

The Effect of Team Building Training To Improve Team Work For Employees

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ABSTRACT

The organization is a collection of groups that work according to their respective fields. Team formation within the organization is essential to achieve productivity effectively. Employees with low teamwork will be frustrated because it will hinder work schedules and impact significant additional costs for the company. This study aimed to determine team building training to improve teamwork among employees. This study used a quasi-experimental method with a one-group pretest-posttest design. The subjects of this research were 11 employees of PT. ESGI Boyolali, Central Java. The measurement tool in this study uses a teamwork scale. Data were analyzed by paired sample t-test analysis. The results of this study are that team building training is effective in increasing teamwork among employees.

Keywords: Teamwork, Team Building Training, Employees

Introduction

Human resource management involves planning, organizing, preparing personnel, activating and supervising operational functions to achieve organizational goals. Human resource management is a process of planning, organizing, staffing, mobilizing and supervising procurement, development, compensation, integration, maintenance and separation of the workforce to achieve organizational goals (Bangun, 2012; Dessler, 2010; Siagian, 2003).

Siddiqui (2013) explains that many types of challenges are faced by employees every day in their work life. These include shifting time, loading and informing, number of working hours, wages and salary issues, nature of work, time constraints and many more. Each employee has personality traits and behaviors that make them different. Each employee can handle situations in their way. Employees will deal with each situation in a way that suits them (Mangkuprawira, 2002).

The use of teams in completing a job is more effective. Teams and teamwork in organizations can improve quality, cost efficiency, customer service, and employee satisfaction (DeGrosky, 2006; Robbins & Judge, 2010). In addition, the team is also considered able to help improve productivity and quality of work (Riggio, 2008; Mathis & Jackson, 2006). The team

consists of individuals who have different abilities, talents and experiences. This makes the team more effective in producing creative problem-solving (Lyod, 2005). The team is considered an ideal work structure because its members can influence each other's thoughts and perceptions to improve the resulting decisions.

Team formation within the organization is vital to achieving productivity effectively. The organization is a collection of groups that work according to their respective fields. Group performance is expected to meet the demands and developments of the times. Cummings & Worley (2005) explain that an influential group lies in the quality of life and performance.

The researcher conducted preliminary research based on the group diagnostic model (Cummings & Worley, 2005), so several development areas were found, namely first, the aspect of team functioning, especially in the sub-aspect of task-related activities, with a mean of 2.50. second, the task structure aspect, especially in the coordination effort sub-aspect, with a mean of 2.58. Third, the aspect of goal clarity, especially on the aspect of understanding group goals, with a mean of 2.00. Fourth, the group composition aspect, especially in the demographic sub-aspect, with a mean of 2.75. The fifth is performance norms in the sub-aspect of work norms, with a mean of 2.25.

Furthermore, the researcher presented the initial research results in a fishbone framework. Fishbone is an action and improvement step to make it easier when problems and root causes have been found. A fishbone diagram can provide a cause-and-effect analysis that describes the main problems and their causes in a fishbone framework. The main problem is in the head of the fish, while the causes of the problem are in the strips and spines (Llie & Ciocoiu, 2010). The fishbone framework includes five aspects: process, people, equipment, policy and environment.

Based on this framework, the main problem is task-related activity. The process and people aspects are the leading cause of the problem that has the most influence. In the process aspect, 1) superiors only see work results, not processes and coordination, and 2) teamwork is lacking. This is because personnel works individually, there is no initiative to help between personnel, and personnel is reluctant to ask for help. 3) indirect communication media is felt to be less effective, 4) personnel has difficulty overcoming problems in the field, this is caused by the weak distribution of the role of superiors and the flow of information from the center to superiors, and there is no control and monitoring of work carried out by personnel from superiors so that 5) personnel are confused in Work. While in the people aspect, namely 1) personnel loyalty is still low, this is due to a large amount of information from the company, and it is not appropriately filtered by department personnel; 2) indirect interpersonal conflict, which is caused by differences in perceptions between superiors and subordinates and lack of

communication, 3) superiors and incompetent personnel, this is influenced by the frequent change of superiors and personnel in the department.

In addition to the process and people aspects, the equipment, policy and environment aspects are also the next cause related to the emergence of task-related activity problems in the aspect of equipment, namely the personnel department. Saturated with work, this is influenced by 1) there is no gathering or outbound in the department, 2) personnel feel that their salary does not match the job they are carrying, and 3) there are no exciting opportunities to develop such skills development training. Furthermore, on the policy aspect, namely 1) there are no routine meetings; meetings are only held when there is an urgent need; 2) there is no performance evaluation system so that personnel only evaluate their performance individually; 3) KPI is not socialized to department personnel, KPI is only held by a few personnel, 4) there is no job description by the position held by each person so that the person has not been able to distribute their roles as co-workers. While in terms of the environment, namely 1) most of the department's tasks are primarily done in front of the computer and personnel are rarely involved in the field, this creates distrust between departments, and 2) there are still differences of opinion regarding the supply and demand of Manpower planning.

Based on the fishbone framework above, the problem that becomes problem that can be used as a follow-up is the lack of teamwork. This is because personnel works individually, there is no initiative to help between personnel, and personnel is reluctant to ask for help. Furthermore, teamwork was re-identified based on the "big five of teamwork" framework proposed by Salas, Sims & Burke (2005): team leadership, mutual performance monitoring, backup behavior, adaptability and team orientation. Details of the results of further identification will be described based on the aspects above, namely as follows:

In the leadership team component, there is an indicator that superiors divide job descriptions based on the position of each personnel. However, subordinates feel unclear because superiors only convey the description, superiors only convey the target, not the process for achieving these targets, so subordinates are confused about finding their way to complete the work. Besides that, there are no regular meetings in the department yet, coordination is carried out via social media and email and coordination is carried out when a sudden problem occurs. According to Duel (2010), the leader's role is to determine team members' behavior and performance expectations by optimally combining subordinates' skills. This includes setting norms within the team to support the overall team goals (Salas et al., 2005).

In the mutual performance monitoring component, namely, to identify team performance, members carry out their respective job duties, monitor the process whether there are

problems or not, pay attention to deadlines, see target achievement according to the KPI of each program, and evaluate the performance of fellow members. However, for the goals to be achieved, the members do not understand the group's shared goals, so they only assume that when there are no problems in carrying out all tasks, the group goals are achieved. Even though Salas, Sims & Burke (2005) explained that the ability to identify the work being done is by established procedures.

In the backup behavior component, the personnel generally criticize and advise their co-workers. However, there are still personnel who are only fixated on their job descriptions, so they do not know the job descriptions of their colleagues. Thus, giving input is sometimes not by the job description. In addition, personnel carry out work outside their job description, and these tasks tend to have unclear authority boundaries. Furthermore, there are still personnel who are apathetic toward the needs of co-workers. This is different from Marks, Mathieu & Zaccaro (2000) opinion regarding constructive feedback among colleagues to improve performance. The process of assisting colleagues in carrying out tasks and each department personnel being able to detect excessive workload.

Furthermore, the adaptability component includes departmental personnel who will receive information and changes if this positively impacts better work processes and does not affect job descriptions. Duel (2010) explains that the ability of team members to adapt and adjust information that occurs in the surrounding environment can increase team effectiveness (Salas et al., 2005). Furthermore, team orientation, namely coordination and sharing of information between departmental personnel, often does not support work. Salas, Sims & Burke (2005) argue that the tendency is to improve individual performance through coordination, evaluation, and utilization of task input from other members when carrying out group assignments.

Based on the description above, an intervention is needed to improve teamwork through team-building training. Team building training is a learning process with an experimental approach that aims to improve internal group functions such as cooperation among team members, improving communication quality and reducing dysfunctional conflict (Kreitner & Kinicki, 2008). Through team building training, team members are encouraged to examine more deeply how they have worked together so far, find gaps and weaknesses in teamwork, provide an overview of the ideal way of working together and develop action plans to implement effective ways of working (Newstorm & Scannel, 1998). Furthermore, Sulaiman et al. (2012) believe that team-building training strengthens employee skills in three main areas: knowledge, skills and knowledge (KSA). Team building training can create and fulfill various

ideas and processes, including forming positive actions and behaviors among employee members (Cahyadi, 2012).

Kreitner and Kinicki (2008) explain that experts in team building prefer to use active methods, namely experiential learning. This technique is suitable for training to increase individual behavior and affection (Beard & Wilson, 2013). Kirkpatrick & Kirkpatrick (2006) explained that experiential learning training techniques include action learning, role-playing, games and simulations, observation, and writing assignments. Cummings & Worley (2005) explain that team building training is based on assumptions from face-to-face interactions and relationships. This impacts decision-making, problem-solving, building trust, and facilitating informal and informal communication processes. Meanwhile, Amos, Hu, & Herrick (2005) explained that team building training can improve teamwork, communication skills and employee satisfaction because of the interactions that occur.

Team building training is essential in any work environment as the focus is to specialize in bringing out the best in the team to ensure self-development, positive communication, leadership skills and the ability to work together as a team to solve problems. While work environments often target individual and personal goals, with rewards and recognition trumpeting individual employee accomplishments, with good team-building skills, employees can band together around a common goal to generate greater productivity. In the absence of a team, employees are limited to individual efforts. However, with team building, the work group evolves into a cohesive unit and shares expectations to complete group tasks, adds trust and support for one another and respects individual differences (Fapohunda, 2013). Other problems that can be helped through team building training interventions are decreased work productivity, reduced complaints within the group, confusion about assignments, lack of employee engagement, reduced complaints from outside the group about work quality, timeliness, service and product effectiveness, lack of innovation and initiative, and conflict between group members (Cummings & Worley, 2005). The formulation of the problem in this study is "How is team building training to increase teamwork among employees?"

Material And Methods

This study used a quasi-experimental quantitative method, namely one group pretest-posttest design using only the experimental group without a control group (Shaughnessy et al., 2012). The subjects in this study were 11 employees of PT ESGI Boyolali, Central Java. The characteristics of subjects of this study were male and female, aged 23-40 years, and had low to moderate teamwork.

The technique used in this research is purposive sampling. The teamwork measurement tool was adapted from Salas, Sims, & Burke (2005) with five aspects, namely 1)

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team leadership, 2) Mutual performance monitoring, 3) Backup behavior, 4) Adaptability, and 5) Team orientation. The teamwork scale consists of 16 items with a validity index ranging from 0.241 to 0.840 and a Cronbach alpha of 0.891. The treatment carried out in this study used the team building training module, which was adapted-modified from the Cahyadi (2012) training module and was based on the material, namely 1) Team building, 2) Communication with the Johari window model, 3) Group dynamics simulation. The training is carried out in one day with a duration of 240 minutes.

Data analysis used inferential statistical analysis paired sample t-test with the help of SPSS Vol. 21.

Results

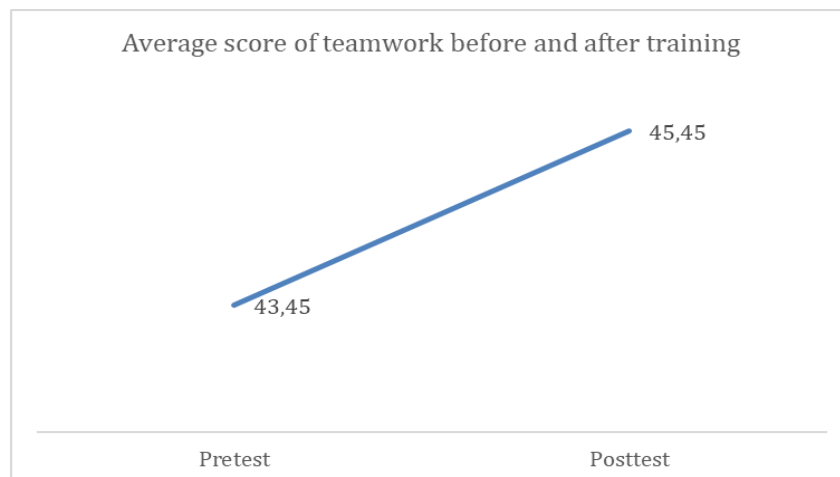
The results of the study include a description of the research subject, the average score of teamwork and the results of the paired t-test in the treatment of team building training to increase teamwork among employees

a. Description of research subjects

The subjects in this study were 11 employees. Subject characteristics based on age 23-25 years as many as eight employees (73%), 27 years as many as three employees (27%). Characteristics of subjects based on gender, namely five male employees (45%) and six female employees (55%).

b. Description of research data

The difference in the average score of teamwork before and after being given team building training can be seen in Figure 1 below, namely:



Sources: The data is processed by the researcher

Fig. 1. Average score of teamwork before and after training

The average score of teamwork before and after being given training has increased. Namely, the average score for teamwork before training is 43.45, while the average score for teamwork after training is 45.45.

c. Paired t-test analysis

To measure the effectiveness of the team building training program on teamwork variables, a t-test is required using a paired sample t-test, which is as follows:

Table 1. Paired t-test results

Group	Mean	Standard deviation	t	df	Sig (2-tailed)
Pretest	43,45	3,908	-2,966	10	0,014**
Posttest	45,45	3,830			

Sources: The data is processed by the researcher

Based on the table above, it can be seen that the t value is -2.966 with a significance of 0.014 ($p < 0.05$). This indicates that there is a significant difference between the scores of teamwork before and after the training. This can be seen from the mean total teamwork score after training (mean = 45.45), which is greater before training (mean = 43.45), meaning the hypothesis is accepted. There is a significant increase in teamwork scores after the intervention is carried out. This means team building training increases teamwork among employees.

Discussion

Team building training is effective in increasing teamwork. This aligns with the team building theory described by Cummings & Worley (2005) that changing employee behavior requires first recognition and knowledge of the behavior that will be formed so that employees can change their behavior as expected by the company. This was also added from the report by Amos, Hu, & Herrick (2005) that team building training improved teamwork, communication skills and employee satisfaction because of the interactions.

The intervention design provided is a human process intervention with the type of team building intervention whose intervention is team building training. Human process intervention is directly related to people in the organization and the processes that occur in organizational performance to achieve goals optimally. This approach aims to help group members assess their interactions. Besides that, this approach can improve working relationships between one person and another and be a tool for finding effective ways to carry out organizational performance. One type of intervention in interpersonal and group processes is team building. This intervention aims to help improve the effectiveness of work groups in

implementing organizational performance and meeting individual satisfaction needs (Cummings & Worley, 2005).

Team building training is a learning process with an experimental approach that aims to improve internal group functions such as cooperation among team members, improving communication quality and reducing dysfunctional conflict (Kreitner & Kinicki, 2008). Through team building training, team members are encouraged to examine more deeply how they have worked together so far, find gaps and weaknesses in teamwork, provide an overview of the ideal way of working together and develop action plans to implement effective ways of working (New storm & Scannel, 1998)

Kreitner and Kinicki (2008) explain that experts in team building prefer to use active methods, namely experimental learning. This technique is suitable for training to increase individual behavior and affection. Kirkpatrick & Kirkpatrick (2006) explained that experimental learning training techniques include action learning, role-playing, games and simulations, observation, and writing assignments.

Cummings & Worley (2005) explained that this intervention model is Team Building Training. Team Building Training is based on the assumption of face-to-face interactions and relationships. This impacts decision-making, solving problems, building trust, and facilitating informal and informal communication processes. Meanwhile, Amos, Hu, & Herrick (2005) explained that team building training can improve teamwork, communication skills and employee satisfaction because the interactions in the training present all elements in the work group.

Team building training is essential in any work environment as the focus is to specialize in bringing out the best in the team to ensure self-development, positive communication, leadership skills and the ability to work together to solve problems. While work environments often target individual and personal goals, with rewards and recognition trumpeting individual employee accomplishments, with good team-building skills, employees can band together around a common goal to generate greater productivity. In the absence of a team, employees are limited to individual efforts. However, with team building, the work group evolves into a cohesive unit and shares expectations to complete group tasks, adds trust and support to one another and respects individual differences (Fapohunda, 2013). Nurina (2012) also explained that team-building training could improve the team's relationship with superiors and subordinates to realize team productivity. Hadipranata (2013) reported that team building affects improving employee work ethics. This has a positive impact on teamwork in groups.

Conclusion

Team building training can improve teamwork among employees. The design of employee behavior change requires prior recognition and knowledge of the behavior that will be formed so that employees can change their behavior as expected by the company. Aspects of team building training such as team building, communication with the Johari window model and group dynamics simulations contribute to improving team leadership interactions, mutual performance monitoring within teams, backup behavior, Adaptability and team orientation skills.

Limitation and Suggestions

The limitations of this study are the less time spent on training and additional material such as practice skills. Hence, future research needs to add sharing session material to improve employee practice skills and the need to control external variables that can interfere with research validity.

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