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Transformational leadership and team performance

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Transformational leadership and team performance

Leadership
and team
performance

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Abstract *Despite transformational leadership enjoying success and attention as an exceptional leadership theory, few scholars have investigated a specific link between transformational leadership theory and team performance. As such, we discuss how transformational leadership theory can provide a framework in which to investigate a leader's impact on team performance. We posit that idealized influence/inspirational motivation, intellectual stimulation and individualized consideration could produce intermediate outcomes such as shared vision, team commitment, an empowered team environment and functional team conflict. In turn, these intermediate outcomes may positively affect team communication, cohesion and conflict management. Implications for team development, team training and team structure are presented. Limitations and future directions are also discussed.*

Globalization of marketplaces, information availability in terms of speed and volume, and increased competitiveness have changed the way organizations function and respond (Katzenbach, 1998). The need for increased flexibility and responsiveness, and the urgent and frenzied pace of product/service development has yielded tasks that prove too complex and time-consuming for individual attention and completion (Katzenbach, 1998; Swezey and Salas, 1992). Because teams can better provide a directed and collaborative effort to address complex task concerns, organizations around the world have significantly increased their dependency on teams (Montoya-Weiss *et al.*, 2001; Salas *et al.*, 1992). Although reliance on teams has increased drastically since the early 1980s, research surrounding team development has not been able to keep pace with the growing need for understanding how teams can achieve more effective performance (Stout *et al.*, 1997; Tannenbaum *et al.*, 1991).

Although achieving higher levels of individual performance is widely researched in the transformational leadership literature (Avolio and Yammarino, 2002; Bass, 1985, 1990), achieving higher levels of team



performance has not been as widely researched (Bass *et al.*, 2003). Yet, DeGroot *et al.* (2000, p. 363) noted in their meta-analysis that when leadership and performance were examined “results show an effect size at the group level of analysis that is double in magnitude relative to the effect size at the individual level”. Therefore, evidence suggests that transformational leadership and team performance may be a fruitful area for further exploration.

Previous conceptualizations have linked transformational leadership with various aspects of team performance. For example, Waldman (1994) discussed improving multi-functional team innovation processes through reliance on transformational leadership, while Bass (1994) discussed improving team decision-making skills through the use of transformational leadership. Additionally, Atwater and Bass (1994) presented a general conceptualization of how transformational leadership may interact with and influence team factors such as cohesion and conflict management, but they did not put forth any specific, testable propositions.

More recently, Kahai *et al.* (2000) demonstrated that transformational leaders are likely to increase group performance in that they are instrumental in overcoming social loafing among group members. Additionally, Balthazard *et al.* (2002) reported that face-to-face teams were more likely to demonstrate higher levels of shared (transformational) leadership than virtual teams.

Thus, there has been some effort to link team performance with transformational leadership (Bass, 1990; Yammarino, 1996), however, explicit relationships to teamwork processes and skill sets have not been clearly delineated. Moreover, the existing empirically based leadership/team performance studies primarily have focused on a direct leadership-performance link, without examining what role teamwork processes could have on performance. Because teamwork processes are a required component of team effectiveness (Stevens and Campion, 1994; Sundstrom *et al.*, 1990), their inclusion into a leadership/team performance model is pertinent. As such, we attempt to examine inside the “black box” of a leadership and team performance relationship by exploring what role teamwork processes may play in a transformational leadership/team performance link.

Given the widespread use of teams in all types of organizations (Salas *et al.*, 1992), the time is ripe for an integration of team performance theory with transformational leadership theory.

Our leadership/teamwork process/team performance integration builds on a previous, limited effort to conceptualize a transformational leadership and team interpersonal skills link (Atwater and Bass, 1994). Further, the Atwater and Bass (1994) conceptualization appears to be the only linkage between these two factors within the transformational leadership domain. Therefore, we focus this integration of leadership and team performance on developing our limited understanding of the link between transformational leadership and various

teamwork processes, especially interpersonally based processes, and their subsequent relationship with the team performance.

Team performance

Largely an adaptation of the successful Japanese model of management, pioneered by Edward Deming (Dess and Miller, 1993), the 1980s produced new corporate cultures that valued flexibility, quality, customer service and motivated employees. The total quality management movement emphasized by Deming focused on continuous process improvement achieved via quality management, quality circles and empowered employees. Teams are an outgrowth of the quality management process, and go beyond the quality circles and empowerment trends that achieved popularity in the 1980s (Dess and Miller, 1993). When used effectively and provided with proper training (Stout *et al.*, 1997; Tannenbaum *et al.*, 1991), teams could lead to increased production, morale, creativity and innovation (Dess and Miller, 1993; Modrick, 1986).

Team performance has been addressed in the team literature as a generalized framework that includes inputs (i.e. resources), processes (i.e. collective effort) and outcomes (i.e. specific performance indicators) (Guzzo and Shea, 1992; Hackman, 1992). Because specific performance indicators and availability of certain resources may vary from team to team, for the purposes of this paper, we represent team performance only as process-type performance.

Characterizing team performance as a process-oriented construct is not a new phenomena in the team performance literature (Glickman *et al.*, 1987; Klimoski and Mohammed, 1994; Salas *et al.*, 1992). Team process-based performance may include, among others, levels of collective effort expended or the quality of interpersonal relationships (Klimoski and Mohammed, 1994), which is similar to what Glickman *et al.* (1987) refer to as a “teamwork” focus on performance as opposed to a “taskwork” focus. Representing team performance as a teamwork process construct enables theoretical linkages related to interpersonally based processes that are likely present in all teams, such as communication, conflict management and cohesion. As such, we represent team performance to be the quality of interpersonal relationships, or in other words, we represent team performance as a teamwork process-based construct.

General transformational leadership-team performance model

Although previous research has established a direct transformational leadership and team performance linkage (Balthazard *et al.*, 2002; Kahai *et al.*, 2000), sparse research exists that examines inside the leadership/team performance relationship “black box”. Because prior research has found evidence of teamwork processes such as cohesion and conflict management improving team performance and functioning (Evans and Dion, 1991;

Sundstrum *et al.*, 1990), our focus for the proposed transformational leadership-team performance model expands previous direct linkages, and examines the role that various teamwork processes may play in impacting a leadership and team performance relationship. Prior to presenting our specific approach to this integration, we present an overall, general proposition regarding transformational leadership's impact on team performance.

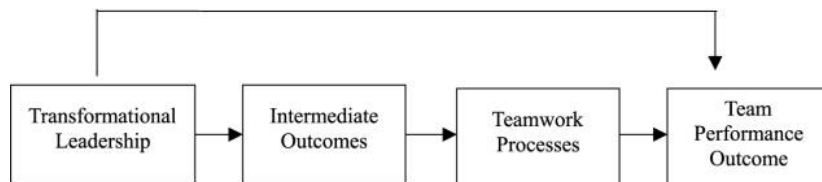
The general transformational leadership-team performance proposition rests on the premise that in addition to previously supported direct transformational leadership-team performance linkages (Balthazard *et al.*, 2002; Kahai *et al.*, 2000), specific dimensions of transformational leadership (i.e. idealized influence/inspirational motivation, individualized consideration and intellectual stimulation) may produce key intermediate outcomes that could positively impact team interpersonal processes, and as such, may improve team performance. This model reflects what James and Brett (1984) refer to as partial mediation.

The partially mediated model is shown in Figure 1, and includes both the previously established direct link between transformational leadership and various team performance outcomes and the general mediated linkages, whose specific propositions are specified subsequently.

Before presenting the propositions highlighting the mediating links between transformational leadership and team performance, we briefly establish the relationship between teamwork processes, such as cohesion, communication and conflict management, and overall team performance as defined by the quality of team relationships. These three teamwork processes were selected due to their prior conceptual (Dyer, 1995; Oser *et al.*, 1989; Stevens and Campion, 1994; Swezey and Salas, 1992; Zander, 1994) and empirical (Campion *et al.*, 1996; Evans and Dion, 1991; Lovelace *et al.*, 2001; Montoya-Weiss *et al.*, 2001; Mullen and Copper, 1994; Weaver *et al.*, 1997) links with both team performance, and to some extent, leadership (Carless *et al.*, 1995; Sosik *et al.*, 1997). Although there are several other potentially relevant teamwork factors, because this is an initial attempt linking transformational leadership with teamwork processes that impact performance, we limited our selection to three well-developed, empirically justified (Evans and Dion, 1991; Mullen and Copper, 1994; Sundstrum *et al.*, 1990) teamwork processes.

Once teamwork processes-team performance links have been reiterated, we highlight how the transformational leadership can impact teamwork processes through a variety of intermediate outcomes. Finally, we highlight some

Figure 1.
General transformational leadership and team performance mediated model



operational and practical implications of a transformational leadership/team performance model.

Teamwork processes

Cohesion

Cohesion as defined by Shaw (1976) indicates the degree to which members of a team are motivated to remain on the team. Highly cohesive teams tend to have less absenteeism, high involvement in team activities and high levels of member coordination during team tasks (Morgan and Lassiter, 1992). Furthermore, Bettenhausen's (1991) review of group research linked team cohesion with team variables that included satisfaction, productivity and member interactions. Likewise, in their conceptual review, Swezey and Salas (1992) included cohesion as one of the seven primary categories that addressed teamwork process principles, and thus may discriminate between effective and ineffective teams. Also, team cohesion has been noted as a critical motivational factor influencing team performance in prior empirical research (Weaver *et al.*, 1997), and previous meta-analyses found significant cohesion-performance effects (Evans and Dion, 1991; Mullen and Copper, 1994). Given these prior linkages between cohesion and team performance, the following proposition is restated:

P1. Team cohesion will positively predict team performance.

Communication

Dyer (1987) suggests that such factors as increased listening, openness to suggestions, and prompt, relevant feedback are communication-based indicators of effective team functioning. Open and easy communication within a team is critical for goal accomplishment and completion of regular, daily team activities (Zander, 1994).

Similar to cohesion, in their conceptual review, Swezey and Salas (1992) included communication as one of the seven primary categories that address teamwork process principles, and thus may discriminate between effective and ineffective teams. Champion *et al.* (1996) found that process characteristics of the team, including communication, most strongly related to team effectiveness criteria in their study of various team design characteristics. Given the prior empirical and conceptual linkages between communication and team performance and effectiveness, the following proposition is restated:

P2. Open and prompt team communication will positively predict team performance.

Conflict management

A conflict exists when two or more members of a group, or two or more groups, disagree. A conflict becomes harmful if tension within or between groups is such that it impedes members from thinking clearly or making sound decisions

(Zander, 1994). However, not all conflicts are harmful. Conflict may be useful if it awakens members to alternative points of view and stimulates creativity in problem-solving and decision-making (Dyer, 1987, 1995; Zander, 1994). The consequences of the conflict depend on how the members of a team manage, control and resolve the problem.

Montoya-Weiss *et al.* (2001) found that positive conflict management actions, such as collaboration and competition, positively impacted virtual team performance. Regarding the type of conflict, Jehn and Chatman (2000) found that higher levels of task-related conflict led to increased team performance and satisfaction. Given the previous empirical linkages between conflict management and team performance, the following proposition is restated:

- P3. Positive team conflict management actions will positively predict team performance.

Transformational leadership

The foundation of transformational leadership rests on what Bass and Avolio (1994) refer to as the four I's of transformational leadership, which comprise three factors (Avolio and Yammarino, 2002; Avolio *et al.*, 1999; Bass, 1988; Bycio *et al.*, 1995): idealized influence/inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence/inspirational motivation is related to the formulation and articulation of vision and/or challenging goals. Behaviors related to idealized influence/inspirational motivation include instilling pride in others for being associated with the leader, inducing followers to go beyond self-interest for the good of the group, providing reassurance that obstacles will be overcome, promotion of confidence in achievement and execution of goals and tasks, talking optimistically about the future, articulating a compelling vision for the future and providing an exciting image of organizational change (Bass and Avolio, 1994). Intellectual stimulation promotes intelligence, rationality and careful problem-solving. Behaviors related to intellectual stimulation include seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments and encouraging re-thinking of ideas that have not been questioned in the past (Bass and Avolio, 1994). Finally, individualized consideration is directed at treating the followers as individuals and not just members of a group. Behaviors related to individualized consideration include spending time in teaching and coaching, helping others develop their strengths and listening attentively to others' concerns (Bass and Avolio, 1994).

Transformational leadership (i.e. the four I's) may be mapped to critical teamwork process factors in such a way as to possibly develop team communication and conflict management skills, and promote team cohesion. Expanding our understanding of specifically how transformational leadership components can be linked to team performance through various teamwork

processes serves to advance a promising, yet sparsely explored (Bass *et al.*, 2003), area within transformational leadership.

Idealized influence/inspirational motivation and cohesion

As previously mentioned, cohesion is critical for effective team performance (Swezey and Salas, 1992; Weaver *et al.*, 1997), and as such, is a key area that could be addressed when investigating transformational leadership's potential relationship with team performance. Transformational leadership has been empirically linked to cohesion in the past. Specifically, Carless *et al.* (1995) found that cohesion mediated a transformational leadership relationship with financial performance of Australian banks. Sosik *et al.* (1997) reported a similar finding, where group potency mediated the relationship between transformational leadership and creative outcomes of teams interacting through computer networks. Additionally, using a military sample, Bass *et al.* (2003) found support for the mediating role of group potency on a transformational leadership/platoon performance relationship.

We build our model on these previous empirical findings, but delineate how intermediate outcomes associated with specific dimensions of transformational leadership behaviors may further our understanding of leadership behavior/teamwork processes relationships, and their overall effect on team performance. Evidence of a direct effect of idealized influence/inspirational motivation on individual performance exists (Bass, 1990; Bass and Avolio, 1994; Densten, 2002), however, regarding teamwork processes and performance, we may want to consider more specifically the role that visioning behaviors play in promoting team cohesion, which has been noted to improve team performance (Evans and Dion, 1991; Mullen and Copper, 1994).

Scholars have examined visioning behavior and team/group factors in the past. Within charismatic leadership theory, Shamir *et al.* (1993) represented vision as empathetic language that involves the reinforcement of the group's collective identity. Similarly, Sullivan (1988) suggested that visioning involves expressions of sharing as well, which are directed at building rapport and bonding with the team.

Thus, we suggest that idealized influence/inspirational motivation impacts cohesion through visioning behaviors involving rapport building and empathetic language. Although previous empirical findings displaying both direct effects of transformational leadership (general factor) on performance (Avolio and Yammarino, 2002) and mediated effects through cohesion (Bass *et al.*, 2003; Carless *et al.*, 1995; Sosik *et al.*, 1997), no empirical effort to specifically link the visioning component of transformational leadership to group cohesion exists. Given the aforementioned links between charismatic leadership and shared vision (Shamir *et al.*, 1993; Sullivan, 1988), we expect that the charismatic component of transformational leadership (i.e. idealized influence/inspirational motivation, Avolio *et al.*, 1999) will impact cohesion

through development of a shared vision within the team. This model reflects partial mediation in that as stated in our general model, we propose that idealized influence/inspirational motivation will have a direct effect on performance, however, at the same time, operate through visioning and cohesion as well. As such, the following proposition is offered:

- P4.* Creation of shared vision will positively impact team cohesion, and will partially mediate the relationship of idealized influence/inspirational motivation leadership with team performance.

In a similar vein, we consider another indirect impact of idealized influence/inspirational motivation on cohesion. Previous empirical findings have linked the transformational leadership (general factor) to affective commitment (Kane and Tremble, 2000) and organizational commitment (Rai and Sinha, 2000), but have not explicitly linked idealized influence/inspirational motivation to team commitment.

A leader, who promotes confidence in achievement and execution of goals and tasks, speaks optimistically about the future and provides an exciting image of organizational change, exhibits idealized, inspirationally motivating behaviors (Bass and Avolio, 1994). Moreover, these behaviors may be instrumental in building pride in being associated with the leader (Atwater and Bass, 1994), and commitment to the leader (Arnold *et al.*, 2001), which can in turn, provide a commonality for members of the team to embrace. This shared pride and commitment to the leader has the potential to lead to increased cohesion, as members view themselves as privileged to be associated with the transformational leader (Atwater and Bass, 1994). Thus, we suggest that idealized influence/inspirational motivation impacts cohesion through commitment to the leader.

As stated in our general model, we propose that idealized influence/inspirational motivation will have direct effect on performance, however, at the same time, operate through commitment and cohesion as well. As such, the following proposition is offered:

- P5.* Commitment to the leader will positively impact team cohesion, and will partially mediate the relationship of idealized influence/inspirationally motivating leadership with team performance.

Individualized consideration and communication

As previously mentioned, increased listening, prompt feedback and openness to suggestions within the team is necessary for effective performance (Dyer, 1995; Oser *et al.*, 1989; Stevens and Campion, 1994; Swezey and Salas, 1992; Zander, 1994). Consider that individualized consideration encompasses attentive listening, consideration of individuals as having different needs, abilities and aspirations, and time spent in coaching and teaching (Bass, 1985, 1990).

The individually considerate leader is responsible for constructing a one-to-one relationship with each team member, listening to concerns and addressing individual needs (Bass, 1994; Yammarino *et al.*, 1998). As such, the transformational leadership dimension of individualized consideration may be an appropriate precursor to effective team communication.

These individually considerate behaviors may serve to empower team members and open and extend lines of communication between the leader and each member of the team. Although there is some empirical evidence that general transformational leadership is indirectly related to empowerment (Kark *et al.*, 2003), individualized consideration has not been specifically linked to empowerment. Spreitzer (1995) states that competence (or self-efficacy), meaningfulness, choice and impact are necessary conditions for empowerment. Specifically, we posit that through individualized consideration a leader addresses competence, meaningfulness and impact with each of his/her team members, and encourages continued individual development. These actions may serve to create a supportive, empowered team environment (Spreitzer, 1995).

As stated in our general model, we propose that individual consideration will have direct effect on performance, however, at the same time, operate through empowerment and communication as well. As such, the following proposition is offered:

- P6.* A leader's empowerment of team members will positively impact team communication and will partially mediate the relationship of individually considerate leadership with team performance.

Intellectual stimulation and conflict management

We view constructive conflict management similar to Chen and Tjosvold (2002), where a team benefits from conflict in that the team develops a quality solution and strengthens relationships. As previously mentioned, effective conflict management can lead to better team performance (Stevens and Campion, 1994), as a team is not dragged down by infighting and indecision. Research suggests that conflict, particularly cognitive or task-oriented conflict, can be an important antecedent to team effectiveness and performance (Amason, 1996, Jehn, 1994, 1995).

Moderate levels of task conflict are viewed as functional conflict, or conflict which supports the goals of the group/team and improves the group's/team's performance (Jehn, 1997). Jehn (1995) found that norms open to and tolerant of disagreement were positively related to task conflict dimension. As such, developing a team's attitudes and norms toward the functional benefit of team conflict may improve its ability to constructively manage the conflict.

Consider how the transformational dimension of intellectual stimulation can create an environment, where questioning assumptions and inventing new uses

for old processes (Bass, 1985, 1990) are considered a healthy form of conflict. Using intellectually stimulating behavior, such as seeking differing perspectives, suggesting new ways of how to look at problems and encouraging non-traditional thinking, may promote functional, task-oriented conflict within the team. A leader's use of intellectual stimulation exhibits his/her belief that when teams promote and manage task conflict, the resulting innovation can lead to better team performance and decision-making (Bass and Avolio, 1994).

As stated in our general model, we propose that intellectual stimulation will have direct effect on performance, however, at the same time, operate through creation of functional conflict and subsequent conflict management as well. As such, the following proposition is offered:

- P7.* A leader's creation of functional conflict will positively impact team conflict management, and will partially mediate the relationship of intellectually stimulating leadership with team performance.

Thus, relationships between key team performance dimensions and transformational leadership have been established and are modeled in Figure 2.

Discussion

As with any conceptual model, validation of key relationships is essential and should be addressed first. Following the evidence of separate transformational factors provided in Avolio *et al.* (1999) and Bycio *et al.* (1995) factor analyses, and discussed in Avolio and Yammarino (2002), we maintained three separate transformational factors (i.e. idealized influence/inspirational motivation, individualized consideration and intellectual stimulation) within our conceptual development. Because of this evidence, and in part because team performance and transformational leadership have not been widely researched (Bass *et al.*, 2003), we theorized as specifically as possible for our integration of transformational leadership and team performance. Empirical justification for separate transformational factors has been mixed (Avolio and Yammarino, 2002), however as this represents an initial conceptual development of transformational factors and teamwork processes and performance, specificity may be a more appropriate starting point, rather than an initial assumption of a general transformational factor.

Additionally, we presented partial mediation within our conceptual development in an attempt to investigate alternative hypotheses within the transformational leadership domain. Theoretical development of a construct can be improved by examining alternative, rival or competing hypotheses (James and Brett, 1984). Although there is evidence of direct and mediated effects of general transformational leadership on group performance (Bass, 1990; Kahai *et al.*, 2000), we may improve our understanding of team performance by examining alternative explanations regarding how specific

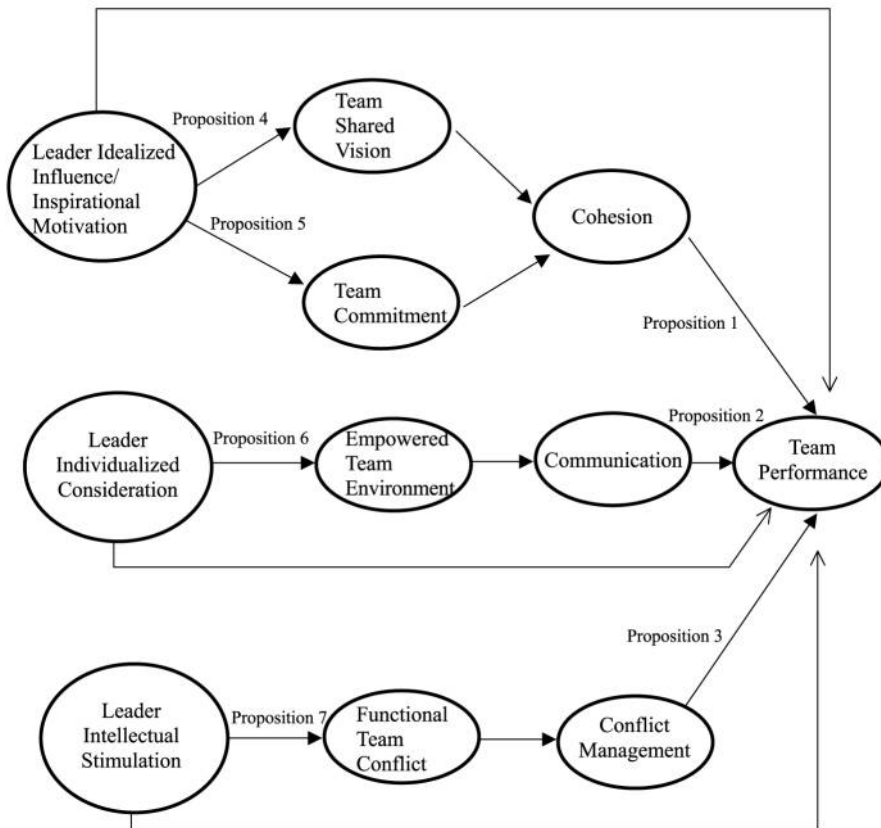
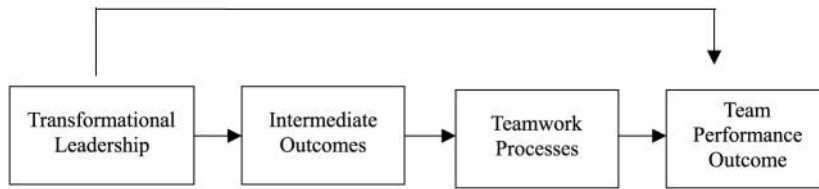


Figure 2.
Transformational
leadership and team
performance model

transformational behaviors may impact underlying teamwork processes such as communication, conflict management and cohesion.

Empirical testing of the proposed model will assist in determining the appropriateness of both conceptualizing transformational leadership as multi-factored, and theorizing partially mediated propositions. However, once the model has been validated, a better understanding of teamwork processes underlying leadership and team performance can have significant practical implications on team issues such as training, selection and team structure.

Training implications are particularly relevant for this type of model because although empirical evidence displays the effectiveness of transformational leadership training (Barling *et al.*, 1996; Dvir *et al.*, 2002; Kelloway *et al.*, 2000), and team training literature has highlighted the need for teamwork skills training (Glickman *et al.*, 1987; Stevens and Campion, 1994; Sundstrum *et al.*, 1990), no theoretical and conceptual integration of transformational leadership and teamwork processes development exists. Given the underdeveloped area of transformational leadership team training, and leadership training in general (Fiedler, 1996), this model could contribute a theoretical framework to guide the development of a leadership/teamwork processes training program.

For example, empirical studies demonstrate the effectiveness of transformational leadership training on outcomes such as subordinate commitment (Barling *et al.*, 1996), ratings of transformational leadership (Kelloway *et al.*, 2000) and directly on followers' development and indirectly on followers' performance (Dvir *et al.*, 2002). However, these studies do not specifically focus on the implications of transformational leadership training designed for leading teams effectively. Our model could offer trainers specific guidance as to how particular transformational leader behaviors may affect specific teamwork processes and performance, and in turn, provide a more specific, relevant focus for team leader training.

An additional implication of the proposed model involves the structure of the team and development of team members. Specifically, consider how team structure may affect who receives transformational leadership training. For example, in a hierarchically based team where the leader is expected to exhibit transformational behaviors, transformational leadership training may be indicated for team leaders only. However, in self-led teams where all team members assume leadership roles at times, transformational leadership training may be indicated for all members of a team. Obviously, the training budget and lost productivity while attending training is potentially significantly increased for self-led team leadership training.

Moreover, the timing of a transformational leadership training program may be crucial as well. Several team training and team performance scholars highlighted the importance of teamwork processes being developed early in the team's life cycle (Gersick, 1988; Morgan *et al.*, 1986; Salas *et al.*, 1992). Therefore, transformational leadership training may be indicated early in a team's tenure, since this type of leader behavior may serve to promote improved teamwork process and further cement team goals and strategies.

Limitations and future directions

There are several limitations to this model. First and foremost, since this is an initial attempt at understanding how intermediate outcomes of transformational leadership may impact team performance, we considered only three key teamwork process factors. Obviously, this is not an exhaustive

list, as there are several other critical dimensions underlying effective teamwork, each with subskills (Cannon-Bowers *et al.*, 1995) that our model does not include. As such, these additional variables have the potential to interact with those in our model in such a way as to alter overall team performance. For example, team consensus and decision-making strategies could affect overall team performance and therefore may need to be considered as key elements in a leadership/team performance model.

Additionally, hierarchically based teams and self-led teams are two “pure” types of team structures. Practically speaking, many types of teams may not be easily categorized into one structure or another. Organization teams may choose to elect a leader with no real authority in the organization, or teams may be considered self-led, but not be included in human resource decisions such as selection, termination, salary increases, etc. These forms of team hybridization could impact teamwork processes and skills, and complicate a transformational leadership team performance model.

Regarding future directions, we need to consider both empirical/substantive issues (i.e. research-oriented issues), and generalizability issues (i.e. practitioner-oriented issues). The most obvious research-oriented issue is that this model needs to be fully tested. Due to the nature of the propositions involving both leaders and teams (minimally), levels of analysis implications in the design, data collection, and analytic techniques need to be considered. Multiple-level perspectives in theory development improve our understanding of the complexity of teams by acknowledging the importance of delineating relationships among characteristics of individuals, dyads and groups (Yammarino, 1996; Yammarino *et al.*, 1998). Ultimately, these multiple-level perspectives could promote better leadership/team performance process models.

Some practitioner-oriented issues involve types of teams and team member characteristics. Consideration of teams at all levels within the organization, from top management teams to production teams, could further refine a leadership/team performance conceptual model. Evaluation of what types of environments or team factors may affect teamwork processes and performance also could be beneficial, as evidence shows that team shared mental models and communication processes may be affected by novel versus routine environments (Marks *et al.*, 2000). Investigating these issues could improve generalizability and help guide practitioners in defining what teamwork processes may be most relevant to consider at what level.

Regarding team member characteristics, few, if any, studies have examined the implications of team diversity on leadership requirements. Diversity within the team could potentially affect team functioning, decision-making and cohesion. Future research could examine the impact of transformational leadership on diverse teams, or the impact of diverse teams on leadership requirements. Both investigations could enhance our understanding of

team-building and team performance processes, which could guide practitioners in selection and training decisions.

Conclusion

Transformational leadership theory provides one way to enhance our understanding of team performance. Although the integration of transformational leadership theory into team performance and development is somewhat complex, we can be encouraged in this effort by a large payoff – there are many examples of how transformational leadership has promoted performance beyond expectations (Avolio and Yammarino, 2002; Bass, 1985, 1988, 1990).

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