total</i>	19.03	18.27	0.76

associate staff respondents with .89. Both items 14 and 20 resulted in mean difference scores of less than .20. The largest mean difference score for the supportive structure and context condition was a result of the scores from item 10 with a mean difference score of .33 (Table 71).

Table 71. Supportive structure and context condition mean difference

<i>Item #</i>	<i>Senior</i>	<i>Associate</i>	<i>Difference</i>
10	5.06	4.74	0.33
14	4.64	4.48	0.16
19	5.13	4.88	0.25
20	3.60	3.44	0.15
<i>Total</i>	18.44	17.54	0.89

Differences in Responses

While those items that resulted in the smallest mean difference scores were described as being the most similar, those items that resulted in the relatively largest mean difference scores will be described here as being the most different items. For this section items 6, 7, and 11 will be described since they resulted in mean difference scores of .41, .40, and .44 respectively.

Differences in Individual Items

Item 6 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “We regularly evaluate the performance of our teams based on team objectives.” For the purposes of comparison it is useful to examine the percentage of responses from both the senior pastor and the associate staff demographics. While, the responses of both demographics are similar, this item represents one of the relatively different responses between senior pastors and associate staff. The largest difference in the percentage of responses was in the Agree category. Senior pastors selected Agree for this item at a rate of nearly 30% while associate staff selected Agree at only 17%. There were also differences in the percentage of responses in the Disagree

category where senior pastors responded at nearly 10% and associate staff responded over 15%. The most similar response rate between senior pastors and associate staff occurred in the Moderately Agree category where there was less than a 2% difference in response rates (38.61% and 36.81%) (Table 72, Figure 12).

Item 7 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “We are clear about who makes up the team.” While, the responses of both demographics are similar, this item represents one of the relatively different responses between senior pastors and associate staff. The largest difference in the percentage of responses was in the Strongly Agree category. Senior pastors selected Agree for this item at a rate of 33% while associate staff selected Agree at only 19%. There were also differences in the percentage of responses in the Moderately agree category where senior pastors responded at 13%, and associate staff responded over 22%. The most similar response rate between senior pastors and associate staff occurred in the Agree category where there was less than a 1% difference in response rates (50% and 49.31%) (Table 73, Figure 13).

Table 72. Respondents’ level of agreement with item 6

<i>Position</i>	<i>Item 6 Response</i>							Total
		SD	D	MD	MA	A	SA	
<i>Senior Pastors</i>	<i>n</i>	3	20	28	78	59	14	202
	%	1.49	9.90	13.86	38.61	29.21	6.93	100.00
<i>Associate Staff</i>	<i>n</i>	8	22	26	53	24	11	144
	%	5.56	15.28	18.06	36.81	16.67	7.64	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

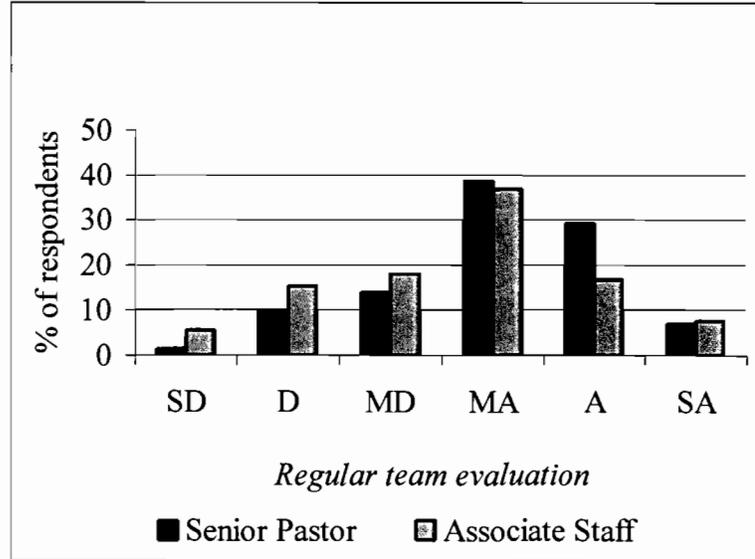


Figure 12. Respondents' level of agreement with item 6

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Table 73. Respondents' level of agreement with item 7

Position	Item 7 Response							Total
	SD	D	MD	MA	A	SA		
Senior Pastors	<i>n</i>	0	0	8	27	101	66	202
	%	0.00	0.00	3.96	13.37	50.00	32.67	100.00
Associate Staff	<i>n</i>	2	4	7	33	71	27	144
	%	1.39	2.78	4.86	22.92	49.31	18.75	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

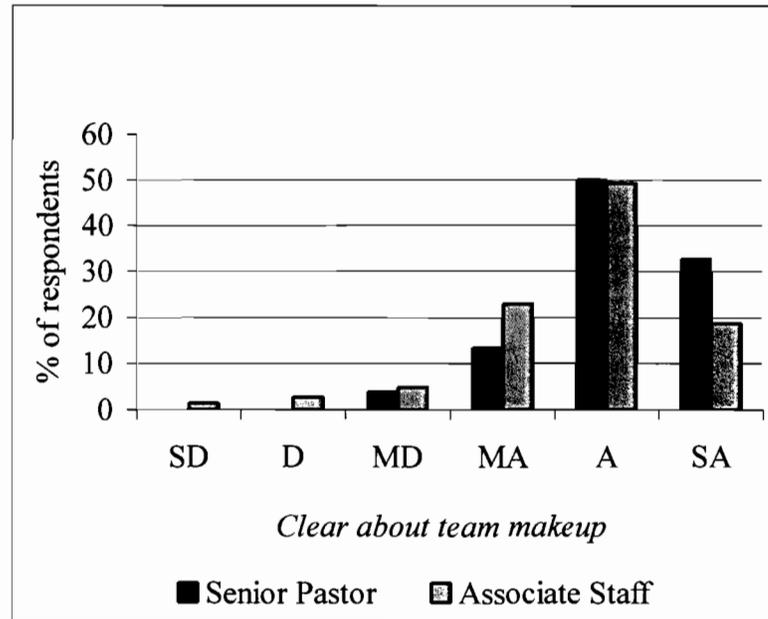


Figure 13. Respondents' level of agreement with item 7

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Item 11 in the *Team Effectiveness Survey* asked respondents to rate their level of agreement with the statement, “We have a safe church environment where communication is encouraged.” While, the responses of both demographics are similar, this item represents the most different response between senior pastors and associate staff (.44) (Table 62). The largest difference in the percentage of responses was in the Strongly Agree category. Senior pastors selected Agree for this item at a rate of 34% while associate staff selected Agree at just over 24%. There was also a difference in the percentage of responses in the Moderately agree category where senior pastors responded at over 12%, and associate staff responded nearly 19%. In addition senior pastors only responded with any form of disagree (Strongly disagree, Disagree, or Moderately

disagree) 2.48% of the time. The associate staff demographic responded in the lower three categories of the Likert scale at a rate of 12.50% (Table 74, Figure 14).

Table 74. Respondents' level of agreement with item 11

<i>Position</i>	<i>Item 11 Response</i>							<i>Total</i>
		<i>SD</i>	<i>D</i>	<i>MD</i>	<i>MA</i>	<i>A</i>	<i>SA</i>	
<i>Senior Pastors</i>	<i>n</i>	0	1	4	25	104	68	202
	<i>%</i>	0.00	0.50	1.98	12.38	51.49	33.66	100.00
<i>Associate Staff</i>	<i>n</i>	3	6	9	27	64	35	144
	<i>%</i>	2.08	4.17	6.25	18.75	44.44	24.31	100.00

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Differences in Condition Total Scores

The first condition, an environment of trust, resulted in a mean difference in total condition scores between senior pastor respondents and associate staff respondents of 1.13. Both items 9 and 21 resulted in mean difference scores of .21. The largest mean difference score for the supportive structure and context condition was a result of the scores from item 11 with a mean difference score of .44 (Table 75).

The second condition, a focus on performance, resulted in a mean difference in total condition scores between senior pastor respondents and associate staff respondents of 1.14. Both items 6 and 13 resulted in mean difference scores larger than .30. Item 22 had a mean difference of .27 and item 23 resulted in a mean difference score of .17. Since three of the survey items for the focus on performance condition were either close to or greater than .30, this condition resulted in the largest mean difference (Table 76).

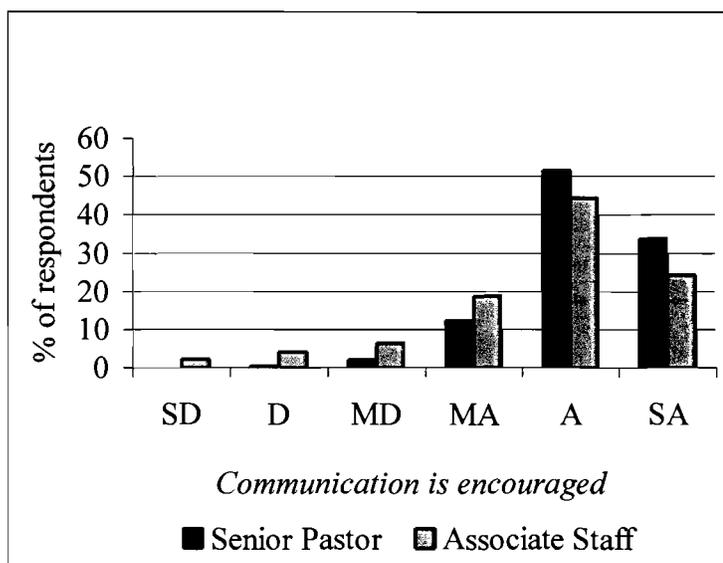


Figure 14. Respondents' level of agreement with item 11

Note: SD = Strongly disagree; D = Disagree; MD = Moderately Disagree; MA = Moderately Agree; A = Agree; SA = Strongly agree.

Table 75. Trust condition mean difference

<i>Item #</i>	<i>Senior</i>	<i>Associate</i>	<i>Difference</i>
9	4.97	4.76	0.21
11	5.16	4.72	0.44
17	4.27	3.99	0.28
21	4.97	4.76	0.21
<i>Total</i>	19.36	18.22	1.13

Table 76. Focus on performance
condition mean difference

<i>Item #</i>	<i>Senior</i>	<i>Associate</i>	<i>Difference</i>
6	4.05	3.67	0.38
13	4.79	4.47	0.31
22	4.46	4.19	0.27
23	4.66	4.49	0.17
<i>Total</i>	17.95	16.81	1.14

Evaluation of Research Design

The research design of this study contained some strengths and several weaknesses. The strengths include a high probability that each respondent would respond honestly, a broad selection of multi-staff Southern Baptist churches from across the United States, and relative ease in the collection and manipulation of data through the use of the online survey software. Weaknesses of the study include the potential for churches with limited or no access to the internet to be excluded from the study, the difficulty in finding accurate electronic mail addresses, inaccuracy of the foundational information provided by LifeWay Christian Resources, and some issues regarding the design and wording of items in the *Team Effectiveness Survey*.

Design Strengths

One of the strengths of the current research design is the broad sample. The population for the study was selected as multi-staff Southern Baptist churches in the United States. After a simple random selection was completed, the churches in the survey sample represented a broad geographic range including states in the north, the south, the east and west coasts, and Alaska and Hawaii. While not every state was

represented in the randomly selected sample, the diverse geographic representation adds to the credibility of the findings.

Another primary strength of the study was the complete anonymity built into the design of the survey. Respondents could with complete confidence of confidentiality answer survey questions. The survey was designed so that the only demographic questions that might lend information toward identifying a particular respondent dealt with the number of full-time pastoral staff, length of employment at the current church, the state in which the church was located, and the respondent's position with the church. No respondent was asked to give their name, the name of their church, or other specific identifiable information. Therefore, respondents enjoyed the freedom of anonymity that afforded the increased potential for candid honesty. In addition to the benefit of confidentiality, the survey was fairly brief taking less than five minutes to complete. The short length of the survey added to the probability that respondents would complete the survey and not quit after partial completion.

Finally, the use of an online survey and the SurveyGold® software package made data collection and manipulation relatively easy. The data was automatically collected through the software and converted into an Excel spreadsheet by the software. The automated collection and conversion of the data made sorting, statistical analysis, and preservation of the data relatively simple.

Design Weaknesses

The first and primary weakness of the research design was involved the issue of acquiring contact information for the sample churches. There were a few churches in the survey sample, when initially contacted to obtain a valid email address, who

responded that they either did not have electronic mail and internet capability or that they refused to share electronic mail addresses. These two issues, while certainly not widespread did prevent some from completing the survey.

In addition the need to obtain email addresses for all of the churches in the research sample presented logistical issues. LifeWay Christian Resources refused to give the researcher either phone numbers or email addresses and therefore the research team spent hours searching for email addresses via the World Wide Web. Even after many hours spent searching for email addresses, there were approximately one hundred churches in the sample that had to be called in order to obtain email addresses. After the initial electronic mail request was sent between eighty and ninety other email addresses resulted in return email that then required a follow up call to the church to correct an incorrectly listed email address online.

Additionally, the survey sample might have been more accurately defined as the pastoral leaders of the randomly selected churches selected from the Annual Church Profile. While the number of responses needed would not have been largely affected by this change, being more accurate in the sample would have required sampling the pastoral leadership rather than sampling the churches. One issue with this design change is the need to accurately determine the number of staff in each of the churches selected for the study. The current study selected churches to gain access to the pastoral staff perceptions. If churches were to remain the focus in future studies a simple request to limit to one the number of pastoral staff responses per church would give a better comparison of church environments versus comparison of staff perceptions. In either case, a clearer specification of the population and sample would strengthen the study.

Another issue with the research design was the inaccuracy of information about the size of church staffs. While most of the information concerning staff size was accurate there were over 60 churches in the sample that did not meet the research criteria of employing at least three full-time pastoral staff. While some of these churches at one time did employ multiple pastoral staff other churches had not done so in recent history. Approximately 1 response in 8 had to be discarded from the main part of the study and statistical analysis due to failure to meet the minimum study criteria.

Finally, there may be some survey improvements that would benefit the study, if the research were to be duplicated in part or in whole. Item 1 in the survey asked, “How many full-time pastoral staff are employed at your church? Include only pastoral staff and not secretarial or support staff.” It was the intent of the research to qualify that the churches were indeed multi-staff and to provide some stratified comparison in the results of the respondents to the *Team Effectiveness Survey*. Some church leaders, however, may have responded to the question by reporting the current number of full-time pastoral staff employed at their church when the church normally employs one or more staff than is presently employed. A church with three full-time pastoral staff, for example, which just lost their senior pastor, might have reported two or three, depending on an individual’s understanding of the question. Rephrasing the question to read something along the lines of, “Do you consider your church to be multi-staff? For the purposes of this research, multi-staff churches regularly employ at least three full-time pastoral staff. Include only pastoral staff and not secretarial or support staff.” might add clarity to the multi-staff issue. This wording might provide a clearer picture of the church’s normative staff organization.

Another item that might have been reworded is item 12, “Team leaders are best described as servant leaders.” While this statement was in the context of a survey asking pastoral staff about their ministry setting, some may have read that statement and sought to answer the general or theoretical question rather than answering a question more like, “Team leaders at our church are best described as servant leaders.” While this may be a minor issue, clarifying the statement might provide more exact information regarding the nature of the organizational environment at the respondent’s church.

In addition to the survey items mentioned the title of the survey should be changed. While the survey is intended to measure perceptions of organizational conditions that promote ministry team effectiveness, the survey is not intended to measure the effectiveness of a team or the quality of a team product. Although the survey did include instructions explaining the intent of the survey to measure organizational conditions, the title *Team Effectiveness Survey* might have been misleading. For future use the title of the survey should be changed to reflect more accurately the intent and purpose of the survey. A better survey title might be *Team Environment Survey*.

Finally, possible responses of the *Team Effectiveness Survey*’s team effectiveness section were included in a six-point Likert scale with possible answers ranging from Strongly Disagree at one extreme and Strongly Agree at the opposite. Respondents were not able to select a neutral response in the middle of the Likert scale. For future use the survey might be redesigned as either a five-point or seven-point scale, allowing respondents the opportunity to select a purely neutral response in the middle of the scale.

CHAPTER 5

CONCLUSIONS

This chapter contains the conclusions of the research. The purpose of this study was to explore the extent to which multi-staff churches help foster effective teams according to five organizational conditions that promote team effectiveness. Research implications and applications are presented organized around both the research questions that guided this study and around the five organizational conditions that promote ministry team effectiveness as presented in this research. Finally, suggestions for future research are proposed.

It should be noted that this research project was designed to be descriptive in nature and as such causal relationships have not been presented. Rather the attempt has been made to describe how pastoral staff perceive the context and culture of their church settings as those settings pertain to the promotion of ministry team effectiveness. There are certainly many factors that impact the effectiveness of teams. This research has been narrowly defined to discover the extent to which the five organizational conditions are present. The data presented in chapter 4 presents some interesting findings about pastoral perceptions and perhaps raises more questions than it does provide answers. The implications and applications here are limited in scope to the data collected as it relates to the organizational conditions that promote team effectiveness.

Research Implications

The five organizational conditions evaluated in the *Team Effectiveness Survey* are the foundational core of this research project. As such the research implications presented here are structured around those five conditions. In addition, the research implications will seek to be drawn from the four research questions that guided the project.

Senior Pastor Perceptions

The first research question simply sought to describe how senior pastors perceived team effectiveness and the organizational conditions presented in the research. The *Team Effectiveness Survey* was developed and used to collect those perceptions and chapter 4 systematically presented descriptive statistics to communicate how senior pastors responded.

Senior pastors responded in an overwhelmingly positive way regarding both the effectiveness of their teams and in regard to the five conditions. From their perspective, ministry teams are effective and the culture in their churches is primed to support team effectiveness. How the senior pastors responded to item 5 in the survey demonstrates this dynamic. Over 63% of senior pastors responded with either Agree or Strongly Agree to the idea that most of their teams were effective. Another 32% of senior pastors at least moderately agreed with item 5. Senior pastors also reported positively in each of the conditions. The conditions of trust, team stability, and leadership were all ranked very highly. The lowest condition score was achieved in the area of having a focus on performance.

The implications of this data are clear. While senior pastors are positive, they seem to report that their churches can do better in the area of focusing on performance. This issue involves tasks like regular team evaluation, setting goals and objectives, and helping keep team members aligned with those goals and objectives. This task of focusing on performance is vital to team successfulness, and the fact that those senior pastors who responded to the research responded both positively about the effectiveness of their teams and the focus on performance (as well as the other organizational conditions) seems to confirm the necessity of this focus as written about in team literature (Hackman 2002, Katzenbach and Smith, 2003).

Pastoral reports of both effective teams and positive perceptions of the existence of the five organizational conditions seem to support the precedent literature. Chapter 2 of this research sought to make two primary cases. First, the case was made that leaders cannot force teams to be successful, but rather can at best begin to create organizational conditions that support ministry team effectiveness. J. Richard Hackman writes, “No leader can *make* a team perform well. But all leaders can create conditions that increase the *likelihood* that it will” (Hackman 2002, ix). Senior pastoral perceptions seem to support this concept as they report both positively about the effectiveness of their teams and the existence of the conditions presented in the integrative team model. The second case presented in chapter 2 was the integrative team model comprised of the five organizational conditions that support team effectiveness. Senior pastor responses seem to present the possibility that team effectiveness can be aided by the existence of those conditions.

Associate Pastor Perceptions

The second research question sought to describe how associate staff perceive team effectiveness and the organizational conditions. Chapter 4 systematically presented largely descriptive statistics to answer this question. Associate level staff responded positively, yet not quite as positively as the senior pastor respondents.

Associate staff responded positively to item 5 (most teams at my church are effective). Over 63% of associate staff selected either Strongly agree or Agree in response to item 5. While research questions 3 and 4 sought to describe similarities and differences between senior pastor and associate staff perceptions, it is worth noting that associate staff responded similarly to senior pastors regarding the five conditions. Associate staff also reported positively regarding the conditions of trust, team stability, and leadership. Associate staff also reported lowest on the focus on performance condition.

While this research does not intend to draw causal relationships, it is at least interesting that associate staff reported less positively about team effectiveness in item 5 and subsequently reported less positively in each of the five organizational conditions. This would seem to again support the literature review that sought to make the case that leaders cannot force teams to perform well, but can help create foundational organizational conditions that increase the likelihood of team effectiveness (Hackman 2002, ix).

Similarities and Differences in Pastoral Perceptions

Research questions 3 and 4 sought to describe how senior pastoral and associate staff perceptions as revealed through the *Team Effectiveness Survey* are similar

and how those perceptions are different. Chapter 4 presented descriptive statistics to compare the responses in key areas that revealed the closest responses and the most divergent responses.

As has been mentioned, both demographics responded positively about the effectiveness of their teams and concerning the existence of the five organizational conditions. In general, senior pastors tended to respond more positively than did associate pastors. The two groups also rated the same two organizational conditions lower than the rest: focus on performance and supportive team structure and culture.

Implications for the research are clear. While the rate at which the two demographics responded to each condition or survey item varied, the demographics were in agreement that the focus on performance rated the lowest of the five conditions. This focus on performance is strongly prevalent in the literature base (Hackman 1990, 2002; Katzenbach and Smith 2003, MacMillan 2001).

In addition, both senior pastors and associate staff were very positive in their responses concerning team stability. While this condition is not the first condition listed in the integrative model presented in chapter 3, the ability to accurately define the team and to have that team function cooperatively over time is foundational to creating high-performance teams (Hackman 2002; Katzenbach and Smith 2003). The positive response in this area connected with the positive response to item 5, most teams are effective, confirms the assertion made in the literature base concerning the foundational need for team stability.

Additional Implications

One interesting section in the description of the research data was the section that divided responses into either Strongly Agree and Agree or into the lower end of the Likert response scale from Strongly Disagree to Moderately Agree. The attempt of that analysis was to describe the frequency with which pastoral staff suggest more work is needed in a particular team leadership area. The results of that section provide some interesting if not valuable insight into the respondents' churches and how teams function in those churches.

While a respondent indicates a somewhat positive response in selecting Moderately Agree, this indicates a somewhat less than ringing endorsement of that leadership issue in the organizational culture of the respondent's church. This analysis suggests that approximately one-third of staff suggest teams are not as effective as they could be, team evaluation takes place regularly in approximately one-fourth to one-third of the respondents' churches, clarity of mission, tasks, and objectives needs improvement in as many as 46% of the responding sample churches, and communication is present, but guarded for nearly 60% of senior pastors and over 70% of associate staff.

It is important to note that in broad strokes, the picture of teamwork in the local church is positive as reported by the current study; however, as the picture is focused the implications are clear that both senior staff and associate staff indicate more can be done.

Research Applications

The research applications discussed in this section are organized around the five organizational conditions. Specific applications are given for those in church leadership who may wish to increase the effectiveness of their ministry teams.

Organizational Conditions

The research presented here is based on the concept of creating organizational conditions that will help promote ministry team effectiveness. The concept of impacting the culture of the organization and then allowing that culture to impact both the teams and the individuals in that organization provides for an interesting challenge for leaders and pastoral staff.

One immediate and obvious application for those in organizational leadership is the need to examine the entire organization and not simply individual teams. This presents an interesting challenge since it may not be readily apparent how to conduct organization-wide evaluation. This research provides at least one avenue of conducting this type of evaluation and pastors and other church leadership could and should employ survey instruments like the *Team Effectiveness Survey* to assess the organizational culture in their church.

Leadership discussions often revolve around the relational influence that leadership have with individuals. This is a necessary and integral part of the leadership discussion. Organizations and churches, however, can and should be impacted on a broader scale. This impact can happen on the broader scale, and while difficult in nature, is invaluable in creating and maintaining high-performance teams.

Senior Pastor Versus Associate Staff Perceptions

While both demographics responded positively regarding team effectiveness and the existence of the five organizational conditions in their churches, the research revealed some differences in the perceptions of senior pastors and associate staff. That is associate staff were less positive in general about the extent of effective teams and the extent to which the conditions were present in their churches.

Imperative to the presentation of differences in pastoral and associate staff perceptions is the note that the differences found in the data were small and consequently any discussion here about resolving those differences results not primarily from major conflicting perceptual issues, but rather the effort to simply improve how team leaders communicate and operate within the structure of the church.

The immediate and obvious application is the need for church leaders to begin to examine why senior pastors do not share the same perception of team effectiveness as do their associate staff. There are issues of communication, staff alignment with mission and objectives, and in general with staff relationships that may need to be strategically addressed so as to deal with this type of divergent perceptions.

This difference in perceptions may also point to the dynamic that while senior pastors do work with teams, their primary tasks are often corporate communication and corporate vision casting. Associate staff, however, seem to, by the nature of their areas of focus, work more closely with building and leading multiple teams of volunteers. This dynamic may be compounded as one examines the multi-staff church in which educational ministries, programming ministries, and ministry projects are often delegated to associate level staff. The youth or children's pastor for example probably works often

in the task of recruiting and training volunteer small group leaders. In addition, these educational staff leaders will recruit and train volunteer staff to chaperone programming events. The senior pastor may often be one step removed from the team failures or struggles that associate staff perceive. The application here may be that senior pastors, as they lead and direct their staff team, should be sensitive to the idea that the associate staff may not share their perceptions of effectiveness.

Getting Better with Teams

Ultimately the application for local church ministry may simply be the need to get better with helping promote team effectiveness. An ideal church would see high-performing teams functioning in every aspect of the organization. The data revealed that in spite of the highly positive responses from church leadership regarding the effectiveness of ministry teams, over one-third of the pastoral staff that responded to the *Team Effectiveness Survey* selected something less than Agree in response to the statement, “Most teams at my church are effective.” Nearly 60% of senior pastors and over 70% of associate staff responded with something less than Agree to item 17 that dealt with open and honest admission of mistake and weaknesses. While only a few examples are presented here, this kind of response indicates that there is still much work to do in churches regarding creating cultures of trust and teamwork.

Create Objectives and Measure Them

First, church leaders should create a culture and environment in which team product is evaluated based on objectives and tasks. The establishment of measurable goals and objectives provides alignment for team members and provides the basis for

evaluation (Lencioni 2002, Katzenbach and Smith 2003). Without creating measurable goals and objectives then teams and churches are often left with programs that are ineffective. The result of continued ineffectual work is demoralizing to both team leaders and the team members themselves.

Creating and measuring specific goals and objectives also provides accountability for team leaders and staff member in the local church. While the case has been made in chapter 2 that often creating objective measurable goals relating to spiritual growth and life change is sometimes difficult to do, this difficulty should not dissuade church leaders from seeking to create measurable objectives and then evaluate the performance of their staff and teams based on these objectives. When staff and ministry teams are collectively aligned and committed to ministry objectives then the potential for synergy and high team performance is present.

Create a Culture of Communication and Trust

Since the relative divergent perspectives of senior staff and associate staff and the obvious need for improvement have been established, a practical point of application is the need to create a culture of communication and trust. Within this culture of communication, individual members have the freedom to express their divergent viewpoints, enter into constructive conflict, and to admit freely weaknesses and mistakes. The very existence of divergent views over these issues demonstrates the need to improve in the areas of communication and trust. Pastoral staff can do this through modeling trust by being transparent and admitting weaknesses themselves.

Not only will ministerial leaders working on the improvement of a culture of communication and trust improve staff relations, it will additionally begin to bolster the environment necessary for team health and subsequent high performance. It is this researcher's belief that creating churches that embody a culture of trust and open and honest communication will not only improve the areas of staff relationships and team performance, but will also create an attractive environment for those outside the church who are looking for authenticity and integrity in leadership.

Education and Training

Finally pastoral staff should make time to work on these and other leadership issues. While the reality of working in the church is often overloaded schedules, too many tasks, and a generally hectic work week, taking time to work on leadership issues like team building will benefit the entire organization. Issues like trust, team stability, focusing on performance, and being better in leadership when taught and lived from the very top of the organization will improve both individuals and churches. Making the time for training leaders in these areas should be a vital part of pastoral staff meetings, education, and retreats.

This type of training and education will only happen when pastoral staff make tough decisions to create enough margin in their ministries and schedules to take time to work on these issues. This involves a level of intentionality that may move pastoral staff from working continually on the next urgent task toward working on leadership skills, interpersonal skills, and creating cultures within churches that support ministry team effectiveness.

Further Research

The researcher proposes five potential studies that could be built upon the descriptive results of the current study. First, it would be beneficial to replicate the current study with a different sample than that of the current research. It is the belief of this researcher that this research could be easily replicated with other denominations. This replication would potentially benefit the field of study relating to team effectiveness in the local church. In addition, this research proposes that the study could be replicated with a more focused population such as urban churches or other geographic limitations. As detailed in chapter 4, for use in replicating this study, the survey title should be altered to more accurately reflect the intended purpose of measuring perceptions of organizational conditions. Renaming the survey to *Team Environment Survey* is recommended.

Second, the current study was delimited to multi-staff churches. This study could be replicated so that the perceptions of single-staff church pastors are examined. The organizational conditions described in this study certainly could and should be present in churches in which teams are lay led as opposed to staff led. The research in this proposed study would consist of comparing the church pastor perceptions with the perceptions of key lay ministry leaders.

Thirdly, the researcher proposes that team effectiveness be examined in relationship to growing churches versus non-growing churches. While there are certainly many factors that impact church growth, the existence of the five organizational conditions that promote ministry team effectiveness may have some impact on the ability of a church to grow.

Fourth, the researcher proposes that research be conducted that would follow a mixed qualitative/quantitative model. This research would involve using the *Team Effectiveness Survey* to establish churches that report effective teams and a high level of the existence of the five conditions and those churches that report ineffective teams and low levels of the organizational conditions. Following that identification, interviews could be conducted to discover more information regarding each of the conditions. Interviews with pastoral staff, lay ministry leaders, and lay team members could be conducted to probe deeper into the issues that impact effective team ministry in a church setting and the conditions at the organizational level that impact the ongoing building and leading of effective teams.

Finally, the researcher proposes that research be conducted that would go beyond simply describing this phenomenon and seek to determine what if any relationship exists between team effectiveness and the existence of the five organizational conditions measured by the *Team Effectiveness Survey*. This would involve developing some objective measurement of team effectiveness and conducting an analysis of that measure in conjunction with the results from the *Team Effectiveness Survey*.

APPENDIX 1

TEAM EFFECTIVENESS SURVEY

The researcher worked and consulted with an expert panel in the development of the *Team Effectiveness Survey*. The survey consists of twenty-one close-ended statements. Each statement is followed by a six-point Likert response scale. The five organizational conditions that support team effectiveness are each represented by four survey items. The research purchased and utilized SurveyGold® to create the *Team Effectiveness Survey* in an online format. The survey was available online and responses and scoring were automatically completed through SurveyGold®. This appendix consists of a captured screen shot of the *Team Effectiveness Survey* and a scoring page that indicates how each statement correlates to the five organizational conditions. Although, the original survey was contained in one webpage, for formatting for this appendix, the duplication of the webpage has been reduced in size and divided into two pages.

Team Effectiveness Survey

Instructions

Agreement to Participate

The research in which you are about to participate is designed to explore the extent to which multi-staff churches help promote ministry team effectiveness. This research is being conducted by Jesse Adkinson for purposes of dissertation research. In this research, you will answer some simple questions about teams and your local church setting. Any information you provide will be held strictly confidential, and at no time will your name be reported, or your name identified with your responses. Participation in this study is totally voluntary and you are free to withdraw from the study at any time.

By your completion of this Team Effectiveness Survey, you are giving informed consent for the use of your responses in this research.

The Team Effectiveness Survey has been developed to help evaluate the extent to which your church helps foster team effectiveness. This survey is not intended to help you measure an individual team product or ministry, but rather is designed to examine conditions that should be present within a church to create an environment where teams can succeed.

Demographic Information

Please complete all of the following questions. Your responses are kept confidential and no identifying information is requested during this survey. You are encouraged to answer with honesty. Please be sure to complete all the questions.

1. **How many full-time pastoral staff are employed by your church? Include only pastoral staff and not secretarial or support staff.**
2. **How long have you been employed by your current church?**
3. **In which state is your church located?**
4. **What is your position in your church? If you serve in multiple roles select the title that most closely matches your position or the type of ministry in which you spend the most time.**

Team Effectiveness

Use the scale below to indicate how each statement applies to your church. It is important that you answer honestly. It may be helpful to think of specific teams when trying to decide your response, but the objective is to rate the church as a whole.

	Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
5. Most teams at my church are effective.	<input type="radio"/>					
6. We regularly evaluate the performance of our teams based on team objectives.	<input type="radio"/>					
7. We are clear about who makes up the team.	<input type="radio"/>					
8. Teams readily accept and respond to team leadership.	<input type="radio"/>					
9. Team members' personal relationships are characterized by forgiveness and genuine care.	<input type="radio"/>					
10. Teams are kept small but have enough members to complete their team tasks.	<input type="radio"/>					
11. We have a safe church environment where communication is encouraged.	<input type="radio"/>					
12. Team leaders are best described as servant leaders.	<input type="radio"/>					
13. We are clear about our mission, tasks, and objectives.	<input type="radio"/>					
14. Teams have all the resources they need to complete their tasks.	<input type="radio"/>					
15. Team members attend and contribute to team meetings.	<input type="radio"/>					
16. Team leaders help their teams stay on track with mission, tasks, and objectives.	<input type="radio"/>					
17. Team members openly and honestly admit weaknesses and mistakes.	<input type="radio"/>					
18. Teams have remained intact without major changes for the last year.	<input type="radio"/>					
19. We try to match tasks with the right teams.	<input type="radio"/>					
20. Team tasks are relatively easy and individual members rarely need grow or learn to complete their objectives.	<input type="radio"/>					
21. Team meetings are characterized by the free sharing of ideas and constructive conflict.	<input type="radio"/>					
22. We have specific action plans that move us toward our mission or task.	<input type="radio"/>					
23. Team members are aligned with the team's mission, tasks, and objectives.	<input type="radio"/>					
24. Team members can readily identify who is and is not on the team.	<input type="radio"/>					
25. Team leaders bring out the best in their teams through coaching and mentoring.	<input type="radio"/>					

Submit Your Responses

SCORING THE TEAM EFFECTIVENESS SURVEY

The five organizational conditions and the survey items relating to each:

Environment of Trust

Items: 9, 11, 17, 21

Focus on Performance

Items: 6, 13, 22, 23

Team Stability over Time

Items: 7, 15, 18, 24

Supportive Structure and Context

Items: 10, 14, 19, 20

Good Leadership

Items: 8, 12, 16, 25

Note: Item 5 was not specific to one of the five organizational conditions.

APPENDIX 2

EXPERT PANEL MATERIALS

The researcher developed an initial draft of the *Team Effectiveness Survey* and asked members of the expert panel to recommend changes that would improve the reliability and validity of the survey. The expert panel was contacted via electronic mail and asked to advise the researcher concerning the survey. The following items are included here: the initial draft of the *Team Effectiveness Survey*, the expert panel request letter, and the subsequent letter of appreciation sent at the conclusion of the research.

SURVEY DRAFT

Agreement to Participate

The research in which you are about to participate is designed to explore the extent to which multi-staff churches help promote ministry team effectiveness. This research is being conducted by Jesse Adkinson for purposes of dissertation research. In this research, you will answer some simple questions about teams and your local church setting. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this *Team Effectiveness Survey*, you are giving informed consent for the use of your responses in this research.

Team Effectiveness Survey

The Team Effectiveness Survey has been developed to help you evaluate the extent to which your church helps foster team effectiveness. This survey is not intended to help you measure an individual team product or ministry, but rather is designed to examine conditions that should be present within a church to create an environment where teams can succeed.

Upon completion of a brief survey, you will be given a team effectiveness score based on your responses.

Instructions

Please complete all of the following questions. Your responses are kept completely confidential and no identifying information is requested during this survey. You are encouraged to respond with honesty. Please be sure to complete all the questions for a valid team effectiveness score.

Demographic Information

What is your position in the church?

In which state is your church located?

How many full-time pastoral staff are employed at your church?

How long have you been employed by your current church?

Team Effectiveness

Use the scale below to indicate how each statement applies to your church. It is important that you answer honestly. It may be helpful to think of specific teams when trying to decide your response, but the objective is to rate the church as a whole.

Please select one response for each item below.

SA = Strongly Agree

A = Agree

MA = Moderately Agree

MD = Moderately Disagree

D = Disagree

SD = Strongly Disagree

1. Most teams at my church are effective.
2. Team members openly and honestly admit weaknesses and mistakes.
3. We have a safe church environment where communication is encouraged.
4. Team meetings are characterized by the free sharing of ideas and constructive conflict.
5. Team members may disagree over work or ministry, but personal relationships are characterized by forgiveness and genuine care.

6. We have clear mission, tasks, and objectives.
7. We have specific goals and action plans that move us toward our mission or task.
8. We regularly evaluate the performance of our teams based on team objectives.
9. Team members are aligned with the team's mission, tasks, and objectives.

10. We are clear about who makes up the team.
11. Teams have remained intact without major changes for the last year.
12. Team members attend team meetings and contribute.
13. Team members can readily identify exactly who is and is not on the team.

14. We try to match tasks with the right teams.
15. Teams have all the resources they need to complete their tasks.
16. Teams are kept small but have enough members to complete their team tasks.
17. Team tasks are relatively easy and individual members rarely must grow or learn to complete their objectives.

18. Teams readily accept and respond to team leadership.
19. Team leaders bring out the best in their teams through coaching and mentoring.
20. Team leaders are best described as servant leaders.
21. Team leaders help their teams stay on track with mission, task, and objectives.

October 9, 2005

Dr. _____

I am a student at The Southern Baptist Theological Seminary working toward the completion of a Doctorate of Education in Leadership. I am currently involved in writing a dissertation involving team effectiveness in the local church. As part of my research I have created a survey to be used to discover the extent to which multi-staff churches help foster team effectiveness by creating organizational conditions or environments that promote teamwork.

Through the examination of contemporary models of team effectiveness and due to a heavy influence of Dr. J. Richard Hackman's *Leading Teams*, I've identified the following five organizational conditions for promoting team effectiveness: a focus on performance, a foundation of trust, team stability over time, supportive structures and culture, and good team leadership.

As someone involved with the topic of team leadership I would appreciate your serving as part of an expert panel for the purpose of evaluating a Team Effectiveness Survey for both validity and reliability. Validity involves actually measuring the five conditions while reliability indicates the ability to consistently measure those conditions each time the survey is given.

If you would take a few minutes to read through the attached survey and to give your opinion as to both the validity and reliability of the Team Effectiveness Survey it would greatly benefit my research and be greatly appreciated. Any comments, insights, or evaluative comments you might include concerning the survey would also be appreciated.

If you would prefer not to participate as part of an expert panel please respond via email. Thank you for your time and response.

Sincerely,
Jesse Adkinson. Ed. D., abd
Instructor, Religion and Youth Ministry
Charleston Southern University

February 25, 2006

Dr. _____

Earlier last fall you participated as part of an expert panel to help finalize a survey for the purpose of dissertation research in the area of team effectiveness. Thank you for your input and assistance in the research. Your expertise was greatly valued and appreciated.

As of today, the survey has been completed and the process of writing the last chapters of the dissertation is underway. Should you have interest, I am attaching a brief summary of the research findings.

Thank you again for your help. Your suggestions were implemented and the survey was improved due to your efforts.

Sincerely,

Jesse Adkinson. Ed. D., abd
Instructor, Religion and Youth Ministry
Charleston Southern University

APPENDIX 3

COMMUNICATION TO THE SAMPLE

The researcher sent multiple correspondences to the research sample pastors requesting their participation in the *Team Effectiveness Survey*. Three letters were sent via electronic mail. This appendix contains copies of each of the three participation request letters.

Dear Pastor,

I am a student at The Southern Baptist Theological Seminary conducting research into Ministry Team Effectiveness. Your church has been identified through the Annual Church Profile as a church that employs multiple full-time pastoral staff. As such I would like to discover a little about team leadership at your church.

Attached to this email there is a copy of a *Team Effectiveness Survey*. Your participation in this brief survey will help identify how multi-staff churches build and lead teams. The survey should take five minutes or less for you to complete. Participation in this survey is completely voluntary and confidential. Neither you nor your church will be identified in connection with this survey. You may also access the survey through the following link: www.knology.net/~teamsurvey/Team Effectiveness Survey.

Please take time to complete this survey, click the submit button at the bottom of the survey, and then forward this email to the other full-time pastoral staff employed at your church.

Thank you in advance for completing the *Team Effectiveness Survey*.

In Christ,
Jesse Adkinson
Instructor, Religion and Youth Ministry
Charleston Southern University

Dear Pastor,

This is a second letter requesting your participation in team ministry research as part of a dissertation project at The Southern Baptist Theological Seminary. If you have already completed the survey, thank you. Your willingness to share about team leadership at your church will not only benefit my research, but hopefully will help build the kingdom as well.

Please be sure to encourage the other full time pastoral staff at your church to complete the attached *Team Effectiveness Survey*. Their participation is vital to the success of the research.

Your completing the following steps will ensure the success of this research project:

1. Click the following link and complete the *Team Effectiveness Survey*.
2. Be certain to click the “**submit your responses**” button at the bottom of the survey.
3. Encourage other full time staff to complete the survey by forwarding them this email.

If you have questions about this research or would like more information about ministry team effectiveness feel free to contact me via this email address.

In Christ,
Jesse Adkinson
Instructor, Religion and Youth Ministry
Charleston Southern University

Dear Pastor and Associate Staff,

This is simply a reminder for those of you who may not have completed the *Team Effectiveness Survey*, I contacted you about a few weeks ago. Several of you have completed the survey and I want to thank you for participating. Several of you have emailed me questions about the survey, to let me know that you don't wish to participate, or to let me know you have completed the survey. Thanks to each of you for your communication.

Hopefully during the next week or so, I'll receive the needed number of responses and can begin writing the next stage of the dissertation for *The Southern Baptist Theological Seminary*. If you wish to respond, please open the online survey and complete all of the questions. Remember, your answers are completely confidential and you will in no way be identified with your survey response. Your response to the survey will help ensure the success of the research.

Pastors, in order for your staff to have access to the survey, you must forward this email to them. I'm interested in having as many full-time pastoral staff from your church complete the survey as possible. You may also access the survey through the following web address: [www.knology.net/~teamsurvey/Team Effectiveness Survey](http://www.knology.net/~teamsurvey/Team%20Effectiveness%20Survey).

Please contact me if you have any questions. Thanks again for your participation.

In Christ,

Jesse Adkinson
Instructor, Religion and Youth Ministry
Charleston Southern University

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ABSTRACT

AN ANALYSIS OF PASTORAL PERCEPTIONS OF ORGANIZATIONAL CONDITIONS THAT PROMOTE MINISTRY TEAM EFFECTIVENESS IN MULTI-STAFF CHURCHES

Jesse Thomas Adkinson, Ed. D.
The Southern Baptist Theological Seminary, 2006
Chairperson: Dr. Mark E. Simpson

This study examined the extent to which organizational conditions that promote ministry team effectiveness are present in multi-staff churches. The case was made for the need for effective teamwork in the church organization. Five influential and contemporary models of effective teams were examined and through those models a shift in thinking from examining team characteristics toward creating and leading organizational conditions was presented. Finally an integrative effective team model was presented and five key organizational conditions were presented as a synthesis of the components from the five effective team models. Those five organizational conditions are: an environment of trust, a focus on performance, team stability over time, a supportive structure and context, and good team leadership.

Based on the five organizational conditions the *Team Effectiveness Survey* was developed with the assistance of an expert panel. The survey, which examined perceptions of organizational conditions, was distributed electronically to 1165 multi-staff churches. The results collected allowed for the comparison of responses between

senior pastors and associate staff. Data collected showed a positive perception among pastoral staff as to both the effectiveness of ministry teams and the presence of the five organizational conditions within their churches. Statistical analysis also displayed agreement in perception between senior pastors and associate staff in each of the five organizational conditions. Two conditions, however, did show a slight divergence in perception. Those conditions were the areas of trust and a focus on performance. Analysis of the data was accomplished primarily through descriptive statistics and was displayed through the use of tables and charts.

Implications and applications of the research were also presented. Some of the research implications involved the primarily positive views of pastoral staff regarding how their organizations support ministry team effectiveness, the reality that there is room for improvement in helping teams be more successful, and the agreement that senior pastors and associate staff had regarding team effectiveness and the existence of the five conditions. Research applications were suggested in the areas of continued communication among pastoral staff, the need to continue to improve in setting goals and objectives for tasks, and the need for leaders to shift their thinking from influencing individual team effectiveness to influencing the culture of an organization in order to promote team health throughout the organization. Finally, suggestions for further research were proposed.

KEYWORDS: team, effective teams, organization, ministry teams, organizational conditions, organizational culture, J. Richard Hackman, high-performance teams, ministry teams

VITA

Jesse Thomas Adkinson

PERSONAL

Born: August 3, 1974, Lexington, Kentucky
Parents: Timothy Adkinson and Elizabeth Banta
Married: Nancy Lee Huggle, June 10, 1995
Children: Lorin Elizabeth, born July 2, 2002
Leah Grace, born July 2, 2002

EDUCATIONAL

B.S., Eastern Kentucky University, 1999
M.A.C.E., The Southern Baptist Theological Seminary, 2002

MINISTERIAL

Minister of Youth, Unity Baptist Church, Richmond, Kentucky, 1995-1997
Minister of Youth, Midway Baptist Church, Midway, Kentucky, 1997-1998
Associate and Youth Pastor, First Baptist Church, Mt. Vernon, Kentucky,
1998-2000
Summer Staff Director, Ridgecrest Conference Center, Ridgecrest, North
Carolina, 2000 (Summer)
Associate Pastor of Youth/Education, Immanuel Baptist Church, Glasgow,
Kentucky, 2001-2004

ACADEMIC

Lab Instructor in Mathematics, Eastern Kentucky University, Richmond,
Kentucky, 1994-1997
Instructor of Religion and Youth Ministry, Charleston Southern University,
Charleston, South Carolina, 2004-