

Voice of Academia

Academic Series of Universiti Teknologi MARA Kedah

VoA
Volume 13 Issue 2
2018

COMMITTEE PAGE

VOICE OF ACADEMIA

Academic Series of Universiti Teknologi MARA Kedah

Chief Editor

Noor Zahirah Mohd Sidek

Managing Editor

Law Kuan Kheng

Reviewers

Nurliyana Maludin, Faculty of Business & Finance, UNITAR

Nurul 'Ayn Ahmad Sayuti, Faculty of Art & Design, UiTM

Santhanamery Tominathan, Faculty of Business Management, UiTM

Wan Normila Mohamad, Faculty of Business Management, UiTM

Zauyah Abd Razak, Faculty of Administrative Science & Policy Studies, UiTM

Zuraidah Zaaba, Faculty of Administrative Science & Policy Studies, UiTM

Dahlia Ibrahim, Faculty of Business Management, UiTM

Wan Adibah Wan Ismail, Faculty of Accountancy, UiTM

Nor Suziwana Tahir, Faculty of Administrative Science & Policy Studies, UiTM

Mahadir Ladisma, Faculty of Administrative Science & Policy Studies, UiTM

Hafizah Besar Sa'aid, Faculty of Business Management, UiTM

Asri Salleh, Faculty of Administrative Science & Policy Studies, UiTM

Noor Syahidah Mohamad Akhir, Academy of Contemporary Islamic Studies, UiTM

Nadrawina Isnin, Faculty of Administrative Science & Policy Studies, UiTM

Haijon Gunggut, Faculty of Administrative Science & Policy Studies, UiTM

Nadzri Ab Ghani, Faculty of Accountancy, UiTM

Marzlin Marzuki, Faculty of Accountancy, UiTM

Intan Marzita Saidon, Faculty of Accountancy, UiTM

Fadilah Puteh, Faculty of Administrative Science & Policy Studies, UiTM

Azree Ahmad, Faculty of Information Management, UiTM

Tuan Nooriani Tuan Ismail, Faculty of Administrative Science & Policy Studies, UiTM

Ainul Muhsein, Pusat Pengajian Pengurusan, USM

Language Editors

Aishah Musa
Zetty Harisha Harun
Robekkah Harun
Syakirah Mohammed
Fathiyah Ahmad @ Ahmad Jali
Bawani Selvaraj
Sharina Saad

IT – Khairul Wanis Ahmad

Graphic Designer- Syahrini Shawalludin

Copyright © 2018 by the Universiti Teknologi MARA, Kedah

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

© Voice of Academia is jointly published by the Universiti Teknologi MARA, Kedah and Penerbit UiTM (UiTM Press), Universiti Teknologi MARA Malaysia, Shah Alam, Selangor.

The views, opinions and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the Faculty or the University.

1

The Study On the End-User Satisfaction Towards The Utilisation Of MyShelves As Teaching And Learning Aid: From The Perspective Of UiTM Johor

Suhaila Osman, Muhammad Asyraf bin Wahi Anuar, Rohayu Ahmad
Page 1 - 10

2

Homestay Operators in Kuching, Sarawak: Qualitative Study

Rebecca Dian, Jati Kasuma, Mohd Amirul Adenan, Jennifah Nordin, Dayang Nur Atikah, Awang Masjar
Page 11 - 22

3

Pelaksanaan Wakaf di Universiti Awam: Cabaran dan Cadangan Penambahbaikan

Rohayati Hussin, Rusnadewi Abdul Rashid
Page 23 - 34

4

Analisis Perbandingan Aplikasi Penentuan Arah Kiblat Dalam Telefon Pintar Asus Zenfone 2 Dan Huawei P9 Lite

Nurulhuda Binti Ahmad Zaki, Muhammad Asyraf Anuar
Page 35 - 47

5

INFORMATION CHANNEL ON MUNICIPAL SERVICES: A Perspectives from Local Affairs

Zaherawati Zakaria, Kamarudin Ngah
Page 48 - 63

6

Reviewing The Importance of Diversity In High Performance Teams

Azlyn Ahmad Zawawi, Aizzat Mohd. Nasuridin
Page 64 - 70

7

Exploration of Study Skills Among Professional Accounting Students: Evidence from Malaysian Public University

Melissa Mam Yudi, Mahfuzah Ahmad, Nazreen Sahol Hamid, Normahiran Yatim, Azizah Abdullah
Page 71 - 84

8

Human Resource Development and Employees' Character Development: A Preliminary Study

Kardina Kamaruddin, Siti Hajar Mohd Hussain, Mazirah Binti Mohd Nizam
Page 85 - 97

9

Improving the Compulsory Land Acquisition Procedure: Interpreting the Land Acquisition (Amendment) Act 2016 (Act A1517)

Asma Senawi, Nurulanis Ahmad@Mohamed, Rubiah Mat Zan
Page 98 - 107

10

The Importance of Information in The Preparation of Feasibility Study for Construction Development

Sharifah Nur Aina Syed Alwee, Nursazwaziha Salehudin, Nor Azlinda Mohamed Sabli, Nurul Afida Isnaini Janipha, Mysarah Maisham
Page 108 - 117

11

The Relationship Between Bystander Participation Behavior and Innovative Capability In The Malaysian Hotel Industry

Nesin Elizabeth Kinat, Noormala Amir Ishak
Page 118 - 133

12

The Significance of the Hisbah's System in Empowering the Mosque's Jurisdiction

Zanirah Mustafa @ Busu, Mohd Miqdad Aswad Ahmad & Badriah Nordin
Page 134 - 141

REVIEWING THE IMPORTANCE OF DIVERSITY IN HIGH PERFORMANCE TEAMS

Azlyn Ahmad Zawawi¹, Aizzat Mohd. Nasurdin¹

¹Universiti Teknologi MARA Kedah Branch, Malaysia

²Universiti Utara Malaysia, Sintok, 06010 Kedah, Malaysia

ARTICLE INFO

Article history:

Received 3 Oct 2018

Received in revised form 20 Oct 2018

Accepted 1 Nov 2018

Published 1 Dec 2018

Keywords:

team, team performance, high performance teams, diversity

Corresponding Author:

azlyn@kedah.uitm.edu.my

ABSTRACT

High performance teams are essential to organizational functioning and even more when the members are diverse in terms of background, knowledge and skills. Team diversity impacts team performance as it inculcates variation of ideas, induces creativity, stimulates brainstorming, and reduces stereotypes and group bias. Besides, with team diversity, team members are able to value differences in terms of members' background, views, and perspectives. Extant review of the literature suggests that diversity is pivotal to performance, thus, this paper aims to review the importance of team diversity on high performance teams. The concept of high performance teams is discussed in this paper, along with scholarly definition of team and team types. It is concluded that team diversity plays a critical role in the success of high performance teams.

©2018 UiTM Kedah. All rights reserved.

1. Introduction

Team has extensively been defined by many authors in different studies. Agrawal (2012), asserted that teams are made of members who have similar goals and who constitute diversified skills and composition. Although team members possess similar understanding towards the team's direction, their skills and talents vary according to their experience and educational background. In support, Watson (2015) professed that a team consists of members who (1) share common goals with a combination of skills and experience, (2) have clear roles, and (3) affect the quality of work and the well-being of other team members. Earlier definitions of team cover aspects of complementary skills, common purpose, performance goals, and mutual accountability (Katzenbach, 1997). Similar contextual definition is provided by Natale, Libertella, and Edwards (1998), who defined team as a number of skilled individuals with a mutual accountability to commit (Natale et al., 1998). In addition, Stock (2004) described team as a collection of individuals connected interdependently through tasks and outcomes. Dessler (2005) defined team as "a group of people committed to a common purpose, set of performance goals and approach, for which team members hold themselves mutually accountable (p. 341)." Similarly, Salas, DiazGranados, Klein, et al. (2008) conceptualized teams as interdependent, having dynamic interactions, having common goals, and performing in a well-defined role and task structure.

In sum, a team consists of a blend of individual characteristics who have mutuality towards shared commitment and collective goals. In terms of roles and responsibili-

ties, the definitions suggest that the tasks accounted to the teams are clearly divided among members, in which each member will carry his or her own specified roles and responsibilities.

2. Literature review

2.1 Types of teams

Scholars have suggested different types of teams which have apparent similarities in their classifications. Cohen and Bailey (1997) identified four types of teams: work teams, parallel teams, project teams, and management teams. Work teams are characterized by continuous delivery of goods and services and a stable membership. They are either supervised or self-managed. A parallel team consists of members from different work units, who are provided with limited authority. They are often used for problem solving and improvement of oriented activities. On the other hand, a project team is multi-discipline and time-based. The team produces one-time output per project that is nonrepetitive in nature, and it applies knowledge actively in task activities. As for a management team, it is composed of skilled managers who are accountable for coordinating and integrating subunits. This team is responsible to help a firm achieve its competitive advantage.

The types of teams suggested by Stock (2004) pose a few similarities to the ones addressed by Cohen and Bailey (1997). Stock (2004) suggested three main types of teams: work teams, product development teams, and top management teams. In the same way, work teams produce goods and provide services. A product development team, on the other hand, is project-based with members drawn from functional units. A top management team consists of senior managers who deal with strategic tasks.

Another scholar, Dessler (2005), outlined a more elaborative categorization that consists of seven types of teams. These include suggestion teams, problem-solving teams, quality circle teams, venture teams, transnational teams, virtual teams, and self-managed/self-directed work teams. Suggestion teams are temporary as they work on short-term issues, whereas problem solving teams are more formal and semi-permanent. Quality circle teams comprise six to twelve trained employees who perform problem analysis and recommend solutions. Venture teams are small and semi-autonomous, often working to create and develop new ideas. Transnational teams consist of multinational members, with membership spanning across multiple countries. They tend to work on complex and important projects with an extreme variance of demographics. A more recent type would be virtual teams, who do not meet face to face and rely on the robustness of telecommunication and information technology. Virtual teams are often dispersed geographically and organizationally. The highest level of employee involvement is embedded in self-managed/self-directed work teams. Members in these teams are highly trained with an average size of six and eighteen members. They are fully responsible to turn out a well-defined segment of a finished work.

2.2 High performance teams

High performance team refers to a team that ensembles collective work product which reflects the joint and real contribution of team members (Katzenbach & Smith, 1993). It relates to the quality of interpersonal relationships, which is represented as a teamwork process-based construct (Dionne, Yammarino, Atwater, & Spangler, 2004). High performance teams are usually engaged in tasks and teamwork processes that are geared toward completing a task, particularly through

collective integration, synthesis, and sharing of information (Salas et al., 2008). Indirectly, teams pursuing high performance are seen as having the ability meet established quality, cost, and time objectives (Hoegl & Parboteeah, 2003). Often, teams asserted as being high in performance are manifested through team members' engagement of efforts that direct the team's ability to achieve shared goals and objective. Senior and Swailes (2004) proposed seven factors that influence teams with high performance; including team purpose, team organization, team leadership, team climate, interpersonal relations, team communications, and team composition. Savelsbergh et al. (2010) suggested that leadership behavior, goal clarity, and team learning behaviors are the three most important factors that influence performance. High performance teams are a result of collective effort and synergy.

Katzenbach and Smith (1993) pointed out that in building performance, high performance teams typically have three critical elements: established urgency, demanding performance standards, and direction. The tasks and goals of successful teams are performance-oriented and the teams are regularly challenged with new facts and information. Achieving performance also requires skillful members, effective first meetings, clear rules of behavior, new information to challenge the team, as well as feedback, recognition, and reward (Katzenbach & Smith, 1993). Concurring with the views of other scholars, Katzenbach and Smith (1993) stated that performance achievement may include collective work products that reflect the joint and real contribution of the team members. The amount of effort contributed to a task will sum up to the team's final performance.

2.3 The importance of diversity on high performance teams

Team diversity refers to the degree of difference between the characteristics of members in a team (Stock, 2004). These characteristics are attributed to the salient and nonsalient features of a team, such as gender, age, values, beliefs, and attitudes (Russo, 2012). Either way, in order for a team to perform successfully, both ends of team diversity must be achieved at an optimal level, in the sense that there must be a balance between members' homogeneity and heterogeneity in a team. Team members should not be too similar as it hinders creativity and at the same time it cannot be too dissimilar because too many differences may cause ineffective performance (Kozlowski & Bell, 2001).

In their study, Rico et al. (2010) claimed that a positive relationship between team diversity and team performance is important because teams must be highly diverse to allow different perspectives. Meanwhile, a lack of diversity can cause narrow perspectives which will hamper high performance teams (Rico et al., 2010). In addition, Guillaume, Dawson, Otaye-Ebede, Woods, and West (2015) suggested that there must be positive attitudes and mindsets towards team diversities in organizations so that members are aware of each other's differences and are able to use these diversities to achieve desired goals.

Wageman et al. (2005) claimed that teams with good distribution of diversity will consist of members who are neither too similar nor too different from one another. A sense of balance is important because too many similarities will only create duplication of ideas and resources, whereas too many differences will cause frictions in communication. In terms of tasks, diversity was found to be positively related to performance for complex tasks and negatively related for straightforward tasks (Higgs et al., 2005). This means that team diversity is also influenced by the nature of tasks. This may be explained by the needs to have diverse ideas in accomplishing

difficult tasks and vice-versa. In addition, Jehn et al. (1999) established that for teams to achieve its mission, members should have a good mixture of information and value diversity. Information diversity refers to the different educational background of team members, while value diversity refers to the work ethics and team goals (Jehn et al., 1999).

Team diversity induces creativity and stimulates brainstorming, as diversity will prevent ‘groupthink’ that hinders performance (Gates & Mark, 2012; Schilpzand et al., 2011; Dreachslin et al., 2000). As asserted by Higgs et al. (2005), when team members have different thoughts or perspectives, these differences when combined, are able to generate ideas and new solutions to solve conflicts and challenges. Hence, through this way, stereotypes and biasness can be reduced. Nevertheless, Dreachslin et al. (2000) professed that diversity needs to be properly designed and trained for teams to reach optimal performance. A strategic design for team diversity needs to be done so that team members and leaders can value differences in terms of background and perspectives. Diversity can be a great source for team spirit which can increase performance (AONE, 2007).

Team diversity refers to an appropriate array of team membership, in which team members must not be too similar or too different from each other to achieve team goals (Wageman et al., 2005). For instance, there is evidence of high diversity having a positive impact on high performance teams despite the differences (see Rico et al., 2010). Horwitz and Horwitz (2007) found a positive relationship between team diversity and team performance; a high task-related diversity will create better pursuit for performance. However, Schippers et al. (2003) and Russo (2012) professed that a less diverse team is more inclined to experience greater team performance, while a highly diverse team will usually have lower team performance. Most scholars agreed that team members must not be too similar or too different from one another, and team diversity must suit the types of team and the types of tasks in which the team is engaged (Higgs et al., 2005; Jehn et al., 1999).

3.0 Methodology

This paper is a conceptual review, written based on available literature in the context of team performance.

4.0 Discussion and Conclusion

It is evident that team diversity must be engaged properly because it can be a benefit and a challenge to the team’s functioning (DeSivilya & Raz, 2015). In making collective decisions, team members will generate different ideas which need to be managed efficiently to ensure smooth task execution. Undoubtedly team diversity provides variation in the working environment but the element needs to be encouraged and nurtured into the minds of team members so that they are aware of its benefits.

In teams, members must be able to work with each other by making best use of each other’s experiences and characteristics. In this instance, team diversity is important as to ensure that team members have the best mixture of individual attributes that may lead teams to higher performance (Wageman et al., 2005). Team diversity is important because it can reduce stereotypes and biasness (AONE, 2007; Dreachslin et al., 2000). Team diversity induces creativity and stimulates brainstorming, as diversity will prevent ‘groupthink’ that hinders performance (Gates & Mark, 2012; Schilpzand et al., 2011; Dreachslin et al., 2000). As asserted by Higgs et al. (2005), when team members have different thoughts or perspectives, these differences when combined, are

able to generate ideas and new solutions to solve conflicts and challenges. Hence, through this way, stereotypes and biasness can be reduced.

Nevertheless, Dreachslin et al. (2000) professed that diversity needs to be properly designed and trained for teams to reach optimal performance. A strategic design for team diversity needs to be done so that team members and leaders can value differences in terms of background and perspectives. Diversity can be a great source for team spirit which can increase performance (AONE, 2007). The differences in experience and personal characteristics help team members execute tasks effectively, as through team diversity, members are able to bring unique perspectives to the team and the organization which they serve.

REFERENCES

- American Organization of Nurse Executives [AONE]. (2007). The AONE guiding principles for diversity in healthcare organizations. Retrieved 20th March 2014, from <http://www.aone.org/resources/principles.shtml>.
- Agrawal, V. (2012). Managing the diversified team: challenges and strategies for improving performance. *Team Performance Management: An International Journal*, 18(7/8), 384-400. DOI 10.1108/13527591211281129.
- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23(3), 239-290. doi: 10.1177/014920639702300303.
- DeSivilya, H., & Raz, M. (2015). Managing diversity and social divisions in nurses' work teams. *EuroMed Journal of Business*, 10(2), 264 - 278. <http://dx.doi.org/10.1108/EMJB-08-2014-0024>
- Dessler, G. (2005). *Human resource management* (10 ed.): Pearson/Prentice Hall.
- Dionne, S. D., Yammarino, F. J., Atwater, L. E., & Spangler, W. D. (2004). Transformational leadership and team performance. *Journal of organizational change management*, 17(2), 177-193.
- Dreachslin, J. L., Hunt, P. L., & Sprainer, E. (2000). Workforce diversity: Implications for the effectiveness of health care delivery teams. *Social Science & Medicine*, 50(10), 1403-1414. doi: [http://dx.doi.org/10.1016/S0277-9536\(99\)00396-2](http://dx.doi.org/10.1016/S0277-9536(99)00396-2).
- Gates, M. G., & Mark, B. A. (2012). Demographic diversity, value congruence, and workplace outcomes in acute care. *Research in Nursing & Health*, 35(3), 265-276. doi: 10.1002/nur.21467.
- Guillaume, Y. R., Dawson, J. F., Otake Ebede, L., Woods, S. A., & West, M. A. (2015). Harnessing demographic differences in organizations: What moderates the effects of workplace diversity?. *Journal of Organizational Behavior*. DOI: 10.1002/job.2040
- Higgs, M., Plewnia, U., & Ploch, J. (2005). Influence of team composition and task complexity

on team performance. *Team Performance Management*, 11(7/8), 227-250.

- Hoegl, M., & Parboteeah, K. P. (2003). Goal setting and team performance in innovative projects: On the moderating role of teamwork quality. *Small Group Research*, 34(1), 3-19. doi: 10.1177/1046496402239575.
- Horwitz, S. K., & Horwitz, I. B. (2007). The effects of team diversity on team outcomes: A meta-analytic review of team demography. *Journal of Management*, 33(6), 987-1015. doi: 10.1177/0149206307308587.
- Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. *Administrative Science Quarterly*, 44(4), 741-763. doi: 10.2307/2667054.
- Katzenbach, J. R. (1997). The myth of the top management team. *Harvard Business Review*, 75, 82-92.
- Katzenbach, J. R., & Smith, D. K. (1993). The discipline of teams. *Harvard Business Review*, 71(2), 111-120.
- Kozlowski, S. W. J., & Bell, B. S. (2001). *Work groups and teams in organizations Handbook of psychology*: John Wiley & Sons, Inc.
- Rico, R., de la Hera, C. M. A., & Tabernerero, C. (2010). Work team effectiveness, a review of research from the last decade (1999-2009). *Psicología*, 26(1), 47-71.
- Russo, M. (2012). Diversity in goal orientation, team performance, and internal team environment. *Equality, Diversity and Inclusion: An International Journal*, 31(2), 124-143.
- Salas, E., DiazGranados, D., Klein, C., Burke, C. S., Stagl, K. C., Goodwin, G. F., & Halpin, S. M. (2008). Does team training improve team performance? A meta-analysis. *Human Factors*, 50(6), 903-933.
- Savelsbergh, C. M., van der Heijden, B. I., & Poell, R. F. (2010). Attitudes towards factors influencing team performance: A multi-rater approach aimed at establishing the relative importance of team learning behaviors in comparison with other predictors of team performance. *Team Performance Management*, 16(7/8), 451-474.
- Schilpzand, M. C., Herold, D. M., & Shalley, C. E. (2011). Members' openness to experience and teams' creative performance. *Small Group Research*, 42(1), 55-76. doi: 10.1177/1046496410377509.
- Schippers, M. C., Den Hartog, D. N., Koopman, P. L., & Wienk, J. A. (2003). Diversity and team outcomes: The moderating effects of outcome interdependence and group longevity and the mediating effect of reflexivity. *Journal of Organizational Behavior*, 24(6), 779-802. doi: 10.1002/job.220.
- Senior, B., & Swailes, S. (2004). The dimensions of management team performance: A repertory grid

- study. *International Journal of Productivity and Performance Management*, 53(4), 317-333.
- Stock, R. (2004). Drivers of team performance: What do we know and what have we still to learn? *Schmalenbach Business Review*, 56(3), 274-306.
- Wageman, R., Hackman, J. R., & Lehman, E. (2005). Team diagnostic survey: Development of an instrument. *The Journal of Applied Behavioral Science*, 41(4), 373-398. doi: 10.1177/0021886305281984.
- Watson, L. M. (2015). Brief communication: Does feeling part of the team affect other characteristics of nursing teamwork?. *Canadian Oncology Nursing Journal/Revue canadienne de soins infirmiers en oncologie*, 25(1), 99-100.



VOA - ISBN:1985-5079

