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Building and Developing Teams

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This thesis research was based on studying the factors of team building and its different stages. With the information provided by already existing data the goal is to discover different factors that affects to team building processes. By understanding the different stages and factors organization can build a high-performance and cohesive team with best possible outcome.

Theoretical part describes two models: Tuckman's mode of team development (1965) and model of Team building introduced by William G. Dyer in Team Building: Proven Strategies for Improving Team Performance (2007). Models describes the stages team is going to through from beginning to end, the different factors that affects team development and possible ways that team leader, manager or a team member can make an impact for building an effective team. Also, the thesis takes in consider the fact that multicultural teams are becoming more common in organizations and teams, which is why the thesis covers subjects like conflicts and diversity as separate.

In the models is discussed the team building phases from starting point until task is finished. During the explanation of phases there are studies and views established by different scientists and professionals based on the subject. Research is gathered from the field business, psychology, and sports.

With understanding the factors and stages of team building practices and development organization has opportunity to build a highly successful team. By also understanding why multicultural and global teams are increasing, what possibilities and threats it includes, and how they should be managed, increases the possibility to successful outcome.

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1   Introduction

The report is fully based on the research about the main topic and concepts that support the main topic. The research is divided in three parts; first part introduces two team building and development models, Tuckman's and Dyer's model, its stages and possible factors that affects team development and building; second part discusses about increasing multicultural teams, and how conflict and diversity is highly related to the topic; third and last part gives my analysis based on the research about the topic with conclusion. During the parts will be also added discussion or discoveries analysed by scientist or professionals related to the topic.

1.1   Methodology

The main goal of this research is to evaluate existing methods, models, and views to use in effective team building and development. The thesis' main purpose is to propose an existing model that helps team leaders or managers to follow for building effective and cohesive team with positive outcomes. The main question for research was ''what are the factors and phases that affects the development of team building''. As building a team needs carefully planned design and includes various processes and factors, providing a model or theory gives guidelines for team leader or manager to follow. By understanding these processes, the team leader or manager is capable of building highly effective and cohesive team with great results. Of course, it is not guaranteed success even though all processes have done by the book or is familiar to leader or manager; as teams tend to be different than others and some combination of teams work efficiently than others, not all teams become successful with effective team building. However, with good team building abilities the possibility of building effective team is higher.

The existing data for the research are versatile. The data is gathered from research made by scientists and professionals in field of business, psychology, and sports. Main subjects for the data gathering was team building in general and organizational behaviour and change. The sources of material are found from academic textbooks for business, psychology and sports purposes, journals, studies, professional websites from the field and academic blog posts. The reliability and validity of some sources are checked and the references that are used are verified as well.

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2 Team Building

For team becoming effective and cohesive team building methods and processes are necessary. Team building is the process of turning a group of individual contributing employees into a cohesive team (Heatfield, 2019).

Team building itself contains many different stages and steps how to build a cohesive team that can achieve common goal and create positive outcome. Managers or team leaders must determine in team building the environment where the team is working, the type of team and size for it, members who possess needed skills for the tasks and a leader for managing the team. During or after the tasks the team leader reviews the results and outcomes. If team is continuous, team leader can make changes to it by changing the team structure by either increasing or decreasing amount of team members or replacing some of the team members. If the team is temporary and disperse after the outcome, the team leader reviews the outcome and plan possibly developments for the future teams. By understanding and having team building skills can affect following factors:

- Increase quality of communication and working together
- Collaboration and fostering of innovation and creativity
- Team spirit & Motivation
- Increase competitiveness inside and outside the organization
- Teamwork and team performance (McDuffee, 2019).

2.1 Teams vs. Groups

A team is defined as a group of people brought together based on specific skill sets or abilities to accomplish a specific task or function. A team is a group of people organized to work together interdependently and cooperatively to meet the needs of their customers by accomplishing their purpose and goals. Team members pursues for common goal by working together in terms of achieving that goal.

For managers it is important to be precise about what a team is and what it is not to make better decisions (Katzenbach & Smith, 1993). Team is a collection of individuals who exist to achieve a shared goal. Teams are interdependent with respect to achieve that goal. Team's performance includes both individual results and collective work products, meaning what two or more members must work together and calls for both individual and

mutual accountability (Katzenbach, Smith, 1993). A group however is designed as two or more people in face-to-face interaction, each aware of their group membership and interdependence as they strive to achieve common group goals (Buchanan & Huczynski, 2019). A working group's performance is a function of what its members do as individuals. The differences of groups and teams can be found from figure 1.

Figure 1. Differences between working group and a team (Katzenbach and Smith 1993).

3 Team building and development: Existing models

Thesis provides two models of team building. First model gives description of team development as it being an earliest model in building effective teams, yet still very relevant to this day. Second model is more extensive and provides sharp expressions of its processes. During the phases, some discussion is involved from researcher from field of organizational behaviour and teamwork itself. Lastly, during the thesis will also be discussed about rise of multicultural and global teams, possibilities and threats, and conflicts and diversity inside the teams.

4 Tuckman's Model of Team Development

In team building one of the most common team-building models was introduced by Bruce Tuckman (1965). With his model he simply divided team building into five different

stages: Forming, Storming, Norming, Performing, and later added with Jensen in 1977, Adjourning.

- Forming
- Storming
- Norming
- Performing
- Adjourning

In **Forming** stage, the team is assembled, and the task is given. During the phase, time is spent on planning, collecting information and bonding. At this stage, team members tend to behave independently and might not know each other well enough to trust one another, which is why bonding is important in this stage (Team Building Company, n.d.b).

In **Storming** phase, the team starts to address ideas and competing ideas against to another. In this phase bonds will be made with team members, or possibly some relationships might be broken because of disagreements. This might lead to situation that team gets stuck and might not move on to the next phase. In situation of consensus effective leadership is needed to get a solution that is best for the team, and so that the team can move on to the next phase (Team Building Company, n.d.b).

Norming follows storming. During norming phase team goes through working practices agreeing on the rules and values by which the team operate. Ideally, in this phase teams begin to trust themselves as they accept vital contribution of each member of the team. However, the risk is that team might become complacent and loses either their creative edge or the drive that brought them to this phase (Team Building Company, n.d.b).

In **Performing** phase, the team starts to work in an open and trusting atmosphere. From performing phase can be identified high levels of independence, motivation, knowledge, and competence. Decision making should be collaborative, and dissent is expected and encouraged as there will be a high level of respect in the communication between team members (Team Building Company, n.d.b).

Final phase is **Adjourning**. The adjourning phase originally added later to as the last stage in team building model. As the team has reached the end of a journey and team assesses the process and looking for factors that could be improved in the future. Also, the team goes through different roles and recognizing members contributions during the entire project (Team Building Company, n.d.b).
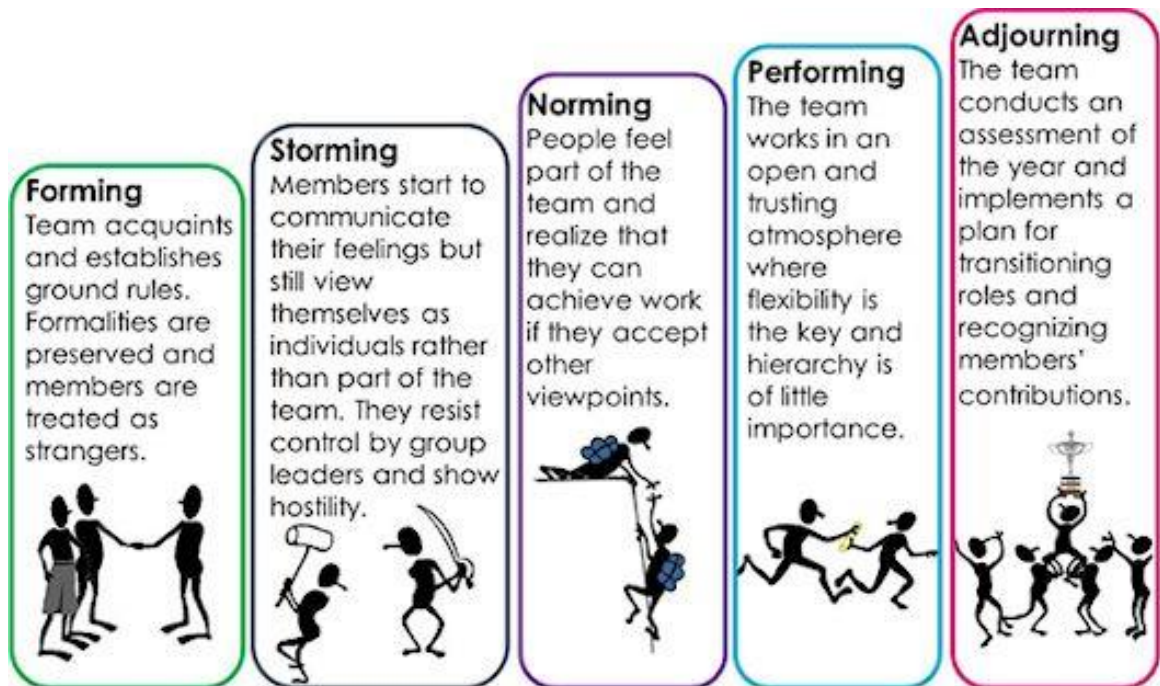
Figure 2. Steps of Tuckman's Model (AdventureinAdventureOut, Rodd, K., 2014)

Teams of all types go through a staged process of team development, and the stage in which a team is operating at any given time affects its effectiveness and the challenges it faces (Macintosh & Burton, 2018).

4.1   Tuckman's model: Forming

In the first stage team comes together. This may be the first time some members have met one other. The forming stage is a time to get to know and develop opinions about each other, and to interact with each other (Riebe, Roepen, Santarelli & Marchioro, 2010). Some cases members are well known for each other but in some cases, members may never have worked with or even faced with other members. At this stage, all team members are trying to determine individual roles and contributions to the team, as well as what behaviors are acceptable and how each person will benefit from membership on the team. Thus, may consider questions about the nature of their work, why they were selected, and how much time will be required for them to finish the task. Will be also discussed group norms about meetings, is it acceptable be late, is it appropriate bring food, and whether is it okay to use their computers to take notes. This stage's main function is to get to know each other (Macintosh & Burton, 2018).

4.2 Tuckman's model: Storming

The storming phase is a turbulent period marked by tension and, at times, highly emotional behavior. Team members begin to work toward understanding their roles and their power in the group; as a result, conversations can become heated as members work to establish their influence within the team. For example, in sports faculty member with expertise in workplace bullying might disagree with parameters or restrictions on involvement by student-athletes in anti-hazing programming introduced by a representative of the athletic department (Macintosh & Burton, 2018). The stage can be contentious if the team faces undue pressure to meet short deadlines or if extra work is added to the group's expectations. The storming phase allows team members to clarify their expectations and begin understanding each other's needs and how best to support them as the team works to meet its objectives. Concerns should be discussed with each other to try reach agreement on acceptable expectations in phases of conflict or misunderstanding (Macintosh & Burton, 2018). During storming phase various topics covered and Breslow (2000; cited Riebe et al. 2010) gives couple examples of topics what are discussed:

- Work norms: How work will be distributed? Who will set deadlines? What if someone disagree with rules? Guidelines for quality of work? How individuals work habits impact the team?

- Meeting norms: What is schedule? Who organizes team meetings? Where will they be held and how? Consequences of missing meetings?

- Communication norms: What is preferred medium of communication: e-mail, phone, or other way?

4.3 Tuckman's model: Norming

In Norming stage team's work begins in earnest. In this stage, relationships are established, and team skills are developed (Riebe, Roepen, Santarelli & Marchioro, 2010). Team members may feel sense of relief at having moved through the storming stage and are now ready to tackle the job at hand. This stage team members arrive at consensus regarding how to perform their work. As team becomes more cohesive and consensus the groundwork can be started. Team should establish ground rules for how to behave as part of the team, define operating goals, and determine procedures for carrying out work (Macintosh & Burton, 2018).

4.4 Tuckman's model: Performing

Performing stage team members accomplish the assigned work of the team in a manner that is interdependent, organized, and well developed. Ideally in the stage teams are generally effective and have established mutual trust between members (Riebe, Roepen, Santarelli & Marchioro, 2010). At this stage, team structures are stable, and members are satisfied that their needs are being met. The focus is on how best to meet the team's goals or objectives. The primary issue is the continued development of relationships among team members (Macintosh & Burton, 2018).

4.5 Tuckman's model: Adjourning

After completing its assigned work, the team enters adjourning phase, wherein team members recognize their hard work and celebrate their accomplishments. For permanent teams, these celebrations help the teams signal the end of one project and the transition to a new one. For temporary teams, this transition can be challenging for members who have developed close bonds as a result of their shared work (Macintosh & Burton, 2018). Debriefing and peer evaluation ensure that individuals are aware of their ability to transfer and sustain skills and strategies to new teams (Riebe, Roepen, Santarelli & Marchioro, 2010)

In general team development does not always follow the linear process described here. For instance, teams sometimes enter the norming phase and then regress to the storming phase because lasting consensus has not been reached about how the team will work together to meet stated goals. In some cases, teams can get stuck and cannot move on, or have too many different agreements that team disbands before next phase. That it is why should provide support for teams during the storming phase. Team outcomes are best achieved when the team establishes a work environment that promotes feelings of togetherness, when team members understand and accept their roles, and when team cohesion and leadership are clearly articulated and exhibited in team members' behavior (Paradis & Martin 2012; cited Macintosh & Burton 2018). Team functions most effectively when they create an environment where people want to show up, perform their work, and communicate and cooperate on both interpersonal and group levels (Macintosh & Burton, 2018).

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4.6   Reviewing the model

Tuckman with its theory focuses on the way in which a team tackles a task from the initial formation of the team through to the completion of the project (Team Building Company, n.d.b). The model itself provides simple guidelines when building a group with step-to-step stages and track development. It is one of the most known team development theories and has formed the basis of many further ideas since its formation.

However, the model lacks some developments. Sihdu in her article argues (2010) that Smith in 1966 (cited Sihdu 2010) criticised Tuckman's model when it lacked knowledge based on the task of the group and interpersonal dimensions when he studied seven working men in Antarctica. The form of environment needed to form different form a cohesive, functioning group. The results showed that the task of a group and interpersonal dimensions played an important role in group progression, a significant factor that was lacking from Tuckman's model (Smith, 1966; cited in Sihdu 2010). Also, Ginnett (1990, cited in Sihdu 2010) showed that task and outside relationships contribute to how a new group progresses. He realised that an airline crew became effective within minutes due to the normalisation of working with new group members. Therefore, there was disregard for the need to progress Tuckman stages. Lastly, Holman (1950, cited in Sihdu, 2010) thinks that the nature of the context within which a group operates can play a prominent part in the shaping of its characteristics. Things such as the group's task, technology the group uses, the personal background of its members and management style in organisation effects majorly with the tasks. For example, the modern work teams are relying more on technology. Internet opens communication channels which Tuckman's model may have failed to consider that which can lead to accelerated progression or the disregard for certain stages (Sihdu, 2010).

Therefore, since modern teams might need more and more cohesiveness, advanced technology, and may involve more employees from various background and new ways of working, leadership and managing styles, the simple model might not be efficient enough to support the functions of the team performance. The formation and progression of a group is as individual as its members; however, Tuckman's model is a useful set of guidelines when starting a whole new group and tracking its development (Sihdu, 2010). But if the team is continuous, members are familiar with each other with only minor changes regarding rules, values and working habits, there are some stages that could be skipped entirely.

5   4 C's of Team Building

Tuckman's theory of team building provides basic guidelines of team building in general. However, some teams lack of being unambiguous. Teams not always follow the same pattern, may not need to pass through all stages, and have special goal that cannot be explained by simple model. Also, the future technology was not considered when model was first introduced. Since world has advanced for over 50 years from model being first introduced, it may lack information that need to be considered in dynamics of team building today.

Author and past dean William G. Dyer as a private consultant discussed in numerous books and articles on the topics of organizational change and team dynamics. He has offered private consultancy companies such as Exxon, General Foods, AT&T and Honeywell. For past decades he with his team have consulted several teams and conducted research on team performance. During his experiences he has quoted following:

> Over the years we have surveyed dozens of personnel and human resources managers in both large and small companies and gathered data from hundreds of managers about organizations' efforts to improve team performance. Although most report that their companies believe teamwork is important, only about one-third were engaged in a serious effort to initiate team-building practices that would improve team performance
> -   (Dyer, W., Dyer, W.G JR., Dyer, J., 2007).

Dyer et. al. in 2007 conclusion introduced four different factors model that must be understood and managed for teams to achieve superior performance. In *Team Building: Proven Strategies for Improving Team Performance* (Dyer, W., Dyer. WG JR., Dyer, J., 2007) claims that there factors of 4 C's that determines High Performance Teams:

1. The Context for the team
2. The Composition of the team
3. The Competencies of the team
4. The Change management skills of the team
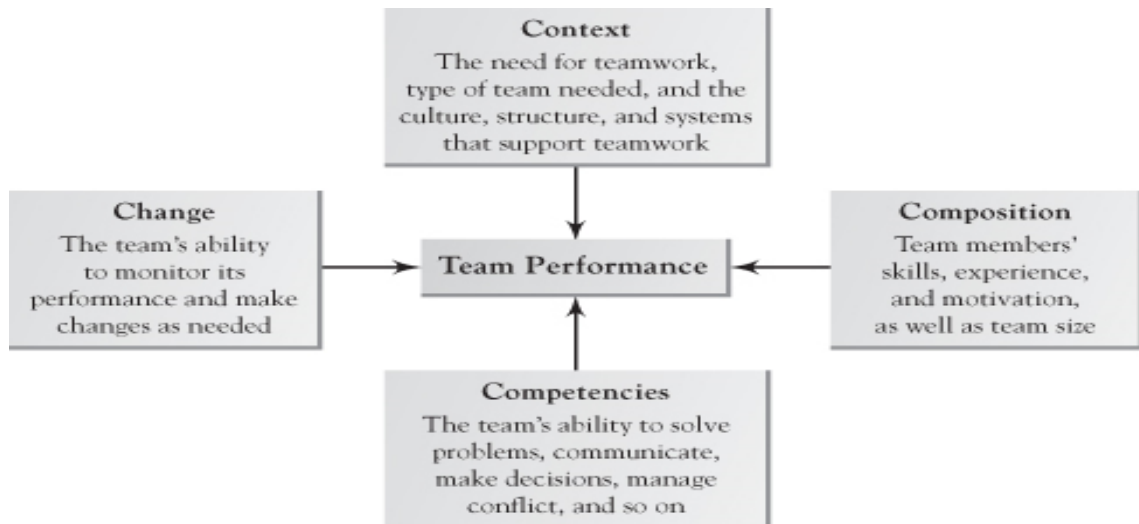
Figure 3.The model of 4 C's of High-Performance Teams (Dyer et al. 2007: 6)

The **context** refers the environment where the team performs. In order to understand the environment, one must be willing to set the tone of the environment that the teams will be working in. This can be done by establishing goals, reward systems, eliminating roadblocks, etc. If done correctly, the culture that you establish for your team will be well on its way. (Irwin, 2013)

The **composition** is concerning the skills and attitudes of team members. It crucial to know who is going to be on your team and how can help contribute to the overall success of your team. This means you must establish the process that will aide in selection of each member. Possibly, team leader might also be willing to fire individuals the lack the competencies to complete the job (Irwin, 2013).

The **Competencies** are about setting right goals for your team that are beneficial and achievable. The team must make sure that team establishes sense of trust early on so that it will not fail. Likewise, it is important to resolve disagreements fairly and encourage your team to take risks (Irwin, 2013).

Lastly, the **Change** is about the team's ability to monitor its performance and make changes if needed. Teams must adapt constantly to change in competitive environment, so that it will not suffer. Team can use evaluations of the context, composition, and competencies of the teams in order to encourage change and develop new skills. (Irwin, 2013).

The following factors will be discovered separately. During the topic will be also added thoughts or discoveries that can verify, disagree or add more facts to the claim.

6   4 C's of Team building: Context

''With context we define the environment where the team must perform.''
-    Dyer et al., 2007

Without determining the of organizational context, team development is difficult. To create an organizational context, managers have to aware the fact of how important effective teamwork is to accomplish the task, what type of team is needed and does organization's context of culture, structure, and systems support teamwork (Dyer, 2007).

Dyer et. al mentions there are several different collaboration levels to achieve common goals or tasks. In some categories or team's collaboration is more crucial than the others. It varies according to the task environment, notably the degree of interdependence required to complete the team's tasks. The important elements for design happen by identifying where team members need to rely on each other to accomplish the team task and how to coordinate that interdependence (Schwarz, 2017).

Three categories of collaboration levels which will be covered individually:

-    Modular Interdependence (Low teamwork)
-    Sequential Interdependence (Moderate teamwork)
-    Reciprocal Interdependence (High teamwork)
-

The figure 4 below shows the collaboration levels. The numbers from 1-7 reflects how much collaboration is in the category; 1=Low collaboration 7=High collaboration.

Low Teamwork (Modular Interdependence)		Moderate teamwork (Sequential Interdependence)		High Teamwork (Reciprocal Interdependence)	
1	2	3	4	5	6	7

Golf Team University department	Baseball team Accounting department	Basketball team SWAT Team American football team
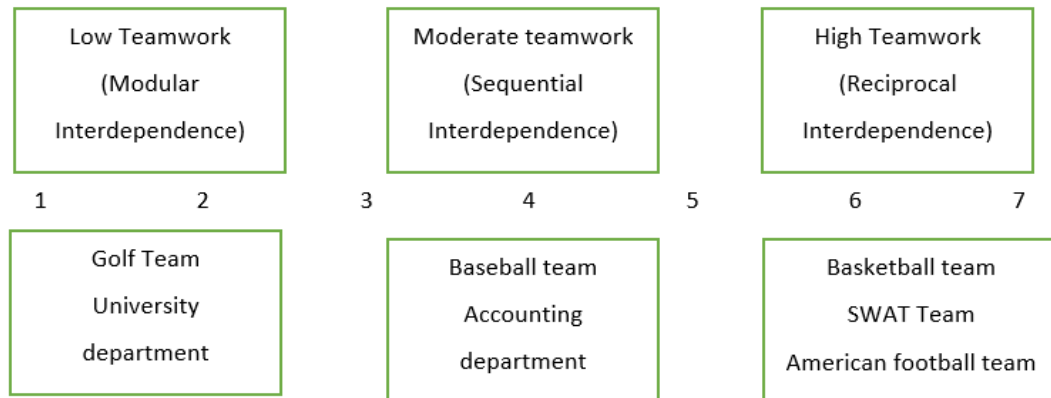
Figure 4. Three categories of collaboration levels, James D. Thompson (1967; cited Dyer 2007:18)

6.1 Collaboration levels: Modular, Sequential & Reciprocal Interdependence

6.1.1 Modular Interdependence

In Modular or pooled interdependence, they are performed independently and pooling or gathering only the results to create a team output, like individual pieces to the overall puzzle (LaToya J. Murray, n.d.a). For example, in golf team the team may gather information about golf course and competition. However, in the competition the play is done by individual performance. In academic department requires relatively little teamwork because each professor can do work, teach research, and write individually. But the feedback and performances made by students are pooled to together. Only exception is if department members must make important decisions to meet department goals and which need coordinated efforts, then members must function as a decision team (Dyer et all, 2007). In business, a sales team is designed with pooled interdependence if individual and others sell individually and combine monthly individual sales numbers to get the team results (Schwarz, 2017). Each business unit performs its own separate functions, might not interact with other units, and does not directly depend on other units. However, it contributes to the success of the whole enterprise. The units depend on each other indirectly, but one unsuccessful unit can hurt the entire business if not doing its work successfully.

6.1.2 Sequential Interdependence

Team are sequential interdependent when one individual cannot perform his or her task until another individual has completed his or her task and passed on results (Dyer, 2007). Team members rely on each other, must meet regularly and consistently to coordinate their work. It is an effective design when some parts of the team's task can be standardized, but other parts need to be modified or customized, depending on the situation or client at hand (Schwarz, 2017). In baseball for example, team requires a moderate amount of teamwork, where all the individuals must work with each other, but the effort is given individually in nature. In accounting department everyone must work within a common accounting framework but the work of one part depends on the work of other parts. It depends on how well other part has done their work to continue the next step. Even though, accountants do individual work, each sometimes may be unable to proceed without input from others (Dyer, 2007).

Moderate amount of teamwork is common most companies with executive committees. The heads of different apartments have work autonomously in own areas. But when deciding on company strategy, common goals and coordinating work activities, all the departments must come together to decide on the matters. However, on increasingly effective companies realize that success in coordinating with other departments requires reciprocal (high teamwork) rather than sequential interdependence (Dyer, 2007).

6.1.3 Reciprocal Interdependence

> ''There is no ''I'' in the word ''team''.''
> -   Robert Tanner, 2019

Reciprocal Interdependence team require high degree of teamwork because tasks are reciprocally interdependent (Dyer, 2007). In reciprocal team members must coordinate with other team members. By coordinating and iterative knowledge sharing with other team members is the only way to complete the tasks. Thus, team members must communicate their own requirements frequently and be responsive to the needs of the other team members. Team members need to adjust to each other's actions as the situation changes (Schwarz, 2017).

Examples of sports that need highly Reciprocal Interdependence are team sports, for example ice hockey or American football. This is an effective design when the nature of the

team's work is inherently uncertain or when the team works in an environment where they need to adjust to changes from customers or managers midstream. In this environment cannot always know in advance which members need to be involved at any given point in the process. Even though team members are aware of own team tactics, moves of the other teammates or the opponents, the environment where team plays is highly unpredictable and can vary quickly.

6.2 Selection of type of team

The nature of the teamwork needed for tasks must be determined before deciding what type of team to build (Dyer, 2007). Several types of teams can be determined but all will not be covered since there can be several. After discussing the different levels of team-work, there are four generic or trending team types that can be enough to cover important distinctions. First of the two team is manager-led while the last two gives more autonomy to teammates and manager can be used as a tool to different problems or situations.

- Task teams (such as SWAT team)
- Cross-Functional teams
- Self-directed teams
- Virtual teams

6.2.1 Task teams

Task teams perform a set of tasks to accomplish the result. This distinction is useful for teams are production units that is making the total product, like car industry or army force. Eventually, these types of team's need decisions making abilities to succeed and is a key element to success of task performed teams.

6.2.2 Cross-Functional teams

Cross-Functional teams are made up of members from various departments. Teams solves specific tasks that require different input and expertise. Cross-functional team is good option for product development project where the project needs expertise of different department, for example marketing, sales, and development department (Moga, 2017). Cross-functional team tend to improve coordination and integration, span organizational boundaries, and reduce the production cycle time in product development. Also,

bringing people together from different disciplines can improve problem solving and lead to more thorough decision making (Inc. Encyclopaedia, n.d.e).

6.2.3 Self-Directed teams

The more collaborative method of team distinction is more autonomous or semiautonomous. Often self-directed teams are designed to tackle processes or initiatives, like defining a new strategy or kicking off new products. (Bridges, 2018). The team decides a team leader who works primarily as a training resource or facilitator, dealing matters interface issues with other units or upper management and acts as a consultant. Leader can attend to all meetings but act more as a spectator and turn the activities of the meeting over to team members. It is expected that in self-directed team's the individuals are professional of the field and can handle the job without the supervision of manager or leader (Dyer, 2007).

An example of company that admires of self-directed team approach is Finnish gaming company *Supercell*. Supercell is known of operating its company ''upside-down'', opposite way of traditional organizational model, meaning that the creative people essentially run the company and management makes sure to get out of their way (Graft, 2018). CEO of Supercell Ilkka Paananen believes from experience that organisation that use traditional 'right-side up' model found success not because of organisation structure, but despite it. He believes that less management affecting the teamwork and more responsibility given to the team members gives team members experience and more perspective to their own ideas and how they operate the projects. However, independence and responsibility lead to accountability, and Paananen has himself said that can lead to stressful situations for individuals and teams. Also, due the small size of the team's workloads can become occasionally overwhelming. Still, Paananen believes that teams should be more self-directed and autonomous even though he sometimes is considering doing things more traditionally (Graft, 2018).

6.2.4 Virtual teams

Virtual teams, meaning geographically disperse team, have become more common. As advancements in computer technology and the internet develops, the virtual teams are on the rise. When comparing virtual teams to F2F teams, there have been debate on which of these team are found more effective and collaborative. By research indicates

the videoconference teams exhibited more subgroup information exchange when compare to F2F teams where more team-wide collective behaviour and information exchange were observed (Andres, 2006: cited Branson, Clausen & Sung 2008). It is also debatable that F2F teams use more information and make better decisions than individuals, while virtual teams use less information than individuals or F2F teams (Branson, Sung, Decker, He 2005; Coopman 2001). Branson et. al continues that virtual teams spend more time managing the team processes and time in processing information and decision making, and F2F teams processed information than virtual teams when making performance appraisal decision. However, virtual teams work well when global virtual teams work on common collaborative project with technological communications when members were separated by location and culture (Jarvenpaa & Leidner 1999). Meaning, when distances between other group members grow too large on same project but could be handled by computer-mediated communication, project can be more effective when comparing to F2F teams.

7   4 C's of Team building: Composition

''Team composition shapes the emergence of affective states, behavioral processes, and cognitive states), which ultimately affect how teams meet their objectives''
- Bell, Brown, Colaneri, Outland, 2018

Composition helps to determine what should be the team in size and who should be on it. The design of team members attributes has a fundamental influence on teamwork (Bell, Brown, Colaneri, Outland, 2018). It also helps the manager to determine how the team should be managed depending of the team, the teammates and how motivated team members are. It is followed step after decision of team's context.

When talking about team composition, the following measures should be measured from individual and team perspective:
- Expertise
- Skill
- Experience
- Collectivism
- Flexibility
- Group size

Based on previous measures, they can be transferred to following characteristics which team needs:

- People with technical skills
- Good interpersonal and communication skills
- High degree of motivation
- Ability to adapt to new situations
- Dependability and ability to take initiative to help the team achieve its goals
- Optimal amount of group members

7.1 Selecting Candidates and Team Leader

7.1.1 Team members

In teams, some combinations of people tend to work better together than others. Bell et. al (2018) mentions that by doing a team composition research it provides optimal combinations of team members. With the research what is measured is the context of the goal, personalities of the teammates, relationships with each other, skills and attributes. However, Katzenbach and Smith (1993) suggests that members should be selected for based on skill and skill potential, not personality. No team succeeds without all the skills needed to meet its purpose and performance goals. The wise manager chooses people for their existing skills and their potential to improve existing skills and learn new ones (Katzenbach, Smith, 1993).

Dessler claims (2012) from Human Resource Management perspective that selecting right employees is important for several reasons. First, your own performance always depends on your subordinates. Employees with right skills and attributes will do a better job for you and the company. Second, you want to screen out undesirables. By some estimates, almost 25% of employees say they have had knowledge of illicit drug use among co-workers. Third, screening is important because of costs. Hiring and training can cost thousands of euros or more in fees and supervisory time (Dessler, 2012).

Gary Dessler also claims (2012) that the main aim of employee selection is to achieve person-job fit. Person-job fit means matching:

(1) The knowledge, skills, abilities (KSAs), and competencies that are needed for performing the job (as determined by job analysis).
(2) The prospective employee's knowledge, skills, abilities, and competencies.

Whether talking about short-period or long-period teams, some employees or members are important than the other not only because of their skills but because their skills to inspire and bring social influence. Particularly used in sports, the team demands employees called *Cultural Architects* (Hughes, 2018). In any culture, every individual brings a unique set of attributes to the group and there will be some who will possess more social influence than others. Cultural architects can change the mindset of others, can break barriers, and have visions. Thanks to their self-confidence they can share it to other teammates (Hughes, 2018). With best case scenario, cultural architects can influence of other employees or teammates, boost their morale, and thus improve the results of the tasks.

7.1.2   Team Leader

When discussion team building from composition perspective, the team leader is found critical. Team leader is critical for proper team functioning and team performance (Eden 1990; George & Bettenhausen, 1990). Team leader is mostly responsible for the motivation of other members and for the team cohesiveness (Bennis & Powell, 2000) and therefore training and development of team leaders is an important factor for organizations that rely on teamwork. Also, team leader's responsibility is to decide which individuals are part of the team and which should be forced out. It can be found harsh but putting together a team involves hard decisions about who will contribute best to accomplishing the team's goals (Coutu, 2011).

An effective team leader can increase visions to accomplish goals, have project management and work-planning skills, problem-solving skills, managing and building team competencies and ability to gain support and resources for the team from key executives and other constituencies. Besides great team leaders, effective teamwork requires competent team members who are appropriately trained to respond to the peculiarities and demands of its work organization (Bozionelos, Lusher, 2001). Occasionally, even the best leaders cannot make a team deliver great results. But, by setting right conditions the likelihood of success of the team increases (Coutu, 2011).

Ideally, that best leaders are regarded those who can properly mix of leadership and management. When comparing management and leadership, John P. Kotter refers ''Nor leadership better than management or a replacement for it'' (1990). Organizations should

remember that strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. Robert Sutton articulates (2003) in his experiences where different project manager have failed with sticking absurd deadlines because they have been profoundly overconfident leaders. However, Peter Drucker (2004) narrates that there are various examples of organizations where CEO's and executives succeeded well even though were lacking skills of leading. Effective executive knows to ask himself questions like ''what needs to be done'' and ''what is right for the enterprise''. But leadership should not be underestimated. The leader with great leadership abilities can inspire and motivate other teammates which can transform better outcomes. As for example business world has become more volatile and complex that keeping up with competitive advantage managing to survive must be made (Sutton, 2003). By glorifying too much on one and too little on the other there is great risk of failing to act. That is why it is organizations job to develop and hire complete leader-managers as team leaders or managers (Kent, 2005).

7.2   Team measurement

By evaluating every individual in the team based on their skills, motivation, and leadership skills, can be found more clear signs that are the individuals competent enough and can the team be successful enough to accomplish goals. Team leaders must be aware of teammates skills and capabilities in order to guarantee success for the team. Since every individual is different, assessing the teammates is necessary step. Dyer et al. (2007) explains from figure 5 below that team leaders or managers should evaluate every individual from the group:

| Team Member's Skills Technical - Interpersonal		Team Member's Motivation	
High	Provide Incentives and Use Motivational Techniques	Share Power and Responsibility
Low	Drop from Team	Provide Training and Develop Skills
	Low	High

Figure 5. Team Composition: Evaluating and Managing Team Members Based on Skills and Motivation (Dyer, 2007: 31).

By following graph can determine the action should be given for different individuals with strengths and weaknesses through assessment. When team members are neither skilled nor motivated the best action is to drop from the team. If individual have skills but lacks motivation, then teammate must be provided incentives and use motivational techniques, which are discussed further on chapter separately. If individual does not own skills however is motivated, the best decision is to provide training and develop skills. An individual that own skills and have a high amount of motivation, should be share power and responsibility to the other teammates. These individuals are precious for every team and can be found as great team leaders (Dyer, 2007).

Especially from individual point of view, research must show what are the aspects that this possibly individual can bring to the team and how it affects to the results (Bell, Brown, Colaneri & Outland, 2018). Also, the research must show individual is capable enough to work as a team member, not a member who is working for individual gain. When talking about the latter, there are individuals that can be found bullies, backstabbers and egomaniacs who enjoy bullying other team members and take a credit from everyone's work (Sutton, 2007). But more often team might contain members who disinclines toward teamwork and are unwilling to work at finding collective solutions (Coutu, 2011). These individuals should be encouraged to work more as a team member by team leader or forced off from the team which might eventually increase the productivity of other team members.

7.3   Goal setting & motivation

As teams are formed, the team leader should discuss team goals with other teammates. The leader should consider the skills teammates as their motivation part of the team. Providing meaningful team goal or performance challenge can rally individuals to a motivating team. However, if the team goals are been led too high it can be found counter-affective for the team and the results.

Setting and seizing upon a few immediate performance-oriented tasks and goals are important (Katzenbach, Smith, 1993). Most effective teams trace their advancement to key performance-oriented events. Such events can be set in motion by immediately establishing a few challenging goals that can be reached early on. Sooner results occur,

the sooner team congeals (Katzenbach, Smith, 1993). Also, Katzenbach and Smith suggests that team should put performance goals. Katzenbach and Smith in this case uses examples like reject rate from suppliers by 50% or increasing the math scores of graduates from 40% to 95%. If the team fail to establish specific performance goals or if those goals do not relate directly to team's overall purpose, team members become confused, pull apart, and revert to mediocre performance (Katzenbach, Smith, 1993).

For example, Tom Bean (2019) explain that in sports not every club in the league set performance goal to win the biggest trophy. Based on the team's players, previous results and resources it might be impossible to team win the league against other competitors which are more ahead. By setting too unrealistic and high goals can demotivate the players to achieve better results. That is why team must set realistic performance and achievable goals to accomplish outcome goal for the end of the season. That is why Bean (2019) suggest that goals should be set in three stages with an explanation and example:

- Process Goals: short term goals you set based around completing the actual training processes (getting training two times a week and applying oneself to the necessary fitness and recovery sessions)

- Performance goals: mid-length goals used to track improvement (Targeting a certain level on a fitness level, or target amount of shots per game for team)

- Outcome goals: end results you want to achieve (Winning the cup, maintaining in mid-table, or avoiding relegation from the series)

7.3.1   Relationship between performance and difficulty

From motivational point of view leader or manager must be aware that goal setting must the best outcome possible. One model for measuring goal for individual or team, introduced by Macintosh and Burton (2018) from field of sport management, is *Relationship between performance and difficult* which can be found from below Figure 6. Goal setting is an effective way to increase an individual's motivation and effort thus improve performance. The figure shows that, when relationship between performance and goal difficulty follows a curvilinear path, which shows that as the goal difficulty increases, the individual puts forth more effort in order to accomplish the goal. However, when difficulty reaches a certain point where individual believes that he lacks the capability to achieve the goal, the effort sharply declines. This means, the manager with the relationship between the

team members must understand individuals' capabilities and work to establish goals that will maximize task effort (Macintosh & Burton, 2018).
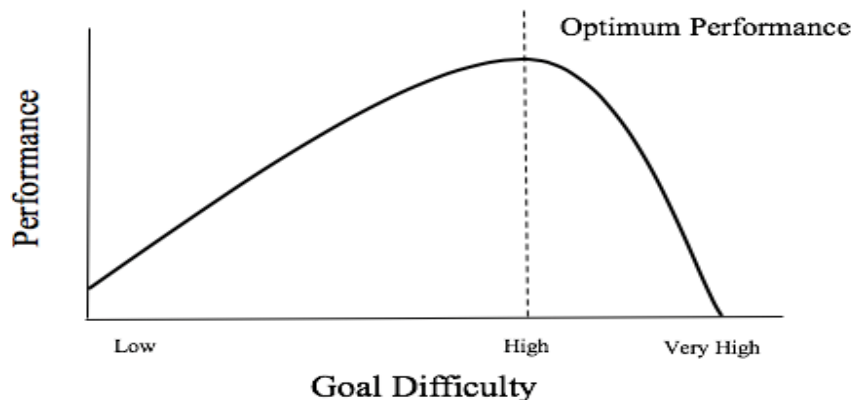

Figure 6. Relationships between performance and difficulty (Macintosh & Burton 2018: 66, pic by Wikiversity)

7.4   Team Size

There is no absolute answer to the question how big the team should be. When defining the team size, it mainly depends on the nature of the task. Some managers determine larger teams since they think that it gives more ideas, resources, and call attention to the importance of the project. For example, in football teams you need only 11 players to play the game, but you need almost another squad full of players in the bench and reserves together for the remainder of the season. During the season, the fatigue levels are high, and injuries may occur which is why instead of having exact amount players for the season, there are need for few extra players or even a squad in reserves. Not having enough backup or reserve players may cause ineffectiveness and possibly can cause more injuries for players who already are suffering high fatigue level.

However, smaller teams are preferable for many occasions. For example, in business, Amazon defers a model called ''The two-pizza rule''. Every internal team should be small enough that it can be fed with two pizzas, which can increase efficiency scalability (Hern, 2018). If there are not enough pizza to feed members of the team, that means there are too many members, which can lead to inefficiency and extra costs. Another claim is that when teams get bigger, the number of links that need to be managed among members goes up at an accelerating, almost exponential rate (Coutu, 2009). If the managing links between members grow that gets team into trouble and can waste lot of time and resources. That is why Coutu as senior editor preferers to have no more than six members in team and despise two digits numbers in count of team members.

7.5 Assessing Context and Composition

By taking context and composition seriously in team building stages, teams can achieve great achievements. Because these two are the foundation for team success, the organization should periodically do an assessment to see if the context and methods for assigning team members support team development. By assessment, can be seen if the team building's processing is going to right direction. It encourages positive performance and work to eliminate weak links in the company chain through each assessment (Bartle, Trisha, 2020). It outlines what exactly an individual or team is doing right and wrong during the processes. The idea is to develop performance standards, align performance to company goals, give positive reinforcement and determine the weak links of the whole team (Dyer, 2007). Also, assessing is important or crucial in other Dyer's Team building stages, like competencies and change, as well.

In the assessment team leader should ask team members that do they feel that context and composition is in place where the team operates. Questions can refer organization structure, its systems like compensation, appraisal, information etc., teamwork, leadership, and skills. The Figure 7 below gives a short example of what kind of questions in the assessment could include. In figure scoring 1=being lowest, 5=being highest and 3=average. After all answers, calculating the average of results to determine the quality of team context and composition. Rest of the example of assessment can be found from appendix 1.

Figure 7. Example of assessing context and composition of team. Dyer (2007: 42).

8   4 C's of Team building: Competencies

''The ability to do something successfully or efficiently.''
-   Lexico Dictionaries (n.d.c)

Once team context and team composition support team effectiveness, the next step is to develop team competencies. Competencies are not solely attributes of an individual but are competencies that are developed and shared by members of the team (Dyer, 2007).

Dyer divides competencies in team building to two different categories:

- Task-related competencies
- Relationship- or Process-Related Competencies

With Task-Related competencies there are five different competencies Dyer finds important:

1. The team sets clear, measurable **goals** and generates commitment to team goals by all team members
2. The team knows how to make **assignments** clear and shows team members how their work contributes to the goals of the entire team
3. Team has clear processes for making **decisions**, and team members influence decisions through appropriate participation
4. The team knows how to establish high-performance **standards** and hold team members mutually accountable for results
5. The team knows how to run **effective meetings** so that time spent together is productive

With Relationship- or Process-Related Competencies Dyer finds important following:

1. Team knows how to build **trust and support** among team members so that they are committed to each other and to the team
2. The team develops **open lines communication**, and team members are willing to share information, express feelings, and provide feedback to team members
3. Team has a process for **managing conflicts**. Conflicts are recognized and managed, not brushed aside or ignored
4. Team members show mutual **respect and collaborate** with one another to accomplish their work
5. Team members are willing **to take risks** to bring new, innovative ideas that will improve the team

The team leader or manager has a responsibility to educate team members about the key competencies and the important roles of team members and the leader (Dyer, 2007). However, if the leader somehow is not capable or feels inadequate to conduct these competencies, an outside facilitator, consultant, or coach can be helpful in this situation. For example, business coaching has become more common in organisations. Managers, experts, and leaders have given guidance not only to technical skills and attributes they need, but more personal and efficient approach for leading and supervising inside the organisation (Räsänen, 2007). According to Russ Alan Prince (2018) many business owners now have tremendous interest in investing in coaching for their leadership teams

to improve the performance of everyone at their companies resulting in greater synergistic success. The demand for business coaching is extensive and growing very quickly (Prince, 2018). Of course, if the facilitator, consultant or coach is part of conducting these goals, it should not take the wheel of charging the team. The team leader or manager has the responsibility to lead and take the team to the next steps even though an outsourced professional is being used. The team should be aware of the competencies they possess and use that part of their team building process to make the outcome successful (Dyer, 2007).

As team members are taught and being motivated through the team processes, developing skills of a team leader is also important. Team leader development should be seen within the framework of management development (Bozionelos, Lusher, 2002). In 2002 Bozionelos and Lusher studied training and development of leaders through their study about US-based organization in the telecommunications technology sector. The study indicates that lack of technical expertise applies negative effects on team performance. That is why team leaders need be included in different training courses, and development of team functioning and participating in team development activities in the organization. If team leaders' functions and guidelines are not monitored it can turn into lack of competence and morale. That is why companies that organize work around teams must develop, properly implement, maintain, and adapt the necessary structures for team leaders' technical and managerial development. That should enhance team performance and benefit leaders' career by giving experience and confidence that leaders can utilize when occupying higher position in organizational hierarchy (Bozionelos, Lusher, 2002).

One of the characteristics of great teams are acknowledging if any competency team possess is invalid or outdated. Meaning, if team finds that the roles and the goals of team does not valid, then this matter should be re-negotiated as a team. For example, if having team meetings has become too long and unproductive then this matter should be discussed as well. To figure out or bring up the problems of the team to the table, leadership is required. People with leadership skills questions problems by pointing out and suggesting by discussing about it with the manager, team leader or with the team. With bad leadership the problems of team cannot be brought and might end up decreasing productivity and morale (Dyer, 2007). Coutu (2011) suggests that adding to the skills and potential of individuals, a team needs designated ''deviant'', or divergent, member. This member becomes a naysayer who will challenge the team's desire for too much homo-

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geneity, which can stifle creativity (Coutu, 2011). However, it is team leader's responsibility that naysayer is kept protected, since it can dangerously raise anxiety levels of team members.

8.1   Measurement of Team Competencies

As in context and composition phases assessing is also important in Competency phase as well. The assessment tool (meaning scale of competencies) examine its processes to see what level of competence it has achieved. Members of the team should fill out the scale, compute an average for total team, and identify the areas for which improvement is needed (Dyer, 2007). As results are in and if team lacks competencies in some areas, the leader can work as facilitator or hire an outsider facilitator or a coach to handle educating the members to a level needed for the outcome.

9   4 C's of Team building: Change

> *''To give a different position, course, or direction to''.*
> -   *Merriam-Webster Dictionary (n.d.d)*

Last 'C' in the model refers to Change. High-performing teams not only understand what is impeding their performance but are able to take corrective action to achieve their goals (Dyer, 2007). Teams can engage to change its context, composition, or team competencies to improve performance. Usually concern is undertaken in team-building program when a problem, issue or set of symptoms leads the manager or other members of the team to believe the effectiveness of the team is not right. Problems with coordination, motivation and competition can badly damage team performance (Coutu, 2011).

There are some examples of some usual symptoms or conditions that provoke serious thought or action (Dyer, 2007):

- Loss of production or team output
- A continued unexplained increase in costs
- Increase of grievances or complaints from the team
- Complaints from users or customers about the quality of service
- Evidence of conflicts or hostility among team members
- Confusion about assignments, missed signals, and unclear relationships
- Misunderstood decisions or decision not carried out properly

- Apathy and general lack of interest or involvement of team members
- Lack of initiative imagination or innovation
- Ineffective meetings, low participation, or poor decision making
- High dependence on or negative reactions to the manager

From organisational behaviour perspective, organisations must change, to keep up with economic and geopolitical developments, competitor behaviour, changing customer demands and expectations, new legislation and regulations, new materials, new technologies – and many other reasons. If failure to change, it can threaten an organization's survival. Change must willingly be accepted by individual and the group (Buchanan and Huczynski, 2019). Organisational change is typically associated not with day-to-day variations in business operations but with planned strategic changes that organizations implement in order to gain or retain a competitive advantage (Slack & Parent, 2006; cited Macintosh & Burton 2018).

The reason for team to change can be explained the changes that been made already inside the organization. Even during the occasion when the team or business is doing well, organisational, and structural change sometimes can be expected. Change happens because for example of acquisition, reorganizations or if some policies require changes (Kislik, 2018). This might affect to a team as well, and can cause fear, anger or sorrow and possibly wreck teams' good work. However, it can also give something new that can give team or company that competitive advantage.

In team building change can be approached from organisational behaviour perspective. Change in teams happens for same reason why the organisations need to change. The need for organisational change and personal change is prompted by many different triggers of change. Triggers of change are disorganizing pressures that make current systems, procedures, rules, organisation structures, processes, roles, and skills inappropriate and ineffective (Buchanan and Huczynski, 2019). However, change might not be a matter of reacting to triggers. Trends and opportunities can be anticipated, and team can be proactive as well. Triggers of change are divided to external and internal triggers in figure 8 below.

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External	Internal
Demographic changes	Design of new products and services
New technology and materials	Inadequate skills and knowledge base
Changes in consumer demands and expectations	New ideas how to deliver services or assignments
Legislation, regulation, government policies, corporate social responsibility demands	Low performance and morale, manager, or top team
Changes in social and cultural values	Appointment of a new manager or top team

Figure 8. External and internal triggers (Buchanan & Huczynski, 2019: 646).

An example of massive external change that has faced organizations around the world for massive change is appearance of covid-19 virus. It has become a pandemic and forced for lot of restrictions worldwide which have left organizations in unstable situation. Profit warnings are spreading nearly as fast as the disease different companies, ways to work have changed massively, traveling opportunities are limited, corporate working spaces are being more insufficient because employees are mostly doing the work from home (Schumpeter, 2020). Also, because some organizations operations are restricted and amount of revenues are slowing down, organizations are forced for budget cuts and layoffs to survive from pandemic. It affects existing teams as well, and possibly kill already existing projects or teams.

9.1   Change and the individual

Individually a person may take change differently than other. Whether talking about the change that is determined because of failed composition, context or competency, team members reacts to change emotional way. Elizabeth Kubler-Ross (1969) argues with her well-known theory that people deal with loss by moving through a series of stages, each characterized by an emotional response. It is called the coping cycle, which describes that during trauma and loss the first experience is denial, then anger, bargaining, depression, and finally acceptance, and it helps to understand responses of major organizational changes. Not all experience it same sets of responses and some might experience it by going stages back and forth in Figure 9. When knowing where in the response cycle

person is, helpful support can be given (Kubler-Ross, 1969). Same model can be utilized in team building as well.
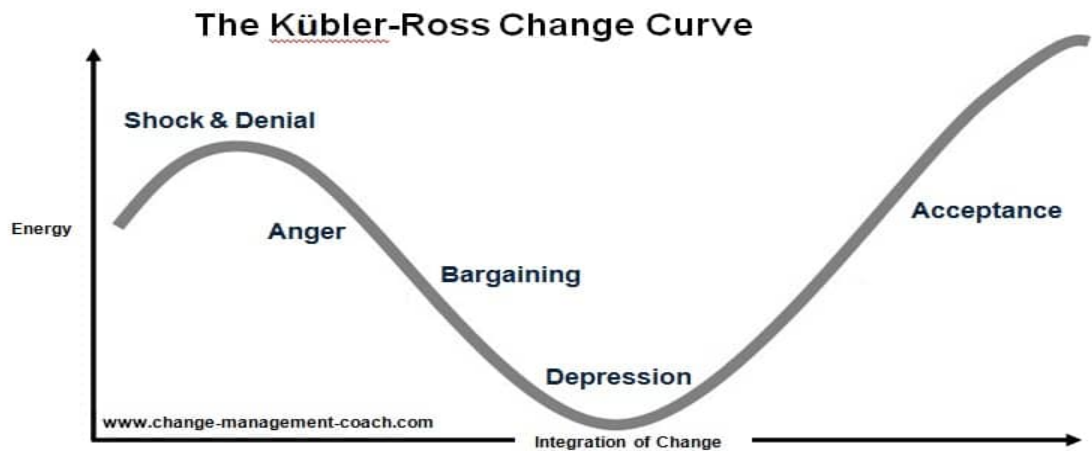
Figure 9. The Kubler-Ross Change Curve (Connelly, M., Change Management Coach, 2018)

Effective management can help people overcome their limitations to become more successful at work. However, currently there are still employees who will resist change even though he or she would have all the skills and capabilities to make change with ease. Kegan and Lahey (2001) as organizational psychologists with research and analysis have found a conclusion that even though some people see sincere commitment to change, they are not applying productive energy toward a hidden competing commitment. Instead of talking about the action of resistance it is more like an immunity of change. This movement can be seen both from leader and a teammate even though person having a high commitment to teamwork.

Kegan and Lahey talk a about 'Shovelling sand against the tide'. In this phenomenon Kegan and Lahey gives examples of real-life examples: a person in a job opportunity that can possibly apply him or her to upper management or offer better career opportunities. A person believes and knows what skills are needed and what measures to be used in the project or a team. However, the person itself fears something that could change the nature of his position, for example own status, loyalty, or relationships. The person itself fears to take the step to unknown which he or she is not familiar of and wants to stay in the comfort zone where more used to. Even though, realising the possibilities or even a promotion by doing great job the person itself makes assumptions about effects and sabotages own efforts just to stay where it is (Kegan and Lahey, 2001).

9.2   Change cycle

Dyer et al. (2007) explains ordinarily team-building program follows a cycle when problem is detected in Figure 10. Program begins because someone recognizes problem or problems. After detecting the problem, it needs data gathering which is then being analysed. After the diagnosis is made of what is wrong and what is causing the problem, appropriate planning and problem solving begins. The plans are put into action and the results honestly are evaluated. Sometimes, the problems might be hidden, and the concern is to identify or find the problems that are present but hidden and their underlying causes (Dyer, 2007).
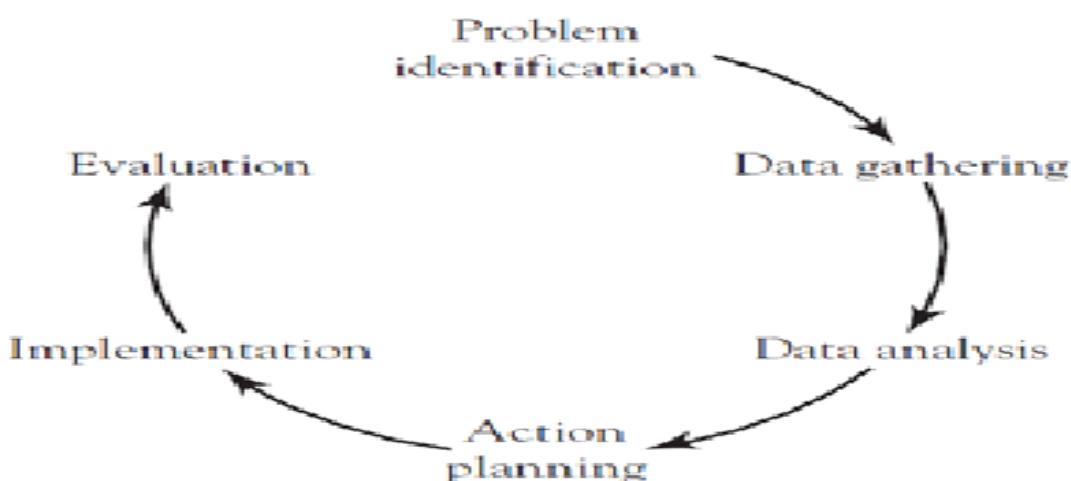
Figure 10. The Team Building Cycle (Peregin, Sematic Scholar 2013).

Data gathering and analysing can be performed by team leader or a consultant outside the team. Whether which one is doing it is irrelevant, the important factor is that it is done. Some team leaders might not own skills of gathering and analysing data when finding reasons for failing team (Dyer, 2007).

10 Multicultural teams: Conflicts & Diversity

The second part will discuss about the increasing trend inside team composition and competencies which can affect every stage of team building. With the globalization of trade and advancement of technology, diverse task groups have become more common.

Individuals from different racial and ethnic background will need to work together in a local workplace, a multinational corporation, or an international organization. Racial and ethnic cooperation will become a critical part of daily existence as it will change the environment in the workplace, which will require a radical change in management styles (Appelbaum & Shapiro, 1998). The formation of the group itself creates normative conflict considering the impact of the diversity of the group members as the working population emerges and emigrates from different places.

During following chapter will be discovering the basics of conflicts, diversity, and how both concepts are being connected with each other. Also, will look differences between with homogenous and diverse teams. By going through these subjects, it does not necessarily mean that multicultural teams phase more conflicts than homogeneous teams or that diversity is only relevant subject when talking about multicultural teams. However, based on research and views discussing about conflicts and diversity, they are relevant subjects in team building and development.

10.1   Conflicts

Conflicts are an inevitable part of interpersonal relationships. It is a process where the internal and external environments of the parties involved perceive, shape, and attempt to handle the interpersonal dynamic (Appelbaum & Shapiro, 1998). Dyer (2007) simply explain that understanding conflict is the theory of conflicting personalities. When two people do not get along, it is easiest to say their ''personalities'' clash. One's personality is different to another based on person's attitudes, values, feelings, needs, and experiences (Dyer, 2007).

Conflicts happen eventually in any team and any part of process. But if preferring to the models of team building, Tuckman's model and Dyer's C's, there are precise phases where conflicts are more inevitable. In Tuckman's model conflicts mainly occur in second stage, storming phase. These phase group members become hostile to one another to express their individuality and resist the formation of group structure. The struggle of control of the pattern of interpersonal relationship makes ''infighting'' common among members. However, it can be that culture may further affect this stage and make conflict apparent in other stages of group development as well (Appelbaum & Sharipo, 1998). From Dyer's model there are not particular phase where conflicts might occur. However,

generally most can occur on the composition phase, where team leader with team members discusses about the ground rules, values, roles, meeting habits, and other matters relating to working with the tasks. Team members have different habits, background, expectations, skills, interdependence levels and personalities towards different matters which is why conflicts may occur mostly in composition phase but in any other phase as well. Occasionally, if there are conflicts too much or none it may lead to manager or team leader to consider changes in team members, habits, values, tasks etc.

Tjosvold in 2006 thinks that conflict itself does not just happen nor does conflict escalate by itself. People make choices that escalate conflict or lead to more constructive outcomes (Tjosvold, 2006). It depends on people itself that is that the conflict is managed. Tjosvold implies that people in every walk of life must deal with conflict daily and even basic insights can be quite useful. Certain kinds of conflict are generally more difficult for people to make effective choices. But what counts are the choices the participants make and the skills they use to implement them. Alas, controlling conflict productively is much easier accomplished through the combines effort of all protagonists (Tjosvold, 2006).

The question is that how conflict should be approached by an organization. Tjosvold (2006) implies that traditional argument is that the choice in organizations is to decide between cooperation and conflict. Management and labor develop a cooperative or a conflictual relationship. Working together cooperatively provokes conflict, not a superficial cohesion that is often counterproductive. Some may define term conflict as popularly used typically reflect the assumption that conflict involves not only differences but incompatible goals. He continues that the Chinese term for conflict has even stronger connotations of a win-lose battle than the English term (Tjosvold, 2006). However, he thinks that open-minded discussion of opposing views appears to be an important aid for overcoming obstacles and developing effective leader relationships within and across cultural boundaries.

From employee and manager perspective it is important the sooner or later to learn how to cope with or handle conflicts. Especially, manager need to know how to handle conflicts so that it does not tend to grow a bigger conflict. Knippen and Green (1999) describes unsolved conflict as a snowball effect: the more it grows, the greater the chance of collecting even more problems. The problem caused by unresolved conflict can turn potentially dangerous. The people having conflict tend to discuss the conflict with others and involve them in the conflict as well. Managers need to know how to handle conflicts

because unresolved conflicts turn bigger conflicts and begin to generate other problems and have a negative effect on performance. Important is, that when conflict is being resolved, the people must be in mental, physical, and emotional state suitable to resolve the conflict, and both people must have adequate uninterrupted time to handle the conflict (Knippen & Green, 1999). They also present in figure 11 how conflicts can develop into other problems inside the organization or team if conflicts is not managed or acknowledged.
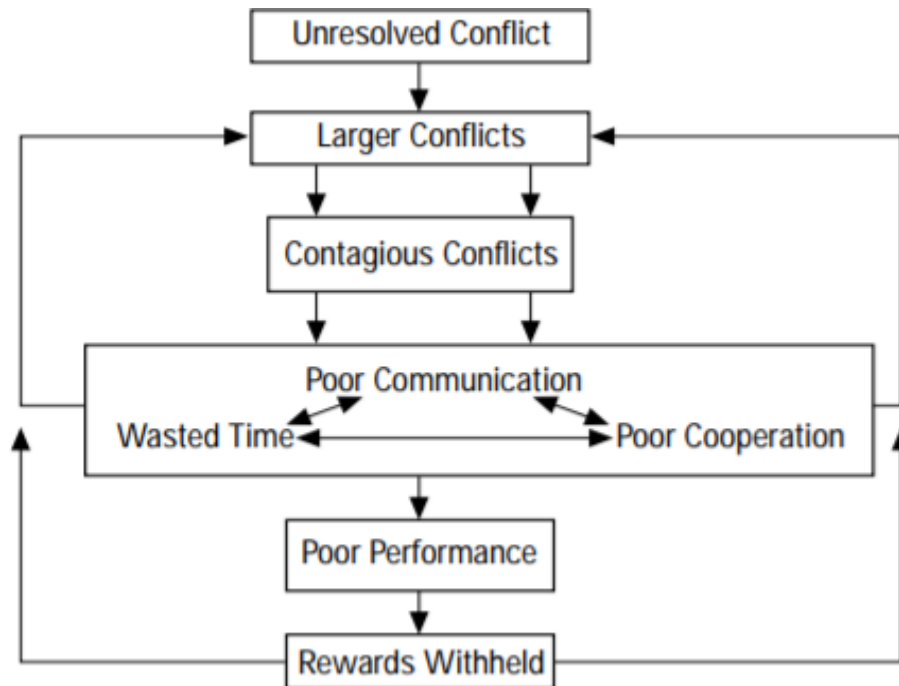
Figure 11. The completed conflict chart (Knippen & Green, 1999: 30).

10.1.1 The process model

Thomas suggests (1976: 895-912) that research on conflict falls into two models. The first, *the process model* views conflict between two or more parties in terms of the internal dynamics of conflict episodes. Dynamics are ordered in five events:

(1) Frustration: where one party receives the other party as interfering with the satisfaction of one's needs, wants, objectives, etc.

Robbins (1989: 371-380) indicated that there are three factors precipitating the condition of for conflict in the Frustration stage.

- Communication: poor communication arises from semantic difficulties, misunderstandings, and other noises in the communication channels

- Structure: this includes variables like size, degree of specialization in the task assigned to group members, jurisdictional clarity, member-goal compatibility, leadership styles, reward systems and the degree of dependence between group influence conflict conditions.

- Personal variables: these include individual value systems and the personality characteristics that account for individuals, idiosyncrasies, and differences.

(2) Conceptualization: each party defines the conflict situation and the salient alternatives available, which in turn affect the behavior of each party.

(3) Behavior: observe the actions that result from the perception of conflict that influences the behavior of each party. These influences affect the results in three areas: the orientation in handling conflicts, the strategic objectives, which match with orientation, and the tactical behavior to achieve the objectives set.

(4) Interaction: interaction between the two parties either escalates or de-escalates the conflict

(5) Outcome: when conflict ceases, we see the results to deal with which range from agreement to long-term hostility.

10.1.2 Structural model

There is also the *structural model*, which identifies the parameters that shape the conflict episode. There are four parameters found by Thomas (1976: 912-27):

(1) Behavioral predisposition: including one party's motives, abilities, and personality

(2) Social pressure: the pressure arising from the group that one member is a constituent of and the pressure from cultural values, organizational work group norms, and public interest where those parties exist.

(3) Incentive structure: the objective reality which gives rise to conflict, e.g. stakes, relationship between parties, conflict of interests in competitive issues and common problems

(4) Rules and procedures: include the decisions-making machinery, i.e. decision rules, negotiation, and arbitration procedures, which constrain and shape behavior of those conflicting parties.

10.2 Conflicts in multicultural teams

As mentioned early multicultural teams might not face more conflicts than homogenous teams. Richard and Evelyn Hibbert (2017) found out that differences in cultural values between team members are one of reasons for causing conflicts. When cultural values are perceived to be threatened, this provokes powerful emotions. Richard and Evelyn give an example of Korean and South African leaders where they found themselves in a conflict because the amount of food given to their children. Each party found that they had a different, culturally shaped value concerning food. Also, parties had different expectations about what working together should look like. Some cultures have a stronger emphasis on order, time and formal processes around decision-making and these will impact how the team functions and the degree to which team members feel trusted or controlled (Hibbert, 2017). Based on the example, these factors are faced in the multicultural teams as well.

There are also differences of approaching conflicts in different way. Thomas (1976) outlined a model that is widely used for categorizing approaches to conflict (cited Hibbert 2017). Thomas describes five different styles of managing conflict:

- Avoiding (also known as withdrawing)
- Accommodating (also known as yielding or obliging)

- Competing (also known as dominating)
- Compromising
- Collaborating (also known as integrating)

How the conflicts should be resolved, is based on the culture itself. Richard and Evelyn Hibbert also vindicate that if conflicts are not handled it may escalate to bigger conflicts, just like Knippen & Green (1999) explained earlier on the figure 11.

10.2.1 Handling conflicts in multicultural teams

Mitchell Hammer in study of intercultural conflict based on studies of multicultural teams in NASA (2005) articulates that people are from different cultures vary along tow scales:

(1) How directly they communicate in conflict; and

(2) How emotionally expressive they are.

Directness of communication expresses that people from cultures that prefer direct communication focus on the specific words people use and emphasize precise, explicit language. They prefer face-to-face methods of resolving conflict and want people to speak their mind (Hammer, 2005)

Emotional expression expresses that people from emotionally expressive cultures value over displays of emotion during conflict and want to hear how the other person is feeling as well as what they are thinking about an issue. Emotionally restrained cultures in contrast focus on maintaining emotional control and hiding strong feelings. For them, maintaining calm communicates sincerity (Hammer, 2005).

Hammer give four main styles of communicating (2005; cited Hibbert 2017) in conflict that are shown figure 12.

1. Engagement style: verbally direct and emotionally expressed – Typical of African Americans (also known as withdrawing)

2. Discussion style: verbally direct and emotionally restrained – typical of northern Europeans; European-background North American, Canadians, Australians and New Zealander

3. Dynamic style: emotionally expressive and verbally indirect – typically Arabs

4. Accommodation style: verbally indirect and emotionally restrained – typical of East and South-East Asia, and Latin America
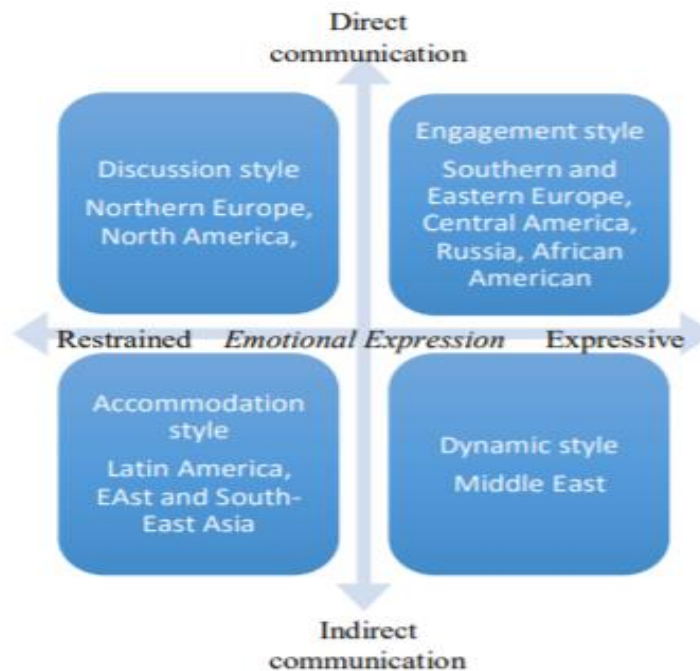
Figure 12. Intercultural conflict styles and ways to communicate (Hammer, 2005: cited Hibbert 2017: 21).

Based on the figure the beneficial way navigating multicultural team conflict is for team members to learn their own and other team members' preferred conflict resolution styles and adjust. Team members need to adjust their conflict management styles in order to communicate in a way that is understood and is least likely to cause harm to the relationships. Even though, some team members might find it hard and might feel uncomfortable to adjust, it is still necessary for effective communication and thus for team cohesiveness (Hibbert, 2017).

10.3 Diversity

One of the trends in organizations and teams are considered teams but also in organizations is diversity. More and more companies are relying on hiring more staff more diverse backgrounds. Hunt et al. (2018; cited in 2019 Buchanan & Huczynski) claims that with diversity in workforce it can improve business performance in five different ways:

- Talent acquisition: more diverse organizations have wider talent pool
- Improve the quality of decision making
- Increase innovation and customer understanding

- Increase employee satisfaction
- Improve a company's global image

Cunningham defines diversity as:

> ''The presence of socially meaningful differences among members of a dyad or group''.
> - (2015; cited Macintosh & Burton 2018).

The differences can include both surface-level and deep-level factors in below Figure 12. Surface-level differences involve readily observable characteristics, such as age, sex, physical ability, and race. Deep-level differences take less apparent forms – such as information diversity and value diversity – which require interaction between people in order to become known. Information diversity involves differences based on knowledge, functional training, and tenure in organization. Value diversity on the other hand, involves differences in values, attitudes, and beliefs.
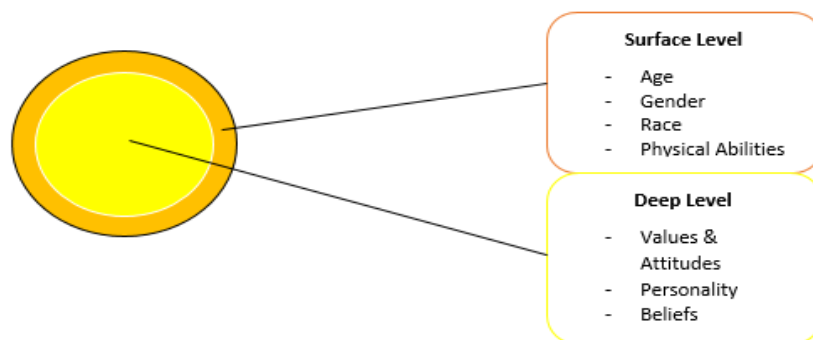
Figure 13. Surface Level and Deep Level of Diversity.

With properly managed, diversity can be effective adjustment to any organisation or team. Cultivating an inclusive environment for all employees and stakeholders can provide benefits such as reduced employee turnover, more time spent engaged in work-related tasks, and other behaviours by employees and team members (Macintosh & Burton, 2018). It can also provide a strategic advantage because it allows an organisation to respond effectively to the needs of diverse stakeholders. It is an ability to support and celebrate the differences that its employees and stakeholders bring to their work and play.

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Advantages of diversity has been capitalized especially in sport industry. Diversity responds effectively to the needs of diverse consumers, fans, participants, players, and other important stakeholders. For example, one of most competitive football league Premier League in England has encouraged more and more diversity in football clubs, fanbase and its community. In 2015 league launched its ''The Premier League Equality Standard'' framework which help clubs progress equality and diversity across all areas of business (Premier League, 2015). So far, diversity has been seen from increasing nationalities in clubs and wide-range players coming from different backgrounds. For example, season 2019-2020 FC Liverpool's consisted amount of 48 players in squad in Premier League. These players come from 18 different nationalities. What is excluded is team manager Jurgen Klopp, who comes from Germany, and countless members of staff with different nationalities. Even though, most of these players are English (21 of players) over half of the players come from different backgrounds. Overall squad forms can be found from the appendix 2.

To succeed in global economy today, more and more companies are relying on a geographically dispersed workforce. Team are built that offer best functional expertise around the world, combined with deep, local knowledge of promising markets. Bringing international diversity and cultures together from different experiences and perspectives on strategic and organizational challenges brings advantage to the team. However, in teams Tsedal Neeley (2015) sees it as a stiff challenge for manager or team leader. In high diverse teams' members come from different locations, communication can deteriorate, misunderstanding can arise, and cooperation can degenerate into distrust. These are some difficulties a manager or leader must face in global or highly diverse teams when members have too much variety between each other. However, it is hard enough to create a successful team that consists local people that share the same office space and sharing homogenous thoughts (Neeley, 2015).

10.4 Homogenous vs. Multicultural & Diverse teams

One of the debates about diversity is about the workflow. The question in teamwork is that which type of team composition is preferable: teams that contain more homogeneity or teams contain more diversity. With homogenous team people think same and share same values, workflow and attitudes. Diverse teams have more diversity, meaning consisting team members that share lot of differences between each other. Rock et.al in article *Diverse Teams Feel Less Comfortable – and That's Why They Perform Better*

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(2016) questioned and went through numerous studies based on mater of diverse workforce. After going through analysis of 506 companies in 2009 they found out that firms with more racial or gender diversity had more sales revenue, more customers, and greater profits. Also, analysis of more than 20 000 firms in 91 countries in 2016 showed that companies with more female executives were more profitable. Lastly, 2011 study showed that management teams exhibiting a wider range of educational and work background produced more-innovative products (Rock, Grant & Grey, 2016).

Rock, Grant & Grey in their article debates a lot from different statistics and studies conducted from homogenous and diverse teams. Based on the results, homogenous teams tend to admire more preference theory of decision making. Preference theory assumes that most of our decisions center on our prior behavioural knowledge and particularly on our routines. Moreover, it postulates that decision making is primarily guided by the affective reactions that are provoked by the alternatives under consideration (Betsch, 2004).

In 2009 study of fraternity and sorority members published in Personality and Social Psychology Bulleting (cited Rock, Grant & Grey, 2016) showed that for example fraternity and sorority membership conveys a powerful group identity, much like political or religious affiliation, and consequently can create a strong sense of similarity with others. In these homogenous teams already tend to understand each other and collaboration flows smoothly and gives the sensation of progress. However, dealing with outsider causes friction, which feels counterproductive. Meaning working homogenous is more productive, workflow is faster, and thus conflicts are set minimum or not seen. The opposite side, the diverse team, has more conflict between each other because various ideas and views are presented and analysed by all team members. Meaning, working on homogenous teams tend to be easier and fluent than in diverse teams (Rock, Grant & Grey, 2016).

However, when comparing outcomes between homogenous teams and diverse teams, there is huge difference. Rock et. al. mentions that in fact working on diverse teams produces better outcomes precisely because it is harder. Diverse teams must find ways to work together productively, and often the best ways of working may seem counterintuitive. People in these teams go through analysing different perspectives which are brought together. But, since every aspect of the problem is gone through, the right strategy to the problem can be detected. Also, in case of backfire there is possibility to change

the strategy and find already analysed new plan. The decision made by homogenous group however, usually made by unanimous decision, might be the counterintuitive one and other approaches to the problem has not been approached because lack of conflicts or ambiguous ideas (Rock, Grant & Grey, 2016). Meaning diverse tend to find more innovative solutions that make better results for the outcome. However, that does not guarantee that diverse team will achieve its goals just because team is categorized as diverse and innovative. On the worst-case scenario team share too much differences and conflicts between other team members that any decisions cannot be made, and thus workflow is stagnated.

One example, by Michael Beschloss (Interviewed by Coutu, 2011) of exceptional team building composition was built by Barack Obama as president of United States, and his early predecessor Franklin Roosevelt. As Obama became a president, he decided to form a team which included lot of strong temperaments and contrasting views, like his presidential opponent Hillary Clinton at the State Department and Jim Jones at the National Security Council. Obama even decided to reappoint Robert Gates as Defence Secretary, who also was in the same position back in Bush era, which may have raised lot of controversy. With forming a team that included lot of dissenting views and strong personalities he took a huge risk, and possibly had to act as a ''referee'' and actively monitor the teammates around him. However, Obama believed that competition evoked the best performance from everyone and thus make better results. Not every president has went with the same strategy and decided to take more easy handling candidates and members from the same party with identical views. Nevertheless, if forming a team that contain lot of diversity, the processing of tasks can be harder. But if managed successfully, it can lead to great results. According to Elaine Kamarck (2018) as a president of Unites States Obama might not been known presided over a somewhat less than historic presidency, with only one major legislative achievement of *Obamacare*. However, his presidency mainly rests on its tremendous symbolic importance and the fate of a patchwork of executive actions (Kamarck, 2018).

All in all, diversity in organization can be both advantageous and potentially challenging to a team's effectiveness. As compared to homogenous teams, diverse teams tend to be more focused on facts and to be more innovative (Rock & Grant, 2016; cited Macintosh & Burton 2018). At the same time, a team's functioning may be challenged by diversity because members may be more likely to have different ideas, thoughts, and ways of completing the team's tasks. These can lead to struggles, disagreements, and dissent

among members. The worst scenario could be that those conflicts intercepts workflow entirely and team cannot move to next steps and processes. That is why to mitigate the potential challenges of team diversity is to highlight its benefits for team effectiveness and encourage members to face their differences and openly consider diverse perspectives while working to achieve team goals (Rock, Grant & Grey, 2016; cited Macintosh & Burton 2018). Also, manager has a great responsibility to manage highly diverse team so that the team can prove its high potential it may contain.

11 Analysis

Based on the research, Tuckman's model from 1965 of team development is a simple model how team processes move one to another. It gives easy step-by-step guidelines how to develop team's cohesiveness and move on to the next stages. Various scientist and researchers use it as a standard to investigate team development in different researches. Also, the model itself is examined continuously based on already existing discoveries.

Tuckman's model is separated to 5 different stages: Forming, Storming, Norming, Performing and Adjourning. Based on the team composition and skills, there are differences with the workflow: some team may step to following stages more smoothly while others might encounter various amount of conflicts and disagreements and might have to move back-and-forth with stages. The following factors affects the workflow and moving to next phases:

- Manager or team leader; skills and experiences of managing teams
- Team members; is group already familiar with each other or are they meeting first time
- Teamwork: is teamwork high or does team have ''I'' individuals
- Diversity; different ethnic backgrounds, working habits, cultural effects, values, dealing conflicts etc.
- Skills: what skills team members have and should have
- Goals and expectations; depending on team morale and skills of team members

Tuckman's model is useful in investigating if there are affect with team developments. However, since the environment teams work nowadays has massively changed, skills needed for different tasks developed, goals and expectations have become more dynamic, and technology has advanced, there are gaps in the theory itself and it would

need some update. Also, some teams lack of being unambiguous, meaning some teams could not be treated simply according to the model. Ambiguous teams might skip some stages or find too much differences that it can move back-and-forth in the model.

After the research Dyer's 4 C's team building model, it is suitable for the dynamic environment where teams work today. Also, it works for a manager that have experience from team building challenges before. The model is more unknown when comparing with Tuckman's team development model, but it has been developed with years of experience and studies, and it covers stages extensively for advanced managers or team leaders. It does not guarantee or overrun any other model regarding to team building development, but the model provides simple descriptions of which factors affects to the team performance and how the manager or team leader can make an impact for team with high potential.

With the first 'C', context, is determined the environment where team is going to work for. Organization must be aware its context of culture, structure and systems, and does all these supports the teamwork to accomplish the tasks. After determining the resources of the organization and research done about the working environment, should be determined the amount of teamwork with team members to achieve common goal. Lastly, must be decided to select which type of team fits well with the environment and the organization itself. Based on the task of the team and organization culture and skills of the employees should be decided is the team going to be manager led or can the team work independently as autonomous or semiautonomous.

Composition determines the team itself. Organizations should decide what is the team size, who are recruited to the team based on skills, experiences, and needs, and select a team leader or manager who would manage the team and the operations. After recruitment of candidates, should be measured the skills and motivation of team members to analyse which skills should developed and who should be motivated. Even though, team members should mainly be picked based on their skills it would also be beneficial to pick member who would have great teamworking skills and could increase the morale among other team members. After going through the candidates, the team should set realistic achievable short- and long-term and motivating goals to maximize the results for the outcome goal. During all these phases (and other phases of C's) it is important to assess team members occasionally to know is the team going right direction, are team member lacking any of skills or having difficulties to work as a team.

Competencies measure attributes of individuals. It also measures how competencies should be developed and how those competencies are shared by other members of the team. The competencies are divided to two different categories: Task-related goals, which is focusing more on work-related skills, attributes and decision making, and Relationship- or Process-Related competencies, which focuses how team members work with each other as a team. Assessing is also important in this phase to measure the skills individuals do and do not have and if there is lack of cohesiveness among teammates. That is why team leader or manager should work as a facilitator or coach to help develop those needs. If team leader or manager cannot work as facilitator or coach, should be hired outsourced coach or facilitator to improve either task- or relationship- and process-related competencies. However, it is team leaders' job to still run the group and not let outsourced facilitator or coach take the wheel of the team.

If there are lack of teamwork, low morale and team is not accomplishing its goals, the team leader or manager has an opportunity to change the team. With change the organization tries to preserve or gain the competitive advantage it should have. Once again, some analysing should be made and find the reason why cohesiveness with the team is not working or why the results are weak. Also, from organizational change point of view must be aware why sometimes changes must be made even though the team is doing well but must react to internal or external triggers by making changes. From managerial perspective must understand why tragical changes must sometimes be made, how other team members or employees react to changes and how does it affect their morale, and the fact that some are unwillingness to change by heart for some changes.

Conflicts and Diversity were discussed as a separate part of team building because the working environment is becoming more multicultural and team composition nowadays contains people with several backgrounds. Sport clubs and some companies are already enhancing the advantages of diversity by hiring players and coaches from different backgrounds so that these individuals can bring new ways to operate to achieve goals.

Eventually, every organization or team must face conflicts as humans cannot avoid at any costs. Conflicts are not avoidable, but it necessarily would not mean that if team are having conflicts it cannot be successful. Same goes if team is not having any conflicts at all that does not necessarily mean that team is a successful. Coutu (2011) earlier suggested that having a ''Naysayer'' in the group is necessary add-on in the group to question team members is the decision suitable for the best outcome. Also, the example about

Obama's team diverse composition can advocate the fact that having conflicts may not necessarily be a weakness if the team can manage conflict professionally with consensus. However, if conflicts cannot be managed, they become harmful among team members and workflow.

Conflicts might occur more frequently in multicultural teams than homogenous teams. Teams with competencies of extensive culture knowledge provides innovative examples and solutions how goals can be accomplished. However, since there are team members coming from different backgrounds with differences in way of communicating, working habits, values, and way to solve conflicts, it can cause disagreements with others. The manager and team members should be aware of the way of communication and how approach with others so that the conflicts can be solved.

In business and other industries as teams are becoming more global, thanks to the globalisation and advancements of technology, the possibility to build more diverse teams increases. Research and studies support the fact that diversity can for example increases corporate image, reduces employee turnover and can increase possible financial turnover for the organization. However, as is important to improve competencies of team members and leaders, the diversity should be considered as another factor in team building in the future. If diversity is handled well, it can make better results than a team that has more homogeneity inside the team. But it can be agonising experience if diverse team contains too much conflicts, which leads to continuous disagreeing and reduced speed of workflow.

12 Conclusion

Understanding basics of team building and development benefits the organization develop teams that have possibility for successful outcome. Tuckman's model provides simple guidelines and steps that teams usually follows. However, since some teams tend to be different and flow of development of the team tend to be more ambiguous following with Tuckman's model can be difficult. By providing alternative model organization gets different and perhaps more accurate aspect of model that can be utilized in more ambiguous team. Dyer's model investigates all the alternatives for the team regarding on how long team members have worked together, how dynamic is the environment or what competencies team members have.

Environment has advanced massively when Tuckman first time introduced his model, and thus teams have become more dynamic and diverse. Conflicts have been among people long before organizations have advanced but since organizations have become more diverse which is why conflicts may occur more than usual. That is why should understand the reason behind conflicts and how to manage them so that it does not affect negatively to the organization. There is also evidence that diverse teams are more productive and create good results. By understanding the differences in diverse team have with different ethnic backgrounds, languages, cultures, working habits and other factors, it can be more challenging to manage than homogenous teams. However, if diverse team is managed properly and organization manages to make enough effort for team cohesiveness, it can make better results.

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Appendix 1. Assessing Team Context and Composition, (Dyer 2007, p. 41-43)

COMPOSITION   41

Figure 3.2. Team Context and Composition Scale.

Instructions: Using your observations of your organization and work unit or team, answer the following questions (on a scale of 1–5).

1. Is teamwork needed for your team to accomplish its goals (that is, is reciprocal interdependence important for the team to succeed)?

1	2	3	4	5
No, not really.		It is somewhat important.		Teamwork is critical to success.

2. Is the team's role in the organization clear (that is, is it clear whether the team is a decision team or task team or plays some other role)?

1	2	3	4	5
No, the role is unclear.		The role is somewhat clear.		Yes, the role is very clear.

3. Does the team have the authority needed to accomplish its goals?

1	2	3	4	5
No, the team has little authority.		It has some authority, but not all that is needed.		Yes, the team has the authority it needs.

4. Does the team have the resources it needs to accomplish its goals?

1	2	3	4	5
No, more resources are needed.		Some resources are available.		Yes, the resources needed are available.

5. Does the organization's culture (its rules and values) encourage teamwork?

1	2	3	4	5
No, teamwork is not encouraged.		Teamwork is somewhat encouraged.		Teamwork is encouraged as part of the organization's culture.

Continued

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42   TEAM BUILDING

Figure 3.2. Team Context and Composition Scale, Continued.

6. Does the organization's structure (organization chart, roles, job
    descriptions, and so on) support teamwork?

1	2	3	4	5
No, the structure hinders teamwork.		The structure somewhat supports teamwork.		Yes, the structure supports teamwork.

7. Do the organization's systems (compensation, appraisal, information, and
    so on) support teamwork?

1	2	3	4	5
No, the systems undermine teamwork.		The systems somewhat support teamwork.		Yes, the systems support teamwork.

8. Does your organization have a well-thought-out method for assigning
    people to be in a team?

1	2	3	4	5
No, team assignments are rather haphazard.		There is some thought that goes into team assignments.		Yes, careful thought is taken before making team assignments.

9. How effective is the leadership in the team?

1	2	3	4	5
The leadership is not effective.		The leadership is somewhat effective.		The leadership is very effective.

10. Does the team have the necessary technical skills, knowledge, and
    experience to achieve its goals?

1	2	3	4	5
No, it needs more skills, knowledge, and experience.		It has some of the skills, knowledge, and experience it needs.		Yes, it has all the skills, knowledge, and experience it needs.

11. Do team members have the interpersonal skills needed to work
    effectively as a team?

1	2	3	4	5
No, they don't have the interpersonal skills needed.		They have some of the interpersonal skills needed.		Yes, they have the interpersonal skills needed to work well as a team.

12. Is the team the appropriate size to accomplish its goals?

1	2	3	4	5
No, it is either too large or too small.		The team might need to add or subtract a team member or two.		Yes, the team is the right size for the task.

13. Are team members motivated to help the team achieve its goals?

1	2	3	4	5
No, there is little motivation.		There is some motivation on the part of team members.		Yes, team members are highly motivated to achieve team goals.

Scoring: Each person should add up his or her score and divide by 13. A score of 3.75 or higher would indicate that the organization's context and team composition generally support team performance. Scores between 2.5 and 3.75 indicate that there is moderate support for team performance. Scores between 1.0 and 2.5 indicate that there are some serious problems related to context and composition that are hindering team performance. Also, if responses to even one or two items are very low (1 or 2) this suggests that action may need to be taken soon to improve the context or team composition. However, if the response to item 1 (the need for teamwork) is low (either a 1 or 2), which typically means that the interdependence of team members is largely modular or sequential, then the mean score may not need to be as high as in a team in which teamwork is essential to achieve its goals (in other words, when there is a need for reciprocal interdependence).

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Appendix 2. Liverpool's squad 2019-20

(Source Premier League website, last update 2.4.2020, Source https://www.prem-ierleague.com/clubs/10/Liverpool/squad)

Major squad				
Player	**Position**	**Birth year**	**Age**	**Nationality**
Trent Alexander-Arnold	DEF	1998	21	England
Joseph Gomez	DEF	1997	22	England
Pedro Chirivella	MID	1997	22	Spain
Divock Origi	ATT	1995	24	Belgium
Naby Keita	MID	1995	25	Guinea
Takumi Minamino	ATT	1995	25	Japan
Alex Oxlade-Chamberlain	MID	1993	26	England
Andrew Robertson	DEF	1994	26	Scotland
Fabinho	MID	1993	26	Brazil
Alisson	GK	1992	27	Brazil
Mohamed Salah	ATT	1992	27	Egypt
Sadio Mané	ATT	1992	27	Senegal
Joel Matip	DEF	1991	28	Cameroon
Nathaniel Clyne	DEF	1991	28	England
Roberto Firmino	ATT	1991	28	Brazil
Virgil van Dijk	DEF	1991	28	Netherlands
Xherdan Shaqiri	ATT	1991	28	Switzerland
Georginio Wijnaldum	MID	1990	29	Netherlands
Jordan Henderson	MID	1990	29	England
Dejan Lovren	DEF	1989	30	Croatia
Adam Lallana	MID	1988	31	England
Adrian	GK	1987	33	Spain
James Milner	MID	1986	34	England
Andy Lonergan	GK	1983	36	England

Average age (Major Squad)	27,5
Nationalities (Major Squad)	13

Count of Player by Nationality (Main squad)
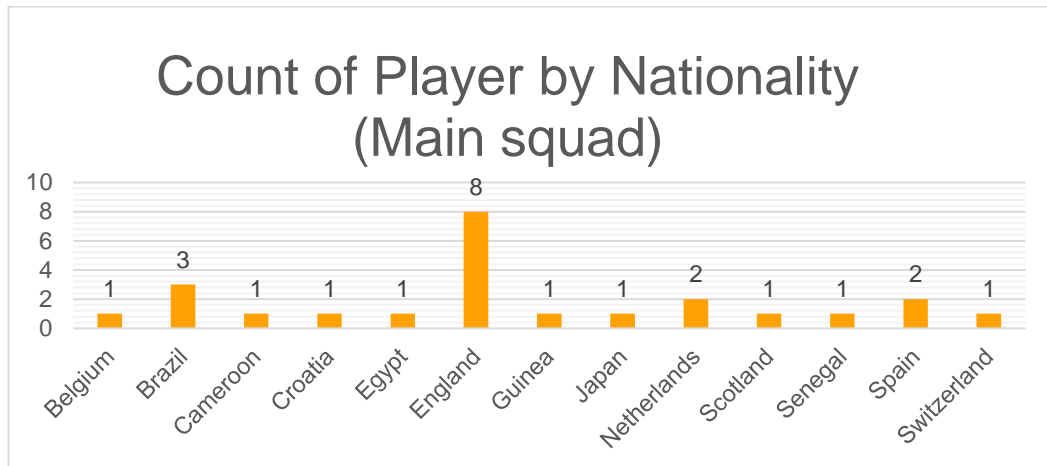
Reserve squad (under 22)				
Player	Position	Birth year	Age	Nationality
Harvey Elliot	MID	2003	16	England
James Norris	DEF	2003	16	England
Billy Koumetio	DEF	2002	17	France
Layton Stewart	ATT	2002	17	England
Thomas Hill	ATT	2002	17	England
Ben Winterbottom	GK	2001	18	England
Jack Bearne	MID	2001	18	England
Jake Cain	MID	2001	18	England
Ki-Jana Hoever	DEF	2002	18	Netherlands
Leighton Clarkson	MID	2001	18	England
Morgan Boyes	DEF	2001	18	Wales
Neco Williams	DEF	2001	18	Wales
Sepp van den Berg	DEF	2001	18	Netherlands
Vitezslav Jaros	GK	2001	18	Czech Republic
Curtis Jones	MID	2001	19	England
Elijah Dixon-Bonner	MID	2001	19	England
Luis Longstaff	MID	2001	19	England
Thomas Clayton	DEF	2000	19	Scotland
Yasser Larourci	DEF	2001	19	France
Adam Lewis	MID	1999	20	England
Liam Millar	ATT	1999	20	Canada
Tony Gallacher	DEF	1999	20	Scotland
Caoimhin Keller	GK	1998	21	Ireland
Joseph Hardy	ATT	1998	21	England

Average Age (Reserve Squad)	18,4
Nationalities (Reserve Squad)	8

Count of Player by Nationality (reserves, Under 22)

Nationality	Count
Canada	1
Czech...	1
England	13
France	2
Ireland	1
Netherlands	2
Scotland	2
Wales	2

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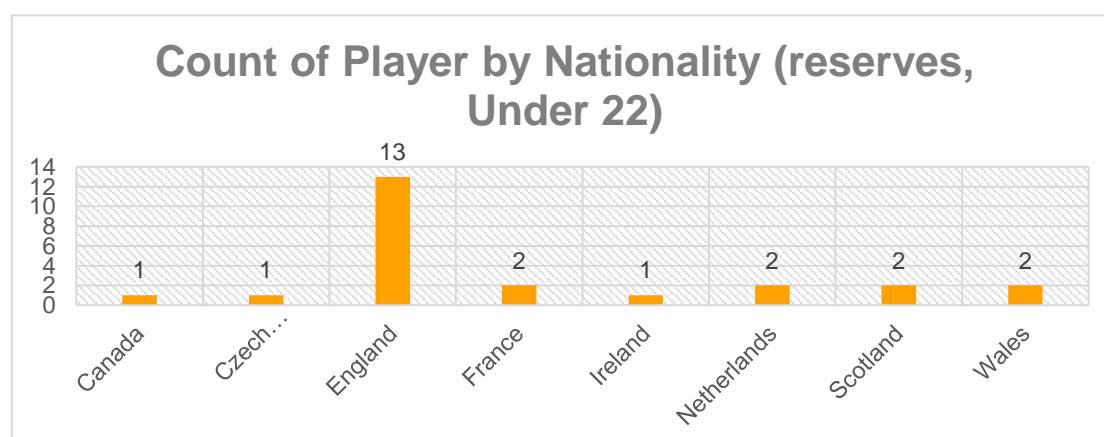
Whole Squad

Category	Overall
Players	48
English Players	21
Nationalities	18

Count of Player by Nationality (Whole squad)

Nationality	Count
Belgium	1
Brazil	3
Cameroon	1
Canada	1
Croatia	1
Czech Republic	1
Egypt	1
England	21
France	2
Guinea	1
Ireland	1
Japan	1
Netherlands	4
Scotland	3
Senegal	1
Spain	2
Switzerland	1
Wales	2

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