

THE EFFECT OF ORGANIZATION CULTURE, TEAM CHARACTERISTICS, SUPERVISION, AND INTERPERSONAL RELATION ON TEAM EFFECTIVENESS OF MANAGEMENT CHANGE AT STATE UNIVERSITY OF MEDAN

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Abstract

This study aimed at investigating the effect of organization culture, team effectiveness, team characteristics, supervision, and interpersonal relation on team effectiveness as well as their impacts on organization culture at State University of Medan, Indonesia. Population of this study were all academic units (n=311) at the university particularly ranging from university's administrators who serve as structural officials and lecturers who serve as administrative officials. In the interest of subject of the study, random sampling technique on the basis of Cochran formula was employed, and thus resulted in 155 people (49.84%). Data were obtained from close-ended questionnaire, and were analyzed under the auspices of Structural Equation Modeling (SEM) analysis with PLS smart software program. The result turned out that four out of seven hypotheses were accepted, whereas the rest of it was rejected. More specifically, the four-accepted hypotheses were found directly in the effect of organization culture on team effectiveness ($\lambda=.685$), team characteristics on organization culture ($\lambda=.233$), supervision on organization culture ($\lambda=.301$), and interpersonal relation on organization culture ($\lambda=.373$). However, the three-rejected hypotheses were found directly in the effect of team characteristics on team effectiveness ($\lambda=.063$), supervision on team effectiveness ($\lambda=.087$), and interpersonal relation on team effectiveness ($\lambda=.114$). Notwithstanding such effects, this indicated other indirect significant effects through organization culture, particularly in the indirect effect of team characteristics on team effectiveness ($\lambda=.223$), supervision on team effectiveness ($\lambda=.293$), and interpersonal relation on team effectiveness ($\lambda=.370$). All in all, it was reasonable to conclude that the development of team effectiveness at State University of Medan was achievable in the revitalization of organization culture. In the interest of powerful organization culture, it was necessary to pay attention painstakingly to team characteristics, conduct supervision, and create conducive interpersonal relation.

Keywords: *team effectiveness, organization culture, team characteristics, supervision, interpersonal relation.*

1. Introduction

The predictive description of Indonesian people in 2045 and ideal national education system to bring the year's generations will cause some implications to the process and policy of teacher education institution. To embody golden generation, proactive efforts such as improving the quality of Institute of Teachers' Education (henceforth *Lembaga Pendidikan Tenaga Kependidikan* or

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LPTK) in order to be able to compete with other countries in terms of capacity and capability are necessarily needed.

As an official institution organizing education program for pre-service teachers from playground, elementary school, junior high school, until senior high school/vocational school, LPTK is expected to produce professional teachers. According to the decree No.14/2005 chapter IV article 12, “every individual who possesses teacher-certification has equal opportunity to be appointed as a teacher in certain education institution.” This affirms that teaching as a profession welcomes everybody. In order to remain prominent in producing high-quality teacher, LPTK needs professional management under an effective team.

Robbins and Coutter (2007) state that effectiveness is often described as “doing something right”; by something, they mean, it helps organization fulfill its target. Lunenburg and Ornstein (2000) define effectiveness as to what extent the target of the organization is accomplished. McShane, Glinow, and Sharma (2008) state that team is a group consisting of two or more members interacting one to each other, is responsible to achieve the goal or target of the organization, and positioning themselves as a social entity in the organization.

The effectiveness of an organization can be influenced by many factors. Handy CB in Mullins (2005) identifies more than 60 factors that influence organization effectiveness. With the various influencing factors, every organization can select certain factors that are adaptive with its specific needs to achieve the vision, mission, and goals of the organization.

The correlation between team effectiveness with other variables such prominently as organization performance and leadership in an organization system comprehensively positions team effectiveness paramount to concern to embody an international-class university. One of related studies scrutinizing problems with team effectiveness in higher education is a qualitative study by Setiawati (2012). She proves that the management development of six universities comprising of *Universitas Indonesia* (UI), *Institut Teknologi Bandung* (ITB), *Institut Pertanian Bogor* (IPB), *Universitas Pendidikan Indonesia* (UPI), *Universitas Padjajaran* (UNPAD), and *Universitas Islam Negeri* (UIN) that mark themselves in top 1000 world-wide universities in 2012 reveals that planning and supervision process in the universities ran well. However, the implementation process of the universities’ management was less satisfying. The other related study is a dissertation conducted by Milfayetty (2009) who reveals that the performance quality of heads of department in Medan-based state universities is categorized as fair.

On the other hand, team partnership on the basis of relatives, nepotism, and collusion leads to the weakening performance of supervising, slighting small mistakes and ignoring the quality. This will eventually alleviate the team performance. Further, the less effective team empowerment and performance may also be caused by disproportion between workload and the forces. Too many workloads handled by small number forces or many forces to handle small workload may reduce the team performance. This phenomenon is commonly due to the less professional human resources.

The preliminary study at State University of Medan reveals that the team effectiveness in such university can be categorized as sufficient scoring 70.89 in the lower value. With reference to the finding, it is strongly reasonable to study team effectiveness in order to find out the alternative problem solving.

The approach employed in developing the model of team effectiveness in this study is by analyzing several models of team effectiveness developed by Kreitner and Kinicki (2008); McShane, et al. (2008); Schermerhorn, Hunt, Osborn, and Uhl-Blen (2010); Hellriegel, and Slocum (2011); Robbins, and Judge (2011). Some of the models state that organization culture, team characteristics, supervision, and interpersonal relation have significant effects either directly or indirectly on team effectiveness.

Based on the findings of the study on various models explaining about variables potentially influence team effectiveness, it is reasonable to conclude that there are some different models which are principally supporting and confronting one to each other. Accordingly, it is necessary to formulate theoretical model of team-effectiveness development in LPTK, particularly in State University of Medan. Thus, this study aims at finding out the direct influence of organization culture, team characteristics, supervision, and interpersonal relation towards team effectiveness in Medan-based state LPTKs as well as revealing the direct influence of team characteristics, supervision, and interpersonal relation towards organization culture in Medan-based state LPTKs.

2. Conceptual framework and hypothesis

2.1. The effect of team characteristics on team effectiveness

Team characteristic is the characteristics of a team shown when the members with different background of expertise are interacting while working to achieve the goals of the institution. The various background of expertise is fundamentally needed without which the team will face many difficulties especially when they are facing complex projects that require fast-to-respond experts to avoid worse risks.

The team characteristics in LPTK of the State University of Medan possesses the quantity of the group, differential status, cohesiveness, members' diversity, emotional maturity, environment, and communication technology which are predicted as significant capitals to improve the team effectiveness in order to reach the institution's target.

With this frame in mind, it can be synthesized that for every team that has the aforementioned attitudes, its effectiveness in achieving the institution's targets will be more tangible. Accordingly, the hypothesis can be formulated in the following.

Hypothesis 1: Team characteristic has direct effect on team effectiveness of the Institute of Teachers' Education at the State University of Medan.

2.2. The effect of supervision on team effectiveness

Team effectiveness can also be seen from the solidity of a team that keeps maintaining the team's existence even though they face many challenges like organization changes either structurally or organizationally.

To keep the team effectiveness stay on the track, conducive supervision is necessarily needed to alleviate any deviance in order to achieve the target. In undertaking its mission on producing prospective teachers for 2045 golden generation, team of LPTK in the State University of Medan is fully under the control of supervision. If the superior treats individuals in the team cooperatively and respectfully, the team can run their duties and functions more comfortably, responsibly, and cooperatively so team effectiveness is around.

Based on the above conceptual framework, it can be stated that conducive supervision on team will encourage the members of the team to accomplish their duties and functions more comfortably and responsibly so the institution's targets can be well accomplished. It can be predicted that direct supervision influences team effectiveness of LPTK at the State University of Medan. Thus, the hypothesis is formulated as follows:

Hypothesis 2: Supervision has direct effect on team effectiveness of the Institute of Teachers' Education at the state university of Medan.

2.3. The effect of interpersonal relation on team effectiveness

Interpersonal relation is the inter-individual interaction in the work atmosphere and institution either formally or informally. Good interpersonal relation among individuals will potentially encourage

each of them to maximize his or her own expertise while interacting with other members of the team. In addition, work motivation will improve, mutual influencing will occur, and commitment on the team will be even stronger.

Good interpersonal relation between one to the other forces and between superior to the subordinate will motivate and improve the work quality of the forces. It can be indicated from working more seriously and altruistically. This way is very effective in enhancing the team effectiveness. So is what is supposed to be happening in any LPTK as a scientific institution and scientific society that prioritized rationality, objectivity, honesty, and courtesy.

Therefore, it is reasonable to conclude that interpersonal relation has direct effect on team effectiveness, and thus the hypothesis is formulated as follows:

Hypothesis 3: Interpersonal relation has direct effect on team effectiveness of the Institute of Teachers' Education at State University of Medan.

2.4. The effect of organization culture on team effectiveness

Team effectiveness is correlated to daily routine activities in achieving the target of organization. The activities are based on the convention all members agree to obey continuously. This principally makes their working endurance better and their desire fulfilled. In addition to this, attitudes like friendliness in working, understanding and striving to reach the target, and being fond and flexible of changes for betterment can be created. Such attitudes are identifiable by organization culture. It is when individual's habits are practiced to reach the organization's target, maintain the existence of the organization with its certain values or principles to understand and practice. If the team can practice and preserve such synergist culture persistently and give their best expertise based on their own main duty and function, it is almost absolute that the target of the organization can be maximized. Further, such organization culture can also influence team effectiveness. Strong organization culture builds synergist cooperativeness to reach the target of the organization.

Based on the analysis above, it can be concluded that organization culture can directly influence team effectiveness of the Institute of Teachers' Education particularly in State University of Medan. The hypothesis in turn, is formulated as follows:

Hypothesis 4: Organization culture has direct effect on team effectiveness of the Institute of Teachers' Education at State University of Medan.

2.5. The effect of team characteristics on organization culture

Organization culture is a system of values that can be accepted as civilized acceptance. The values that are accepted by the whole organization are a set of fundamental characteristics that are believed and implemented by the members of the community to make them different from other organization. In higher education context, particularly in institute of teachers' education like State University of Medan, the meant characteristics are every characteristic that is embedded to the university community underpinned by scientific atmosphere.

Team characteristic is defined as the characters possessed by a team shown in the interaction and is based on the members' expertise which is all unified and synergist. This empowers human resources to make them all as a unique work pattern to ease or simplify the team achieving the goals of the university and affirming their cultural entity as an organization. Further, if each of the members of the team runs his/her uniqueness, role and function persistently and continuously, the organization culture will even be stronger. Therefore, maintaining conducive team characteristics is one of the ways to create a strong organization.

Based on the above analysis, it can be stated that team characteristics influence organization culture in the Institute of Teachers' Education especially in State University of Medan.

Accordingly, it is reasonable to conclude and predict that team characteristic has direct effect on team effectiveness. The hypothesis is then formulated as follows:

Hypothesis 5: Team characteristic has direct effect on organization culture of the Institute of Teachers' Education at the state university of Medan.

2.6. The effect of supervision on organization culture

Organization culture is a unique and specific behavioral pattern shown by the members that makes the organization different from other organization. The behavioral pattern is commonly considered prestigious so all members are obliged to practice. Accordingly, conducive supervision is necessarily needed to maintain such values. The supervision is meant to achieve the institution's success by controlling that everything the member does in the organization is based on the organization culture and each of them can maintain his/her work quality because in the organization, the relatedness or synergy between one to the other is necessary.

Furthermore, individual's maximal and optimal work earns satisfaction to all members of the organization that systemically and eventually improves the quality of the organization as a whole. Such systemic result is caused by the fact that individual performance influences the wholly performance of the organization even the university.

Based on the analysis above, it can be synthesized that supervision by the superior to the subordinates under conducive atmosphere will influence the quality of the organization culture. The hypothesis is then formulated as follows:

Hypothesis 6: Supervision has direct effect on organization culture of the Institute of Teachers' Education at State University of Medan.

2.7. The effect of interpersonal relation on organization culture

Organization culture underpins the members of the group a similar perspective and perception that create similar attitude and action. Social interaction, more specifically interpersonal relation occurs in an organization culture. It is very fundamental to create and maintain interpersonal relation in an organization in order to bridge close, harmonious and cooperative teamwork to optimize target achievement. Interpersonal relation stimulates every individual to be more motivated and determinate in accomplishing the works.

Based on the analysis above, it can be synthesized that the existence of interpersonal relation in higher education improves organization culture. The hypothesis is then formulated in the following.

Hypothesis 7: Interpersonal relation has direct effect on organization culture of the Institute of Teachers' Education at State University of Medan.

3. Methods

3.1. Population and sample

Population in this study was defined with all forces that belong to the team of the Institute of Teachers' Education at the state university of Medan. Overall, there were 311 respondents under 7 faculties and 1 graduate school, 3 bureaus, and 30 *Unit Pelaksana Teknis* (Technical Forces Unit). The characteristics of the population were Educative Forces (EF) as functionaries, Administration Forces (AF) in structural and scheduling position in the team. The sample was stipulated based on the unit the individuals belong to. The respondents determined as the sample were all belonging to formal unit team in both university level and faculty level.

3.2. Instruments and techniques for collecting the data

The research instruments were designed after conceptual and operational definitions formulated. From operational definition, some aspects and indicators from the variables were obtained. This study employed closed-ended questionnaires as the instrument for collecting the data. It was a set of questions designed by deploying *semantic deferencal*. Each question offered five alternatives scored from 1 to 5. The value of each score was ranged from favorable to unfavorable successively arranged in a horizontal line that hinged on aspect and indicator of each variable. Positive questions' score was from five to one. On the contrary, negative questions' score was from one to five.

The instruments that already designed into five variables were validated by employing content validity and construct validity. The former was employed by expert judgment instrument whereas the latter was validated statistically by employing factor analysis functioning SEM application by using Confirmatory Factor Analysis.

Trying out the instrument was to find out empirically the validity of every item in the instrument as well as its reliability as an instrument. The samples for trying out the instrument were 30 respondents of the population. The analysis result of the try out served as the instrument to collect the data.

The instruments of team effectiveness consisted of 63 items that were categorized into five indicators, namely target achievement, system approach, stakeholder approach, internal process approach, and team solidity. The organization culture instrument was measured in two aspects, namely external adaptation consisted of five indicators and internal integration consisted of six indicators. There were 33 items in total.

Furthermore, team characteristic instruments consisted of seven indicators, namely number of the members in a group, differential status, members' diversity, cohesiveness, emotional maturity, environment, and communication technology. The team characteristics were measured in 36 items varied in eight indicators comprising identifying performance, measuring its indicator over viewing process variable and result, measuring the fundamental progress compared with planning and budgeting, developing independent information resources of performance, direct supervision, having specific questions about workloads, supporting the members to report problems and mistakes, and meeting on progress overview periodically. These variables are measured in 47 items distributed in the indicators. Interpersonal relation instruments consisted of six indicators measured through 32 items distributed in the indicators.

3.3. Techniques for analyzing the data

Descriptive analysis technique was employed to find out the mean, median, mode, standard deviation, and variant to describe the data characteristics. SPSS program version 22 and Vipot Table assisted the data analysis in Microsoft Excel 2007 software. Inferential analysis technique was also employed for prerequisite tests, hypotheses testing, and path analyses.

The prerequisite testing consisted of normality testing by using *Kolmogorov Smirnov* Test whereas the homogeneity testing by using Barlett formula. Further, inter-variable linear regression testing was employed by F-test. Inter-variable independency testing was by using correlation matrix of product moment. Autocorrelation testing was by using Durbin-Watson formula. Hypotheses testing deployed goodness of fit consisting of overall model fit, instrument model fit, and structural model fit. These tests were assisted by using Structural Equation Modeling (SEM). Before conducting path analysis, latent variable was validated by employing construct validity that was based on manifest variable using Confirmatory Factor Analysis (CFA). To find out whether there

was a direct effect or not of exogenous variables on endogenous variables, path analysis was employed.

4. Findings

4.1. Outer model evaluation

4.1.1. Inter-variable convergent validity

In the inter-variable outer model evaluation, the loading factor of each of the five indicators, namely Organization Culture, Interpersonal Relation, Team Characteristics, Supervision, and Team Effectiveness was above 0.5. Hence, it was reasonable to conclude that all variables were valid in reflecting the constructs. Based on the composite reliability score, every construct's score was above 0.7. This meant that the instruments were all reliable. Evaluation on *average variance extracted* (AVE) score revealed that every construct yields 0.5 in the sense that the constructs have good AVE score. The all analysis statistics reach a conclusion that the outer model has good convergent validity because all of the indicators are valid and reliable. To be exact, the composite reliability score was $\geq .70$ driving to a conclusion that each of the indicator was reliable. To sum up, the outer model had good constructs of convergent validity because all of the indicators were valid and reliable.

4.1.2. Inter-variable and inter-indicator discriminant validity

The discriminant validity evaluation could be seen from cross loading. The statistical data showed that each variable had higher correlation with its own construct than that of other variable's construct. Accordingly, it can be concluded that structural measurement model has better score of discriminant validity.

4.1.3. Score of inter-variable AVE

The last testing of *convergent validity* was by checking the output of *Average Variance Extracted* (AVE). The construct was good at convergent validity if the score of AVE was $\geq .50$. The output of inter-variable convergent validity showed that all indicators score were $\geq .50$ for AVE.

4.1.4. Inter-variable construct reliability

Construct reliability test was measured by checking the score with two criteria namely composite reliability and Alpha Cronbach. From composite reliability, it was found that each variable score above 0.7. It means that the instrument was reliable. Based on the evaluation toward score of average variance extracted (AVE), it was found that each variable scored $\geq .50$. It was reasonable to conclude that the variables have good AVE score. This statistical analysis revealed that the Variable Measurement Model of Interpersonal Relation had good convergent validity because all of the items were valid and reliable.

4.2. Inner model evaluation

The inner model evaluation was tested by using significance test to each parameter by comparing the score in t-statistics with that in t-table (in the level of significance 5%). It continued by finding out the R-square score through goodness-fit model.

In terms of the effect of team characteristics, supervision, and interpersonal relation on organization culture, the test revealed that r square score was .510. It showed that team characteristics, supervision, and interpersonal relation could explain construct variable of organization culture for 51.0%. The other 49% was explained by other constructs. Further, all t-

statistics score was higher than t_{tabel} and enabled us to conclude that there was a significant effect of team characteristics, supervision, and interpersonal relation on organization culture.

Furthermore, in terms of the effect of team characteristics, supervision, interpersonal relation and organization culture on team effectiveness, the test revealed that r square score was .718 showing that team characteristics, supervision, interpersonal relation, and organization culture could explain construct variable of team effectiveness for 71.8%. The other 28.2% was explained by other construct. The t -statistic score of organization culture was 10.380, which was higher than t_{tabel} . Accordingly, it could be concluded that there was a significant effect of organization culture on team effectiveness. Meanwhile, the t -statistic score of other variables—team characteristics, supervision, and interpersonal relation—were smaller than the t_{tabel} implying that there was no any significant effect of the aforementioned variables on Team Effectiveness.

5. Discussion

This study aimed at finding out the effect of team characteristics, supervision, interpersonal relation, and organization culture on team effectiveness. This being the case, team characteristic is a significant factor that should be discussed concerning its effectiveness. A study conducted by Woehr, Arciniega, and Poling (2013) reveals that the diversity of values believed by the members of the team does not give different result on accomplishing the work they are responsible with. However, if the diversity is followed by mutual respect among them, it yields different result on the quality of the work indeed. This finding supports the previous findings in which team characteristic must be imparted through cultural process that embeds scientific characteristics of the organization then followed by team effectiveness.

This finding is also in line with Gultom (2009) indicating that leadership does not give direct effect on academic atmosphere and productivity of any study program in the state university of Medan. To have scrutinized more, supervision process should be conducted based on culture of the organization in order to obtain the direct significant effect of team effectiveness.

Principally speaking, interpersonal relation refers to the ability to create and maintain mutually benefitting relation. However, this variable yields insignificant effect on team effectiveness in the state university of Medan. This finding is actually in line with a study by Aub'e1, and Rousseau (2011) revealing that individuals' aggressive attitudes give negative influence on team solidity. To scrutinize further, interpersonal relation can actually influence team effectiveness under conducive cultural process.

The variable that gives significant influence on team effectiveness is organization culture. Value that has been integrated as a culture in an organization has strong position that is hard to change. If the cultural values are implemented as the fundamental principles in daily activities running the organization, the team effectiveness in the state university of Medan will automatically improve. This finding supports the previous finding (Altaf, and Jinnah, 2011) revealing that there is a significant correlation between organization culture and organization effectiveness.

Furthermore, team characteristic is a specific character embedded closely in a team as the identity to make it different from other organizations. This study reveals that team characteristics give significant effect on organization culture. Such a piece of evidence is consistent with O'Reilly, Chatman, & Caldwell's (1990) findings in Sutrisno (2011) stating that situation where individuals can stick into the culture of the organization improves the organization's performance, satisfaction, and dynamic turnover incumbency. Thus, in order to preserve organization culture, continuous and routine supervision is needed to avoid the cultural degradation among the members. It turned out that supervision has positive and significant effect on organization culture.

Interpersonal relation in an organization is meant as the relation in either the office or any formal or non-formal situation that can create solid and synergist team to improve the organization effectiveness. This finding shows that interpersonal relation among the team underpinned by the state university of Medan has effect on the organization culture that is principally in line with previous studies.

5.1. Limitation of the study

Conceptually speaking, this study is limited to four exogenous variables toward one endogenous variable. The exogenous variables are team characteristics, supervision, interpersonal relation, and organization culture while the endogenous variable is team effectiveness. Questionnaire in the form of Likert-scale was employed to collect the data. The respondents were given two until seven days to fill it in as a way to optimize them answering it more subjectively.

6. Conclusion

The data analysis and findings drive this study to some following conclusions. First, all theory-based developed indicators are valid in constructing the latent variables namely team characteristics, supervision, interpersonal relation, organization, and team effectiveness. Second, team effectiveness is acquired through integrating organization cultures. More specifically, team characteristic, supervision, and interpersonal relation should be internalized in the organization to embody high-quality team effectiveness. Therefore, conducive preserve of such culture should be imparted to all academia in the state university of Medan.

Third, the score variance improvement of team characteristic, supervision, and interpersonal relation causes the score variance improvement of organization culture. Fourth, the total effect of supervision on team effectiveness through organization culture scores .293 whereas the total effect of interpersonal relation on team effectiveness through organization culture scores .370.

Fifth, team characteristic, supervision, interpersonal relation, and organization culture score .718 for R-square showing that team characteristic, supervision, interpersonal relation, and organization culture can explain the construct variables of team effectiveness for 71.8%. Team characteristic, supervision, interpersonal relation, and organization culture score .510 for R-square meaning that the team characteristic, supervision, and interpersonal relation can explain the construct variables of organization culture for 51.0%.

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Attachment

Table 1. Composite reliability

	AVE	Composite Reliability	R Square	Alpha Cronbachs	Communality	Redundancy
Organization Culture	0.952025	0.975423	0.510302	0.949622	0.952025	0.314575
Interpersonal Relation	0.859989	0.973576		0.967409	0.859989	
Team Characteristic	0.838537	0.973173		0.967551	0.838537	
Team Effectiveness	0.877807	0.972903	0.718372	0.965097	0.877807	0.591313
Supervision	0.809392	0.971376		0.966240	0.809392	

Table 2. Cross loading

	Organization Culture	Interpersonal Relation	Team Characteristic	Team Effectiveness	Supervision
BO1	0.974873	0.595097	0.447541	0.806292	0.525640
BO2	0.976561	0.633214	0.389268	0.822542	0.613017
HI1	0.640555	0.935719	0.342875	0.635617	0.609042
HI2	0.591900	0.938958	0.331260	0.557783	0.557430
HI3	0.594697	0.928577	0.270939	0.594317	0.560869
HI4	0.579675	0.935365	0.317459	0.555684	0.508667
HI5	0.531440	0.894406	0.269232	0.514287	0.540098
HI6	0.555812	0.930375	0.255574	0.571345	0.581473
KT1	0.346780	0.295056	0.851242	0.344200	0.222493
KT2	0.495158	0.375094	0.966326	0.462893	0.318438
KT3	0.395390	0.309240	0.949903	0.387408	0.241355
KT4	0.393113	0.281364	0.952281	0.395116	0.222272
KT5	0.372053	0.233699	0.923564	0.377581	0.182582
KT6	0.327598	0.172264	0.861239	0.311632	0.181007
KT7	0.383508	0.368026	0.898609	0.354659	0.206202
S1	0.509936	0.555686	0.218166	0.483171	0.861250
S2	0.476816	0.371554	0.163136	0.471364	0.874108
S3	0.576039	0.570046	0.276011	0.560082	0.941516
S4	0.509251	0.547402	0.261362	0.531889	0.920464
S5	0.474727	0.494070	0.211738	0.456239	0.923314
S6	0.468251	0.454419	0.161660	0.439348	0.889992
S7	0.544627	0.681501	0.216758	0.544075	0.862199
S8	0.611328	0.625326	0.264591	0.592242	0.920669
TK1	0.774021	0.605940	0.397253	0.960018	0.566767
TK2	0.777352	0.542140	0.394540	0.922712	0.555464
TK3	0.788111	0.651858	0.395838	0.956321	0.564546
TK4	0.740859	0.527412	0.466181	0.912167	0.436072
TK5	0.827009	0.565271	0.298763	0.932419	0.549129

Table 3. Latent variable correlations

	Organization Culture	Interpersonal Relation	Team Characteristic	Team Effectiveness	Supervision
Organization Culture	1.000000				
Interpersonal Relation	0.629766	1.000000			
Team Characteristic	0.428298	0.322342	1.000000		
Team Effectiveness	0.834816	0.618299	0.415125	1.000000	
Supervision	0.584258	0.604434	0.249832	0.571688	1.000000

Table 4. Path coefficients (Mean, STDEV, T-values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)
Organization Culture → Team Effectiveness	0.685400	0.693045	0.066033	0.066033	10.379681
Interpersonal Relation → Organization Culture	0.372964	0.366896	0.080341	0.080341	4.642256
Interpersonal Relation → Team Effectiveness	0.113961	0.110859	0.067278	0.067278	1.693867
Team Characteristic → Organization Culture	0.232971	0.243433	0.085782	0.085782	2.715848
Team Characteristic → Team Effectiveness	0.063208	0.058754	0.047722	0.047722	1.324511
Supervision → Organization Culture	0.300622	0.307399	0.078252	0.078252	3.841706
Supervision → Team Effectiveness	0.086565	0.085197	0.068623	0.068623	1.261463

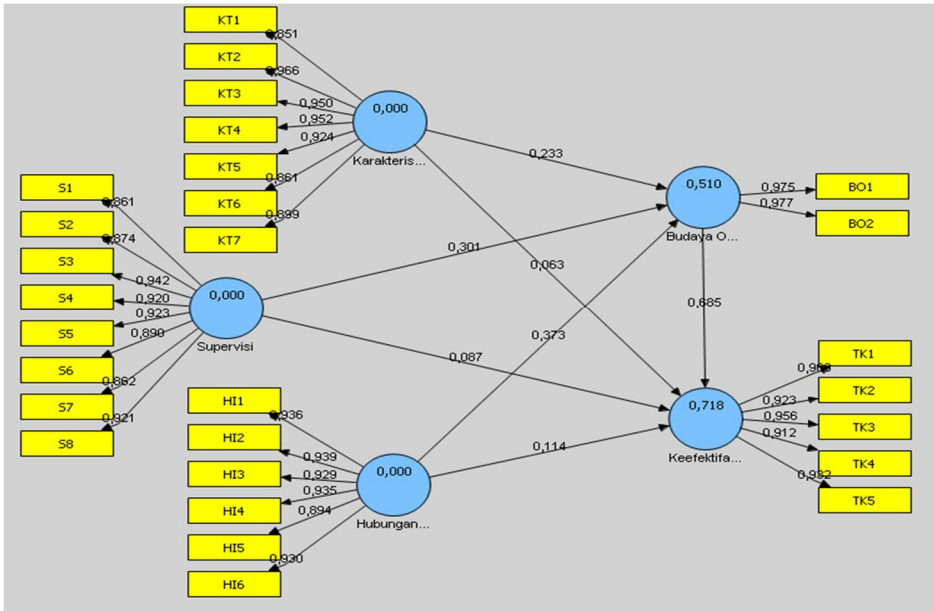


Figure 1. Model of structure