



# Accelerating **Team Performance**

Strategies and Actions That Distinguish Top-Performing

## Abstract

Improving “Teamwork and Collaboration” is now a strategic objective of many companies. As a result, our team decided to identify the actions and strategies that distinguish the highest performing teams from the average performing teams. The goal was to determine those behaviors that make the greatest difference to team performance. Results from our multi-method, multi-year study showed that high performance requires three ingredients: (1) Partnership and accountability among the team, team leader, and management, (2) a balance between attention to the team’s task (what needs to be done) and attention to the people involved (team members and how they work together), and (3) 11 distinct behaviors (referred to as *drivers of performance*) that increase trust, ownership, and higher performance. Study results provide a preliminary road map that lays out actions that can be taken by team members, team leaders, and management to strengthen the culture of high performing teams.

## The Need for Customized Research on Team Performance

Perceptions about why teams are effective and why they fail are not always reliable. Many are convinced that the best-performing teams are simply populated with the most competent and experienced team members. This common, but flawed, assumption presumes that team troubles are the fault of specific team members [1], “We would do so much better if it weren’t for member x.”

There is no doubt that experienced team members contribute greatly to team effectiveness, but research on this topic has long revealed an even more significant driver to team performance: Success is more common for teams that engage in productive team strategies and actions than for teams composed of the most talented members [2]. Engaging in effective team strategies and actions is the key to team success.

# 1 Introduction

Pressure, compressed deadlines, inevitable conflict, and unforeseeable turns of directions are typical challenges for drug development teams. While most teams are highly skilled technically and scientifically, only the top performing teams are able to navigate themselves through issues. Others struggle and get stuck in a loop of conflict, rework and fire fighting.

Why? How do the top-performing teams rise above the “noise” of the industry and do so well?

Several years ago, a group of team and organizational development experts engaged in a scientific research study to pinpoint the specific strategies and actions that differentiate those highly successful cross-functional teams.

The research involved collecting qualitative (i.e., interview) and/or quantitative (i.e., survey) data from over 500 team leaders and team members. The research was designed to answer the following question:

**What specific team behaviors, practices and external “situational factors” differentiate the highest performing cross-functional teams from average-performing teams?**

It should be noted that this study was not focused on identifying the basic needs of work teams (goals, roles, norms, charters, meeting management). This study was designed to identify the actions and strategies that turn an average team into a top performing team.

## Teamwork and Collaboration: A Strategic Objective

“Teamwork and Collaboration” has been identified as a strategic objective. To establish a high-performance team culture, all teams must master the strategies and actions that facilitate teamwork and collaboration. Thus, our approach was rationally designed to identify the drivers that propel certain teams to outperform, and to determine how this information can be developed into tools and resources that will aid cross-functional groups going forward.

## 2 Study Results: Synopsis

### Overview

The quantitative and qualitative data were clear and consistent in establishing that specific actions and strategies used by the team, the team leader and management make a difference. They can either accelerate and promote team success or slow it down. Synergy and alignment among all three counterparts are necessary for team success and for building a high-performance culture.

Eleven distinct strategies and actions were identified that were used more often by the high-performing cross-functional teams than the average-performing cross-functional teams. We labeled these strategies and actions “drivers” because they advance team effectiveness.

Three key findings in the study are described below:

#### **1. Team success requires partnership and accountability among the team, team leader, and management**

Our research makes evident that building a high-performance team culture requires the establishment of a strong partnership among the team, its team leader, and its key stakeholders, including senior management and governing bodies. All three groups play a key role as all three affect the team’s probability of success. The high-performing teams we studied were clear about how each partner contributed to their success. To create a high-performance team culture all three partners must be accountable for their role. It is the responsibility of each member of the partnership to understand what he or she needs, and to seek it out if it is missing. The team leader must manage the boundary between the team and its sponsors. If resources are needed, the leader must speak up. If information and decisions are required, the leader must seek them. If requests are disruptive, the leader must negotiate a balance between meeting the needs of stakeholders and the needs of the team. Similarly, the team needs to move forward even if all the pieces aren’t in place. Team members must work to understand the needs of their stakeholders and to be proactive and seek what they require to fulfill those needs. Management and stakeholders must provide the team with timely actionable feedback and demonstrate alignment around priorities.

The specific team and leader roles in the partnership are described in the drivers below. The role for management, which we developed from team-member and team-leader data, is presented after our discussion of the drivers.

#### **2. The best performing teams balance actions between task (what needs to be done) and people (team members and how they work together)**

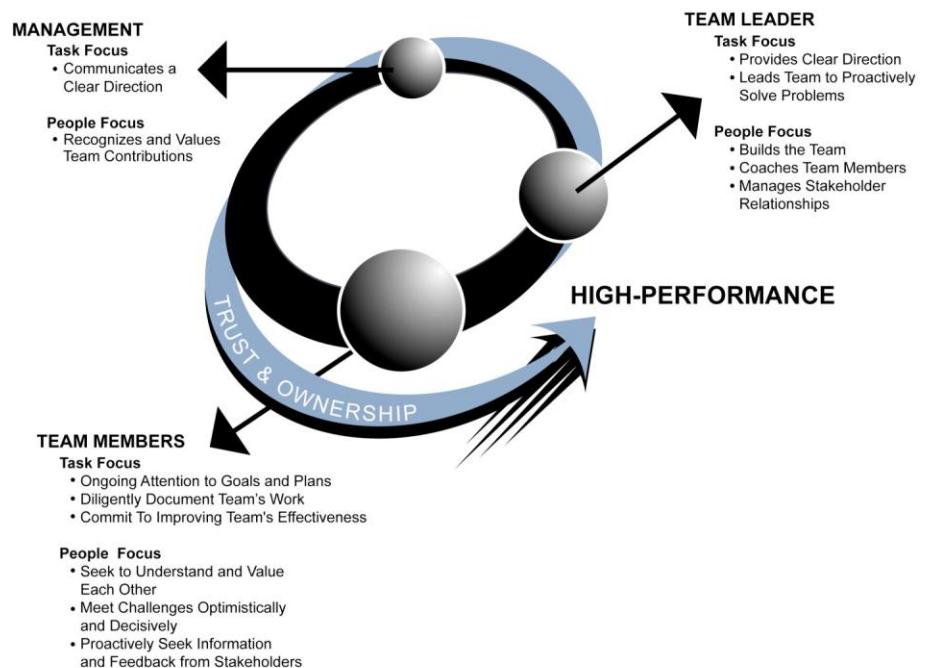
Sixty years of research on work teams suggests that teams must create a balance between their attention to the task and their attention to the people [4]. We anticipated

this would be true and it was true. The study data suggest that high performance is caused by both actions and strategies that focus on task and those that focus on people. Research indicates that the predominant reason for team performance problems is a lack of attention to people issues [5]. Team members are often task experts. They are rarely well-versed in the actions and strategies necessary for smooth team functioning.

### 3. There are key drivers that increase trust, ownership, and high performance in cross-functional teams

The accompanying model depicts the dynamic flow of partnership, accountability and balance, and the role each plays in the process. Eleven drivers affect performance – we mention three here that stand out as noteworthy.

- **Diligent documentation of the team's work affects performance.** High-performing teams are meticulous about documenting the team's work and decisions. They continually update and review their plans while keeping their eye on their target goals. Average-performing teams are simply not as disciplined about the documentation process.
- **Proactively seeking feedback and information from stakeholders affects performance.** High-performing teams invest time in gaining a clear understanding of the concerns and needs of their key stakeholders, and go after the input of these stakeholders. Average-performing teams more often do not fully understand stakeholder needs.
- **Leaders of top performing teams are directive and decisive when necessary.** High performing team leaders were able to provide clear direction for their team. Also, when needed, they engaged in an authoritative or directive style of leadership that clarified expectations and helped to focus the team. Average performing leaders were often more tentative in their directives.



### 3 Study Results: Drivers of High Performance Teams

#### THE ROLE OF TEAM MEMBERS

##### Team Member Focus on Task

**Driver #1: Demonstrates Ongoing Attention to Goals and Plans.** This driver reflects a relentless concern with aligning the team's goals and plans with the business, and maintaining a clear, specific, and detailed action plan for achieving the goals.

We expected that having clear goals and plans would matter for team success – and it does. We also found that goals and plans are moving targets in this environment and thus, that higher performance is linked to the amount of discipline the team applies to updating and aligning team goals and plans. High-performing teams told us that they regularly review and update their project plans, goals, and action plans; it was a continual part of their work. One member told us that her team regularly builds project plan reviews into their timelines. Another described how his team continually checks in with members to ensure that they are aligned and supportive of team goals and plans.

Members of the average-performing teams did not spend as much time reviewing or updating project plans, seemed to have less clarity about their team goals, and rated themselves less supportive of their team goals.

**Driver #2: Diligently Documents Team's Work.** This driver reveals a strong concern for clearly documented communication before and after meetings.

All of the individuals we interviewed discussed the overwhelming amount of information and detail they had to manage. We found that focused meeting management was important, but the team's diligence toward documentation was a strong driver of top performance. Their systematic documentation frees up the higher-performing teams to focus on the strategic issues important for team success. If team conclusions and action items were not documented clearly and accurately, team members came to their own conclusions, resulting in misunderstandings and conflicts. Thus, members of the high-performing teams told us that they create "histories," "records," "communication tools," and "team minutes that are concrete and *very, very* accurate." Members of average-performing teams also documented decisions, actions, minutes, etc.; however, they stressed this less often and did not use systematic documentation as a strategy.

**Driver #3: Commits to Improving the Team's Performance.** This driver reveals a strong desire to improve the team and its processes, and recognizes that learning and reflective discussions are necessary to facilitate improvement.

As expected, high-performing teams take actions to facilitate team learning and improvement. The high-performing teams periodically stepped back and reflected on their work and their process. They also routinely conducted meaningful “lessons-learned” discussions after reaching milestones.

High-performing team members spoke often about their meaningful debrief sessions after a review with a governing body. They focused on what could be done better next time, what was learned via the process, and what worked or didn’t work well. They also told us that when low points occurred within the team, they turned to “lessons-learned” discussions. The best teams also discussed how well they were working together as a team, and periodically gave one another feedback.

### **Team Member Focus on People**

**Driver #4: Seeks to Understand and Value Each Other.** This driver reveals a strong value for understanding the views, attitudes, cultural differences, interests, concerns, strengths, hot buttons, and weaknesses of team members.

We expected to find that friendly team-member relationships would increase team success. Instead, we found that team success is linked to team-member willingness to learn to understand each other’s attitudes, views, work styles, hot buttons, and cultural differences. Our study results suggest that participation and the integration of knowledge and ideas occurs more easily when the members of cross-functional teams actively seek to understand and value one another.

Members of the high-performing teams consistently and frequently told us that they knew each other quite well – well enough to understand each other’s idiosyncrasies. They also discussed using this knowledge to facilitate their work. One member discussed knowing “what can and can’t be said” and “how close you need to get and how far away you need to stay from specific team members” in order to improve team discussions and processes. Another told us in detail that a “hot headed” team member is allowed to cool off, and how a “pessimist” is allowed to talk about the sky falling in. But, at the end of the day, the team comes together and works well. One team member discussed how she consistently tried to understand personality and cultural differences, and kept them in mind when trying to understand a teammate’s perspective.

In contrast, members of the average-performing teams spoke significantly less often about understanding one another or trying to get to know one another. One member of an average team said that members were just spread out too far to know each other very well (yet, several of the high-performing teams were equally dispersed). Members of the average-performing teams more often viewed “get-to-know-you” activities as a waste of time. They don’t recognize the link between familiarity and the ability to grasp and appreciate a teammate’s point of view.

**Driver #5: Meets Challenges Optimistically and Decisively.** This driver reveals a strong bias toward addressing problems, obstacles, and conflicts in a productive and decisive manner.

We expected to find that high-performing teams would make effective decisions under challenging circumstances. In fact, the high-performing teams were able to remain optimistic and decisive during challenging times. Optimism has clear advantages in the team environment. Neuroscientists have found that stress reduces the brain’s ability to process information and make effective decisions [6]. In contrast, positive emotions such as optimism increase a team’s ability to be expansive, creative, and to take in and process new ideas [7]. When challenges were presented, the high performing teams in our study refused to get caught up in fear or negativity.

They maintained a norm of optimism. They did not achieve this by stifling negative emotions, but by “quickly moving past non-productive discussions” to discussions focused on ways of overcoming challenges.

Average-performing teams reported that they were significantly less optimistic when facing challenges, significantly less able to move past non-productive discussions during difficult times, and significantly less able to be decisive when facing problems.

#### **Driver #6: Proactively Seeks Feedback and Information from Stakeholders.**

This driver reveals a desire among team members to address the needs and concerns of key stakeholders, and to seek their feedback and input when making important decisions.

We expected to find that sponsorship would be important for successful team performance and that the extent to which teams managed their stakeholders would make a difference to performance. A clear finding was that the higher-performing teams were proactive about sponsorship. They worked to gain a thorough understanding of the needs and concerns of their stakeholders, and to engage their support and involvement. Members of the high-performing teams refused to feel powerless when it came to getting information and feedback from their stakeholders. They took charge by seeking out stakeholders, asking them questions, and then attending to priorities.

### **THE ROLE OF TEAM LEADERS**

#### **Team Leader Focus on Task**

**Driver #7: Provides Clear Direction.** The team leader provides clear direction for the team and, when needed, engages in an authoritative or directive style of leadership that clarifies expectations and helps to focus the team.

We expected to find that the team leaders of the high-performing teams would empower their team members and take on a facilitative role. While this was true, what truly differentiated the high-performing team leaders was their ability to know when clear direction was needed and then to be directive and decisive. Members of high-performing teams described leaders who were not afraid to tell them exactly what they wanted done and exactly how priorities needed to be aligned. These leaders also had explicit expectations about what should or shouldn't happen in team meetings. For example, one leader told us that he simply didn't tolerate anyone raising his or her voice in a team meeting. Another told us that on her team, it was not acceptable to prematurely foreclose the planning part of a discussion. One leader told us that he imposed a ground rule that prohibited the use of computers during conference calls. In a follow-up question, the interviewer asked the leader what he did when a computer was used during a meeting. The leader firmly stated that this simply did not occur.

Leaders in the average teams were often more tentative in their directives. Rather than take proactive measures to steer the team in constructive directions, they found themselves in a reactive mode. These teams seemed to often get stuck in the cycle of “consensus” at times when the team needed the leader to guide or direct it to a decision.

**Driver #8: Leads the Team to Proactively Solve Problems.** The team leader takes advantage of opportunities and encourages others to anticipate team-related problems or obstacles.



Leaders of the high-performing teams worked hard to anticipate where problems might occur. These leaders frequently asked their team to think ahead about what problems and questions might arise in the future. They'd ask to hear any and all anticipated criticisms. The high-performing team leaders were also tenacious in their preparation for stage-gate or functional reviews. They made sure the team gathered potential questions, criticisms, and "deal-breakers" in advance, and proactively thought through the best responses to those issues before the meeting.

### Team Leader Focus on People

**Driver #9: Builds the team.** The team leader recognizes that it is his or her responsibility to build strong relationships between and among team members, while also creating a sense of team identity and a shared feeling that "we are in this together."

We expected the leaders of the high-performing teams to be team-oriented leaders. We did not anticipate the passion we'd find in their team orientation. These leaders clearly understand the relevance of team camaraderie to the team's level of effectiveness, particularly during challenging periods. They recognized that it was this camaraderie that enabled the cooperation and selfless effort required during times of high pressure and deadlines. One member of a high-performing team said that time and time again her leader would emphasize that "they'd succeed as a team or go down as a team." Another team leader told us that he made sure his members developed an "extremely well-functioning well-oiled team" because it was amazing what the team could achieve when it pulled together.

Leaders of the average-performing teams discussed their role in team development less often. When they did discuss team development, they did so with far less enthusiasm or commitment.

**Driver #10: Coaches Team Members.** The team leader has a good understanding of team member personalities, styles and needs, has a genuine interest in developing the skills and abilities of team members, and provides members with constructive support.

The team leaders of the high-performing teams were not only focused on developing their team, they were focused on developing the individual members of their teams. Leaders of the high-performing teams recognized that the effective input of every single team member was essential to group functioning. Higher-performing leaders were available, and provided feedback and coaching offline from team meetings. These one-on-one discussions worked well because the leaders understood team members' idiosyncrasies, and had taken the time to get to know each one of them. Thus, they could easily anticipate the reactions of each member to certain directives or decisions.

For example, one team leader told us of a coaching session with a team member whose anger was disrupting the team. Because he was so familiar with this individual's style and personality, he was better equipped to coach. The leader knew that high stress triggered anger in this individual. Their discussion about disruptive behavior focused on finding ways to reduce the team member's stress.

In the average-performing teams, team-leader coaching was discussed less often. When coaching did occur, it was clear that the leader was not as familiar or aware of member positions and needs.

**Driver #11: Manages Stakeholder Relationships.** The team leader ensures that the team's interests are represented effectively with key stakeholders, that the team gets relevant information in a timely fashion, and that team members are protected from issues for which they need not be concerned

Leaders of the high-performing teams were active, assertive, and effective liaisons between upper management and the team. They developed good relationships with stakeholders, and these relationships paid off. These leaders were able to obtain timely information, buffer the team from unrealistic expectations, and challenge senior management without negative consequences. Previous research suggests that managing the stakeholder relationship may be one of the most performance-enhancing roles played by a team leader [8].

Leaders of the average-performing teams seemed less aware of the importance of their liaison role. Their team members also rated them as not very effective at representing their interests to stakeholders.

## **THE ROLE OF MANAGEMENT (Including Governing Bodies)**

Members of the high-performing teams indicated that the following two management actions were available to them, and that they made a difference in their performance. The average teams did not discuss these supports. These actions are not labeled drivers because we did not survey or interview management in this study. They are based on team-member perceptions.

### **Management Focus on Task**

#### **1. Management Communicates Clear Direction and Expectations to its Teams.**

Members from both the high-performing and the average-performing teams discussed the difficulty of the changing environment and discussed the difficulties they experienced when their sponsors changed directives in mid-stream. They discussed this as "living in a cloud of uncertainty about if and when changes would be handed down from up above".

This management action can profoundly influence both average and high-performing teams. When management "leaves teams in the dark," they set the stage for teams to struggle and lose focus. The high-performing teams in this study rated themselves as interacting more frequently with governing bodies that knew their role, communicated that role, and lived by it. Our findings clearly link high-performing teams to management preparedness for review meetings, and direction and decisions communicated in a timely manner.

As noted earlier, the higher-performing teams and their leaders are more proactive in getting what they need from sponsors; however, the degree to which management communicates decisions helps that process.

### **Management Focus on People**

#### **2. Management Recognizes and Values Team Contributions. Management ensures team members have the backing, support, and encouragement they need to succeed.**

The teams and team leaders we spoke to wanted nothing more than acknowledgment and recognition from upper management for their hard work. Research shows that employees withstand greater amounts of change and stress and better sustain their

motivation during challenging times if they know that the organization values them and their work [9].

Our study reveals that when management provides recognition and quick feedback to teams, it has a positive impact on team performance. High-performing teams frequently discussed receiving timely feedback and formal recognition from the organization. Average-performing teams and their leaders sometimes felt invisible to the organization and their sponsors.

## 5 References

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## 4 High-Performance Team Culture and The Future

This is a time of opportunity for the Pharmaceutical companies within Johnson & Johnson. “Teamwork and Collaboration” is a strategic objective. This research has only begun to shed light on the strategies and actions that can increase teamwork and collaboration within these companies. Our findings provide a preliminary road map: one that lays out actions that can be taken by team members, team leaders, and management to begin the development of a high-performance team culture.

It should also come as no surprise that teamwork and collaboration occur in environments that measure and reward the results of teamwork and collaboration. Thus, building a high-performance team culture requires leadership committed to rewarding team-focused behavior and team outcomes. An important first step is the design and implementation of an individual – and team – performance measurement system: one that measures and recognizes team-focused behaviors and outcomes. Again, our study provides empirically supported information to begin that process.

Additional research will also help. The research presented here was conducted with cross-functional teams, and we believe that the findings generalize toward other cross-functional teams at Johnson & Johnson. However, similar research in other areas of the Pharma organization – or with product development teams in other sectors of Johnson & Johnson – would aid the development of strategies and actions necessary for success in those environments.

An important ingredient missing from this report is research conducted directly with the management and governance teams that direct the cross-functional product development teams. Our research alludes to strategies and actions these teams can take to make a significant difference for team performance. Future research conducted with management and governance teams would provide valuable information for taking the Pharmaceutical companies within Johnson & Johnson one-step closer to building a high-performance team culture.



## Appendix 1: The Research Team

**Angela R. Balduzzi** from Centocor Research & Development, Inc. brings twelve years experience to her position as Senior Manager, R&D Organizational Development. Prior to joining Centocor in 2001, she was a consultant serving Fortune 500 clients in the pharmaceutical, entertainment, and technology industries, as well as Federal and State government agencies. Angela's expertise is in conflict management - individual coaching, mediation, facilitation, and large-scale intervention. She also has broad organizational development experience in organizational change strategy and implementation, team development, and performance improvement. She holds an M.A. in Organizational Communication and Conflict Management from Temple University. Her undergraduate studies focused on Organizational and Group Communications. She is currently completing the Change Management Leadership Certificate program through the National Training Laboratory (NTL) Institute.

**Nuala Campany** from Global Biologics Supply Chain has over 15 years of organizational development experience in a wide variety of organizational settings including global Fortune 500 companies, government, and higher education. She has led organization change initiatives to support technology-enabled large-scale organization transformation efforts, the implementation of team-based systems, Six Sigma, and lean manufacturing. In addition, she is an expert trainer and consultant in topics focusing on team development, leadership development, intercultural communication, and personal effectiveness. Nuala holds postgraduate degrees in Organization Design and Effectiveness, Human and Organization Systems, and is completing her Ph.D. in Human and Organizational Systems through the Fielding Graduate University.

**Poyee Chiu** joined the Johnson & Johnson Consulting Group (JJCG) as a consultant in January 2003. Her primary focus is in individual, team, and organizational effectiveness, with an emphasis on competency and organizational capability development and talent management. Most of her client experiences include partnership with clients to clarify their needs, exploration of effective practices and lessons learned inside Johnson & Johnson companies, as well as design and implementation of appropriate approaches and processes to arrive at value-adding solutions. Prior to joining J&J, Poyee's professional experience included career counseling and assessment, organizational diagnosis and action planning, and knowledge management. Currently, Poyee is working on her doctoral degree in Organizational Psychology at the Graduate School of Applied and Professional Psychology (GSAPP), Rutgers University. Her professional interests include the psychology of judgment and decision-making, knowledge management, planned organization design and change management, team effectiveness, and diversity at the workplace. Poyee received her PsyM from GSAPP, Rutgers, and her MA in Experimental Psychology and BS in Psychology from CUNY Brooklyn College.

**Vanessa Urch Druskat**, Ph.D. is Associate Professor of Organizational Behavior at the University of New Hampshire's Whittemore School of Business and Economics. She is the author (or co-author) of over thirty published articles on team and leader effectiveness and has been invited to present her research at more than two dozen research conferences in the United States and abroad. Vanessa has received three prestigious awards for her innovative research and two gratifying awards for her innovative teaching. She has a B.A. from Indiana University, an M.A. from Columbia University, and a Ph.D. from Boston University. She spent eight years on the faculty of the Weatherhead School of Management at Case Western Reserve University, in Cleveland, Ohio.

**Ruth Dubinsky** from Centocor Research & Development, Inc. brings more than 30 years of diverse Johnson & Johnson experience to her position as Director, R&D Organizational Development. She began her career as a bench scientist at Ortho Pharmaceuticals in the areas of Discovery Research, Drug Development and behavioral pharmacology. She spent several years in Clinical Research studying depression, schizophrenia and HIV. In 1990, her interest in the "human side" of the business led to various leadership roles involving global team development, large-scale change implementation, training and competency development, leadership development, and pharmaceutical medical ethics. Ruth holds a M.S. in Organizational Development and Psychology, from Saint Joseph's University, a B.A in Humanities and an A.S. in Biology from Fairleigh Dickinson University.

**Eileen Flynn**, Director of Organization Development, has over 25 years in Human Resource Management and is in her second year at J&J PRD where she started the focus on Team Development. She was responsible for re-launching all of the Compound Development Teams into the New Product Development Process, and continues to consult with PRD teams as well as other CDT's across Pharma. Prior to this role, Eileen spent five years as a Consulting Director in the Johnson & Johnson Consulting Group, formerly known as Learning Services. Her expertise is in coaching leaders on large-scale change initiatives. She also consults on strategic planning, process improvement, team and leadership development, talent management, rewards and recognition, culture studies, and managing diversity. Eileen has a certificate in Advanced Human Resource Management and Organization Development from Columbia University, an M.A. in Counseling from Rider University, and a B.S. in Organizational Behavior from LaSalle University. She is the leader of the research team responsible for this paper.

**Matthew Mangino** is a Consulting Director with the Johnson & Johnson Consulting Group. He has over twenty-five years of experience providing Leadership, Management Development and Organizational Effectiveness programs and services. His expertise includes designing and implementing talent management strategies, providing change management support, conducting organizational climate/culture assessments, developing cross-functional teams, and in building competency models and competency-based HR applications for a wide-range of job families, positions

and functional areas. Prior to joining Johnson & Johnson, Matthew worked for Deloitte, Haskins & Sells, Peat Marwick and Coopers & Lybrand where he was

responsible for Leadership and Management Development Programs and Services. He has an undergraduate degree from Seton Hall University and a Masters Degree in Organizational Development from Montclair State University. He also serves as Johnson & Johnson's representative on the "Consortium for Research on Emotional Intelligence in Organizations."

**Steven B. Wolff**, D.B.A. is a Senior Researcher at the Hay Group's, McClelland Center for Research and Innovation, in Boston. He has had over 15 years of experience in the high-tech industry as an engineer and manager. More recently, Steve has conducted research on managing performance in self-managed teams, team effectiveness, team leadership, peer feedback, organizational learning, and partnerships between business and public schools. He has co-authored two books entitled "OB in Action: Cases and Exercises." He received his M.B.A. from Babson College and his D.B.A., concentrating in organizational behavior with a minor in adult learning and development from Boston University. He also holds a Masters in electrical engineering from Northeastern University and a Bachelor of Engineering from Stevens Institute of Technology.

## Appendix 2: Research Methods

A group of team and organizational development experts from J&J PRD, Centocor Research & Development, Inc., Global Biologics Supply Chain, J&J Consulting Group, and Alliance Management engaged in a scientific research study to pinpoint the specific strategies and actions that differentiate highly successful cross-functional teams within the Pharmaceutical affiliates of J&J. The research involved collecting both qualitative and quantitative data from over 50 high-level cross-functional teams within the Pharma sector.

### Hypothesized Drivers of Team Effectiveness

The study began with an extensive literature review of existing models of cross-functional team effectiveness. Six primary themes emerged as those most likely to impact team performance. These six themes formed the hypothesis, and are depicted in Figure A1.1

**Figure A1.1: Original Hypothesized Model of Team Performance**

#### **1. Goals and Planning**

- Goals and Planning
- Maintaining Alignment/  
Change Management

#### **2. Roles and Responsibilities**

- Defining Roles, Responsibilities  
and Expectations

#### **3. Processes and Procedures**

- Performance Measurement and  
Evaluation
- Decision Making
- Competency and Development
- Meeting Management and Productivity
- Problem Resolution and Escalation

#### **4. Leadership**

- Leadership

#### **5. Relationships**

- Competency and Development
- Communications
- Managing Cultural Diversity
- Team Synergy
- Rewards, Recognition, and Motivation

#### **6. External Environment**

- Goals and Planning
- Senior Management Sponsorship &  
Engagement
- Performance Measurement & Evaluation
- Competency and Development
- Decision Making
- Consistency of Personnel

### Hypotheses:

- All six themes are predictors of team performance**
- Teams that are high performing will be stronger in the areas of Goals and Planning, Roles and Responsibilities, Processes and Procedures, Leadership, Relationships and External Environment**

## Study Sample

Cross-functional teams from J&J PRD, Centocor, Tibotec, and Alliance Management participated in the study, and included Compound Development Teams and cross-functional teams within Clinical or Chem Pharm. For the majority of the teams, the team members did not have a direct reporting relationship to the team leader.

## Data Collection

The study hypotheses were tested using both quantitative data and qualitative data, and were collected in two phases.

### Phase 1:

#### a. Quantitative Survey Data

The six hypothesized themes were the foundation for the development of a 63-item survey (see Table A3.1 in Appendix 3).

The survey was administered to 51 global cross-functional teams, consisting of 527 team members and leaders, from the US and Europe. To ensure that the survey fully represented the team, it was required that at least 80% of the team members on a team complete the survey.

#### b. Performance Data

Performance data for the sample study teams were used to group the teams into one of two categories:

1. Highest-performing teams
2. Average, competent teams

This grouping was accomplished by means of feedback from senior management who were most familiar with the work of the teams. Some managers completed a questionnaire by rating the study teams (1 to 7 ranking, low to high) against the entire population of teams using the following criteria:

(1) Performance against other teams in the organization with whom you are familiar and that perform similar work;
(2) Quality of the team's work;
(3) Ability to sustain motivation and work together on a long-term basis;
(4) Efficiency in getting things done;
(5) Effective and efficient in getting through functional stage-gate reviews;
(6) Achievement of last year's goals and objectives; and
(7) Progress toward this year's goals and objectives.

Other managers chose to identify top-performing teams in lieu of filling out the survey. To create comparable performance data, the items from the survey were averaged to determine a team's performance score. Approximately the top 25% were categorized as top, distinguished teams. Performance data was collected for 33 of the 51 teams.

## **Phase 2:**

### **a. Qualitative Data: The Behavioral Event Interview (BEI)**

The goal in this phase was to discover, through interviews, how team and team leader strategies and actions differed between the highest-performing teams and the average-performing teams. Nineteen teams were selected to participate in the BEI. Only teams that had both performance data and quantitative data were included. The categorization (high-performing or average-performing team) was kept blinded from the researchers conducting the interviews.

Using a standard interview protocol, behavioral event interviews were conducted with consent of the participants. For each of the 19 teams, the team leader and at least two randomly selected team members were interviewed. The team leader interview lasted approximately 2 hours, while the team member interview lasted approximately 1.5 hours. Interviewees were asked to recall and describe both high and low moments on the team, and talk in detail about critical events that had shaped the team. With permission from the interviewees, the sessions were audio taped and transcribed. Names removed from the tapes to protect anonymity and confidentiality of the study participants.

### **Data Analysis**

Survey data were analyzed by correlating aggregations of team-member responses to team-performance data. Appendix 3 provides tables showing the results. Table A3.1 shows the correlation of each survey item to performance. Since performance was in the form of a binary variable, i.e., either high-performing or not high-performing, a Kendall's tau correlation was performed. Table A3.1 also shows the means for the high-performing teams and all others.

In the interview data, we were looking for corroboration of the results from the survey data and also for new drivers of performance that had not yet been identified. Interviews were transcribed verbatim. An exhaustive codebook was created of the behaviors and "situational" factors that were noted consistently by members and leaders in the high-performing teams, but rarely mentioned by members or leaders of the average-performing teams. Two expert coders, who were blind to the "high" and "average" status of the teams, used the codebook to code the 57 interview transcripts using NVivo v2.0 qualitative research software. Coders recorded the frequencies with which each code was applied in an interview. Coders achieved 70% inter-rater reliability.

For each code, an independent samples t-test was performed to determine if there was a significant difference in the mean frequency with which it was discussed in the high-performing versus average-performing teams. Table A3.2 provides a table with these statistical results for those codes that showed a significant difference between high- and average-performing teams.



## Appendix 3: Results

**Table A3.1: Means and Kendall's Tau Item Correlations with Performance (n=33 teams)**

Original Theme	Item	Correlation with Performance	p	High Perf. Mean	Others Mean
Goals and Planning	1. Our team effectively balances strategy with operational tasks.	0.32*	0.03	5.91	5.46
	2. Meeting our team goals requires a high degree of integrated work effort.	0.15	0.32	6.60	6.51
	3. All members of this team understand and support our team goals.	0.27 <sup>†</sup>	0.07	6.15	5.92
	4. Team goals are aligned with functional and business goals.	0.29*	0.05	6.29	6.01
	5. Our team goals are achievable.	0.16	0.29	6.05	5.92
	6. We remain productive when faced with ambiguity.	0.39**	0.01	5.93	5.46
	7. We take time to clearly define the content/scope of tasks and their timelines.	0.25 <sup>†</sup>	0.09	5.80	5.55
Roles and Responsibilities	8. Role expectations are clearly defined for each team member.	0.12	0.41	5.71	5.65
	9. Every team member takes responsibility for the success of our team.	0.00	0.99	5.88	5.88
Processes and Procedures	10. We use clearly defined metrics to measure our progress.	0.14	0.35	5.09	4.91
	11. We feel confident in the quality of our team decisions.	0.14	0.35	5.88	5.71
	12. Our team makes decisions in a timely manner.	0.24 <sup>†</sup>	0.10	5.80	5.40
	13. We seek input, when appropriate, from those who will be involved in implementing a decision before finalizing the decision.	0.27 <sup>†</sup>	0.07	6.04	5.82
	14. We act decisively to address challenges.	0.29*	0.05	6.04	5.63
	15. Our team anticipates problems so that we can prevent major issues.	0.14	0.33	5.72	5.57
	16. When we can't resolve a conflict, our team elevates it to the appropriate level in the organization.	0.28 <sup>†</sup>	0.06	6.07	5.84
	17. Our team finds new ways to do things better and/or faster.	0.25 <sup>†</sup>	0.08	5.60	5.36
	18. Our team meetings are productive.	0.19	0.20	5.75	5.34
	19. We consistently have the right people at our team meetings.	-0.06	0.70	5.59	5.58

\*\*p<.01 \*p<.05 <sup>†</sup>p<.1 <sup>††</sup>p<.15

**Table A3.1 (cont.): Means and Kendall's Tau Item Correlations with Performance (n=33 teams)**

Original Theme	Item	Correlation with Performance	p	High Perf. Mean	Others Mean
Relationships	20. We let team members know if their actions are considered unacceptable.	0.22 <sup>††</sup>	0.14	5.29	5.13
	21. We inform team members if they are not meeting the needs of the team.	0.15	0.31	5.21	5.10
	22. There is a high level of trust among team members.	0.24 <sup>††</sup>	0.11	5.72	5.42
	23. It is safe to take a risk on our team.	0.23 <sup>††</sup>	0.12	5.49	5.19
	24. Our team motivates me.	0.16	0.27	5.82	5.63
	25. Team members cooperate with each other.	0.24 <sup>†</sup>	0.10	6.18	5.95
	26. We take time to build rapport on our team.	0.16	0.27	5.27	5.06
	27. Cultural differences that affect our teams performance are proactively managed.	-0.04	0.80	5.33	5.36
	28. Our team uses ground rules to manage our behavior.	0.03	0.86	5.05	4.99
	29. We have a great deal of confidence in our team.	0.30*	0.04	5.95	5.71
	30. There is a strong sense of pride about being part of this team.	0.31*	0.04	5.93	5.56
	31. We make an effort to understand one another's attitudes and views.	0.21 <sup>††</sup>	0.15	5.78	5.60
	32. We try to understand each others concerns and needs.	0.11	0.47	5.70	5.63
	33. Team members keep in touch with each other between meetings about relevant information.	-0.01	0.94	6.03	5.99
	34. Team members communicate openly and honestly.	0.29*	0.05	6.06	5.85
	35. We ask each other questions to make sure we accurately understand each other.	0.09	0.54	5.94	5.89
	36. We express our appreciation for team member effort.	0.08	0.60	5.83	5.71
	37. We celebrate our teams successes.	0.14	0.35	5.33	5.14
	38. We periodically discuss what is working and not working in our team.	-0.04	0.78	4.68	4.74
	39. We take time to talk about frustrations or other feelings in the team.	-0.21 <sup>††</sup>	0.14	4.28	4.52
	40. When there is tension in our team, we acknowledge or discuss it.	-0.10	0.50	4.56	4.66
	41. When we encounter an obstacle we quickly move past the non-productive discussion to finding ways of overcoming it.	0.33*	0.03	5.45	5.06
	42. In our team, we are optimistic about our ability to deal with challenges.	0.40**	0.01	6.10	5.76

\*\*p<.01 \*p<.05 †p<.1 ††p<.15

**Table A3.1 (cont.): Means and Kendall's Tau Item Correlations with Performance (n=33 teams)**

Original Theme	Item	Correlation with Performance	p	High Perf. Mean	Others Mean
Leadership	43. Our team leader is effective in leading our team.	0.22 <sup>††</sup>	0.14	6.08	5.78
	44. Our team leader effectively represents our teams interests to outside stakeholders.	0.02	0.90	6.09	6.04
	45. Our team leader creates a positive sense of urgency for achieving results.	0.17	0.24	6.24	6.05
	46. Our team leader encourages open discussions and diverse viewpoints.	0.11	0.44	5.95	5.75
	47. Our team leader provides relevant information to our team in a timely and effective way.	0.05	0.74	6.13	6.04
External Environment	48. We understand the concerns and needs of decision makers outside our team.	0.23 <sup>††</sup>	0.11	5.77	5.59
	49. We build relationships with groups that can help make a difference in our performance.	0.08	0.60	5.67	5.61
	50. Our team challenges management (defined as senior or group managers outside the team) on issues we believe are important.	0.07	0.65	5.52	5.46
	51. Our team has clear direction from our sponsors.	0.34*	0.02	5.65	4.99
	52. Our team has the right skill mix and number of people to accomplish our goals.	0.10	0.50	5.93	5.71
	53. Team membership changes are handled effectively.	0.14	0.35	5.64	5.46
	54. Management (defined as senior or group managers outside the team) is involved with our team in a supportive way.	0.36*	0.02	5.51	4.93
	55. We have the facilities, work materials and tools we need to perform well.	0.09	0.53	5.48	5.30
	56. Team members have enough authority to make decisions for their function.	0.09	0.56	5.28	4.98
	57. Decisions made outside our team that affect our project are made in a timely and effective manner.	0.23 <sup>††</sup>	0.12	4.91	4.40
	58. Team members get the training they need to be effective on this team.	0.22 <sup>††</sup>	0.14	5.01	4.87
	59. Management (defined as senior or group managers outside the team) acknowledges our team achievements.	0.30*	0.04	5.38	4.87
	60. Our team regularly seeks feedback from outside the team that will help us evaluate the way we are operating.	-0.02	0.90	4.83	4.88
	61. Management (defined as senior or group managers outside the team) empowers our team to accomplish our goals with minimal controls.	0.24 <sup>†</sup>	0.10	5.20	4.55
	62. Our team communicates relevant information to stakeholders in a timely and effective way.	0.02	0.87	5.94	5.92
	63. We leverage relationships outside the team to help us get our work done.	0.04	0.80	5.82	5.81

\*\*p<.01 \*p<.05 †p<.1 ††p<.15

**Table A3.2: Interview Codes Showing Significant Relation to Performance**

	Code	mean dif.	p	Definition
Group Emotional Intelligence	Discussing emotion	.42	.037	Talking about frustrations, fears, joy, etc.
	Persuasion to take ownership	.26	.033	Statements made to persuade members to become committed or take ownership.
	Keeping team members informed	1.65	.048	Team members communicate information to one another and/or that the team leader provides important information to the team. Opposite would be failing to keep team members informed.
	Interpersonal understanding	.38	.16	Team members know one another and understand what makes each other tick, individual styles, etc.
	Confronting members who break norms	.16	.033	Team members confront members who do not meet expectations or who behave in ways that are counter to the team's norms.
	Confronting members on the topic	-1.68	.033	Team members challenge each other around the task.
	Open, honest communication	.47	.087	Members openly communicate feelings and opinions or indication that speaking one's mind is common or natural in this team. Members are not afraid to speak their mind e.g., we have an open atmosphere (opposite would be willful miscommunication or passing on false information)
Ext. Env.	Commitment to work	1.5	.002	To willingly align one's own behavior and needs with the priorities and goals of the team or company. Act in ways that promote the goals of the team, or going out of one's way to get the task done or done well.
	Positive outside forces	.96	.005	Provides clear direction. Makes timely decisions. Acknowledges team achievements. Empowers team (e.g., minimal controls).

**Table A3.2 (cont.): Interview Codes Showing Significant Relation to Performance**

	<b>Code</b>	<b>mean dif.</b>	<b>p</b>	<b>Definition</b>
<b>Proactive Task Focus</b>	Documentation Processes	.69	.015	Team has formal agenda, minutes, and documentation processes
	Project Plan Review	.28	.006	Reviewing how well the team is doing in terms of the Project Plan (the plan for the full project)
	Consensus is sought	-1.99	.006	The leader (or members) is trying to reach a consensus. Be careful that it is an actual consensus building process, not the leader or team member suggesting something and consensus being assumed from the silence. There must be some active attempt to poll everyone or discuss the issues until an outcome is agreed upon.
<b>Leadership</b>	Planning and proactive problem solving	2.47	.016	Keeping track of the system and all the moving parts of the system in enough order to know what is happening next.  Thinking ahead: The team is thinking ahead and anticipating problems that might occur.
	Support-Coaching to the team	1.02	.001	Leader provides advice and counseling to team members.
	Teambuilding Statements	.80	.021	E.g., "we are in this together".
	Empathy	.82	.016	Leader tries to understand the needs and concerns of team members.
	Being directive	1.26	.06	Leader provides focus for the team. Sets boundaries and guidelines when the team needs it. This does not preclude being participative and democratic.
	Protecting and buffering the team	.47	.06	Challenging management to protect the team. For example, management may ask for an unreasonable timeline and the leader pushes back.

**Table A3.2 (cont.): Interview Codes Showing Significant Relation to Performance**

	<b>Code</b>	<b>mean dif.</b>	<b>p</b>	<b>Definition</b>
<b>Other</b>	Managing Diversity	.93	.005	Recognizing cultural differences (either national culture – or organizational culture) Indications that the team recognizes or is aware of cultural differences or indications that the team takes actions to aid in cultural differences – e.g., uses teleconferences so that members can at least see one another during meetings in order to bridge cultural differences.
	Team problem-solving approach	1.86	.037	Evidence that members are trying to resolve conflicts by looking for what is best for the overall team.
	Meetings/Teleconference	.93	.022	Team is meeting via teleconference during the incident being discussed.

**Table A3.3: Final Drivers of Performance and Definitions**

<b>Role</b>	<b>Focus</b>	<b>Driver</b>	<b>Definition</b>	<b>Quantitative Evidence</b>	<b>Qualitative Evidence</b>
<b>Team Members</b>	<b>Task</b>	#1 Demonstrates Ongoing Attention to Goals and Plans	This is evident when the team: <ul style="list-style-type: none"> <li>Regularly reviews and updates the project plan</li> <li>Aligns the team's goals with functional and business goals</li> <li>Develops a clear and specific action plan for achieving its goals</li> <li>Understands and supports team goals</li> <li>Appropriately focuses on both its strategic and operational tasks</li> </ul>	<ul style="list-style-type: none"> <li>- #4 Team goals are aligned with functional and business goals</li> <li>- #1 Our team effectively balances strategy with operational tasks</li> <li>- #7 We take time to clearly define the content/scope of tasks and their timelines</li> <li>- #5 Our team goals are achievable (high mean item)</li> </ul>	
		#2 Diligently Documents Team's Work	This is evident when the team: <ul style="list-style-type: none"> <li>Is disciplined about accurate documentation of their work</li> <li>Has a well-defined process for documenting and organizing its' work</li> <li>Circulates agendas prior to meetings to allow for input and preparation</li> <li>Accurately documents and distributes minutes of meetings including decisions, conclusions, and action items to team members</li> </ul>		<i>Documenting decisions and processes</i>
		#3 Commits to Improving The Team's Performance and Effectiveness	This is evident when the team: <ul style="list-style-type: none"> <li>Finds new ways to do things better and/or faster</li> <li>Conducts lessons learned reviews to assess performance</li> <li>Examines how well members are working together as a team</li> </ul>	<ul style="list-style-type: none"> <li>- #17 Our team finds new ways to do things better and/or faster</li> </ul>	<i>Periodic review of the project plan</i>
	<b>People</b>	#4 Seeks to Understand and Value Each Other	This is evident when the team: <ul style="list-style-type: none"> <li>Understands one another's attitudes and views</li> <li>Invests time in getting to know one another</li> <li>Knows each other's style well enough to interact effectively</li> <li>Accommodates each others' cultural differences</li> <li>Openly discusses tensions and disappointments</li> </ul>	<ul style="list-style-type: none"> <li>- #30 We make an effort to understand one another's attitudes and views</li> </ul>	<i>Understanding Individual Members</i>  <i>Awareness of cultural differences</i>  <i>Discussing tensions</i>
		#5 Meets Challenges Optimistically and Decisively	This is evident when the team: <ul style="list-style-type: none"> <li>Is optimistic about their ability to deal with challenges</li> <li>Makes decisions in a timely manner</li> <li>Quickly moves past non-productive discussion and find ways to overcome obstacles</li> <li>Acts decisively to address challenges</li> </ul>	<ul style="list-style-type: none"> <li>- #42 In our team, we are optimistic about our ability to deal with challenges</li> <li>- #41 When we encounter an obstacle we quickly move past the non-productive discussion to finding ways of overcoming it</li> <li>- #14 We act decisively to address challenges</li> </ul>	
	<b>Management</b>	#6 Proactively Seeks Feedback and Information from Stakeholders	This is evident when the team: <ul style="list-style-type: none"> <li>Addresses the concerns and needs of stakeholders</li> <li>Seeks input from stakeholders, when appropriate, before implementing a decision</li> <li>Elevates conflict to the appropriate level in the organization when it can't be resolved within the team</li> </ul>	<ul style="list-style-type: none"> <li>- #48 We understand the concerns and needs of decision makers outside our team</li> <li>- #13 We seek input, when appropriate, from those who will be involved in implementing a decision before finalizing the decision</li> <li>- #16 When we can't resolve a conflict our team elevates it to the appropriate level in the organization</li> </ul>	

**Table A3.3 (con't): Final Drivers of Performance and Definitions**

<b>Role</b>	<b>Focus</b>	<b>Driver</b>	<b>Definition</b>	<b>Quantitative Evidence</b>	<b>Qualitative Evidence</b>
<b>Team Leader</b>	<b>Task</b>	#7 Provides Clear Direction	This is evident when the team leader: <ul style="list-style-type: none"> <li>Establishes boundaries</li> <li>Establishes clear goals and specific tasks</li> <li>Intervenes when the team's process gets off track</li> <li>Is decisive when the group needs to focus</li> <li>Reinforces a sense of urgency</li> </ul>	- #45 Our team leader creates a positive sense of urgency for achieving results (high mean item)	<i>Directing the process</i>
		#8 Leads the Team To Proactively Solve Problems	This is evident when the team leader: <ul style="list-style-type: none"> <li>Drives the team to anticipate where problems and concerns might occur</li> <li>Anticipates what senior management will want before they ask</li> <li>Encourages team members to consider problems from a broader perspective than their functional role</li> </ul>		<i>Proactive planning &amp; problem solving</i>
	<b>People</b>	#9 Builds the Team	This is evident when the team leader: <ul style="list-style-type: none"> <li>Influences the team to view team development as a priority</li> <li>Works to build relationships among team members</li> <li>Creates a shared feeling that "we are in this together"</li> <li>Fosters an enjoyable team culture</li> </ul>		<i>Building the team</i>
		#10 Coaches Team Members	This is evident when the team leader: <ul style="list-style-type: none"> <li>Addresses disruptive team member behavior off-line</li> <li>Intervenes and helps resolve conflict among team members</li> <li>Provides advice and counsel to team members</li> <li>Seeks to understand team member positions or viewpoints</li> <li>Displays empathy towards the feelings and needs of team members</li> <li>Creates an environment where members can speak openly</li> </ul>	- #20 We let team members know if their actions are considered unacceptable	<i>Coaching/Empathy</i>
	<b>Management</b>	#11 Manages Stakeholder Relationships	This is evident when the team leader: <ul style="list-style-type: none"> <li>Effectively represents the team's interests to outside stakeholders</li> <li>Provides relevant information to the team in a timely and effective way</li> <li>Buffers the team from unnecessary interference</li> <li>Challenges senior management when necessary</li> </ul>	- #44 Our team leader effectively represents our team's interests to outside stakeholders - #47 Our team leader provides relevant information to our team in a timely and effective way (high mean item)	<i>Protecting/Buffering the team</i>



**Table A3.3 (con't): Final Drivers of Performance and Definitions**

<b>Role</b>	<b>Focus</b>	<b>The Role of Management</b>	<b>Definition</b>	<b>Quantitative Evidence</b>	<b>Qualitative Evidence</b>
<b>Management (including governing bodies)</b>	<b>Task</b>	#1 Communicates Clear Direction	This is evident when management: <ul style="list-style-type: none"> <li>• Provides clear direction to the team</li> <li>• Is clear about their role and focus</li> <li>• Is well-prepared for review meetings</li> <li>• Makes and communicates decisions that affect the team's work in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>- #51 Our team has clear direction from our sponsors</li> <li>- #57 Decisions made outside our team that affect our project are made in a timely and effective manner</li> </ul>	
	<b>People</b>	#2 Recognizes and Values Team Contributions	This is evident when management: <ul style="list-style-type: none"> <li>• Takes time to review their team's work and provides helpful feedback</li> <li>• Acknowledges their team's on-going progress</li> <li>• Recognizes their team's results</li> </ul>	<ul style="list-style-type: none"> <li>- #54 Management (defined as senior or group managers outside the team) is involved with our team in a supportive way</li> <li>- #59 Management (defined as senior or group managers outside the team) acknowledges our team achievements</li> </ul>	<i>Positive support from outside the team</i>

**Table A3.3 (cont.): Final Drivers of Performance and Definitions**

<b>Role</b>	<b>Focus</b>	<b>Outcomes</b>	<b>Definition</b>	<b>Quantitative Evidence</b>	<b>Qualitative Evidence</b>
<b>Outcomes</b>	<b>Management</b>	Management Encourages Autonomy	<p>This is evident when:</p> <ul style="list-style-type: none"> <li>• Management empowers teams to meet their deliverables with minimal controls</li> </ul>	#61 Management (defined as senior or group managers outside the team) empowers our team to accomplish our goals with minimal controls	
	<b>People</b>	Team Demonstrate High Levels of Cooperation, Collaboration, Communication and Confidence	<p>This is evident when:</p> <ul style="list-style-type: none"> <li>• We have a great deal of confidence in our team (item 29)</li> <li>• There is a strong sense of pride about being part of this team (item 30)</li> <li>• Team members communicate openly and honestly (item 34)</li> <li>• There is a high level of trust among team members (item 22)</li> <li>• It is safe to take a risk on our team (item 23)</li> <li>• Team members cooperate with each other (item 25)</li> <li>• Team members communicate and keep each other informed between meetings</li> </ul>		
	<b>Task</b>	Team Demonstrates Commitment to Team Goals	<p>This is evident when:</p> <ul style="list-style-type: none"> <li>• Members come prepared for meetings.</li> <li>• The team agrees on priorities and works together to achieve them.</li> <li>• Team members know what is expected from them.</li> <li>• Team members adjust their schedules to meet critical requests on short notice.</li> <li>• Teams members contribute energetically to Team members have the attitude “failure is not an option” and find a way to get things done, no matter how challenging.</li> <li>• Accomplish the team’s goals.</li> <li>• Team members perform tasks that are not part of their formal responsibility if needed to accomplish the team’s goals.</li> <li>• Team goals take priority over self or functional interest</li> <li>• The team operates with a high sense of urgency.</li> <li>• Team members feel they are all in it together.</li> </ul>		



**Accelerating Team Performance**

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