Theses and Dissertations

2015

Exploring the impact of team building on group cohesion of a multicultural team

Daphne S. L. Wong

Recommended Citation

EXPLORING THE IMPACT OF TEAM BUILDING ON GROUP COHESION OF

A MULTICULTURAL TEAM

A Research Project

Presented to the Faculty of

The George L. Graziadio

School of Business and Management

Pepperdine University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

in

Organization Development

---

by

Daphne S. L. Wong

August 2015

This research project, completed by

DAPHNE S. L. WONG

under the guidance of the Faculty Committee and approved by its members, has been

submitted to and accepted by the faculty of The George L. Graziadio School of Business

and Management in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE
IN ORGANIZATION DEVELOPMENT

Date: August 2015

Faculty Committee

Committee Chair, Miriam Y. Lacey, Ph.D.

Committee Member, Terri D. Egan, Ph.D.

David Smith, Ph. D., Dean
The George L. Graziadio School of Business and
Management

Abstract

This research explored the topic of team building for a multicultural team and investigated the impact on group cohesion. The participants were members of a work group, each of a different nationality. Review of existing literature revealed a list of team building elements most suited for the multicultural context. A team building program incorporating those elements and customized for the participant group was designed and implemented. Pre and post survey data showed no significant difference in group cohesion, although there was a slight increase in the score for task cohesion. Qualitative interview data, however, suggested a positive impact on group cohesion, with the impact perceived to be greater on task cohesion than social cohesion. Elements of the team building program that were found to be the most impactful were: it provided an opportunity to generate a deeper awareness of others, it provided an opportunity to generate deeper self-awareness, it provided a platform for team collaboration, and it contained fun and interesting activities.

Table of Contents

List of Tables

List of Figures

Chapter 1

Introduction

The trend of globalization has brought about the advent of the multinational and multicultural work team. With companies and organizations eyeing opportunities beyond the boundaries of their home countries and seeing the benefits of tapping into resources overseas, collaboration is more frequently taking place across international borders. The workforce is also getting more mobile, and people are increasingly living and working outside their native countries, resulting in an increase in diversity in the demographics of the workforce.

A survey conducted in 2013 with over 200 North American companies across various industries revealed that 92% of companies consider workforce mobility either "critical" or "important" to achieving their talent management objectives (Weichert Workforce Mobility, 2013). The same survey found that the top five most frequent destinations for international assignments are the U.S., Saudi Arabia, Singapore, China, and the U.K., with the top reasons being to respond to the needs of business units and on project basis. Among those countries, foreigners constitute an overwhelming 40% of the workforce in Singapore (Singapore Ministry of Manpower, 2015). In the U.S., the highest foreigner populations can be found in the states of California at 14.1% and New York at 10.6% (U.S. Census Bureau, 2013). The largest city in China, Shanghai, has the largest non-local population in the country at 175,000 or just under 1% (Sina News, 2014).

The importance of world business has created a demand for managers sophisticated in global management and skilled at working with people from countries other than their own (Adler, 2008). In fact the New York Times columnist and author Friedman (2007) paints a scenario of a business school graduate's first management job

being with a team that is one-third in India, one-third in China, and a sixth each in Palo Alto and Boston.

Multicultural teams often pose management dilemmas. Cultural differences can create subtle but substantial obstacles to effective teamwork (Brett, Behfar, & Kern, 2006). When a team is comprised of individuals with different cultural backgrounds, values, language and experiences, the likelihood of creative problem solving is enhanced, but so are the chances of misunderstanding, mistrust and miscommunication (Dyer, Dyer, & Dyer, 2013). Challenges in multicultural teams can be attributed to differences in direct and indirect communication, trouble with accents and fluency, differing attitudes toward hierarchy and authority, and conflicting norms for decision making (Brett et al., 2006). In comparison to homogeneous teams, multicultural teams have the potential to achieve higher productivity, but also risk experiencing greater losses due to faulty processes (Adler, 2008).

Cohesiveness, which is the closeness of team members and their involvement in the group's tasks, productivity and goals, has been considered one of the most important group properties (Carron, Widmeyer, & Brawley, 1985; Forsyth, 2009; Lott & Lott, 1965). The correlation between group cohesion and group performance has been observed to be bidirectional—increase in cohesion causes improvement in performance, and improvement in performance results in greater cohesion (Mullen & Cooper, 1994). Therefore cohesion can be an indicator of group performance. Due to their lower levels of similarity, members of multicultural teams initially exhibit less cohesion than homogeneous teams (Adler, 2008) and may be less effective than what they potentially can accomplish.

Team building programs are one of the strategies organizations use to improve team effectiveness. Team building today covers a wide range of approaches and activities designed to assess current level of group developmental stage, clarify and rank goals, increase group cohesion, and increase productivity (Forsyth, 2009). A team building program that works should be tailored to the characteristics, culture and requirements of the participants (Olsen, 2009).

Research Purpose

The purpose of this research was to explore the topic of team building for a multicultural team and investigate the impact on group cohesion. A team building program tailored to the needs and characteristics of the team was designed and implemented. The research questions were:

1. What is the impact of the team building program on group cohesion?

2. Which elements of the team building program do participants find the most effective or impactful?

Research Setting

The setting for this study was the International Church of Shanghai (ICS) located in the Changning district of Shanghai, China. ICS has its beginnings as a branch of the Shanghai Community Fellowship, with its inaugural worship service held in December 2008. Then, there was one full-time paid staff (the Senior Pastor) and a congregation size averaging two hundred in the first few months. Members of the congregation volunteered in various roles and tasks in the running of the church. Attendance size grew rapidly, and in September 2012, the International Church of Shanghai was established as an independent body. Soon after, new headcount was added to the permanent full-time staff, and by the middle of 2014, there were close to ten full-time employees, a board of elders,

and almost 50% of the congregation of more than 1,000 serving in various voluntary roles. Some ministries are helmed by full-time staff members, while others by unpaid volunteers with some degree of administrative support from the paid staff.

ICS is one of a handful of international churches serving the needs of the foreigner Christian community in the greater Shanghai area. As a requirement of local government regulations, attendance is strictly limited to foreign passport holders. Over fifty nationalities are represented in the congregation, and services and activities are conducted with a non-denominational approach.

The vision statement of ICS says that, "We are a Family blessed to bless the community and the nations." Members of ICS are actively involved in activities with the local community, in particular within the Shanghai Changning district where ICS conducts its weekly Sunday services.

There are nine paid staff working full-time at the ICS office. These are the Senior Pastor, Youth Pastor, Director of Children's Ministry, Finance Manager, Operations Manager and four staff supporting the operations and administrative activities of the church. The Board of Elders and other ministry leaders (e.g., worship, hospitality, and cell groups) are part-time, voluntary, and unpaid, and work alongside the full-time paid staff.

For the purpose of this study, the participant group was the operations team consisting of the manager and the four operations staff. The operations team was formed slightly less than a year ago to support the growth in the congregation size, and most of the team members were relatively new to the organization. At the start of the research, the Operations Manager had joined the church staff and been in his role for over half a year, two of the members had been in the organization for around a year, and the

remaining two members had recently come on board in the last one or two months. Reflecting the multinational diversity of the congregation, every member of the operations team is of a different nationality—the Operations Manager is Korean American and the four staff are Malaysian, Singaporean, Filipino and Taiwanese.

The operations team provides administrative and operational support for all activities of the church. In addition to the weekly Sunday morning services (which includes two adult services, the youth service, and the Sunday school), there are weekly cell group meetings, weekly or bi-weekly ministry meetings, monthly leaders' meetings, annual events for Easter and Christmas, the church anniversary celebrations, the charity golf tournament, Vacation Bible School, church camp, Youth camp, numerous seminars and conferences with guest speakers, and mission trips, just to name a few. The members of the operations team often feel that their workload is heavy, with some reportedly working long hours.

Prior to talking to the researcher, the Operations Manager had been looking for ways to get everyone to work better as a team and improve team effectiveness. Hence it was timely that this research project was introduced and his search for a team building program was fulfilled.

Significance of Research

With the trend of globalization, much of work today is occurring in teams comprising of members from diverse national and cultural backgrounds. Diversity is a double-edged sword—on one hand diverse teams have the potential to bring more creativity and be more productive than homogenous teams; on the other hand teams that are diverse experience lower initial cohesion due to the perceived differences between members, hence resulting in issues such as miscommunication and mistrust.

Team building interventions are a popular technique for addressing team effectiveness. Many studies have investigated the impact of team building programs on group performance (De Meuse & Liebowitz, 1981; Klein et al., 2006; Klein et al., 2009; Salas, Rozell, Mullen, & Driskell, 1999); a handful have related team building to group cohesion (Bruner & Spink, 2010; Carron & Spink, 1993; Glass & Benshoff, 2002; Malcarne, 2012), but rarely have any investigated the impact of team building programs for multicultural teams. With globalization and the incursion of the multicultural workforce being one of the major trends shaping organizations and the field of organization development (Cummings & Worley, 2009), this research will contribute to the body of literature and the practice of organization development relating to team building, cohesion, and the multicultural team.

Organization of Thesis

Chapter 1 provided an introduction to the background of the research topic, the purpose of study, the research setting, and the significance.

Chapter 2 reviews the literature on group cohesion, team building, and multicultural teams. It concludes with a list of recommendations for elements of team building programs for multicultural teams.

Chapter 3 describes the methods used in this research, including the research design, the participants, the framework of the team building program, the data collection strategies, and data analysis methods.

Chapter 4 reports the results from the data collection activities including all surveys and interviews. It also includes results from the quantitative and qualitative analysis of the data collected.

Chapter 5 presents a summary of the findings, identifies the conclusions, discusses the limitations, gives recommendations for managers and organization development practitioners, and provides suggestions for future research.

Chapter 2

Literature Review

The purpose of this research was to explore the topic of team building for a multicultural team and investigate the impact on group cohesion. This chapter reviews the literature on the effects, definition, and measurement of group cohesion; the definition, history, and impact of team building; team building programs and activities; and multicultural teams. It ends with a list of recommended elements for designing team building programs for multicultural teams.

Groups and Teams

A team is a small group of people who are committed to a common purpose, set of performance goals, and approach for which they hold each other accountable (Katzenbach & Smith, 1993). Work groups or teams are prevalent in all sizes of organization, and can be relatively permanent and perform an ongoing function, or can be temporary and exist only to perform a specific task (Cummings & Worley, 2009). In fact, most of the work today is done in a team environment (Dyer et al., 2013).

Kurt Lewin, one of the early pioneers of social psychology, adopted the dictum "the whole is greater than the sum of the parts" (Forsyth, 2009). He advocated that when individuals come together to form a group, something new is created—a unified system with emergent properties that cannot be fully understood by merely studying individual members' characteristics (Lewin, 1947). Lewin coined the phrase "group dynamics" to study the positive and negative forces, and the processes operating within groups of people (Dion, 2000).

Group Cohesion

Group cohesion has been said to be the most theoretically important concept in group dynamics (Carron et al., 1985; Forsyth, 2009; Lott & Lott, 1965). Lewin believed that cohesiveness—the willingness to stick together—was an essential property without which groups would not exist (Dion, 2000). Group cohesion has long been a topic in the study of groups, due to the belief (anecdotal, theoretical or from empirical research) of the correlation between cohesiveness of a group and its performance. Evans and Dion (1991) found, in their meta-analysis of 27 studies, a stable and positive correlation between group cohesion and performance. A subsequent meta-analysis of 49 studies by Mullen and Cooper (1994) resulted in similar findings—the cohesiveness-performance effect was found to be highly significant and of small magnitude. They observed the effect to be stronger in smaller groups than in larger groups, and found that the cohesiveness-performance effect is due primarily to commitment to task rather than interpersonal attraction or group pride. Other consequences of high cohesive groups seen in research include less work-related anxiety in members (Seashore, 1954), better attendance records and lower tension on the job (Mikalachki, 1964), higher member satisfaction and enjoyment (Hackman, 1992), and better stress management (Bowers, Weaver, & Morgan, 1996). In their study, Mullen and Cooper (1994) found that the cohesiveness-performance effect happens in both directions. While group cohesiveness was found to have a positive effect on performance, the reverse was also observed—group performance led to increase in cohesiveness.

Group properties affecting cohesion include group size, stability of membership, and member diversity. A study found that perceptions of cohesion were greater in smaller groups, though the negative impact of increased group size could be offset with a team

building program (Carron & Spink, 1995). The effect of group size on cohesion could be attributed to the increase in demands on each individual member in forming interpersonal links with the other members of the group as the size of the group increased.

Groups with frequent membership turnover tend to be less cohesive, and cohesiveness tends to increase the longer members stay in the group. Correspondingly, closed groups have higher cohesiveness than open groups (Forsyth, 2009). This can be associated to the changes in cohesion as the group goes through the various stages of group development. In Tuckman's (1965) group development stages model of forming, storming, norming, and performing, cohesion is typically low in the first two stages, during which members are new, still getting acquainted, and working through their differences. Cohesion begins to increase when the group starts to "norm".

Diversity and group cohesion have been shown to have negative correlation. Studies reveal that homogenous groups experience higher cohesion than heterogeneous groups (Perrone & Sedlacek, 2000; Shapcott, Carron, Burke, Bradshaw, & Estabrooks, 2006). The diversity could be present in the form of gender, race, ethnicity, or sociocultural background. This relation between diversity and cohesion can be explained by the insights of social identity theory (Tajfel & Turner, 1986), which postulates that individuals strive for positive self-concept by seeking association with others whom they perceive are similar to them. The perception of being in a group is higher when people are similar, which correspondingly leads to higher perceived level of group cohesiveness.

Various definitions and measurements of group cohesion were found, with no single definition or model accepted by most researchers. In their classic definition, Festinger, Schachter, and Back (1950) referred to cohesion as the resultant of all forces acting on members to remain in a particular group. Lott and Lott (1965) defined cohesion

in terms of inter-member attraction—it is "that group property which is inferred from the number and strength of mutual positive attitudes among the members of a group" (p. 259). Echoing the theme of attraction, Cartwright and Zander (1968) defined cohesion as the strength of individual desire to remain members of a group. Advocating a focus on the group rather than on the individual, Evans and Jarvis (1980) described cohesion as closeness among members, similarity of perceptions, and a bonding together.

In his study of group cohesion, Mikalachki (1964) distinguished between task and social components. Carron (1982) maintained that attraction is not a unitary sufficient force to bind members to a group, and argued for the presence of other reasons or forces, namely pursuit of similar goals and objectives. Expanding on previous concepts and advocating the multidimensional nature of cohesion, Carron et al. (1985) proposed a conceptual model of group cohesion composed of four constructs in accordance with the dimensions of group-individual and social-task: Group Integration–Task (GI-T), Group Integration–Social (GI-S), Individual Attractions to the Group–Task (ATG-T), and Individual Attractions to the Group–Social (ATG-S). The same authors later defined cohesion as "a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs" (Carron, Brawley, & Widmeyer, 1998, p.213). In their meta-analytic examination of 64 previous studies, Beal, Cohen, Burke, and McLendon (2003) identified three components of cohesion: interpersonal attraction, task commitment, and group pride, and showed that they were independently related to performance. Highlighting its dynamic nature, Carron and Brawley (2012) emphasized that cohesion is not a trait but rather a phenomenon that changes over time throughout the

process of group formation, group development, group maintenance, and group dissolution.

Depending on the definitions and dimensions they adopted, researchers and scholars have used various methods to measure and study group cohesiveness, including Likert-type questionnaires, sociometric choices methods or questionnaire–observation methods (Mikalachki, 1964). Festinger et al. (1950) and Seashore (1954) used paper and pencil questionnaires in their respective research on industrial work groups. Multi-item, Likert-type questionnaires that have been developed include the Inventory of Individually Perceived Group Cohesiveness (Johnson, 1980), the Group Attitude Scale (Evans & Jarvis, 1986), and the Group Cohesion Evaluation Questionnaire (Glass & Benshoff, 2002). One of the more extensively researched, developed and commercially available assessment tools is the Group Environment Questionnaire (GEQ) developed by Carron et al. (1985). Based on their multidimensional construct of cohesion and grounded on the assumption that the social perceptions each group member develops is related to the group as a totality, they came up with an 18-item inventory on a 9-point Likert-type scale to measure cohesion in sports teams. This model has subsequently been adapted to assess cohesion in teams of other nature outside of sports, such as groups of musicians or retail employees (Carron & Brawley, 2012). Researchers continue to adapt the GEQ for recent studies (Anderson, 2010; Bruner & Spink, 2010; Candan, 2007; Malcarne, 2012; Thurston, 2012).

Team Building

Team building is one of the most widely-used interventions in the field of organization development, and its frequency in organizations has been increasing (Cummings & Worley, 2009; Klein et al., 2009; Salas et al., 1999). Team building

involves a process for helping work groups become more effective in accomplishing tasks and satisfying member needs (Cummings & Worley, 2009). Team building has also been defined as a class of team-level interventions that focus on improving social relations, clarifying roles, and solving task and interpersonal problems that affect team functioning (Klein et al., 2009).

The pre-cursor of team building is said to have been techniques from T-groups started by Lewin, Lippitt, Bradford and Benne in the 1940's at the National Training Laboratories (Cummings & Worley, 2009; French & Bell, 1990; Kleiner, 2008). One of the early authorities on team building, Bill Dyer, developed his concepts in this field through his experiences as a T-group trainer. He then went on to publish the first book on team building for the general audience in 1977, capturing the essence of his consulting experience and his model for helping teams become more effective (Dyer et al., 2013). Another was Dick Beckhard, who was one of the first to reshape T-groups into new forms tailored for the corporate world, bringing them to his team consultations with clients such as General Mills, TRW and the U.S. Navy (Kleiner, 2008). Also among the pioneers of team building was Chris Argyris. As faculty member at Yale University, Argyris conducted team building sessions with CEOs and top executives, counting IBM and Exxon among his clients. His early interventions were reported in his 1962 book, *Interpersonal Competence and Organizational Effectiveness* (French & Bell, 1990).

What is commonly considered team building has evolved over time, and so have the methodologies for team building. Beckhard's (1969) model included components of goal-setting, role-clarification and communication processes. Beer (1976) described four approaches to team building: a goal-setting, problem-solving model; an interpersonal model; a role model; and the Managerial Grid (Blake & Mouton, 1964) model. Dyer's

(1977) team building program followed an action research problem-solving cycle from the identification of problem, investigation of causes, action planning, to implementation and evaluation.

Today, team building activities are a general label for a wide variety of approaches. Cummings and Worley (2009) classify team building interventions as either diagnostic (assessment instruments, interviews, surveys) or developmental (coaching, 360-degree feedback, conflict resolution, mission and goal development, role clarification). Klein et al. (2009) put team building interventions into four categories: goal setting—setting objectives and development of individual and team goals; interpersonal relations—increasing teamwork skills, mutual support, communication and trust; role clarification—increasing communication among team members and improving understanding regarding their respective roles in the team; and problem-solving— identifying major task-related problems within the team, action planning and implementing solutions.

There has been a rise in the number of team building interventions in organizations since the 1990s (Klein et al., 2009), and some of the recent trends have taken these activities into uncommon locations—the wilderness, the kitchen, and even the improvisational theater (Ferris, 2002). One popular form of team building program, known in the industry by such terms as outdoor experiential training, adventure based experiential training or simply experiential education, takes participants out of the regular work setting into unique and challenging environments and engage them in activities that are fun and physical in nature. Often, the activities emphasize task accomplishment through group participation and require participants to reflect upon their experiences. Through the exercises, participants experience and develop a deeper understanding of

team concepts such as communication, cooperation, collective problem solving and trust (Bronson, Gibson, Kishar, & Priest, 1992; Priest & Lesperance, 1994; Williams, Graham, & Baker, 2003). Mendoza (2001) found that a team building program which incorporated experiential components maintained a significantly higher trust level within teams over time than traditional team building methods.

One classic example of experiential training is Outward Bound, founded by Kurt Hahn, a pioneer in experiential education, which offers customized wilderness adventure programs for groups wanting to improve team effectiveness. Dialogue in the Dark, a social franchising enterprise with locations in over 30 countries, holds team building workshops for organizations in a pitch black environment, conducted by visually impaired facilitators. As organizations continue to come up with new and creative ideas, other activities that remain popular for experiential team building purposes include outdoor scavenger hunts and group community service with non-profit organizations such as Habitat for Humanity.

Over the years, many studies have been conducted to investigate the effects of team building interventions. An empirical analysis of 36 studies performed by De Meuse and Liebowitz (1981) found that team building appears to be an intervention with great potential for improving employee attitudes, perceptions, and behaviors as well as organizational effectiveness. However the authors emphasized that a lack of rigor in the research methods precludes any firm conclusions about which improvements were functions of team building and which were due to uncontrolled variables. Another meta-analysis by Salas et al. (1999) found that overall there was no significant effect of team building on performance, though it also revealed that interventions emphasizing role clarification were more likely to increase performance, whereas interventions that

emphasized goal setting, problem solving, or interpersonal relations were no more likely to render an increase or decrease in performance. Yet another meta-analysis (Klein et al., 2006) concluded that overall there was a significant, moderate to strong relationship between team building interventions and improvements in team outcomes, and that these interventions were found to be strongly related to team process improvements, and moderately related to both team performance improvements and team member affective outcomes. In a later study that considered the impact of four specific team-building components (goal setting, interpersonal relations, problem solving, and role clarification) on cognitive, affective, process, and performance outcomes, results based on 60 correlations suggested that team building had a positive moderate effect across all team outcomes and was most strongly related to affective and process outcomes (Klein et al., 2009).

Positive correlation between team building and cohesion have been found. When differentiation was made between the social and task dimensions of cohesion, positive correlation was found between team building and both dimensions. A study conducted with 17 university aerobics classes utilizing a multi-stage team building program and the GEQ developed by Carron et al. (1985) showed that participants who were exposed to the team building program expressed significantly higher Individual Attractions to the Group–Task (ATG-T) than the control groups (Carron & Spink, 1993). Another study found that a one-day outdoor challenge course helped build group cohesion in the participants as measured by a multi-item questionnaire (Glass & Benshoff, 2002). A recent study conducted with 100 youths in a sports club investigated the correlation between a team building intervention and the task cohesion components of the GEQ, and found a positive association between the two (Bruner & Spink, 2010). Another recent

study involving 112 undergraduate students on a 3-day academic field experience found a significant impact on the dimensions of social cohesion, but not on task cohesion (Malcarne, 2012).

Multicultural Teams

Nancy Adler, the renowned internationalist, believes multicultural and diverse work teams hold huge potential for being the most effective and productive teams in an organization (Adler, 2008). A McKinsey study found that the benefits of diversity observed at the executive board level extended to company financials. Companies that were in the top quartile of the executive board diversity exhibited on average 53% higher returns on equity (ROE) than those in the bottom quartile. Earnings before interests and taxes (EBIT) margins at the most diverse companies were on the average 14% higher than their least diverse counterparts (Barta, Kleiner, & Neumann, 2012). Yet multicultural or diverse teams often pose management dilemmas. On one hand, diversity increases the team's resources, providing more perspectives and sources of information. On the other hand, members may perceive each other as dissimilar, leading to a lower level of trust and cohesion, and increasing conflict within the team (Forsyth, 2009; Harrison & Klein, 2007). A meta-analysis performed on 80 studies with a combined sample size of 9,212 teams suggests that cultural diversity led to process losses by increasing the potential for conflict. However these losses were offset by process gains from increased creativity (Stahl, Maznevski, Voigt, & Jonsen, 2007).

A study by Watson, Kumar, and Michaelsen (1993) on the interaction process and performance of culturally homogenous and culturally diverse groups over 17 weeks found that initially, homogeneous groups scored higher on both process and performance effectiveness. Over time however, both types of groups showed improvement on process

and performance, and the between-group differences converged. By week 17, there were no differences in process or overall performance, but the heterogeneous groups scored higher on two out of four pre-determined task measures.

Organizations are using various initiatives to manage diversity in the workplace, with training being the most widely deployed (Henderson, 1994; Lenartowicz, Johnson, & Konopaske, 2014; Wentling & Palma-Rivas, 1999). A meta-analytic evaluation of 65 diversity training studies by Kalinoski et al. (2013) found that diversity training exhibited a positive effect on affective-based, cognitive-based, and skill-based outcomes. Diversity training exhibited a small-sized to medium-sized effect on affective-based outcomes (measures of attitudes and motivation), and medium to large effect on cognitive-based outcomes (measures of verbal knowledge, knowledge organization, and cognitive strategies) and skill-based outcomes (measures of behavior and behavioral intentions).

The starting point in all diversity training programs is an awareness of self and a commitment to respecting differences (Schreiber, 1996). This includes gaining awareness of one's biases, how they are formed, and how they emerge in the workplace in overt and subtle ways. Differences should not be ignored or minimized; instead, members of multicultural teams should learn to recognize and leverage differences (Adler, 2008). Dyer et al. (2013) suggest administering personality assessment tools such as the Myer-Briggs Type Indicator (MBTI) as a valuable exercise for cross-cultural teams. The MBTI instrument was developed based on the theory of psychological types described by Carl Jung (1921), and indicates an individual's type preferences on four pairs of dichotomies. Type theory and the MBTI instrument give a logical, coherent structure for understanding normal differences among people in a host of work-related activities: individuals' work styles, communication styles, teamwork, project management, time management,

preferred supervision style and work environment, responses and needs during organizational change, preferred learning styles etc. (Briggs Myers, McCaulley, Quenk, & Hammer, 2009). Other personality assessment tools that are popular in a team situation include the Insights Discovery, the DiSC Profiler, the Strengths Deployment Inventory (SDI) and the Fundamental Interpersonal Relationship Orientation—Behavior (FIRO-B) assessment.

Awareness of self and differences between individuals as first steps in diversity training is also supported in a study by Wentling and Palma-Rivas (1999). Interviews with 12 diversity experts across the U.S. found consensus in the opinion that diversity training should begin with increasing awareness of what the concept of diversity is and why it is important, prior to skill building and training in application strategies.

In addition to analysis of interpersonal communication and interactive styles, other common characteristics of successful multicultural training include extensive cultural awareness training and active support groups (Fine, 1995). Cultural awareness training in the workplace addresses communication issues, utilizing exercises to instill participants with a better understanding of other perspectives (Schreiber, 1996). Adler (2008) expands on this by explaining that organization members must develop cultural self-awareness (an understanding of their own cultural assumptions and patterns of behavior) as well as cross-cultural awareness (an understanding of the other cultures' assumptions and patterns of behavior) as precursors to attaining cultural synergy.

Dutch psychologist Geert Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture (Hofstede, 2001). His well-known Hofstede dimensions of national culture compares and scores country cultures on scales for six dimensions—Power Distance; Uncertainty Avoidance;

Individualism versus Collectivism; Masculinity versus Feminism; Long-Term Orientation; and Indulgence versus Restraint. The pair of Fons Trompenaars and Charles Hampden-Turner presented their model of national cultural differences in their 1997 book, *Riding the Waves of Culture*. Popularly known as the Trompenaars model, it contains seven dimensions which are: Universalism versus Particularism; Individualism versus Collectivism; Neutral versus Emotional; Specific versus Diffuse; Achievement versus Ascription; Sequential versus Synchronic; and Internal versus External Control.

The Hofstede model, the Trompenaars model or any other models of national cultural dimensions may be utilized in trainings for cultural awareness. However steps must be taken to remind participants that the results presented in these models are collective national norms and values. While they might be useful in helping one understand the cultural background in which a person grew up, they should not be stereotyped or generalized onto every individual of that nationality.

Schreiber (1996) argues that team theory and what constitutes a well-functioning team—building trust, having a non-judgmental atmosphere, developing conflict resolutions and negotiation skills, building goal-setting abilities, and having pervasive individual responsibility—facilitates multicultural diversity in organizations. Diversity in the workplace is about recognizing, valuing, and managing people's differences (Ingram & Steffey, 1993), and viewing people as having equal rights while being different. As such, Schreiber proposes that workplace structures in response to the multicultural workforce should focus on cooperation and team goals rather than on individual change, and postulates that successful diversity programs possess the basic components of well-functioning teams.

Time is needed at the start of a team building process to create the context for discussing and clarifying cultural differences among team members of different cultural backgrounds, after that the team would create their own unique culture as they work together. Dyer et al. (2013) recommend using a teamwork activity such as experiential games that are fun, interesting and interactive, rather than competitive, to build trust and mutual understanding in cross-cultural teams. Subsequently the team should engage in regular team building activities to ensure that they are not going off course and that cultural misunderstandings are addressed and clarified. By doing so, members of multicultural teams might find out that they are not so different from each other.

Summary

Group cohesion has been said to be one of the most important group concepts, and studies have shown bidirectional positive correlation between cohesion and team performance. Research has also shown that team building interventions can have positive impact on team performance and team cohesion. Much of work today takes place in teams comprised of members of diverse cultural backgrounds. Team building interventions targeting the characteristics and needs of such multicultural teams can be designed and utilized to improve cohesion and performance.

In summary, some of the recommended elements of team building and diversity training programs for teams comprising of members from multicultural backgrounds are: (a) to provide opportunity for participants to get to know themselves better and generate self-awareness; (b) to provide opportunity for participants to generate awareness of the differences between team members; (c) to provide opportunity for generating awareness of cultural diversity and understanding of cultural differences present in the team; (d) to

focus on cooperation between team members and team goals; (e) to allow for teamwork;

and (f) to have activities that are fun and interesting.

Chapter 3

Methods

The purpose of this research was to explore the topic of team building for a multicultural team and investigate the impact on group cohesion. This chapter discusses the methods used in this research. It includes the research design, the participants, the framework of the team building program, the data collection strategies, and data analysis.

Research Design

The study began with a review of existing literature on multicultural teams and current best practices in team building. The review informed the design of a team building program for the participant group (see Team Building Program Framework below).

A mixed methods approach was used to collect both quantitative and qualitative data, to investigate the impact of the various elements of the team building program, as well as the overall impact on the participant group. A mixed methods approach draws on the strength of both quantitative and qualitative research and minimizes the limitations of both approaches (Creswell, 2014). It also allows for "triangulating data sources" (Jick, as cited in Creswell, 2014, p. 15).

Participants

The participant group for this research was the operations team from ICS, comprising the Operations Manager and the four operations staff who report directly to him. Reflecting the multinational diversity of the congregation, the members of the church staff are of various nationalities and backgrounds, and so are the members of the operations team. The Operations Manager is Korean American and the four staff are Malaysian, Singaporean, Filipino and Taiwanese. All five members of the team

participated in all sessions of the team building program and in all surveys and interviews.

Team Building Program Framework

A team building program was developed and designed in collaboration with the Operations Manager with the overarching goal to improve team effectiveness. The design was informed by review of existing literature on approaches that are popularly used in team building, with the multicultural diversity of the team being a major consideration. In addition this was a relatively young team in terms of length of tenure and the members were still getting to know each other, hence the design incorporated elements to enable team members to gain mutual understanding. Weighing in the various considerations, the design goals were found to be in alignment with the elements of team building and diversity training programs for multicultural teams as identified in the previous chapter. Activities targeting these goals were then identified.

In consideration of the tight schedule of the team members and their respective heavy workloads, the team building program was structured to have multiple short sessions each lasting not more than half a day, and spread over a period of two months. Eventually, the team building program that was developed and deployed comprised of four activities conducted in three sessions—a personality assessment (MBTI) workshop; a cultural awareness training; an experiential activity (Escape Room game); and a goal-setting workshop (Appreciative Inquiry—Exceptional Teamwork). Table 1 shows the team building schedule and the corresponding design goal(s) each activity was intended to address.

Table 1

Team Building Program Schedule for the International Church of Shanghai Operations Team

	Activity	Duration	Design Goal				
			Generate self-awareness	Generate awareness of differences	Generate awareness of cultural diversity and understanding of cultural differences	Focus on cooperation and team goals	Be fun and interesting
Session 1	MBTI Workshop	2.5 hours	*	*			
	Cultural Awareness Training	2 hours		*	*		
Session 2	Experiential Game: Escape Room	3 hours				*	*
Session 3	Appreciative Inquiry Workshop: Exceptional Teamwork	4 hours				*	

MBTI = Myers-Briggs Type Indicator

Myers-Briggs Type Indicator workshop. The first part of the team building program was the personality assessment. The primary goals were to generate deeper self-awareness and awareness of differences, and increase mutual understanding. Following a survey of available personality assessment tools, the MBTI was selected due to it being grounded in theory, its widespread popularity, and the plethora of supporting information available online should participants be keen to research further out of their own interests or for future team or personal development.

Prior to session 1 of the team building program, each participant was required to take the MBTI Form M online assessment. Each person then received a copy of their individual interpretive report and their individual results were interpreted to them by the certified facilitator. During the team building session, participants came together and a series of splitting activities were conducted to help further demonstrate the differences between the two sides of the four dichotomy pairs: Extraversion—Introversion; Sensing—Intuition; Thinking—Feeling; Judging—Perceiving. A team type table was constructed to illustrate the spread of different personality types present in the team.

Cultural Awareness training. The primary goal of the cultural awareness training was to generate awareness of cultural diversity and understanding of cultural differences. The Hofstede and Trompenaars national cultural dimensions were used as a basis for the development of the training materials. The session included the following contents:

- Presentation of the video of Fons Trompenaars' TEDx Amsterdam talk;

- Introduction and sharing of Hofstede's six cultural dimensions;

- Having participants indicate with colored stickers their cultural preferences on each cultural dimension, as depicted on a flipchart;

- Sharing of the Hofstede dimensions for each participant's home country.

Experiential game: Escape Room. The primary purpose of the experiential game was to include an activity that was fun and interesting and at the same time allow for cooperation and team work. There was also deliberate intent that the team "solved" the game so that members experience success through collaborative efforts. Real-life escape rooms are a type of experiential game in which a group of participants are "locked" inside themed rooms from which they need to "escape" within a pre-set time

limit. Working as a team, they are to search the rooms for clues and solve puzzles in order to figure out the way to escape. Often the puzzles are mathematically or logic-based.

For the purpose of this team building program, various real-life escape room venues in Shanghai were surveyed and one was selected that was of low to intermediate level of difficulty (since all participants were first-timers at the game), contained clues written in English, and was within reasonable travelling distance from the participants' office. Although a debrief session was initially scheduled to take place after the game, it had to be dropped due to time constraints and scheduling issues.

Appreciative Inquiry workshop: Exceptional teamwork. The goal of this workshop was to provide a framework and platform for participants to share their individual expectations and identify a set of team goals. Appreciative Inquiry (AI) as a philosophy and intervention theory (Cooperrider & Srivastva, 1987) is grounded in the theory base of social constructionism, the power of image, and the powerful effects of positive emotions (Watkins, Mohr & Kelly, 2011). As a framework and method, it is highly collaborative and participative in nature. It is for these reasons that an AI approach was selected for this workshop. The design of the workshop was based on the "4-D cycle" as depicted in Figure 1.

The contents of the AI workshop included: (a) Introduction to Appreciative Inquiry, the 5 principles, and the 4-D cycle; (b) Discover: Pair and trio interviews using provided protocol; (c) Discover: Back in the team, sharing and identification of common themes; (d) Dream: Construction of creative image to reflect themes; (e) Dream: Writing of possibility statement; and (f) Introduction to the Design phase.
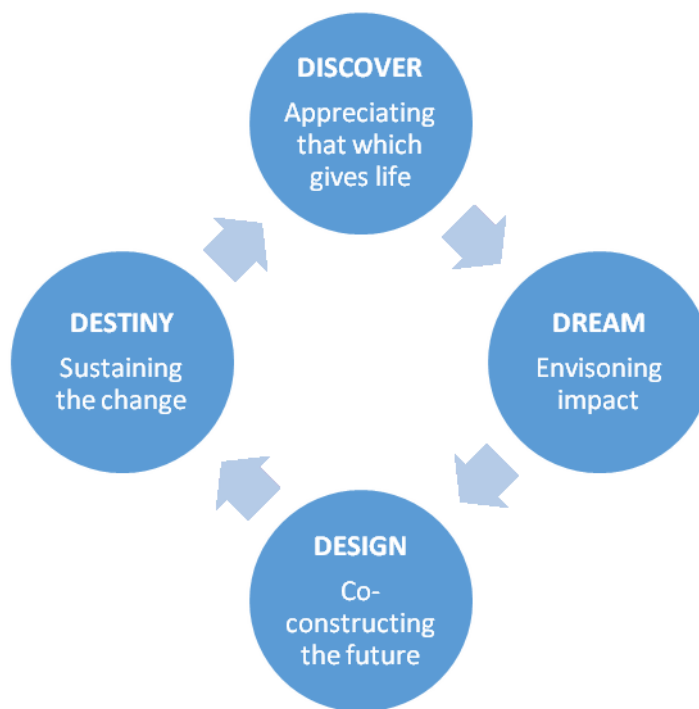
Note. Based on material from *Appreciative Inquiry: Change at the Speed of Imagination* (2nd ed.)*,* by J. M. Watkins, B. Mohr, and R. Kelly, 2011, San Francisco, CA: Wiley.

Figure 1

The 4-D Cycle of Appreciative Inquiry

Data Collection

For data collection, a mixed methods approach comprised of surveys and interviews was used to collect quantitative and qualitative data.

Surveys. Two separate surveys were administered online through Qualtrics—the team building sessions and activities evaluation, and the modified GEQ.

Team building sessions and activities evaluation. The purpose of this survey was to collect feedback from the participants on the team building sessions and activities. A Qualtrics survey containing the same set of questions was created for each session (see Appendix A), and the link to the online survey emailed to all participants immediately after the completion of each corresponding team building session. In the survey,

participants were asked to indicate their level of agreement with each of the following statements along a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree):

1. The content of the activity was useful and/or important.

2. The activity has had a positive impact on me being part of the team.

3. The activity has had a positive impact on our team as a whole.

4. I understood the purpose of the session.

5. I felt engaged throughout the session.

6. Going through this session was time well spent.

In addition, open-ended questions were asked and participants were given space to add comments to supplement their responses to the first three questions.

Modified Group Environment Questionnaire. The original GEQ developed by Carron, Brawley and Widmeyer (2002) was written for the context of a sports team. For the purpose of this study, the GEQ was adapted for the context of the participant group by changing some of the verbiage, and used to evaluate group cohesion (see Appendix B). The survey was administered to participants at three points in time—before the start of the team building program (Pre-Test), between session 2 and session 3 of the team building program (Midpoint-Test), and six weeks after the last session of the team building program (Post-Test). There are a total of 18 statements in the GEQ, and participants were asked to indicate their level of agreement with each statement along a 9-point Likert scale ranging from 1 (strongly disagree) to 9 (strongly agree).

The conceptual model (see Figure 2), which forms the basis for the development of the GEQ, evolved from three fundamental assumptions (Carron et al., 2002):

1. Cohesion, a group property, can be assessed through the perceptions of individual group members.

2. Social cognitions that each group member holds about the cohesiveness of the group are related to the group as a totality and to the manner in which the group satisfies personal needs and objectives. These social cognitions are:

    a. Group Integration—which reflects the individual's perceptions about the closeness, similarity and bonding within the group as a whole, and

    b. Individual Attractions to the Group—which reflect the individual's perceptions about personal motivations acting to attract and to retain the individual in the group, as well as his or her personal feelings about the group.

3. There are two fundamental foci to a group member's perceptions:

    a. A task orientation, representing a general orientation or motivation towards achieving the group's objectives, and

    b. A social orientation, representing a general orientation or motivation towards developing and maintaining social relationships and activities within the group.
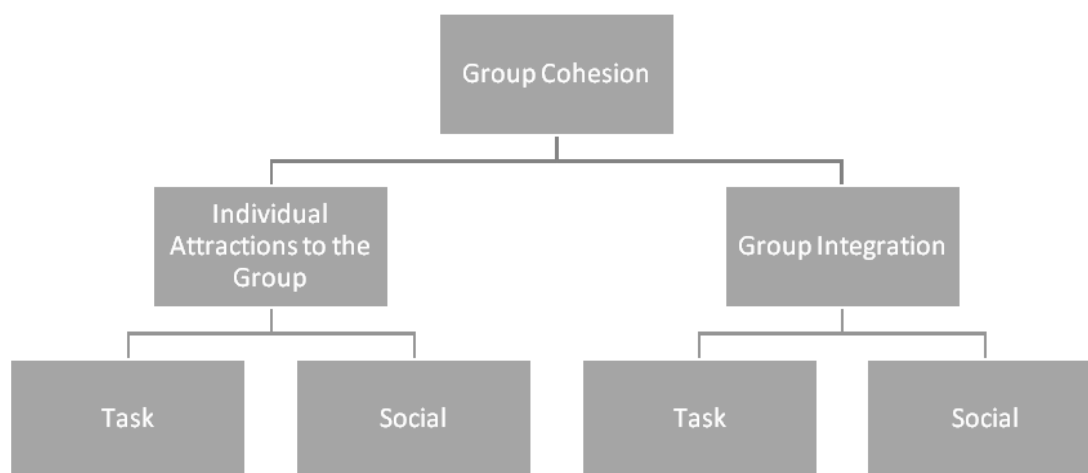
Note. Based on material from *The Group Environment Questionnaire Test Manual,* by A. V. Carron, L. R. Brawley, and N. W. Widmeyer, 2002, Morgantown, WV: Fitness Information Technology.

Figure 2

Conceptual Model of Group Cohesion

From the conceptual model, four constructs of group cohesion are identified: Individual Attractions to the Group–Social (ATG-S), Individual Attractions to the Group–Task (ATG-T), Group Integration–Social (GI-S), and Group Integration–Task (GI-T). The definition for each of the four constructs are presented in Table 2.

Table 2

Group Cohesion Constructs

Construct	Definition
Individual Attractions to the Group–Social (ATG-S)	Individual team member's feelings about his or her personal acceptance and social interactions with the group
Individual Attractions to the Group–Task (ATG-T)	Individual team member's feelings about his or her personal involvement with the group's task, productivity, and goals and objectives
Group Integration–Social (GI-S)	Individual team member's feelings about the similarity, closeness and bonding within the team as a whole around the group as a social unit
Group Integration–Task (GI-T)	Individual team member's feelings about the similarity, closeness and bonding within the team as a whole around the group's task

Note. Based on material from *The Group Environment Questionnaire Test Manual,* by A. V. Carron, L. R. Brawley, and N. W. Widmeyer, 2002, Morgantown, WV: Fitness Information Technology.

Interviews. Individual face-to-face interviews were conducted with each of the five participants to gather their feedback on the various activities and explore the overall impact of the team building program. The interviews were scheduled after they responded to the last online survey containing the modified Group Environment Questionnaire. Three interviews were conducted in person and two were over Skype. The interview protocol included questions that asked the participants to rank the team building activities, explain their rankings, and discuss their observations on various

aspects of the team and themselves from the beginning of the team building program to the point in time (see Appendix C). The main questions were as follows:

1. Please rank the activities in order of value of content. Which elements of it contributed to your ranking?

2. Please rank the activities in order of impact to yourself. Which elements of it contributed to your ranking?

3. Please rank the activities in order of impact to the team. Which elements of it contributed to your ranking?

4. Did you see the team go through any transformation from the beginning of the program till now?

5. Ever since the team building program, have you noticed any changes in your interactions with the team?

6. What would you say are your top 3 takeaways from the team building program?

7. Do you have any suggestions on how the team building program can be improved?

Data collection timeline. The data collection timeline for surveys and interviews with respect to the schedule of the team building program is as illustrated in Figure 3.
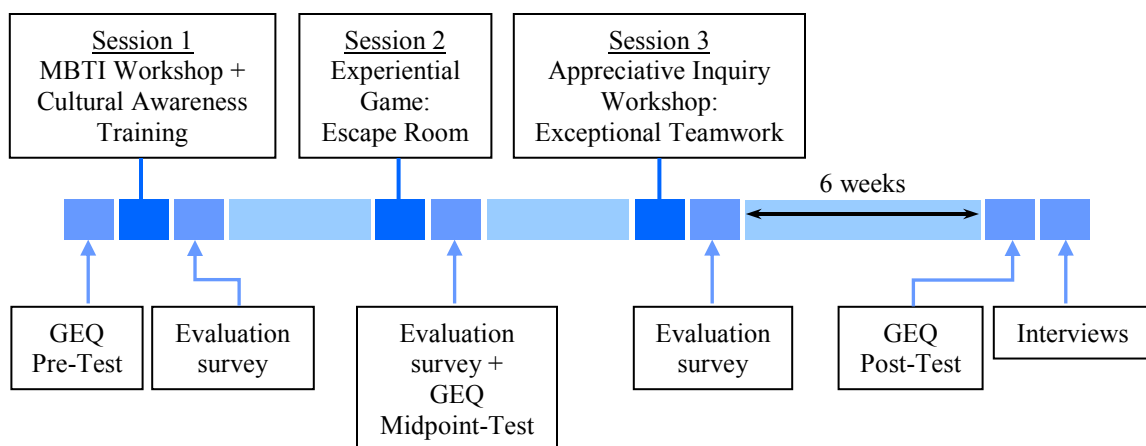
MBTI = Myers-Briggs Type Indicator, GEQ = Group Environment Questionnaire

Figure 3

Data Collection Timeline

Data Analysis

Quantitative data was obtained from the online surveys for both the team building evaluation and the modified GEQ. The quantitative data was analyzed using descriptive statistics. A one-way analysis of variance (ANOVA) was then performed to determine whether the participants gave the team building activities significantly different ratings, followed by a Scheffe's post-hoc test to analyze the differences. An ANOVA was also performed on the GEQ data to assess possible movement across the scores.

All participant interviews were recorded with permission. At the same time, field notes were taken. The audio recordings were transcribed and compared with the field notes for verification. Participant responses to the open-ended questions on the online surveys were consolidated with the interview transcripts. The data was then coded by hand. Major themes were generated and used in the qualitative content analysis for the feedback on the team building activities as well as the overall impact of the team building program.

Results from the online surveys and the interviews were compared. A side-by-side comparison of participants' ratings of the activities from the surveys and their rankings of the activities during the interviews was performed. Themes generated from the interview data for the impact of the team building program were linked with their respective constructs of group cohesion (Carron et al., 1985). This was then compared with the results from the GEQ survey for similarities in trends.

Respondents took the online surveys anonymously; they were not required to fill in their names or any other pieces of identifying information. To ensure confidentiality and facilitate honest and candid sharing, individual interviews were conducted privately

and away from all other participants. Individual responses were not shared with any other member of the team or the church staff. All results were reported as an aggregate of collected responses.

Prior to conducting the research, the researcher completed the training course "Protecting Human Research Participants" offered by the National Institutes of Health Office of Extramural Research. To obtain the rights to administer the GEQ and adapt it for this research, the researcher purchased *The Group Environment Questionnaire Test Manual* from Fitness Information Technology, Inc. and read through the booklet. The researcher is a MBTI Step I and Step II certified practitioner and is qualified to purchase and administer the MBTI assessments.

Chapter 4

Results

The purpose of this research was to explore the topic of team building for a multicultural team and investigate the impact on group cohesion. This chapter reports the results and data analysis from the data collection activities which included an online evaluation survey of the team building sessions and activities, the modified GEQ, and interviews with all participants.

Evaluation of Team Building Sessions

Three team building sessions were held. At the end of each, participants were asked to indicate, on a 5-point Likert scale, their agreement with the following three statements: (a) I understood the purpose of the session, (b) I felt engaged throughout the session, and (c) going through this session was time well spent (see Table 3). Participants were in agreement with the first and third statements for all three sessions ($\bar{x} \geq 4.00$). More dispersed responses were received for the second statement (feeling engaged) for the session with the Escape Room game ($\bar{x} = 3.60$, SD = 1.02) and the session with the Appreciative Inquiry workshop ($\bar{x} = 3.40$, SD = .80).

Table 3

Evaluation of Team Building Sessions Descriptive Statistics

	Session 1: MBTI Workshop + Cultural Awareness Training		Session 2: Escape Room Game		Session 3: AI Workshop	
	Mean	SD	Mean	SD	Mean	SD
I understood the purpose of the session	4.20	.40	4.00	.63	4.00	.00
I felt engaged throughout the session	4.40	.49	3.60	1.02	3.40	.80
Going through this session was time well spent	4.20	.40	4.60	.49	4.00	.63

N = 5; Scale: 1 = strongly disagree, 5 = strongly agree; MBTI = Myers-Briggs Type Indicator, AI = Appreciative Inquiry

Online Evaluation of Team Building Activities

Participants evaluated each of the four activities (MBTI workshop, Cultural Awareness training, Escape Room game, and Appreciative Inquiry workshop) on a 5-point Likert scale for value of the content, positive impact on themselves, and positive impact on the team (see Table 4). Overall means for the activities were high (4.0—4.53) with the exception of the Cultural Awareness training, which was neutral ($\bar{x}$ = 3.47).

Specifically, overall mean scores were highest for the MBTI workshop ($\bar{x}$ = 4.53), followed by 4.20 for the Appreciative Inquiry workshop, and 4.00 for the Escape Room game. Participants gave the highest scores to the MBTI workshop for value of content ($\bar{x}$ = 4.80, SD = .40) and positive impact on themselves ($\bar{x}$ = 4.60, SD = .49). The MBTI workshop and the Appreciative Inquiry workshop both received the highest scores for positive impact on the team ($\bar{x}$ = 4.20, SD = .40 for both). The Cultural Awareness training received the lowest scores on all three dimensions.

Table 4

Evaluation of Team Building Activities Descriptive Statistics

	MBTI Workshop		Cultural Awareness Training		Escape Room Game		AI Workshop	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Value of Content	4.80	.40	3.80	.75	4.00	.63	4.20	.40
Positive Impact on Self	4.60	.49	3.60	.80	4.00	.00	4.20	.40
Positive Impact on Team	4.20	.40	3.00	.89	4.00	.00	4.20	.40
Overall Mean	4.53	.25	3.47	.34	4.00	.00	4.20	.00

N = 5; Scale: 1 = strongly disagree, 5 = strongly agree; MBTI = Myers-Briggs Type Indicator, AI = Appreciative Inquiry

A one-way ANOVA was performed to determine whether the participants gave the team building activities significantly different ratings for their value and impacts (see

Table 5). Results indicated that participants gave significantly different ratings for the

activities' positive impact on the team: F(3,16) = 4.714, p < .05.

Table 5

Ratings of Team Building Activity Value and Impacts Analysis of Variance

		Sum of Squares	df	Mean Square	F	Sig.
Value of Content	Between Groups	2.800	3	.933	2.333	.113
	Within Groups	6.400	16	.400		
	Total	9.200	19			
Positive Impact on Self	Between Groups	2.600	3	.867	2.667	.083
	Within Groups	5.200	16	.325		
	Total	7.800	19			
Positive Impact on Team	Between Groups	4.950	3	1.650	4.714	.015*
	Within Groups	5.600	16	.350		
	Total	10.550	19			

N = 5; * = Significant at < 0.05

Scheffe's post-hoc test revealed that the significant differences concerned participants' ratings of three activities—the MBTI workshop, the Cultural Awareness training, and the Appreciative Inquiry workshop (see Table 6). Participants rated the impact on the team of both the MBTI workshop and the Appreciative Inquiry workshop significantly higher than that of the Cultural Awareness training (mean diff. = 1.20, 95% C.I. .03, 2.37, p < .05 for both).

Table 6

Scheffe's Post-Hoc Analysis of Team Building Activities' Impact on Team Ratings

(I) Activity	(J) Activity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MBTI	Culture	1.200*	.374	.043	.03	2.37
	Escape Room	.200	.374	.962	-.97	1.37
	AI	.000	.374	1.000	-1.17	1.17
Culture	MBTI	-1.200*	.374	.043	-2.37	-.03
	Escape Room	-1.000	.374	.108	-2.17	.17
	AI	-1.200*	.374	.043	-2.37	-.03
Escape Room	MBTI	-.200	.374	.962	-1.37	.97
	Culture	1.000	.374	.108	-.17	2.17
	AI	-.200	.374	.962	-1.37	.97
AI	MBTI	.000	.374	1.000	-1.17	1.17
	Culture	1.200*	.374	.043	.03	2.37
	Escape Room	.200	.374	.962	-.97	1.37

* = The mean difference is significant at the 0.05 level; MBTI = Myers-Briggs Type Indicator, AI = Appreciative Inquiry

Group Environment Questionnaire

The modified GEQ was administered to participants at three points in time—before the start of the team building program (Pre-Test), between session 2 and session 3 of the team building program (Midpoint-Test), and six weeks after the last session of the team building program (Post-Test). Each respondent's composite scores for each of the four constructs of group cohesion (Individual Attractions to the Group–Social (ATG-S), Individual Attractions to the Group–Task (ATG-T), Group Integration–Social (GI-S), and Group Integration–Task (GI-T)) at each point in time were calculated and averaged. The results were then used to calculate the team's mean and standard deviation on each construct (see Table 7). For clarity, the data points are presented in a line graph (see Figure 4).

Table 7

Group Environment Questionnaire Descriptive Statistics

	Pre-Test		Midpoint-Test			Post-Test			
	Mean	SD	Mean	SD	Δ from Pre-Test	Mean	SD	Δ from Midpoint-Test	Δ from Pre-Test
ATG-S	7.76	1.07	6.92	1.15	-.84 (-10.8%)	7.28	.92	.36 (5.2%)	-.48 (-6.2%)
ATG-T	7.90	.93	8.40	.30	.50 (6.3%)	7.95	1.00	-.45 (-5.4%)	.05 (0.6%)
GI-S	6.30	1.42	6.15	.98	-.15 (-2.4%)	6.35	1.40	.20 (3.3%)	.05 (0.8%)
GI-T	7.64	1.02	8.08	.96	.44 (5.8%)	8.20	.87	.12 (1.5%)	.56 (7.3%)

N = 5; ATG-S = Individual Attractions to the Group–Social, ATG-T = Individual Attractions to the Group–Task, GI-S = Group Integration–Social, GI-T = Group Integration–Task

Both the team's mean ATG-S and GI-S scores decreased from Pre-Test to Midpoint-Test, then went back up from Midpoint-Test to Post-Test, with the ATG-S score ending lower by .48 points or 6.2% at Post-Test than at Pre-Test, and the GI-S score ending slightly higher at Post-Test than at Pre-Test by .05 points. The reverse was true for the mean ATG-T score, which increased from Pre-Test to Midpoint-Test, then went back down from Midpoint-Test to Post-Test, ending slightly higher at Post-Test than at Pre-Test by just .05 points. The mean GI-T score was consistent in increasing from Pre-Test to Midpoint-Test, then from Midpoint-Test to Post-Test. It also had the highest increase of all the four constructs from Pre-Test to Post-Test, ending .56 points or 7.3% higher.

An ANOVA was performed to compare the GEQ scores across the three points in time (see Table 8). The results showed that the mean scores were not significantly different for any of the four variables.
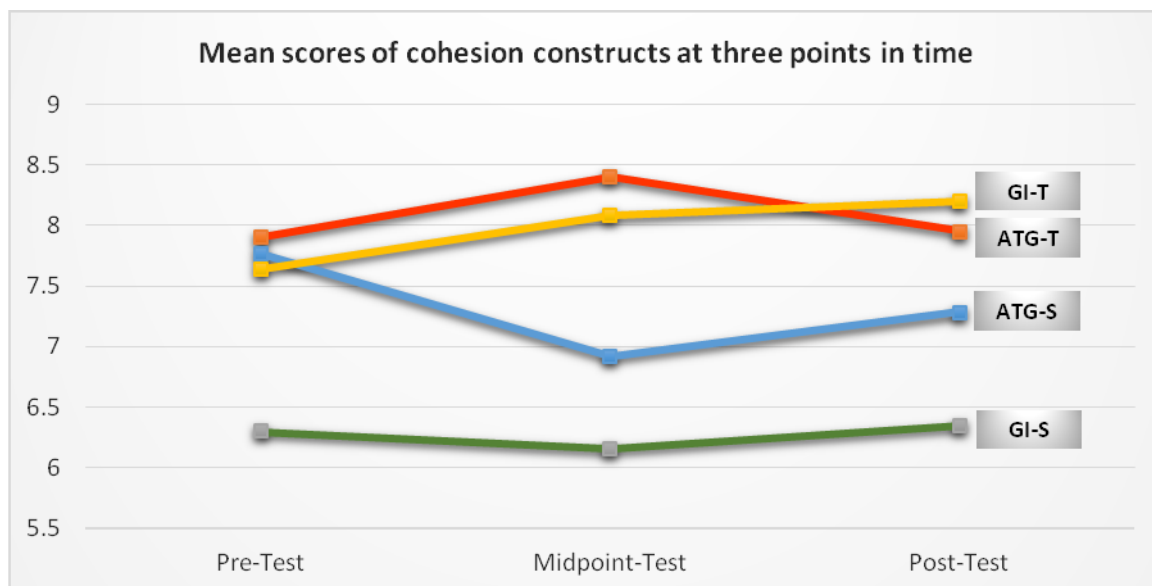
Note. GI-T = Group Integration–Task, ATG-T = Individual Attractions to the Group–Task, ATG-S = Individual Attractions to the Group–Social, GI-S = Group Integration–Social

Figure 4

Mean Scores of Cohesion Constructs at Three Points in Time

Table 8

Group Environment Questionnaire Analysis of Variance

		Sum of Squares	df	Mean Square	F	Sig.
ATG-S	Between Groups	1.776	2	.888	.645	.542
	Within Groups	16.528	12	1.377		
	Total	18.304	14			
ATG-T	Between Groups	.758	2	.379	.463	.640
	Within Groups	9.825	12	.819		
	Total	10.583	14			
GI-S	Between Groups	.108	2	.054	.026	.974
	Within Groups	24.700	12	2.058		
	Total	24.808	14			
GI-T	Between Groups	.869	2	.435	.386	.688
	Within Groups	13.520	12	1.127		
	Total	14.389	14			

N = 5; ATG-S = Individual Attractions to the Group–Social, ATG-T = Individual Attractions to the Group–Task, GI-S = Group Integration–Social, GI-T = Group Integration–Task

Interview Results: Feedback on Activities

Upon completion of the final surveys, individual interviews were conducted with all five participants, who were asked to rank the team building activities for value of content, impact on themselves, and impact on the team (see Tables 9 and 10). Presented here from highest ranked to lowest, the MBTI workshop was highly ranked by most participants—80% ranked it first for value of content, and 80% ranked it first or second for impact on self and impact on team. The Escape Room game received rather moderate rankings, although 80% ranked it first or second for impact on self and impact on team. The Appreciative Inquiry workshop received the most variable rankings across participants. The Cultural Awareness training was consistently ranked low—80% ranked it last for all three criteria.

Table 9

Participants' Rankings of Activities

Rank	MBTI Workshop	Cultural Awareness Training	Escape Room Game	Appreciative Inquiry Workshop
Value of Content				
1	80%			20%
2	20%		60%	20%
3		20%	40%	40%
4		80%		20%
Impact on Self				
1	40%		40%	20%
2	40%		40%	20%
3	20%	20%	20%	40%
4		80%		20%
Impact on Team				
1	60%	20%	20%	
2	20%		60%	20%
3	20%		20%	60%
4		80%		20%

N = 5; MBTI = Myers-Briggs Type Indicator

Table 10

Rankings of Activities Descriptive Statistics

	MBTI Workshop		Cultural Awareness Training		Escape Room Game		AI Workshop	
	Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Value of Content	1.2	1	3.8	4	2.4	2	2.6	3
Impact on Self	1.8	1 and 2[*]	3.8	4	1.8	1 and 2[*]	2.6	3
Impact on Team	1.6	1	3.4	4	2.0	2	3.0	3
Overall Ranking	1.53	1	3.67	4	2.07	2	2.73	3

N = 5; Scale: 1 = top ranked, 4 = bottom ranked; * = Data set had two modal values; MBTI = Myers-Briggs Type Indicator, AI = Appreciative Inquiry

The results from participants' interview rankings of the team building activities were compared side-by-side with the results from the online evaluation survey ratings obtained earlier (see Table 11). The results for the MBTI workshop and the Cultural Awareness training were found to be consistent across both instances. The consistently high ratings of the MBTI workshop from the online evaluation surveys corresponded with the consistently high rankings that it received during the interviews. Similarly, the Cultural Awareness training consistently received the lowest ratings during the surveys and the lowest rankings across all four activities in the interviews.

In the online evaluation surveys, the Appreciative Inquiry workshop was rated higher than the Escape Room game. The reverse was observed in the interview ratings, where participants ranked the Escape Room game higher than the Appreciative Inquiry workshop.

Table 11

Side-By-Side Comparison of Participants' Evaluation Survey Ratings and Interview Rankings of Activities

| | Survey Rating | | Interview Ranking | |
| | Scale: 1 = strongly disagree, 5 = strongly agree | | Scale: 1 = top ranked, 4 = bottom ranked | |
	Mean	SD	Mean	Mode
Value of Content				
MBTI Workshop	4.80	.40	1.2	1
Cultural Awareness Training	3.80	.75	3.8	4
Escape Room Game	4.00	.63	2.4	2
AI Workshop	4.20	.40	2.6	3
Impact on Self				
MBTI Workshop	4.60	.49	1.8	1 and 2*
Cultural Awareness Training	3.60	.80	3.8	4
Escape Room Game	4.00	.00	1.8	1 and 2*
AI Workshop	4.20	.40	2.6	3
Impact on Team				
MBTI Workshop	4.20	.40	1.6	1
Cultural Awareness Training	3.00	.89	3.4	4
Escape Room Game	4.00	.00	2.0	2
AI Workshop	4.20	.40	3.0	3
Overall				
MBTI Workshop	4.53	.25	1.53	1
Cultural Awareness Training	3.47	.34	3.67	4
Escape Room Game	4.00	.00	2.07	2
AI Workshop	4.20	.00	2.73	3

* = Data set had two modal values; MBTI = Myers-Briggs Type Indicator, AI = Appreciative Inquiry

Next in the interview, participants were asked to explain their rankings and provide feedback on the activities. In the prior online evaluation surveys, participants were also given an opportunity to write about their feedback on each activity through open-ended questions. All participants wrote very little or nothing in their survey responses. The survey data was compared with the corresponding data from the

interviews, and it was found that whatever little feedback given in the surveys was already repeated in the interviews. Hence the survey data was not considered to be additional data points.

Participants offered several points of feedback about the MBTI workshop (see Table 12). Four of the five participants stressed that the exercise deepened their self-awareness. One participant shared, "I was on a voyage of discovery: Discovery about my strengths, my weaknesses … when we encounter working under pressure, then I know how to handle myself." Four of the five participants also expressed that the exercise helped them generate deeper awareness of others. One participant commented that it allowed her to "get to know the team members as well—their character, everything." Two participants mentioned that the activity helped generate insights about how to tailor their approaches to individuals, particularly in communication and in work distribution; another two participants revealed that the MBTI terminology provided the team with a common language to discuss their differences back in the work environment, after the workshop was over. Two participants thought that the MBTI workshop was a good starting point and laid the foundation for team building.

Table 12

Myer-Briggs Type Indicator Workshop Feedback

Feedback	F
Generates deeper self-awareness	4
Generates deeper awareness of others	4
Generates insights about how to tailor approaches to individuals	2
Terminology provides a common language for participants to discuss their differences	2
Provides a good starting point /foundation for team building	2
Workshop was informative, research-based, and fun	1
Provides concrete takeaways and useful tools	1

N = 5

Next, participants were asked to comment on the Cultural Awareness training (see Table 13). Participants were split on what they thought about this exercise. While two of the five thought that it did not generate new insights ("I don't think I learnt a whole lot of new stuff from it … it didn't bring anything new to our discussions, from my perspective"), the other three felt that it was a good reminder to be mindful and sensitive of the cultural differences among team members, and also provided a platform for open discussion of cultural differences. As one participant put it, "I always felt that communicating it (cultural differences) out takes courage, so that was a good chance for us to verbalize it." Another participant highlighted that "even though we are all (ethnic) Chinese, because our team members are from different backgrounds, different parts of the world, culturally—the way we do things, the thinking—is still different." Yet another participant shared that "I've spoken with some and I know that the Cultural Awareness for them was redundant … I realized that to me it was important, to them it wasn't so."

Table 13

Cultural Awareness Training Feedback

Feedback (positive)	*F*
Reminder of cultural differences among team members, reminder to practice sensitivity	3
Allowed for review and open discussion of cultural differences	1
Feedback (negative)	
Less relevant to the team than the other activities	4
Did not generate new insights	2
Terminology was confusing	1

N = 5

Overall four of the five participants saw this activity as less relevant to the team than the other activities. One participant remarked that the team may not feel that they are too diversified. Another participant commented, "We've been in this international church

for so long, it's not really a big issue for us. Everyone knows everyone's culture." One participant thought that the terminology was confusing.

Participants were happy and proud of the team's performance for the Escape Room game (see Table 14). Three participants mentioned that they gained a deeper awareness of others by seeing how people behaved and reacted during the game. Three participants also observed people taking on leadership or follower roles that were different from their regular work roles. As one participant commented, there were "emerging leadership situations" during which she stepped in with solutions and found an opportunity for her to "switch from supporting to lead". Three participants mentioned that the activity was fun, and two participants liked that it was conducted at an outside venue which took them out of their regular physical work environment. Two participants linked the activity back to the MBTI exercise and thought it further confirmed the results of their team mates' MBTI assessment. One participant pointed out that through the process of coming up with the solutions for the game together, the activity provided a platform for team collaboration and enabled them to experience success as a team.

Table 14

Escape Room Game Feedback

Feedback	F
Generates deeper awareness of others by allowing observation of behaviors and reactions	3
Provided participants opportunity to take on team roles other than their regular work roles	3
Activity was fun and interesting	3
Activity physically removed participants from regular work environment	2
Provides confirmation of MBTI results	2
Provided a platform for team collaboration	1

N = 5

Finally, participants offered comments on the Appreciative Inquiry workshop (see Table 15). Three participants mentioned that it provided an opportunity to hear individuals express their expectations and feelings about the team. In some of their words, a "safe environment" was created for people to give "honest feedback". Through that, they were able to gain a deeper awareness of their team members and "get an idea where people are coming from". Two participants picked up on the application of positive psychology in the Appreciative Inquiry technique. One mentioned, "It was really encouraging because it was all very positive … it made me realize that there were a lot of things we were doing right." Another thought it helped "build up hope and faith" which she felt they needed. One participant noted that the process of constructing the creative image and writing the possibility statement provided a creative platform for team collaboration. She also stressed that the creative image construction, during which the participants held hands as a group, "imprinted upon (her) heart and mind" the themes that emerged from the earlier part of the exercise. On the flip side, one participant commented that the session felt rushed and wished there was more time dedicated to it; another thought there was too much jargon from psychology used during the session.

Table 15

Appreciative Inquiry Workshop Feedback

Feedback	F
Generates deeper awareness of others by hearing them express expectations and feelings about the team	3
Generates positivity, creates uplifting environment	2
Provided a platform for team collaboration	1
Creation of image was impactful	1
Approach and timing felt rushed	1
Overuse of psychology jargon	1

N = 5

In summary, a few common and frequently mentioned themes emerged from the participants' feedback on the four activities when they were asked to explain their rankings for value of content, impact on themselves and impact on the team (see Table 16). Most commonly cited for why the activity had valuable content and/or was impactful was that it helped generate a deeper awareness of others. Participants found this in the MBTI workshop, the Escape Room game, and the Appreciative Inquiry workshop. Another common theme was that the activity provided a platform for team collaboration, which occurred in the Escape Room game and the Appreciative Inquiry workshop. The fun factor was appreciated in the MBTI workshop and the Escape Room game. Terminology used during the activity was a topic that came up a few times—it was useful in the case of the MBTI workshop, but was confusing and overused in the Cultural Awareness training and the Appreciative Inquiry workshop. One aspect of the activity that was only attributed to the MBTI workshop but was brought up by all but one of the participants was that it helped them get to know themselves better and deepened their self-awareness.

Table 16

Summary of Common and Frequent Themes from Feedback on Activities

Theme		Activity
Generates deeper awareness of others	By knowing about their personality types	MBTI workshop
	By allowing observation of behaviors and reactions	Escape Room game
	By hearing them express expectations and feelings about the team	Appreciative Inquiry workshop
Provided a platform for team collaboration	Through the process of solving the game	Escape Room game
	Through the process of constructing the creative image and writing the possibility statement	Appreciative Inquiry workshop
Activity was fun	Through exercises that illustrated differences in personality types	MBTI workshop
	Through playing a game	Escape Room game
Terminology	Pro—provides a common language for participants to discuss their differences	MBTI workshop
	Con—confusing	Cultural Awareness training
	Con—overuse of psychology jargon	Appreciative Inquiry workshop
Generates deeper self-awareness	By knowing about own personality type	MBTI workshop

MBTI = Myers-Briggs Type Indicator

Interview Results: Impact of Team Building Program

The next part of the interview focused on the overall impact of the entire team building program. Asked whether they noticed any transformation in the team (see Table 17), four of the five participants noted an improvement in team processes. One participant said, "it made us more aware of how we can work better." Some also gave specific examples of work delegation. As one participant put it, "I think there's more awareness of what we can do and cannot do, and how to complement each other … and work more effectively … so people are placed where they can bring the most impact." Three participants observed an increase in sensitivity to differences. One participant

shared, "I think we are more tolerant of our differences, because of the awareness … and ways of dealing with each others' temperaments." Two participants talked about an improvement in interpersonal relationships between team members. One of them offered this explanation—the team was still going through a "gelling" stage because two of the members were relatively new to the team, and so the team building experience helped to "stabilize" the team. One participant shared that the experience enabled her to "be more mindful about building up a team versus individual".

Table 17

Team Transformations Experienced

Transformation	*F*
Improved team processes	4
Increase in sensitivity and tolerance of differences	3
Improved team member relationships	2
Enhanced identity of team vs. individual	1

N = 5

Participants were next asked if they noticed any changes in their own interactions with the team since the start of the team building program (see Table 18). Three of the five participants said that they found ways to work with the others more effectively. Three participants also mentioned that the experience improved their communication with their team mates. In particular some attributed that to being more aware of which member is introverted and which is extraverted, and tailoring their approaches accordingly. One participant revealed that she now "tends to listen more". Again one participant brought up the theme of team identity—she is more conscious of the team image and how she is representing the team in her interactions with external parties.

Table 18

Changes in Own Interpersonal Interactions Experienced

Change	F
Improved interpersonal teamwork	3
Improved interpersonal communication	3
Enhanced identity of team	1

N = 5

Participants were asked to list their top three individual takeaways from the team building program (see Table 19). All five participants mentioned that they gained knowledge in how to work better in the team or how to make the team work. One participant said that she now knows how to better support the other team members. Three other topics were frequently mentioned—gaining deeper self-awareness; gaining a deeper awareness of others; and having a strengthened sense of team identity and team bonding. To the last point, one participant expressed, "I think I will replace "I" with "we" more often. Team has power. Teamwork. I came out realizing that if we have concerted effort to come together and do something, I think we can make changes."

Table 19

Top Three Takeaways

Takeaway	F
Improved team processes / interpersonal teamwork	5
Gained deeper self-awareness	3
Gained deeper awareness of others	3
Strengthened team identity, team bonds	3

N = 5

In summary, a few common themes emerged when participants were asked the three questions regarding the overall impact of the team building program. Some of these

themes can be linked to one or more of the four constructs of group cohesion from the conceptual model developed by Carron et al.: Individual Attractions to the Group–Social (ATG-S), Individual Attractions to the Group–Task (ATG-T), Group Integration–Social (GI-S), and Group Integration–Task (GI-T) (see Table 20).

Table 20

Summary of Common Themes from Impact of Team Building Program and Related Group Cohesion Constructs

Theme		Group Cohesion Construct			
		ATG-S	ATG-T	GI-S	GI-T
Improved team processes / teamwork	Team transformation, interpersonal changes personal takeaway		✓✓✓		✓✓✓
Enhanced / strengthened team identity, team bonds	Team transformation, interpersonal changes, personal takeaway	✓	✓	✓	✓
Improved team member relationships, increase in sensitivity and tolerance of differences	Team transformation			✓	
Improved interpersonal communication	Interpersonal changes	✓	✓		
Gained deeper self-awareness	Personal takeaway				
Gained deeper awareness of others	Personal takeaway				

N = 5; ATG-S = Individual Attractions to the Group–Social, ATG-T = Individual Attractions to the Group–Task, GI-S = Group Integration–Social, GI-T = Group Integration–Task

All participants agreed that the improvement in team processes and teamwork was the most important. Participants talked about the team working better together, or themselves finding better ways to work with the team. These can be linked to the task-related constructs (GI-T and ATG-T). Also mentioned a few times is the strengthening of team identity and building of team bonds. Participants gave examples such as the team gelling together, feeling more a part of the team, being more conscious of the team image

and identity, and representing the team during external work interactions. These could be manifestations of all four constructs of group cohesion.

Another common theme is the improvement in team member relationships which was cited as a team transformation, hence relating it to the Group Integration–Social construct. Some participants expressed an improvement in their own interpersonal communication with the rest of the team, in either work related or non-work related contexts. This relates to the Individual Attractions to the Group constructs (ATG-T and ATG-S).

The final question in the interview asked participants for suggestions on how the team building program can be improved. Participants offered a few recommendations. One participant brought up the issue of timing and schedule. She thought that the sessions should have been longer or even designed into two or three-day workshops. "I felt like we ran out of time… We didn't get the full impact because we didn't provide you (the facilitator) with the full timing for you to go through the full sessions, (otherwise) we would have gotten better results." Another participant mentioned that the debrief session after the Escape Room game was skipped—again this was an issue of time constraints. A third participant suggested gathering third party feedback, such as from their customers (the church congregation), for an external assessment on the progress of the team over a period of time.

In general, participants were positive about the team building program. One person commented, "I am very happy we went through it." In particular, one of the participants attributed the progress of the team building program partly to the good relationship between the facilitator and the participants, and concluded by saying, "I felt that they (the sessions) were very worthwhile".

Summary

Data collection occurred throughout and at the end of the team building program through various methods and channels. From the online evaluation of the team building activities, the MBTI workshop received the highest overall ratings and the Cultural Awareness training the lowest. In particular, both the MBTI workshop and the Appreciative Inquiry workshop were rated significantly higher than the Cultural Awareness training for positive impact on the team. These results are consistent with the results from the interviews—the MBTI workshop was highly ranked by most participants whereas the Cultural Awareness training was consistently ranked low. Some frequently mentioned and common factors to which participants attributed their rankings are: the activity helped generate a deeper awareness of others, the activity provided a platform for team collaboration, the activity was fun and interesting, and they gained a deeper sense of self-awareness.

The results from the online modified Group Environment Questionnaire showed no significant statistical difference between Pre-Test, Midpoint-Test and Post-Test scores, although there was a slight increase of 7.3% from Pre-Test to Post-Test for the Group Integration–Task score. During the interviews on the overall impact of the team building program, there was more emphasis on themes that were more task-related than social-related. The next chapter presents a discussion of these results.

Chapter 5

Discussion

The purpose of this research was to explore the topic of team building for a multicultural team and investigate the impact on group cohesion. This chapter presents a summary of the findings, identifies the conclusions, discusses the limitations, gives recommendations for managers and organization development practitioners, and provides suggestions for future research.

Summary of Findings

Impact of the team building program on group cohesion. Overall, the team building program was shown to have a positive impact on group cohesion of the participant group. This finding was drawn mainly from the interviews, where many specific examples of positive impact were shared, and less so from the results of the GEQ surveys, for which no significant statistical differences were found in pre-post test data.

Task cohesion. In particular, the impact of the team building program was found to be greater in areas that were more related to task cohesion than social cohesion. From the GEQ survey, there was a slight increase of 7.3% in the Group Integration–Task (GI-T) score from Pre-Test to Post-Test, while scores on the other constructs of group cohesion remained about the same or decreased slightly. This was corroborated by results from the interviews, which showed that there was greater perceived impact in areas that were more task-related than social-related. The participant group reported that the team building program had the most impact in improving team work and team processes. Participants also gave feedback on experiencing a greater sense of team identity in external work interactions.

Social cohesion. Results of the impact of the team building program on the social components of group cohesion from the surveys and interviews were found to be conflicting. From the GEQ survey, the scores for Individual Attractions to the Group–Social (ATG-S) showed a slight decrease of 6.2% from Pre-Test to Post-Test, and the scores for Group Integration–Social (GI-S) had little change. However data from the interviews indicated positive impact on social cohesion. Feedback from the participant group reflected an improvement in team member relationships and strengthening of team bonds, as well as improvement in interpersonal communication between team members.

Overall, results gathered suggested that the team building program had a positive impact on group cohesion, especially in task-related aspects. This was most evident in the improvement in team work and team processes as experienced by the participants. Other expressions of increased group cohesion cited by participants include enhanced group identity, strengthened team bonds, better team member relationships, and improved interpersonal communication between team members.

Most effective and impactful elements of the team building program. Among the various activities in the team building program, the MBTI personality assessment workshop was found to be the most impactful, and the Cultural Awareness training the least. In particular, both the MBTI workshop and the Appreciative Inquiry workshop were rated significantly higher than the Cultural Awareness training for positive impact on the team.

The Appreciative Inquiry workshop received more positive responses than the experiential game when feedback was taken immediately following each respective session. However the reverse was observed in feedback gathered a period of time after the end of the entire team building program. A possible reason could be the emotional

positivity generated by the Appreciative Inquiry technique, which lingered in the minds of participants after the session was over, hence influencing them into giving higher ratings at that point in time.

The participant group identified the following elements of the team building program most effective and impactful: helping to generate a deeper awareness of others, helping to generate deeper self-awareness, providing a platform for team collaboration, and being fun and interesting. Gaining a deeper awareness of others was achieved through knowing about others' personality types from the personality assessment (MBTI) workshop, observing their behaviors and reaction in the experiential game (Escape Room), and hearing them express their expectations and feelings about the team in the Appreciative Inquiry workshop. Gaining deeper self-awareness was attained through the MBTI workshop. Solving the experiential game together was a platform for team collaboration; so was the construction of the creative image and writing of the possibility statement in the Appreciative Inquiry workshop. The fun element was present in both the personality assessment workshop and the experiential game. The terminology used also played a part in the impact of the activity; it was useful when it provided a common language for participants to continue discussions after the activity was over, as in the case of the personality assessment. However it got confusing when too much technical jargon was included, as in the case of the Cultural Awareness training and the Appreciative Inquiry workshop.

Conclusions

The research data and findings led to the following conclusions:

1. **Group cohesion of a multicultural team can be increased through a team building program.** In particular, this study showed that the team building program,

which helped to improve team work and team processes, resulted in an increase in task cohesion of the participant team. Pre and post quantitative survey data showed no significant difference in group cohesion, although there was a slight increase in the score for task cohesion. Qualitative data from interviews, however, showed that there was positive impact on group cohesion, with impact perceived to be greater in areas of task cohesion than social cohesion.

This finding is consistent with a previous study by Carron and Spink (1993), which found that when task is the primary factor around which the team members cohere (as opposed to social groups), team building programs that are introduced have the greatest influence on task cohesion. This is definitely the case for the ICS operations team, which is a work group comprised of individuals who joined the team not because of social reasons but primarily because they each separately decided to take up their respective jobs, which landed them in the same team.

2. **Recommended elements of team building programs for multicultural teams from existing literature were supported by this study.** The elements of the team building program that participants found effective and impactful corresponded to and confirmed that suggested by existing literature (Adler, 2008; Dyer et al., 2013; Ingram & Steffey, 1993; Schreiber, 1996; Wentling & Palma-Rivas, 1999). Specifically, the recommended elements of effective team building programs for multicultural teams that were supported by this study are: (a) to provide opportunity for participants to get to know themselves better and generate self-awareness; (b) to provide opportunity for participants to generate awareness of the differences between team members; (c) to focus on cooperation between team members and team goals; (d) to allow for teamwork; and

(e) be fun and interesting. This list is by no means exhaustive, but represents the elements that were identified and confirmed in this study.

3. **Three activities (MBTI workshop, Escape Room game and Appreciative Inquiry workshop) of the team building program were impactful and effective.** Participants got to know themselves better and gained deeper self-awareness from the personality assessment (MBTI) workshop. They gained a deeper awareness of others and their differences from the MBTI workshop, the Escape Room game and the Appreciative Inquiry workshop. From existing literature, gaining deeper self-awareness and gaining deeper awareness of differences are the first steps and at the crux of most diversity training initiatives (Adler, 2008; Ingram & Steffey, 1993; Schreiber, 1996; Wentling & Palma-Rivas, 1999). By having a deeper awareness of self, individuals can be more mindful of their own biases and stereotypes, how these show up in the workplace, and the effect they have on others. With a deeper awareness of others, members of multicultural teams can recognize their differences, respect each other's uniqueness and leverage the differences to their teams' advantages (Adler, 2008).

4. **The cultural awareness training component was not as impactful as other components of the team building program.** The cultural awareness training consistently received the least favourable feedback among all activities in the team building program, and participants found it the least impactful and relevant. Following are two possible reasons for the apparent lack of effectiveness.

In their meta-analysis of 65 studies, Kalinoski et al. (2013) found that diversity training had more effects when the trainee had perceptions that training was important and relevant, and when the trainee's motivation was stronger. Further insights can be provided by the transtheoretical model of change proposed by Prochaska and DiClemente

(1986). In this model, the six stages of change are: precontemplation, contemplation, preparation, action, maintenance, and termination. Individuals at the precontemplation stage are not intending to take action in the foreseeable future, and may not perceive there to be a problem or may be unaware of the problem—this seems to be where most of the members of the ICS operations team are at. As one member put it, she felt that cultural sensitivity was important to her, but not to the rest of the group. Hence it would have been a challenge for any change efforts at this stage to achieve the targeted effect, thus resulting in the cultural awareness training receiving the lowest rating in impact and relevance.

In addition, the lack of effectiveness of the cultural awareness training could have had something to do with the materials and the methods through which training was delivered. Majority of intercultural training programs used in multinational companies are based on factual, cognitive approaches which aim to transfer information and cultural knowledge through methods such as written materials, books, lectures, briefings, videos, computer-based training, self-assessment and case studies (Fowler & Blohm, 2004; Lenartowicz et al., 2014). In their study of cross-cultural training programs, Lenartowicz et al. make the distinction between explicit knowledge (which is factual, codifiable and easily articulated) and implicit knowledge (which is difficult to articulate, based on actions, ideals, values and emotions, rooted in a person's experience, and can be personal and context-specific). They assert that since culture is externalized through behavior, cultural knowledge is mostly tacit and that the tacit dimension is critical for successful cultural learning to occur. The authors observe that most cross-cultural training rely heavily on factual training methods and hence have limited effectiveness, and propose a combination of cognitive and behavioral methods that facilitate the transfer of both

explicit and tacit cultural knowledge. For the purpose of this study, the cultural awareness training utilized a combination of a video clip, presentation of written materials, and a mini self-assessment, essentially drawing from components of what is commonly found in the corporate environment. Referencing the findings of Lenartowicz et al., this approach transfers only explicit knowledge and is less effective in facilitating tacit learning.

Limitations

There were a number of limitations to this research:

1. **Small participant population.** There was only one participant team being studied and just five members in the team. The small number of participants in the research amplified the weightage each respondent had on the data pool (20% is just one person) and the possibility of results being skewed from erroneous reporting. It also reduced the statistical significance of the data and eliminates any chance of generalizability.

2. **Absence of a control group.** There was no control group and no reasonable way to insulate the participant group from other forces which might have influenced group cohesion in between team building sessions. Hence the presence of other uncontrolled variables such as interactions or even conflicts between members during the regular course of work could have affected the cogency of the causal relationship between the team building program and group cohesion. Without a control group, there was also no way to account for possible fluctuations in participants' perceptions of their scores on the surveys across time. For example, a participant might have scored a statement relating to the Group Integration—Social construct of cohesion 8 out of 9 during the Pre-Test, but upon getting to the Post-Test a few months later, he or she might

perceive that the score at Post-Test is 8 out of 9, and the score at Pre-Test should have been 6 out of 9. Comparison with a control group would have been able to better account for such occurrences.

3. **Researcher and participant biases.** The researcher is a member of ICS and had personal relationships with some of the participants prior to the start of the research. Though this could have benefited the design and facilitation of the team building program, biases could have been introduced that influenced the participants' responses in the surveys and interviews.

Recommendations

Following are recommendations for managers and organization development practitioners as related to the findings and conclusions from this study.

Managers should continue to put team building as one of their priorities. This and other previous studies have shown that a suitably designed team building program can positively influence group cohesion, which has been seen to have a positive correlation with team performance. Managers of multicultural teams should not be overly concerned even if expertise or resources for a cultural awareness or diversity training program is not available, as other team building approaches that are popular in the field can still serve to be impactful to the team. These include personality assessments, experiential games, and goal setting workshops. Team building should also not be a one-time event; rather it should be an intentional and ongoing process throughout the lifespan of the team.

Organization development practitioners who are developing team building programs can consider incorporating these elements into the activities: helping to generate a deeper awareness of others, helping to generate deeper self-awareness, providing a platform for team collaboration, and having activities that are fun and

interesting. From this study, the above elements were found to be the most impactful on participants.

When designing diversity or cultural awareness trainings, organization development practitioners can look beyond the usual approaches of videos, printed materials, lectures and classroom trainings, and explore other more experiential techniques such as role-plays, field experiences and cultural assimilations. A low-cost approach, for a large enough group size, is to use cross-cultural simulation games such as Barnga (Thiagarajan, 2006) or BaFa BaFa (Shirts, 1977), which also serve to add some fun to the session.

Suggestions for Future Research

This study has added to the pool of literature concerning cohesion and team building for multicultural teams, and is possibly the only one that combines all three components in one research. Future study should be conducted in the same area, especially on the topic of the impact of team building for multicultural teams, using either cohesion or other properties as indicators of team performance. However the study should be conducted with larger populations and with control groups so as to account for the effects of other uncontrolled variables.

This study found that the cultural awareness training component had little impact on the team, yet some literature posits it to be an important part of diversity training for multicultural teams. To further investigate which elements are most impactful and which are not so, the content of the team building program could be varied across participant groups. For example, some groups will undergo a team building program that includes a cultural awareness training component, whereas other groups will go through the same program but with the cultural awareness training portion omitted. The impact of the two

variations of the team building program can then be compared. Furthermore, each of the activity that constituted the team building program in this study (personality assessment workshop, cultural awareness training, experiential game, and goal-setting workshop) warrants its own dedicated study so as to more thoroughly investigate its effectiveness.

Future research exploring the concept of group cohesion should continue to make the distinction between task and social components. This study has shown that these two components may be affected differently by the variables of the research.

References

Adler, N. J. (2008). *International dimensions of organizational behaviour* (5ᵗʰ ed.). Mason, OH: Thomson South-Western.

Anderson, G. (2010). *The impact of cooperative video games on team cohesion* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3404430)

Barta, T., Kleiner, M., & Neumann, T. (2012). Is there a payoff from top-team diversity? *McKinsey Quarterly, 2*, 13-15.

Beal, D. J., Cohen, R. R., Burke, M. J., & McLendon, C. L. (2003). Cohesion and performance in groups: A meta-analytic clarification of construct relations. *Journal of Applied Psychology, 88*(6), 989-1004.

Beckhard, R. (1969). *Organization development: Strategies and models*. Reading, MA: Addison Wesley.

Beer, M. (1976). The technology of organization development. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 937-994). Chicago, IL: Rand McNally.

Blake, R. R., & Mouton, J. S. (1964). *The managerial grid: Key orientations for achieving production through people*. Houston, TX: Gulf.

Bowers, C. A., Weaver, J. L., & Morgan, B. J. (1996). Moderating the performance effects of stressors. In J. E. Driskell, & E. Salas, (Eds.), *Stress and human performance* (pp. 163–192). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Brett, J., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review, 84*(11), 84-91.

Briggs Myers, I., McCaulley, M. H., Quenk, N. L., & Hammer, A. L. (2009). *MBTI Manual: A guide to the development and use of the Myers-Briggs Type Indicator instrument* (3ʳᵈ ed.). Mountain View, CA: CPP, Inc.

Bronson, J., Gibson, S., Kishar, R., & Priest, S. (1992). Evaluation of team development in a corporate adventure training program. *Journal of Experiential Education, 15*(2), 50-53.

Bruner, M. W., & Spink, K. S. (2010). Evaluating a team building intervention in a youth exercise setting. *Group Dynamics: Theory, Research, and Practice, 14*(4), 304-317.

Candan, K. A. (2007). *Leadership and group cohesion: The impact of coach participation on the effectiveness of a team building intervention* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3302029)

Carron, A. V. (1982). Cohesiveness in sport groups: Interpretations and considerations. *Journal of Sport Psychology, 4*(2), 123-138.

Carron, A. V., & Brawley, L. R. (2012). Cohesion: Conceptual and measurement issues. *Small Group Research, 43*(6), 726-743.

Carron, A. V., & Spink, K. S. (1993). Team building in an exercise setting. *The Sport Psychologist, 7*(1), 8-18.

Carron, A. V., & Spink, K. S. (1995). The group size-cohesion relationship in minimal groups. *Small Group Research, 26*(1), 86-105.

Carron, A. V., Brawley, L. R., & Widmeyer, W. N. (1998). The measurement of cohesiveness in sport groups. In J. L. Duda (Ed.), *Advances in sport and exercise psychology measurement* (pp. 213-226). Morgantown, WV: Fitness Information Technology.

Carron, A. V., Brawley, L. R., & Widmeyer, N. W. (2002). *The Group Environment Questionnaire test manual*. Morgantown, WV: Fitness Information Technology.

Carron, A. V., Widmeyer, W. N., & Brawley, L. R. (1985). The development of an instrument to assess cohesion in sport teams: The Group Environment Questionnaire. *Journal of Sport Psychology, 7*(3), 244-266.

Cartwright, D., & Zander, A. (1968). *Group dynamics: Research and theory.* New York, NY: Harper and Row.

Cooperrider, D. L., & Srivastva, S. (1987). Appreciative inquiry in organizational life. In R. W. Woodman, & W. A. Pasmore (Eds.), *Research in organizational change and development* (vol. 1, pp. 129–169). Greenwich, CT: JAI Press.

Creswell, J. W. (2014) *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Cummings, T. G., & Worley, C. G. (2009). *Organization development and change* (9th ed.). Mason, OH: South-Western Cengage Learning.

De Meuse, K. P., & Liebowitz, S. J. (1981). An empirical analysis of team-building research. *Group & Organization Studies, 6*(3), 357-378.

Dion, K. L. (2000). Group cohesion: From 'field of forces' to multidimensional construct. *Group Dynamics: Theory, Research, and Practice, 4*(1), 7-26.

Dyer, Jr., W. G., Dyer, J. H., & Dyer, W. G. (2013). *Team building: Proven strategies for improving team performance* (5th ed.). San Francisco, CA: Jossey-Bass.

Dyer, W. G. (1977). *Team building: Issues and alternatives.* Reading, MA: Addison-Wesley.

Evans, C. R., & Dion, K. L. (1991). Group cohesion and performance: A meta-analysis. *Small Group Research, 22*(2), 175-186.

Evans, N. J., & Jarvis, P. A. (1980). Group cohesion: A review and reevaluation. *Small Group Behavior, 11*(4), 359-370.

Evans, N. J., Jarvis, P. A. (1986). The Group Attitude Scale: A measure of attraction to group. *Small Group Behavior, 17*(2), 203-216.

Ferris, W. P. (2002). Theater tools for team building. *Harvard Business Review, 80*(12), 24-25.

Festinger, L., Schachter, S., & Back, K. (1950). *Social pressures in informal groups: A study of human factors in housing.* Oxford, UK: Harper.

Fine, M. G. (1995). *Building successful multicultural organizations: Challenges and opportunities*. Westport, CT: Quorum.

Forsyth, D. R. (2009). *Group dynamics* (5th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Fowler, S. M., and Blohm, J. M. (2004). An analysis of methods for intercultural training. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed., pp. 37–84). Thousand Oaks, CA: Sage.

French, W. L., & Bell, C. H. (1990). *Organization development: Behavioral science interventions for organization improvement* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Friedman, T. L. (2007). *The world is flat.* New York, NY: Picador.

Glass, J. S., & Benshoff, J. M. (2002). Facilitating group cohesion among adolescents through challenge course experiences. *Journal of Experiential Education, 25*(2), 268-277.

Hackman, J. R. (1992). Group influences on individuals in organizations. In M. D. Dunnette, & L. M. Hough (Eds.)*, Handbook of industrial and organizational psychology* (vol. 3, 2nd ed., pp. 199-267). Palo Alto, CA: Consulting Psychologists.

Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review, 32*(4), 1199-1228.

Henderson, G. (1994). *Cultural diversity in the workplace: Issues and strategies.* Westport, CT: Quorum.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage.

Ingram, R., & Steffey, M. N. (1993). Training 101: Training in the kaleidoscope. *Training and Development, 47*(4), 15-24.

Johnson, D. L. (1980). *Inventory of individually perceived group cohesiveness (IIPGC)*. Chicago, IL: Stoelting.

Jung, C. G. (1921). *Psychologische Typen.* Zurich, CH: Rascher Verlag.

Kalinoski, Z. T., Steele-Johnson, D., Peyton, E. J., Leas, K. A., Steinke, J., & Bowling, N. A. (2013). A meta-analytic evaluation of diversity training outcomes. *Journal of Organizational Behavior, 34*(8), 1076-1104.

Katzenbach, J. R., & Smith, D. K. (1993). *The wisdom of teams: Creating the high-performance organization*. Boston, MA: Harvard Business School Press.

Klein, C., DiazGranados, D., Salas, E., Huy, L., Burke, C. S., Lyons, R., & Goodwin, G. F. (2009). Does team building work? *Small Group Research, 40*(2), 181-222.

Klein, C., Salas, E., Burke, C. S., Goodwin, G. F., Halpin, S. M., DiazGranados, D., & Badum, A. (2006). Does team training enhance team processes, performance, and team member affective outcomes? A meta-analysis. *Academy of Management Annual Meeting Proceedings*, 1-6.

Kleiner, A. (2008). *The age of heretics* (2nd ed.). San Francisco, CA: Jossey-Bass.

Lenartowicz, T., Johnson, J. P., & Konopaske, R. (2014). The application of learning theories to improve cross-cultural training programs in MNCs. *The International Journal of Human Resource Management, 25*(12), 1697-1719.

Lewin, K. (1947). Frontiers in group dynamics: Concept, method and reality in social science; social equilibria and social change. *Human Relations, 1*, 5-41.

Lott, A. J., & Lott, B. E. (1965). Group cohesiveness as interpersonal attraction: A review of relationships with antecedent and consequent variables. *Psychological Bulletin, 64*(4), 259-309.

Malcarne, B. K. (2012). *Exploring group cohesion in a higher education field experience* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3550260)

Mendoza, J. G. (2001). *Trust and team building: A study comparing traditional and experiential team building methods in relation to trust development* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3017511)

Mikalachki, A. (1964). *Group cohesion reconsidered: A study of blue collar work groups* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. DC52080)

Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological Bulletin, 115*(2), 210-227.

Olsen, P. (2009, March). Team-building exercises for tough times. *HBR Blog Network.* Retrieved from http://blogs.hbr.org/2009/03/teambuilding-exercises-for-tou/

Perrone, K. M., & Sedlacek, W. E. (2000). A comparison of group cohesiveness and client satisfaction in homogeneous and heterogeneous groups. *Journal for Specialists in Group Work, 25*(3), 243-251.

Priest, S., & Lesperance, M. A. (1994). Time series trends in corporate team development. *Journal of Experiential Education, 17*(1), 34-39.

Prochaska, J. O., & DiClemente, C. C. (1986). Toward a comprehensive model of change. In W. R. Miller, & N. Heather (Eds.), *Treating addictive behaviors: Processes of change* (pp. 3-27). New York, NY: Plenum.

Salas, E., Rozell, D., Mullen, B., & Driskell, J. E. (1999). The effect of team building on performance: An integration. *Small Group Research, 30*(3), 309-329.

Schreiber, E. (1996). Muddles and huddles: Facilitating a multicultural workforce through team management theory. *Journal of Business Communication, 33*(4), 459-473.

Seashore, S. E. (1954). *Group cohesiveness in the industrial work group.* Ann Arbor, MI: University of Michigan Press.

Shapcott, K. M., Carron, A. V., Burke, S. M., Bradshaw, M. H., & Estabrooks, P. A. (2006). Member diversity and cohesion and performance in walking groups. *Small Group Research, 37*(6), 701-720.

Shirts, R. G. (1977). *BaFa BaFa: A cross cultural simulation.* La Jolla, CA: Simile II.

Sina News. (2014, December 30). Retrieved from http://sh.sina.com.cn/news/b/2014-12-30/detail-icczmvun4508748.shtml

Singapore Ministry of Manpower. (2015, January 30). *Comprehensive labour force survey.* Singapore, SG: Manpower Research & Statistics Department. Retrieved from http://stats.mom.gov.sg/Pages/Labour-Force-Summary-Table.aspx

Stahl, G. K., Maznevski, M., Voigt, A., & Jonsen, K. (2007). Unraveling the diversity-performance link in multicultural teams: Meta-analysis of studies on the impact of cultural diversity in teams. *INSEAD Working Papers Collection, 36,* 1-49.

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago, IL: Nelson-Hall.

Thiagarajan, S. (2006). *Barnga: A simulation game on cultural clashes* (3rd ed.). Boston, MA: Intercultural Press.

Thurston, J. A. (2012). *Exploring group perception: The relationship between the perception of entitativity and assessments of cohesion* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3553785)

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin, 63*(6), 384-399.

U.S. Census Bureau. (2013). *American community survey.* Retrieved from http://factfinder.census.gov

Watkins, J. M., Mohr, B., & Kelly, R. (2011). *Appreciative Inquiry: Change at the speed of imagination* (2nd ed.). San Francisco, CA: Wiley.

Watson, W. E., Kumar, K., & Michaelsen, L. K. (1993). Cultural diversity's impact on interaction process and performance: comparing homogenous and diverse task groups. *Academy of Management Journal, 36*(3), 590-602.

Weichert Workforce Mobility. (2013). *Current global workforce mobility trends.* Retrieved from http://www.weichertworkforcemobility.com/External/?/page_id =2736.

Wentling, R. M., & Palma-Rivas, N. (1999). Components of effective diversity training programmes. *International Journal of Training and Development, 3*(3), 215-226.

Williams, S. D., Graham, T. S., & Baker, B. (2003). Evaluating outdoor experiential training for leadership and team building. *Journal of Management Development, 22*(1), 45-59.

Appendix A: Team Building Session Evaluation

(For session 1 which comprised of the MBTI workshop and the Cultural Awareness training, participants were asked to rate the two activities separately for questions 1 to 3)

1. The content of the activity was useful and/or important.

Strongly disagree				Strongly agree
1	2	3	4	5

Please list or describe specific components of the content which you think were useful and/or important:

2. The activity has had a positive impact on **me being part of the team**.

Strongly disagree				Strongly agree
1	2	3	4	5

Please list or describe ways in which you think the session has impacted you:

3. The activity has had a positive impact on **our team as a whole**.

Strongly disagree				Strongly agree
1	2	3	4	5

Please list or describe ways in which you think the session has impacted the team as a whole:

4. I understood the purpose of the session.

Strongly disagree				Strongly agree
1	2	3	4	5

5. I felt engaged throughout the session.

Strongly disagree				Strongly agree
1	2	3	4	5

6. Going through this session was time well spent.

Strongly disagree				Strongly agree
1	2	3	4	5

Any other comments:

Thank you!

Appendix B: Modified Group Environment Questionnaire

*(Modifications from the original GEQ are indicated in **bold**)*

1. I do not enjoy being a part of the social activities of the team.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

2. I am not happy with the amount of **responsibilities** I get.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

3. I am not going to miss the members of this team when **I eventually leave the job**.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

4. I am unhappy with my team's level of desire to **perform well**.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

5. Some of my best friends are on this team.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

6. This team does not give me enough opportunities to improve my personal performance.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

7. I enjoy other **social gatherings** more than **those with this team**.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

8. I do not like the **working style** on this team.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

9. For me, this team is one of the most important social groups to which I belong.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

10. Our team is united in trying to reach its goals for performance.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

11. Members of our team would rather go out on their own than get together as a team.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

12. We all take responsibility for any poor performance by our team.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

13. Our team members rarely **socialize** together.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

14. Our team members have conflicting aspirations for the team's performance.

Strongly   Strongly
disagree   agree
   1   2   3   4   5   6   7   8   9

15. Our team members would like to spend time together **even after we leave the job**.

Strongly   Strongly
disagree   agree

1	2	3	4	5	6	7	8	9

16. If members of our team have problems **on the job**, everyone wants to help them.

Strongly   Strongly
disagree   agree

1	2	3	4	5	6	7	8	9

17. Members of our team do not stick together outside of **work hours**.

Strongly   Strongly
disagree   agree

1	2	3	4	5	6	7	8	9

18. Members of our team do not communicate freely about each other's responsibilities during **work**.

Strongly   Strongly
disagree   agree

1	2	3	4	5	6	7	8	9

Appendix C: Interview Protocol

It has been 6 weeks since the conclusion of our team building program.

The program comprised of 4 different types of activities popularly used in team building:

    i.   MBTI assessment and workshop
    ii.   Cultural Awareness training
    iii.   Experiential game: Escape Room
    iv.   Appreciative Inquiry workshop: Exceptional teamwork

1. Please rank the activities in order of **value of content**.
   You ranked _____ as top for value of content. Which elements of it contributed to your ranking?
   Would you like to discuss what you thought or how you felt about the value of content for the other activities?

2. Please rank the activities in order of **impact to yourself**.
   You ranked _____ as top for impact to yourself. Which elements of it contributed to your ranking?
   Would you like to discuss what you thought or how you felt about the impact to yourself for the other activities?

3. Please rank the activities in order of **impact to the team**.
   You ranked _____ as top for impact to the team. Which elements of it contributed to your ranking?
   Would you like to discuss what you thought or how you felt about the impact to the team for the other activities?

4. Did you see the team go through any transformation from the beginning of the program till now?
   If yes, what are they? What do you think impacted the transformations?
   If no, why do you think so?

5. Ever since the team building program, have you noticed any changes in your interactions with the team?
   If yes, what are they? What do you think impacted the changes?
   If no, why do you think so?

6. What would you say are your top 3 takeaways from the team building program?

7. Do you have any suggestions on how the team building program can be improved?