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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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A STUDY ON IMPACT OF EMPLOYEE BEHAVIOUR ON THE TEAM EFFECTIVENESS**KARTHIKEYAN.V****M. Phil. RESEARCH SCHOLAR****PRIST (DEEMED TO BE UNIVERSITY)****PUDUCHERRY CAMPUS, PUDUCHERRY****Dr. ILANGO VAN****ASST. PROFESSOR****PRIST (DEEMED TO BE UNIVERSITY)****PUDUCHERRY CAMPUS, PUDUCHERRY****ABSTRACT**

This research aims at analyzing whether the employee behavior plays an important role in influencing the team effectiveness. This study is of descriptive, a survey was conducted among 115 employees IT companies, Pondicherry, who have been selected by simple random sampling method, and the data were collected using a 5-point scale questionnaire. The data collected were analyzed using SPSS software to find the relationship between the demographic details and the dimensions of the employee behavior and the team effectiveness; and found there is a significant difference between the dimensions of the employee behavior and the team effectiveness. It was also found that there is a Positive relationship between the team effectiveness trait and the employee behavior trait.

KEYWORDS

employee behavior, team effectiveness.

JEL CODES

M12, M54.

INTRODUCTION

Employee behavior refers to the way in which employee's respond to specific circumstances or situations in the workplace. While many elements determine an individual's behavior in the workplace.

Employee behavior is impacted by a variety of forces. Below are a few of the forces that influence employee behavior:

1. Positive environment
2. Technology
3. Customer demands
4. Personal and corporate culture

TYPES OF EMPLOYEE BEHAVIOUR AT WORKPLACE**1. ASSERTIVENESS****TASK PERFORMERS**

Such individuals are well aware of their key responsibility areas and what they are supposed to do at the workplace.

ORGANIZATIONAL CITIZENSHIP

Show genuine courtesy towards fellow workers. Help your coworkers acquire new skills and learnings

2. SUBMISSIVENESS**JOINING AND STAYING WITH THE ORGANIZATION**

It is essential for individuals to stay with the organization for quite some time. Organizations need to treat employees with respect for them to stick around for a long time and do not even think of quitting their jobs.

3. AGGRESSIVENESS**COUNTERPRODUCTIVE WORK BEHAVIOUR**

Counterproductive work behaviour have a tendency to harm their organization. They are often involved in objectionable activities and doing unproductive tasks, which spoil the entire work culture.

TEAM

A team is a group of people linked in a common purpose. Human teams are especially appropriate for conducting tasks that are high in complexity and have many interdependent subtasks.

A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

COMMON CATEGORIES OF TEAM**EXECUTIVE TEAM**

An executive team is a management team that draws up plans for activities and then directs these activities.

COMMAND TEAM

The goal of the command team is to combine instructions and to coordinate action among management. In other words, command teams serve as the "middle man" in tasks.

PROJECT TEAMS

A team used only for a defined period of time and for a separate, concretely definable purpose, often becomes known as a project team.

ADVISORY TEAMS

Advisory teams make suggestions about a final product.

WORK TEAMS

Work teams are responsible for the actual act of creating tangible products and services.

ACTION TEAMS

Action teams are highly specialized and coordinated teams whose actions are intensely focused on producing a product or service.

VIRTUAL TEAMS

A virtual team is a group of people who work interdependently and with shared purpose across space, time, and organizational boundaries using technology to communicate and collaborate.

Formation of team involves the four stages:

- dependency and inclusion
- counter dependency and fighting
- trust and structure
- work

TEAM EFFECTIVENESS

The formation of teams is most appropriate for tasks that are difficult, complex and important. These types of tasks are often beyond the skills and abilities of any single individual. However, the formation of a team to complete such tasks does not guarantee success.

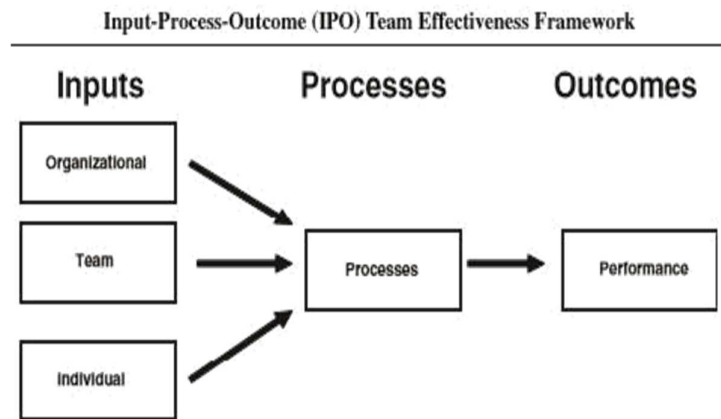
Rather, the proper implementation of teams is positively related to both member satisfaction and increased effectiveness. Organizations who want to receive the benefits afforded by teams need to carefully consider how teams are built and implemented.

Often, teams are created without providing members any training to develop the skills necessary to perform well in a team setting. This is critical, because teamwork can be cognitively and interpersonally demanding. Even when a team consists of talented individuals, these individuals must learn to coordinate their actions and develop functional interpersonal interactions.

TEAM EFFECTIVENESS FRAMEWORK

McGrath (1964) advanced an input-process-outcome (IPO) framework for studying team effectiveness. Figure 1 contains an adapted version of this framework. Inputs describe antecedent factors that enable and constrain members' interactions. Processes are important because they describe how team inputs are transformed into outcomes.

INPUT-PROCESS-OUTCOME TEAM EFFECTIVENESS FRAMEWORK



REVIEW OF LITERATURE

Bogler and Somech (2004) in their study they focused on the relationship between teacher empowerment and organizational Citizenship Behavior(OCB). Pearson correlation and multiple regression analysis indicated that personal perceptions of their level of empowerment are significantly related to their OCB.

Gersick's (1988, 1989) studies purported to show that classical developmental dynamics were not observable in two samples of task groups, the use of group development theory in organizational behaviour (OB) research has virtually disappeared.

Beck & Lewis, 2000; Kieffer, 2001; MacKenzie, 1994; Wheelan, 1997). We argue that in organization studies, group development theory has been hampered by a persistent misunderstanding about what it is and the lack of an efficient method for capturing developmental dynamics in large samples of groups.

Tuckman (1965; Tuckman & Jensen, 1977) caused OB scholars unfamiliar with group development theory to misinterpret previous work, become obsessed with the content of "stages" of development, and lose sight of the underlying processes group development theorists were grappling with.

McGrath, 1991 the theory of group development, noting that most of it was created and validated out of the observations of self-analytic groups, and offer a the TIP), and the boundary spanning model (Ancona & Caldwell, 1992) of team effectiveness.

Schutz, 1960; Slater, 1966 Common understanding of the theory of group development and its relation to team effectiveness has been hampered the theories of group development as descriptive rather than as the prescriptive models they actually are.

Alge et al. (2006) Results of multiple regression showed that employees who feel empowered are likely to perceive the link between their actions and broader organizational outcomes and feel more responsibility for helping others over and above what is specified in their job requirements.

Harris et al. (2009) his research examined the moderating impact of empowerment on the relationships between leader member exchange and the job satisfaction and he suggested that employees need to have the workplace freedom to display OCB through empowerment.

Gilbert et al. (2010) investigated the relationship between organizational citizenship behaviour and the empowerment structure by placing mediating role of psychological burnout and he found that there is a positive relationship between OCB and EE.

Najafi et al (2011) in his research the findings revealed that psychological empowerment directly and positively influences the effectiveness of the team and organization citizenship behaviour.

Early group development theorists (e.g., Bennis & Shepard, 1956; Mills, 1964;) were describing processes they observed in groups that developed.

Contrary to the image perpetuated in organizational studies (e.g., Caouette & O'Connor, 1998; Chang, Bordia, & Duck, 2003; Chidambaram & Bostrom, 1996; Gersick, 1988), linear stage models of group development do not attempt to describe what happens to a group over time. Rather, they purport to describe a path taken by groups that reach superior levels of team functioning.

If group development exists and we do not control for the various stages of development in the teams we study, then a great deal of unexplained variance could be causing those who are studying teams to get conflicting and confusing results. Another explanation for the confusion over group development theory in the management literature is that later group theorists use the word development to describe linear (Gersick, 1988) or cyclical (Worchel, 1998) group processes. In their theories, there are no claims that development leads to superior functioning or achievement of advanced states of being; rather, they use the word development to describe what happens to most or all groups over time.

The claim is however that more developed groups will be able to function more effectively across tasks and environmental contexts than less developed ones (e.g., Bennis & Shepard, 1956; Lacoursiere, 1980; Mills, 1964). Developmental models at the individual, group, and organizational levels tend to share similar conceptions of what constitutes a more developed state. There are at a minimum four common themes: (a) The more developed a group is, the greater the awareness it has of itself—it can talk to itself about itself (Bennis & Shepard, 1956);(b) emotional, reactive behaviour decreases, and rational, goal-directed behaviour increases (Bion, 1961); (c) the group is better able to actualize its potential (Lacoursiere, 1980); and (d) a more developed group has a greater sense of identity and greater openness to changing that identity (Srivastva, Obert, & Neilsen, 1977). Group development theory explained the results of studies of team effectiveness of longer-term teams grappling with tasks and problems that are "conceptual versus behavioural" (Chatman & Flynn, 2001) or "creative versus computational" (Polzer, Milton, & Swann, 2002).

The logic of entrainment (Ancona & Chong, 1996) in a developmental context, we would expect to see members of effective teams turn to these issues in the second half of the group's life if they have completed the task of membership. Seeking and validating external information (Ancona & Caldwell, 1992) is one requirement for completing the competence phase with teams embedded in organizational contexts. This is not to say that some members could not appear to be seeking external information before a group has completed the membership phase; just that if such information is used at all, it will be to only sort out membership issues until the membership phase is completed. Once the group is in the competence phase, such information is sought and processed in service of the group's duties, obligations, and success.

Hackman (1987) provides a more expansive definition by expanding team viability into two separate constructs: maintaining the ability of team members to work together again in the future and satisfaction of group members' needs.

Formalization refers to the emphasis placed on following rules and procedures in performing a team's job. Formalization appears to be positively related to the effectiveness of cross-functional teams (Pinto et al., 1993), virtual teams (Workman, 2005), and boundary-spanning service teams (De Jong et al., 2001). Clearly defined procedures facilitate the effectiveness of decision-making teams without sacrificing quality, since internal stakeholders' support for decisions increases when a fair process is followed (Andrews, 1995; Chan and Mauborgne, 2003). This support is critical for the success of sourcing teams, since their decisions typically need to be followed up by actions in the organization to implement contracts and achieve compliance. This suggests that sourcing teams should benefit from formalization.

However, this has not yet been subject to research. Sourcing teams have to decide on an adequate strategy and should make high-quality decisions based on correct, detailed, and timely information (Monczka et al., 2006). In the 1990s, information technology solutions took a central role in purchasing research and practice (Johnson and Klassen, 2005).

The field of POB has emerged from the recently proposed positive psychology approach. Psychology has been criticized as primarily dedicated to addressing mental illness rather than mental "wellness" — the four D's approach. This prevailing negative bias of psychology is illustrated by the fact that the amount of publications on negative states outnumbered those on positive states by a ratio of 14:1 (Myers, 2000). The purpose of Positive Psychology "is to begin to catalyze a change in the focus of psychology from pre-occupation only with repairing the worst things in life to also building positive qualities" (Seligman & Csikszentmihalyi, 2000, p.5). Thus, positive psychology studies the strengths and virtues that enable individuals and communities to thrive.

Like positive psychology, POB does not proclaim to represent some new discovery of the importance of positivity, but rather emphasizes the need for more focused theory building, research, and effective application of positive traits, states, and behaviours of employees in organizations (Luthans & Youssef, 2007).

According to Luthans (2002), POB is interested in "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace" (p.59). Luthans has argued that inclusion criteria for POB are being theory and research based, measurable, developmental, and manageable for performance impact in the workplace.

Failing to recognize the positive aspects of work is inappropriate and as Turner, Barling, and Zacharatos (2002, p. 715) have argued "it is time to extend our research focus and explore more fully the positive sides, so as to gain full understanding of the meaning and effects of working." However, in order to make a substantive contribution to organizational science, POB will need to show the added value of the positive over and above the negative. For instance, if work engagement would be the perfect opposite of burnout, there is little to be gained from engagement research beyond what is already known from burnout research. Moreover, we agree with Tetrick (2002), who convincingly argued that it is very unlikely that the same mechanisms that underlie employee ill-health and malfunctioning constitute employee health and optimal functioning.

Other examples of recent POB studies investigated how the combination of stressful and motivating job characteristics influences negative and positive aspects of well-being. According to the job demands—resources (JD-R) model (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004) working conditions can be classified in two general categories (i.e., job demands and job resources) that are applicable to virtually all occupations. Job demands require effort and are therefore related with physiological and psychological costs, such as fatigue, whereas job resources foster personal growth, learning, and development, and have motivational qualities. Bakker, Demerouti, and Euwema (2005), in their study hypothesized and found that job resources buffered the impact of job demands on burnout (exhaustion and cynicism). Specifically, they found that job demands such as work overload, emotional demands, physical demands, and work-home interference did not result in high levels of burnout if employees experienced job resources, such as autonomy, performance feedback, social support, or coaching from their supervisor. Psychologically speaking, different processes may have been responsible for these interaction effects.

Seligman (1998a, 1998c, 1999; Seligman & Csikszentmihalyi, 2000) is generally recognized to be the main proselytizer—the spearhead of today's positive psychology movement. Like most psychologists, he had spent his career researching and being concerned with what is wrong with people, human frailties and weaknesses (e.g., his famous studies on learned helplessness). Shortly after being elected president of the American Psychological Association a few years ago, he claims an epiphany occurred when his young daughter said to him: "When I turned five, I decided not to whine anymore. That was the hardest thing I've ever done. And if I can stop whining, you can stop being such a grouch" (Seligman & Csikszentmihalyi, 2000, p. 6). Seligman suddenly realized that raising children or studying people in general, is much more than just concentrating on and trying to fix what is wrong with them (i.e., his daughter's whining or people's pathologies and dysfunctions). Instead, "it is about identifying and nurturing their strongest qualities, what they own and are best at, and helping them find niches in which they can best live out these strengths" (Seligman & Csikszentmihalyi, 2000, p. 6).

NEED FOR THE STUDY

To know that whether Employee behavior plays an important role in the effectiveness of the team. To find employee behavior acts as an influencing factor in team activities.

PROBLEM STATEMENT

An organization is influenced by various human resources factors. The Employee behavior is one of the factors penetrating in the organization. The employee behavior will affect the whole system in the organization. This study explores that to find whether employee's behavior acts as an influencing factor in team effectiveness and for this study the employee behavior are grouped into three dimensions. The dimensions are Assertiveness, Submissiveness Aggressiveness and the team effectiveness are grouped into three dimensions. The dimensions are cohesion, support, collaboration.

OBJECTIVES OF THE STUDY

1. To know the variation of demographics and the study variables.
2. To know the existence of employee behavior and team effectiveness among the employees.

RESEARCH HYPOTHESIS

H1A: There is a significant difference between the gender of the respondents and employee behaviour.

H1B: There is a significant difference between the gender of the respondents and Team effectiveness.

H2A: There is a significant difference between the marital status of the respondents and employee behaviour.

H2B: There is a significant difference between the marital status of the respondents and Team effectiveness.

H3A: There is a significant difference between the Working status of spouse of the respondents and employee behaviour.

H3B: There is a significant difference between the Working status of spouse of the respondents and Team effectiveness.

H4A: There is a significant difference between the Experience of the respondents and employee behaviour.

H4B: There is a significant difference between the Experience of the respondents and Team effectiveness.

H5A: There is a significant difference between the Job Title of the respondents and employee behaviour.

H5B: There is a significant difference between the Job Title of the respondents and Team effectiveness.
 H0: There is no significant difference between the Employee Behaviour and Team effectiveness.

RESEARCH METHODOLOGY

TYPE OF RESEARCH

The research method used is survey method and the type of research is descriptive research.

DATA COLLECTION PROCEDURE

The data were collected from the respondents through questionnaire having 5-point rating scale. The questionnaire consists of three parts. The first part addresses the Personal information, which consists of Gender, Marital status, working status of spouse, experience in the organization and their job title. The second part consists of questions related to Team effectiveness and the Third part consists of questions related to the employee behavior

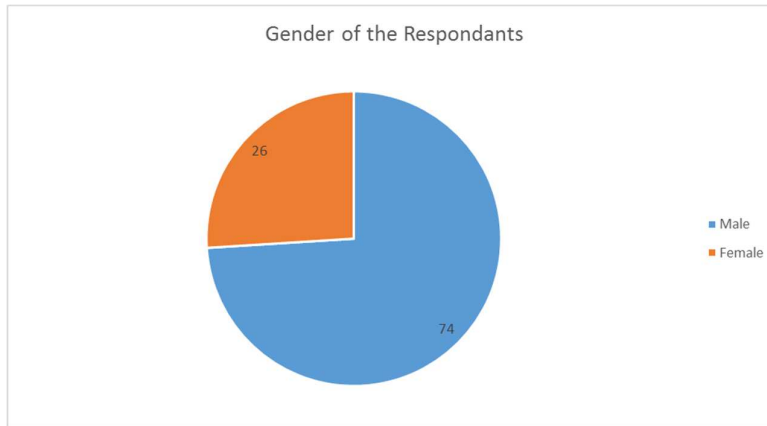
DATA ANALYSIS AND INTERPRETATION

PERCENTAGE ANALYSIS

TABLE 1: GENDER OF RESPONDENTS

Category	No. of Respondents	Percentage
Male	85	74
Female	30	26
n = 115		

CHART 1: GENDER OF RESPONDENTS

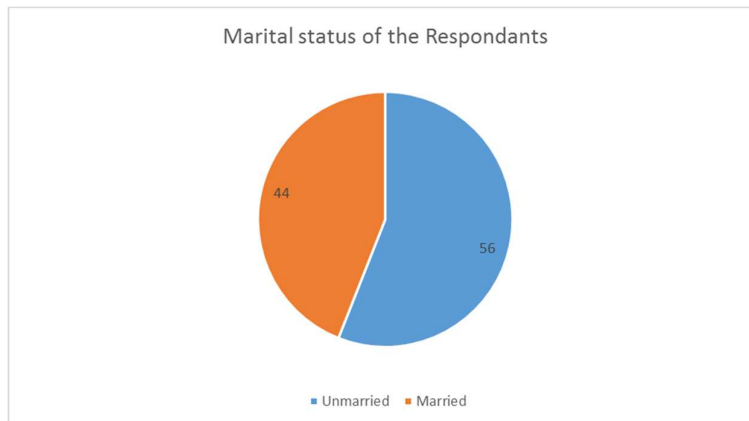


INFERENCE: The percentage analysis based on the gender of the respondents show that 74% of the respondents are male whereas 26% of the respondents are female. It is also inferred that most of employees in the organization are male.

TABLE 2: MARITAL STATUS OF RESPONDENTS

Category	No. of Respondents	Percentage
Un married	64	56
Married	51	44
n = 115		

CHART 2: MARITAL STATUS OF RESPONDENTS



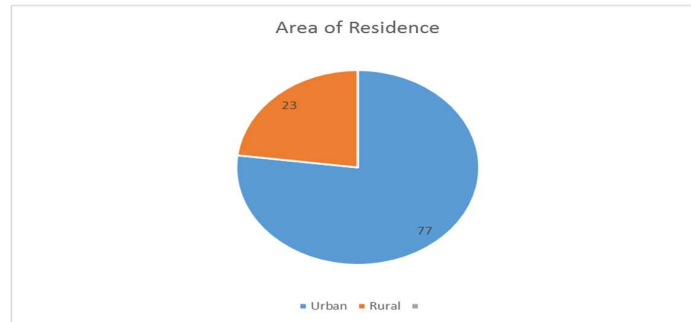
INFERENCE: The percentage analysis based on the Marital Status of the respondents show that 56 % of the respondents are married whereas 44% of the respondents are not married.

AREA OF RESIDENCE

TABLE 3: AREA OF RESIDENCE

Category	No. of Respondents	Percentage
Urban	89	77
Rural	26	23
n = 115		

CHART 3: AREA OF RESIDENCE

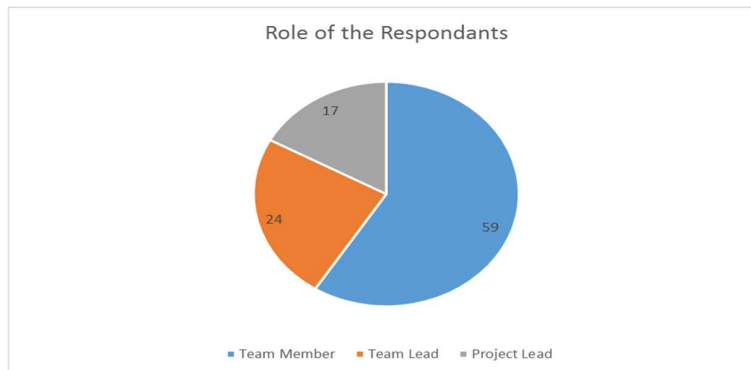


INFERENCE: The percentage analysis based on the Area of residence of the respondents show that 77% of the respondents are from urban area whereas 23% of the respondents are from rural area.

TABLE 4: JOB POSITION OF THE EMPLOYEES

Category	No. of Respondents	Percentage
Team member	68	59
Team Leader	27	24
Project Head	20	17
n = 115		

CHART 4: JOB POSITION OF THE EMPLOYEES

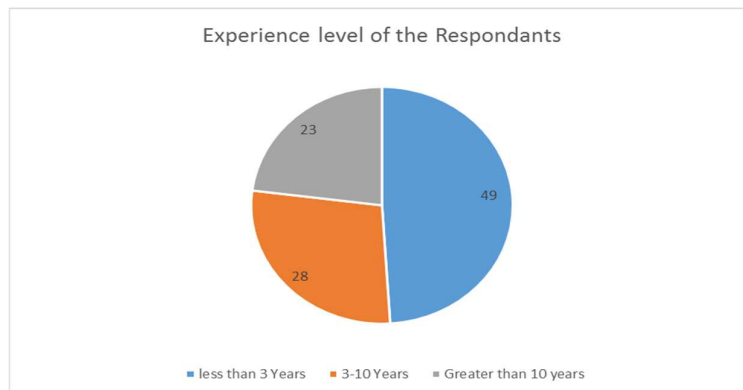


INFERENCE: From the above table, it is inferred that 59% of the respondents are working as Team members, 24% of the employees are their Team Leaders, 17% of them are Project Heads and 2% of the employees are project leads.

TABLE 5: EXPERIENCE OF THE EMPLOYEES

Category	No. of Respondents	Percentage
Less than 3 years	56	49
3-10 Years	32	28
Greater than 10 years	27	23
n = 115		

CHART 5: EXPERIENCE OF THE EMPLOYEES

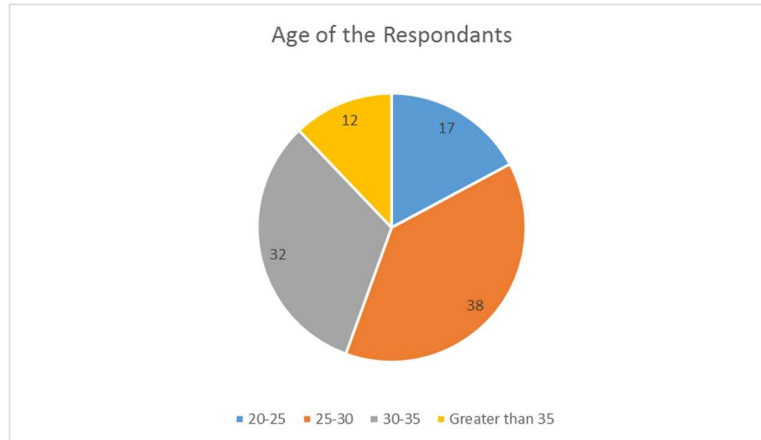


INFERENCE: From the above table, it is inferred that 49% of the respondents are having less than 3 years of work experience, 28% of the respondents have 3-10 years of experience and 23% of the respondents have greater than 10 years of experience.

TABLE 6: AGE OF THE EMPLOYEES

Category	No. of Respondents	Percentage
20-25	20	17
25-30	44	38
30-35	37	32
Greater than 35	14	12
n = 115		

CHART 6: AGE OF THE EMPLOYEES

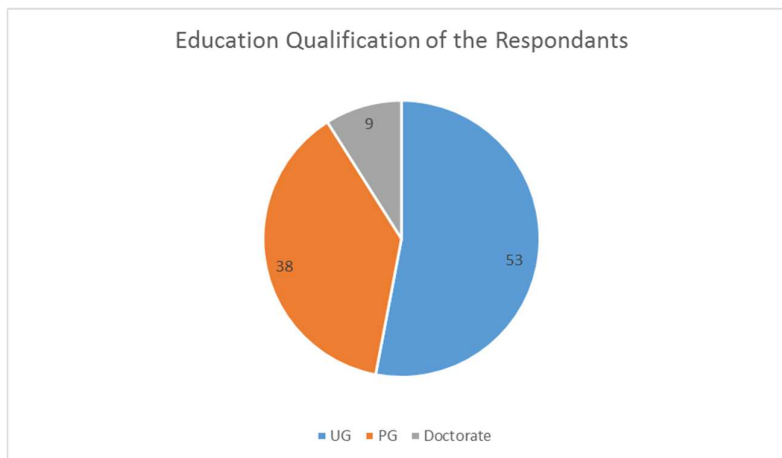


INFERENCE: From the above table, it is inferred that 17% of the respondents belong to the 20 – 25 category, 38% of the respondents belong to the 25-30 category, 32% of the respondents belong to 30-35 above category, and 12% of the respondents belong to 35 and above category.

TABLE 7: EDUCATION QUALIFICATION OF THE EMPLOYEES

Category	No. of Respondents	Percentage
UG	61	53
PG	44	38
DOCTORATE	10	9
n = 115		

CHART 7: EDUCATION QUALIFICATION OF THE EMPLOYEES



INFERENCE: The above table shows that 53% of the respondents hold a Undergraduate degree, 38% of the respondents hold an Post graduate degree and 9% of the respondents hold a Doctorate.

CORRELATION BETWEEN THE EMPLOYEE BEHAVIOR AND TEAM EFFECTIVENESS

TABLE 8

		Assertiveness	Submissiveness	Aggressiveness	Cohesion	Support	Collaboration
Assertiveness	Pearson Correlation	1	.680**	.104**	.072	.007	.261**
	Sig. (2-tailed)		.000	.269	.447	.941	.005
	N	115	115	115	115	115	115
Submissiveness	Pearson Correlation	.680**	1	.091	.118	.305	.295**
	Sig. (2-tailed)	.000		.336	.209	.001	.001
	N	115	115	115	115	115	115
Aggressiveness	Pearson Correlation	.104	.091	1	.138	.038	.076
	Sig. (2-tailed)	.269	.336		.140	.685	.421
	N	115	115	115	115	115	115
Cohesion	Pearson Correlation	.072	.118	.138	1	.330**	.155
	Sig. (2-tailed)	.447	.209	.140		.000	.098
	N	115	115	115	115	115	115
Support	Pearson Correlation	.007	.305**	.038	.330**	1	.728**
	Sig. (2-tailed)	.941	.001	.685	.000		.000
	N	115	115	115	115	115	115
Collaboration	Pearson Correlation	.261**	.295	.076	.155	.728**	1
	Sig. (2-tailed)	.005	.001	.421	.098	.000	
	N	115	115	115	115	115	115

INFERENCES

1. There is a strong co relation among the two traits (Assertiveness and Submissiveness)
2. There is a strong co relation among the two traits (Assertiveness and Collaboration)
3. There is a strong co relation among the two traits (Support and Submissiveness)
4. There is a strong co relation among the two traits (Cohesion and Support)
5. There is a strong co relation among the two traits (Support and Collaboration)

RESULT

From the above Inference, we can develop a model for option 2 and option 3 and remaining options are self-relating to its own dimensions, which doesn't have major impact in our study.

FINDINGS OF THE RESEARCH

RESEARCH FINDINGS

FINDINGS RELATED TO DEMOGRAPHICS

- We inferred that that 74% of the respondents are male whereas 26% of the respondents are female. We can arrive at a conclusion that most of employees in the organization are male.
- We inferred that 56 % of the respondents are married whereas 44% of the respondents are not married.
- We inferred that the Area of residence of the respondents show that 77% of the respondents are from urban area whereas 23% of the respondents are from rural area.
- We inferred that 59% of the respondents are working as Team members, 24% of the employees are their Team Leaders, 17% of them are Project Heads and 2% of the employees are project leads.
- We inferred that 49% of the respondents are having less than 3 years of work experience, 28% of the respondents have 3-10 years of experience and 23% of the respondents have greater than 10 years of experience.
- We inferred that 17% of the respondents belong to the 20 – 25 category, 38% of the respondents belong to the 25-30 category, 32% of the respondents belong to 30-35 above category, and 12% of the respondents belong to 35 and above category.
- We inferred that 53% of the respondents hold a Undergraduate degree, 38% of the respondents hold an Post graduate degree and 9% of the respondents hold a Doctorate.

FINDINGS RELATED TO CORRELATION TABLE

- There is a strong co relation among the two traits (Assertiveness and Submissiveness)
- There is a strong co relation among the two traits (Assertiveness and Collaboration)
- There is a strong co relation among the two traits (Support and Submissiveness)
- There is a strong co relation among the two traits (Cohesion and Support)
- There is a strong co relation among the two traits (Support and Collaboration)
- We can develop a model for option 2 and option 3 and remaining options are self-relating to its own dimensions, which don't have major impact in our study.

CONCLUSION

This study is to identify how an individual behavior will have an impact on team effectiveness. From this study, we can infer that the majority of the employees possess the assertiveness behavior and submissiveness behavior, which is very essential for the company. The company can concentrate on the growth rate of an employee so that they can be more effective in nature to boost the employee involvement. Team effectiveness is the important thing that ever has to monitor over a period and in this study, we found that assertiveness behavior and submissiveness behavior has influenced the team effectiveness.

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