

## Analyzing team climate building among team leaders in Company X

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<p>This Bachelor's thesis analyzes how team climate was experienced among team leaders in Company X. The aim of this research is to provide new viewpoints for Company X on how to develop team climate among the student team leaders for the future. The suggestions are done based on the research results. Case company X organizes events and cooperates with a local university to recruit over three hundred students to be part of the customer service team at the event. To lead these students they recruit approximately sixteen student team leaders to be part of their ten-month leadership program. I was part of the leadership program which inspired me to conduct this research.</p> <p>Team climate is studied as a research topic and the concepts of leadership, psychological safety climate, trust, communication, and commitment are briefly covered in order to understand team climate as a whole. The research in this thesis was conducted qualitatively and three different research methods were used: participant observation, ethnography and group interviews with three participants of the team leader training program. The results are examined using methodological triangulation.</p> <p>The basis of the training program was explained for the reader to understand the research. It is a leadership program in which the spring phase focuses on building team climate among the student team leaders and the fall phase focuses on working at the event.</p> <p>Based on the results of the research, the team climate was experienced as good but there are improvements are needed. Company X managed to build trust and psychological safety climate among the team. Attention should be paid to using the right communication channels and giving clearer instructions. All in all, Company X has managed to create a great foundation for building team climate but there are factors that could be improved with the suggestions that this thesis provides.</p>	
<b>Key words:</b> team climate, leadership, psychological safety climate, trust, communication, commitment	

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# 1 Introduction

A high sense of team climate has shown to affect positively on the results of a team and they are more likely to achieve their objectives (Liao and Chuang, Wang et al. and Tafvelin et al. quoted in Kinnunen, Feldt & Mauno 2015, 332). When people are able to trust each other and have mutual respect, consequently they are comfortable with being themselves and that creates good team climate (Edmondson quoted in Lee & Idris 2017, 990).

Company X organizes world-class business seminars in Finland, Sweden, and Norway. Their biggest annual event in Helsinki lasts for two days and they are known for their unexceptional level of customer service. In the next chapter this thesis shares a brief background information about the Company X for the reader to understand this research better. Company X cooperates with a local university to recruit over three hundred students to be part of the customer service team at the event. To lead these over three hundred students, they have handpicked student team leaders who train the students and work closely with them during the event. Company X's Head of Customer Experience, prepares the student team leaders for their task in a special leadership program which lasts for ten months. I was part of the team leader training, which therefore inspired me write my thesis as commissioned to Company X. Furthermore, I have always been interested in building team climate so studying team climate among the student team leaders felt natural.

The research question is: How was the team climate experienced among Company X student team leaders? This thesis also studies the theory of team climate and what it consists of. The aim of this thesis is to provide new viewpoints for Company X on how to develop team climate among the student team leaders for the future. The suggestions are done based on the research results. Furthermore, it is important to remember that all teams are different and the same methods do not work on all teams.

This thesis focuses on the Customer Experience department in Company X, so it does not apply to the whole company. The student cooperation is part of the Customer Experience team, hence it is convenient to focus only in that department. The leadership program started in the end of January 2019. It lasted for ten months as the event was organized 9<sup>th</sup> and 10<sup>th</sup> of October 2019. The leadership program had been divided in two phases: spring phase and fall phase (appendix 1). The first half of the training mainly focused on building team climate and preparing for the Sweden event where us student team leaders worked as customer servants with Company X's core team. The fall phase focused on promoting the possibility to join the customer service team in the Helsinki event, recruiting the students, and training them in three separate training days and two onsite preparation days.

The research in this thesis was conducted qualitatively and four different research methods were used. The research methods were autoethnography, participant observation, methodological triangulation, and group interviews with three participants from the leadership training program. The

Head of Customer Experience in Company X was also interviewed as an informant. The group interviews were organized twice: after the spring phase in June and after the event in October. This way I was able to get more detailed viewpoints from the team leaders. The goal for the group interviews, was to study how the team leaders experienced team climate in the group and how they thought it could be improved. The goal for the interview with the Head of Customer Experience whom was the company informant, was to find out how Company X experiences the team climate among the student team leaders and what are their tools for creating a high level of team climate.

First, this thesis provides background information about Company X and explains terms that are necessary for the reader to know, in order to understand the contents of this thesis. Secondly, the reader gains knowledge about team climate and the building blocks, which combined, build team climate. The building blocks are leadership, psychological safety climate, trust, communication, and commitment. Thirdly, the research methods that are used in this thesis are introduced, and the reader learns about autoethnographic method, interviews, participant observation, and methodological triangulation. In the results chapter, the leadership program is introduced and analyzed with methodological triangulation. In the conclusion chapter, the results of the research are discussed and examined. Moreover, the trustworthiness of this thesis is examined and further research and personal key learnings discussed. Lastly, this thesis provides suggestions for Company X on how to improve team climate among the student team leaders in the future.

## 2 Background

To understand the content of this thesis it is important for the reader to gain some knowledge on Company X. Additionally, a few terms need to be explained for the reader to understand the thesis. Company X's event was organized for the first time in 2010 in Jyväskylä but moved to Helsinki since 2014. The event has grown each year from 700 customers to more than 7,500 customers and 20,000 live stream viewers. In 2019 there was the highest record with 7,655 customers onsite. Since 2017 Company X has also organized a conference in Sweden and in 2018 they took the seminar to Norway for the first time.

In 2018 (Basecamp 2019a) 78 percent of the customers were from Finland, 8,9 percent from Estonia, and the rest of them were from all around of the world. Most of the customers in 2018 were Managers, Directors or CEOs. In 2018, 97,17% of the customer would recommend Company X's event to others. Company X is known for its unordinary high level of customer service and in 2018 the customer service rating was 5.58/6 (Basecamp 2019b).

Company X has over thirty permanent employees. For the main event they get around sixteen temporary student team leaders who train over three hundred students from a local university to work at the event. The team leaders only work temporarily at the event and gain credits for it. As mentioned earlier I was part of the leadership program. In this thesis core team means the permanent Company X staff. Student Team Leaders are the sixteen students whom are part of the leadership program. In the 2019 event there were nine different customer services functions (Check-in Services, Customer Care and Comms, Speaker Services, First Class Services, Host Services, Roaming Customer Services, Seminal Hall Services, Special Services, Cloakroom Services) which the student team leaders lead during the event. For these customer service functions, which together form a customer service team, the student team leaders recruited over three hundred students.

### 3 The building blocks of team climate

There are many similar concepts to team climate, take team spirit and team morale for instance. Team morale means commitments and collective attitudes that are shared among team members who are working on the same task (He, 2012, 64). Cambridge dictionary (2019a) defined team morale as the level of satisfaction felt by a group who work together. This thesis focuses on shared perceptions that together form team climate rather than a satisfaction felt by a group or collective attitudes. Teamwork is not the right term either as this thesis focuses on team engagement and a psychological state rather than the ability of people to work together. Team spirit is more about affiliation and belonging in the group whereas team climate has wider perspective which this thesis focuses on. For these reasons, these concepts are not covered in this thesis.

In Cambridge Dictionary (2019b) team is defined the following: “used in a number of phrases to refer to people working together as a group in order to achieve something.” To put it another way, teams are a highly interdependent group of people whom need each other to get work done. Together they plan, solve problems and make decisions and review their progress in a certain work task (Re:Work). In contrast, work groups have the least amount of interdependence and gather together to share and hear information but do not need each other to work (Re:Work). This thesis focuses on teams because our team of team leaders worked as an interdependent group who need each other. Kozlowski and Bell (2003, 6) have different definition for work groups than Re:Work. According to Kozlowski and Bell (2003, 6) work groups: have two or more members; perform tasks that are provided by an organization; have one or more common goals; interact among the group; are dependent of each other; have certain boundaries and work in an environment that sets boundaries and influences the group. Re:Work’s definition of teams and Kozlowski and Bell’s definition of work groups have many similarities which include the need for each other to get work done and having a common goal. This thesis uses Re:Work’s definition of a team as the basis because it includes all the necessary elements such as needing each other, having a common goal, and planning and solving problems together. The reason for that is that the team leader team had the same characteristics.

Shneider (quoted in Pirola-Merlo, Härtel, Mann & Hirst, 2002, 564) has defined climate as “the set of norms, attitudes and expectations that individuals perceive to operate in a specific social context.” Cambridge Dictionary (2019c) defines team climate as a situation that exists in a certain time and includes shared feelings and opinions. This thesis uses the definition from Shneider as it is important to include the set of norms, attitudes and expectations in the definition.

Team climate concerns a group of people whom are identified with the group and who interact together to perform work related tasks. (Kinnunen et al., 2015, 333). According to Anderson and West (quoted in Pirola-Merlo et al., 2002, 564) “the existence of team climate depends on group members having shared experiences.” In this thesis the group that shared experiences together and performed

work related tasks was the Company X's student team leader group that consisted of sixteen student team leaders and The Head of Customer Experience, whom lead the training program.

Seibert et al. (quoted in Xue, Bradley & Liang, 2010, 300) define team climate as “an implicit frame that shapes individual perceptions, attitudes and behaviors within the group context.” Anderson and West (quoted in Lee & Idris, 2017, 988) define team climate as “the shared perceptions among the ‘proximal work group’ consisting of vision, participatory safety, task orientation, and support for innovation.” Also Kinnunen et al. (2015,332) see team climate as perceptions of individuals proximal work environment. Anderson and West (quoted in Lehmann, Brauchli & Bauer, 2019, 2) define team climate as the following: “conceptualized as shared perceptions of organizational procedures, practices and policies, refers to a group of people who interact regularly to perform work-related tasks.” All of the definitions are accurate for this thesis but the most suitable one is Seibert et al.'s. Both Anderson and West's definitions include factors that are not relevant for the leadership program that lasts for ten months. In the first definition support for innovation is not required in the definition for team climate for this thesis. In the second definition part ‘who interact regularly’ makes me feel that this definition would be more suitable for a team that work together for a longer period of time.

According to Liao and Chuang, Wang et al. and Tafvelin et al. (quoted in Kinnunen et al., 2015, 332) team climate promotes job performance, employee creativity, and employee well-being. Xue et al. (quoted in Lee & Idris, 2017, 989) discuss that team climate nurtures the team process where team members trust each other, work together as a team and share a similar vision in what comes to work. Edmondson (1999, p. 355) has similar views than Xue et al. According to Edmondson (1999, 355) team climate is “characterized by interpersonal trust and mutual respect in which people are comfortable being themselves.” Also Bock (quoted in Xue et al., 2010, 301) highlights trust being part of team climate. According to him trust, affiliation and innovation are the building blocks for team climate. Affiliation meaning the sense of togetherness in the team and therefore team members are more likely to help one another and share information inside the group when they have a high sense of affiliation (Xue et al. 2010, 301). This thesis focuses on trust as one of the building blocks for team climate. Affiliation is not one of the main focus points but it borders the same topic as commitment.

Anderson and West (quoted in Kinnunen et al., 2015, 333) listed four major dimensions of team climate: vision, participation safety, task orientation and support for innovation. Having a vision means that the group shares clear objectives and they are committed to them. Thus, having clear objectives is required and they usually come from the leader whom must have great leadership skills to empower the team members to achieve the objectives. It is important that objectives are communicated clearly to the members of the team and besides communication is one of the key building blocks when building team climate. Participation safety means that there is a non-threatening atmosphere during the group's interactions. It is necessary that everyone feels safe in a group and therefore psychological safety climate is covered in this thesis. Task orientation means that the group is

committed to excellence in task performance. For the team to succeed it is important that everyone is committed. Support for innovation describes that when group members introduce new ideas for the work environment there is approval and practical support to support that kind of things. In this thesis support for innovation is not taken into account even though during these ten months we had a chance to be part of innovating new ideas for the event. The reason for that, is the fact that this thesis cannot cover all the aspects and in this leadership program support for innovation was not one of the main themes.

Chamine, Peters & Van der Lippe, and Fluegge-Woolf (quoted in Sharma & Bhatnagar, 2016, 176) all think that happier teams are more productive. Chamine (quoted in Sharma & Bhatnagar, 2016, 176) states that happier teams are more productive, as happiness interventions foster optimism, compassion and other good feelings. Additionally Peters and Van der Lippe (quoted in Sharma & Bhatnagar, 2016, 176) discuss that when there is entertainment, humor and social events at the work place it reduces the pressure at work. According to Fluegge-Woolf (quoted in Sharma & Bhatnagar, 2016, 176) having fun at work improves job performance. The quality of team climate can effect on the employees' desire to leave. Studies show that having a high sense of team climate is shown to consist of clear objectives, commitment to participation, task orientation and support for innovation. These have lowered the sickness absence rates and shown as high levels of innovation (Kivimäki et al., 2007, 2).

To summarize team climate is an implicit frame that within a group modifies the members' perceptions, attitudes and behaviors (Seibert et al. quoted in Xue et al., 2010, 300). Team climate consists of interpersonal trust, vision, participatory safety, commitment, communication and leadership. Teams that have high sense of team climate reach their objectives, share information more freely, and trust each other. High team climate leads to happier teams which lowers sickness rates and improves job performance.

### **3.1 Leadership**

Leadership is an essential skill for leaders to be able to achieve the best results and release the team's full potential (Osborne, 2008). Osborne (2008) defines leadership as "the ability to create an environment where everyone knows what contribution is expected and feels totally committed to doing a great job." Gallos and Heifetz (2008, 1) define leadership as "a complex social process, rooted in the values, skills, knowledge, and ways of thinking of both leaders and followers." Osborne highlights that leadership is about creating an environment whereas Gallos and Heifetz see it as a social process. On the contrary, Williams (2006, 2) views leadership as a synthesis of arts. He states that leadership "reflects individual experience, sensitivity, understanding, values and capabilities, influencing people and situations where, realistically, there is rarely an 'ideal' solution." Osborne's definition is really clear and simple. It highlights the clarity and how the leader should be able to inspire the employees to

commit to the job. As Gallos and Heifetz state, leadership is a complex social process but Osborne's and Williams definitions fit better for the purpose of this thesis because they highlight the people's desire to achieve great results. In Company X's leadership training we talked about how good leaders should know themselves and their own strengths and weaknesses. Williams brings this up nicely in his definition saying that leadership reflects from individual experience.

There are so many different leadership styles such as coercive, authoritative, affiliative and such. All leadership styles should be used if one wants to be a successful leader. However, this thesis focuses shortly on authentic leaders who draw from their own personal experiences and use their own thought, emotions, need, preferences, beliefs and processes in their leadership style. They also "acts in accord with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings. (Harter quoted in Weiss, Razinskas, Backmann & Hoegl, 2018, 309).

"Leader behavior and authentic leaders, in particular, have been described as creating and sustaining positive organizational climates" (Gardner et al. quoted in Kinnunen et al., 2015, 333). Also Wooley et al. (quoted in Kinnunen et al., 2015, 333) think that authentic leaders are able to create a positive and supportive climate by displaying their own personal values that also shape the group values in which the climate is built because the followers adapt the organization's or leader's values. When authentic leaders recognize their own strengths and weaknesses, they: are able to consider all sides of any issue, are able to maintain their own values, and communicate the goals behind their actions. These actions encourage a high team climate which is characterized by integrity, trust and high ethical standards. (Wooley et al. quoted in Kinnunen et al., 2015, 333).

In conclusion, leadership means the ability to create an environment where the employees know what they are expected to do and feel committed to achieve great results (Osborne, 2008). There are many different leadership styles but all of them should be used if one desires to be a great leader. Leaders are able to create a positive and supportive team climate when they show their own personal values.

### **3.2 Psychological safety climate**

Psychological safety climate refers to "a specific type of climate defined as an employee's perception of the value or priority of safety at his or hers workplace." (Griffin and Neal quoted in Morrow et al. 2010,1461.) According to Morrow et al. (2010,1461), psychological safety climate consist of formal policies and procedures set by the upper management with the actual practices carried out by supervisors and coworkers. Griffin and Neal highlight the employee's perception in contrast to Morrow et al. (2010, 1461) whom highlight the formal policies and procedures which create the team climate. Griffin and Neal's definition is a better fit for this thesis because this thesis is conducted from the employee's point of view.

Moreover, Edmondson (1999, 350) says that psychological safety in teams means a shared belief among the team members that the team is safe for interpersonal risk taking. According to him, psychological safety is not the same as group cohesiveness as cohesiveness can reduce the people's ability to challenge their team members. When team has a high sense of psychological safety climate the members have confidence that their team will not embarrass, reject, or punish them when they speak up or challenge each other. "This confidence stems from mutual respect and trust among team members." (Edmondson 1999, 354). Also Re:Work sees psychological safety as "a belief that a team is safe for risk taking in the face of being seen as ignorant, incompetent, negative, or disruptive." Everyone in the team feels confident that other team members will not embarrass or punish them for admitting a mistake, asking a question or offering a new idea. (Re:Work). In this research the interviewees were asked if they feel safe within the group and are able to voice their opinion without being judged.

According to Edmondson (1999, 354) team psychological safety goes beyond interpersonal trust because the climate in a team consists of interpersonal trust, mutual respect, and the ability of people being themselves. Team psychological safety has to be felt by each member of the group rather than a few members whom are part of the group. They all should have similar perceptions of the team psychological safety. (Edmondson 1999, 355). Edmondson (1999, 354) states that the concept of psychological safety is usually taken for granted and there is not enough attention paid towards it.

Attached (appendix 2) you can find Google Aristotle's tips for how to foster Psychological Safety in your teams. It is important to demonstrate engagement, show understanding, be inclusive in interpersonal settings, be inclusive in decision-making, and show confidence and conviction without appearing inflexible. For example, to demonstrate engagement one can respond verbally and show engagement by asking more questions. It is important for people to know what they are expected to do and that the leader includes them in the decision making.

To sum up, psychological safety climate is a climate where the employees feel the value of safety at his/hers workplace. (Griffin and Neal quoted in Morrow et al. 2010,1461.) When a team fosters a high sense of psychological safety climate the members are confident to voice their opinions without a fear that their team would embarrass, reject, or punish them when they speak up or challenge each other. Psychological safety has to be felt by each member of the group and more attention should be paid towards it. (Edmondson 1999, 350-354).

### **3.3 Trust**

"Trust is defined as the expectation that other's future actions will be favorable to one's interests, such that one is willing to be vulnerable to those actions" (Mayer, Davis and Schoorman quoted in Edmondson 1999, 354). Also Rousseau, Sitkin, Burt & Camerer (1998, 395) and Pavlou et al. (quoted

in Xue et al., 2010, 301) see vulnerability as a part of trust. According to Rousseau et al. (1998 395) trust is “a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another.” Pavlou et al. (quoted in Xue et al., 2010, 301) state that “in a team environment trust is defined as a member’s willingness to accept vulnerability based on a confident expectation of teammates’ competence, integrity, and benevolence.” Pavlou et al. do not mention positive intentions as part of trust but highlight competence, integrity and benevolence. Both Mayer et al.’s and Rousseau et al.’s definition are suitable for this thesis. In this research it was studied whether the student team leaders were able to trust each other and the Head of Customer Experience who was leading the team.

Huemer et al. (1998, quoted in Xue et al., 2010, 301) proclaim that teams that have stronger trust between the members are more seeming to cooperate and conscientiously. Moreover, Te’eni (quoted in Xue et al., 2010, 301) writes “A team is more likely to communicate effectively when the work environment is based on trust and commitment.” Also Zand (quoted in Xue et al., 2010, 301) thinks that information is shared more freely between team member when they trust each other’s capabilities and competencies. Hsu et al. (quoted in Xue et al., 2010, 301) found that social relationships based on trust have a significant influence on an individual’s attitude toward sharing knowledge.

In brief, trust is a psychological state that consists of the intention to accept vulnerability that are based on positive expectations of intentions (Rousseau et al. 1998 395). Trust is connected with psychological safety and leadership as well as communication. When team members trust each other they are more likely to share information more freely and trust each other’s abilities (Zand quoted in Xue et al., 2010, 301).

### **3.4 Communication**

In this thesis communication includes the face to face and virtual communication between the Head of Customer experience and the students. Open communication is believed to be more significant than the frequency and quantity of a team’s communication. Open communication encourages team members to share information with each other (Foo et al. quoted in Sharma & Bhatnagar, 2016, 175). Open communication also reduces stress levels (Gordon & Hartman quoted in Sharma & Bhatnagar, 2016, 175) because the members of the team can speak freely (Nembhard & Edmondson, quoted in Sharma & Bhatnagar, 2016, 175). Having open communication at a workplace creates a climate of knowledge sharing and this allows a team to gain confidence by sharing ideas and opinion with each other (Lorinkova et al. quoted in Sharma & Bhatnagar, 2016, 175). Open communication also fosters engagement (Sharma & Bhatnagar, 2016, 175).

“It is imperative for team leaders to maintain a positive affective state by motivating team members to improve interpersonal interactions among team members” (Costa et al., quoted in Sharma &

Bhatnagar, 2016, 175). When team climate encourages open communication it can result in higher team engagement. Open communication also makes employees handle time pressure more positively (Sharma & Bhatnagar, 2016, 176). Having high levels of time pressure advances teams to communicate better than teams with lower time pressure (Chong et al. quoted in Sharma & Bhatnagar, 2016, 176).

As mentioned in Chapter 3.3 teams are probable to communicate effectively when the work environment is based on trust and commitment. Information is also shared more freely when team members trust each other. (Te'eni quoted in Xue et al., 2010, 301).

In short, open communication is necessary for team to succeed. Open communication encourages team members to share information, reduces stress levels, and fosters engagement. When teams encourage open communication the members of the team are more likely to feel confident sharing their ideas. Trust is needed to foster an environment with open communication. (Sharma & Bhatnagar, 2016, 176).

### **3.5 Commitment**

Commitment is defined as “a willingness to dedicate oneself to particular values and goals.” (Ellemer, de Gilder & van den Heuvel, 1998, 717). Pearce and Herbik (2004, 295) see commitment as a psychological attachment rather than willingness. “Team commitment is the psychological attachment that the members feel toward the team” (Pearce & Herbik, 2004, 295). The target of the commitment is a team rather than a large organization (Pearce & Herbik, 2004, 295). According to Lee, Kwon, Shin, Kim and Park (2017, 1) : “team commitment refers to the relative strength of an individual’s identification with and involvement in a particular team.” The best definition for this thesis is Lee et al.’s definition because it includes the individuals identification and involvement in a certain team.

“If the team members are committed to the goal and values of their team and have emotional attachments to the team and its members, it seems likely that they would engage in behaviors that would be beneficial to the team.” (Pearce & Herbik, 2004, 296). Commitment to the team also increases the desire to maintain membership in the team. (Bishop and Scott quoted in Lee et al., 2017,1). Bishop and Scott (quoted in Lee et al. 2017,1) also think that team commitment increases team members beliefs in the team’s goals and values and that they accept them easier. They also think that commitment increases team members willingness to exert tasks that require extra effort.

This thesis also includes the expectations as part of the commitment. It is hard to be committed to something that is not what you expected. Therefore, chapter 5.4.6 also discusses the interviewees expectations toward the leadership program.

In brief, commitment means individuals identification and involvement in a specific team (Lee et al., 2017, 1). When the members of a team are committed they are more likely to engage in actions that benefit the team and they may perform extra task for the team to succeed better. With commitment team members are more likely to remain as part of the team. (Pearce & Herbik, 2004, 296). This thesis also categorizes expectations as part of the commitment because when the team member's expectations are fulfilled, they are more likely to be committed to the team.

To conclude, to build a high team climate among team members, the team needs to have clear leadership, have a high sense on psychological safety, be able to trust each other, have clear communication, and be committed to the team. Team climate enhances employee wellbeing, employee creativity and promotes job performance (Liao and Chuang, Wang et al. and Tafvelin et al. quoted in Kinnunen, et al., 2015, 332). Teams who have high team climate, are happy in their jobs and therefore more productive (Chamine, Peters & Van der Lippe, and Fluegge-Woolf quoted in Sharma & Bhatnagar, 2016, 176).

## 4 Research methodology

It is important to report how the research results were created (Elo et al., 2014, 1). Moreover, it is important to demonstrate the trustworthiness of the data collection methods (Elo et al., 2014, 3) and that is done in the last chapter (Chapter 6). This thesis uses autoethnography, interviews, and participant observation as the research methods.

### 4.1 Autoethnography

The word autoethnography derives from Greek; auto means self, ethnos means nation and grapho means write thus it essentially means: write about a nation and the self. (Doloriert & Sambrook, 2012, 83-95). Also Ellis and Holman (quoted in Ellis, Adams & Bochner, 2011, 273) researched the background of the word autoethnography. They state it is a research method that seeks to describe and systemically analyze (graphy) one's personal experience (auto) to understand a cultural experience (ethno). It was created as a response to colonialism and got started in the 1980s as scholars got frustrated with the scientists 'facts' and 'truths' and wanted to produce meaningful and evocative research that was based in personal experience. (Ellis et al., 2011, 274.).

Adams, Ellis & Holman Jones (2014, 1) have defined autoethnography the following:

"Autoethnographic stories are artistic and analytic demonstrations of how we come to know, name, and interpret personal and cultural experience." According to Adams et al. (2014, 1) the researcher uses his/hers own experience when engaging with others, cultures, or social research. In autoethnography the writer confronts tension between insider and outsider perspectives and social practice and social constraint. (Adams et al. 2014, 1). Ellis et al. (2011, 273) have defined autoethnography as "an approach to research and writing that seeks to describe and systemically analyze personal experience in order to understand cultural experience." They state that autoethnography challenges the traditional ways of doing research and takes into account political and social point of views in the research. As researcher uses autobiography and ethnography as a principles to write autoethnography it means that as a method autoethnography is process and product. (Ellis et al., 2011, 273). Both of the definitions highlight that autoethnography describes and analyzes cultural experiences and therefore they are both suitable definitions for this thesis. In this thesis I was the researched who studied the group: student team leaders.

Adams et al. (2014, 11) also created a list of what autoethnography includes. In this research I studied my own experiences in order to understand the team climate among the student team leaders. I openly told in the beginning of this thesis how I was part of the leadership program and how this thesis is conducted with autoethnographic method. I used self-reflection in order to evaluate how I managed to use the autoethnographic method and evaluated how me being part of the leadership program affected the results.

Autoethnography is a research method that:

- Uses a researcher's personal experience to describe and critique cultural beliefs, practices, and experiences.
- Acknowledges and values researcher's relationships with others.
- Uses deep and careful self-reflection— typically referred to as “reflexivity”—to name and interrogate the intersections between self and society, the particular and the general, the personal and the political.
- Shows “people in the process of figuring out what to do, how to live, and the meaning of their struggles.”
- Balances intellectual and methodological rigor, emotion, and creativity.
- Strives for social justice and to make life better.

(Adams et al., 2014, 1).

Autoethnographic approach challenges the standard ways of doing research. (Spry quoted in Ellis et al., 2011, 273.) “Autoethnography is one of the approaches that acknowledges and accommodates subjectivity, emotionality, and the researcher's influence on research, rather than hiding from these matters assuming they don't exist.” (Ellis et al., 2011, 274). It is important to let the reader know that autoethnographic method has been used to conduct the research. Autoethnography is a qualitative method that offers subtle and complex knowledge about certain lives. (Adams et al., 2014, 21). It focuses on “the human intentions, motivations, emotions, and actions rather than generating demographic information and general descriptions of interaction.” (Adams et al., 2014, 21).

Researchers who do autoethnographic research decide who, what, when, where and how to research. (Ellis et al., 2011, 274.) I decided to use autoethnographic method because I wanted to critique and improve the leadership program in Company X. As I was part of the team leader training I felt I could give useful suggestions and use own feelings as a source for this thesis. It is important to remember that even though all of us team leaders attended the same training we all experienced it differently. According to Adams et al. (2014, 52), talking with others helps you to adapt yourself in the culture's social world and I spoke with my colleagues constantly after the meetings to take notice of their opinions.

#### **4.1.1 Autoethnographic process**

When writing autoethnographically, author retroactively and selectively writes about past experiences and may also interview others or consult with texts (Ellis et al., 2011, 275). Autoethnography studies “a culture's relational practices, common values and beliefs, and shared experiences for the purpose of helping insiders (cultural members) and outsiders (cultural strangers) better understand the culture” (Maso quoted in Ellis et al., 2011, 275-276). This is done by observing the culture from the inside and

taking notes of cultural happenings (Geertz and Goodall quoted in Ellis et al., 2011, 276). I was observing the culture inside the Company X's leadership program as I was part of the program. I used my own experiences to analyze the culture in the program and wrote down notes and recorded voice memos to be able to remember my feelings during the training sessions. In this thesis I'm analyzing my own feelings and making suggestions based on my own experiences.

The goal of autoethnographers is to produce "aesthetic and evocative thick descriptions of personal and interpersonal experience." (Ellis et al., 2011, 277.) They do this by researching patterns of cultures by field notes, interviews and artifacts and simultaneously writing about their findings with storytelling and personal experience. This leads to the autoethnographer making his/hers personal experience meaningful and with writing accessible texts he/she can affect crowds rather than a few people. (Ellis et al., 2011, 277.) In addition to telling about experiences, autoethnographers are expected to analyze the researched experiences (Ellis et al., 2011, 276). According to Adams et al. (2014, 77) thematizing means looking for repeated themes, and is a way to analyze collected research material. Going through field notes and transcripts, trying to find repeated phrases and/or experiences, and organizing the found clues into categories or groups helps to connect personal experience with culture. I used thematizing to analyze my experience. I wrote down all of my notes and voice recordings and looked for repeating themes. The themes that I found were: communicating, building team climate, leadership, and psychological safety climate. I connected these themes to the ones I got from the interviews.

Allen (quoted in Ellis et al., 2011, 276.) states that autoethnographers must look at experiences analytically because why would telling your own story be more valid than someone else's? To avoid just talking about their own experiences autoethnographers must use methodological tools and other researches to analyze experience. Besides that, they should also use their own personal experience to support the research and to illustrate certain culture so that it is familiar for insiders and outsiders. To be able to do this, one must compare and contrast personal experience to existing research, interview cultural members and/or examine relevant artifacts. (Ellis et al., 2011, 276). I analyzed the leadership program by using methodological triangulation which is explained later in this thesis.

#### **4.1.2 Credibility of autoethnography**

Autoethnographers must know that what they refer as a 'truth' changes all the time and that contingency is important. It is impossible to recall everything because memory is fallible and therefore reporting on events exactly how they were lived and felt is impossible. People who have lived the same event have different stories to tell about it because they felt it differently. (Tullis et al. quoted in Ellis et al., 2011, 282). The credibility of the writer is important as it is related to the reliability of the text. Has the writer really experienced it like s/he describes or has s/he added some fiction to the truth? Reliability is connected with validity. The research has to be coherent and make the reader

believe that it is the truth. (Ellis et al., 2011, 282.) A good autoethnography can also be measured if the text helps readers to communicate with others and if it was useful for them (Ellis and Bochner quoted in Ellis et al., 2011, 282).

Usually autoethnography is criticized for being too artful and not scientific or too scientific and not artful. There are still doubts whether autoethnography is a valid research process or not. (Ellis et al., 2011,282-283). The first person voice and sharing personal experiences in autoethnography is often criticized ( Adams et al., 2014, 100). Moreover, autoethnographers are called narcissists whom are in danger of self-indulge (Coffey quoted in Winkler, 2018, 243). All autoethnographers experience cultures differently (Winkler, 2018, 243). Personally, I felt strange to write this thesis with first person voice. However, I understood that by analyzing my own experiences I could make this thesis more valuable for Company X.

To sum up, autoethnography is a research method that analyzes and describes a personal experience to understand a cultural experience (Ellis et al., 2011, 273). It acknowledges the researcher's subjectivity, emotionality and his/hers influence on the research (Ellis et al., 2011, 274). It is important that autoethnographers use methodological tools and other research methods to analyze their experience. It is necessary that the credibility of the autoethnographic research is analyzed and it should be highlighted that the research has been done autoethnographically meaning it includes the researcher's own views.

## **4.2 Interviews**

In this research the interviews were not conducted autoethnographically. Research interview is one of the most important qualitative data collection methods. The interviews for this thesis were conducted twice as it allowed the researcher to gain deeper look into the interviewees experiences.

Maccoby and Maccoby (1954 quoted in Brinkmann, 2013, 1-2) defined interview as "a face to face verbal exchange, in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons." Sale and Thielke (2018, 129) define a qualitative interview as: "an inquiry process that focuses on interpretation and meaning and aims to explore social or human problems." Sale and Thielke (2018, 129) believe that the interviewer and the object of study are linked and the findings are created by the context of the situation that shapes the inquiry. Kyale and Brinkmann (quoted in Brinkmann 2013, 21) define qualitative research interview, as the following: "an interview with the purpose of obtaining descriptions of the life of world of the interviewee in order to interpret the meaning of the described phenomena." All the above definitions are suitable for this thesis, as they all highlight the relationship between the interviewer and interviewee and the desire to gain information or descriptions about a certain topic.

Interviews are a practical tool for collecting data (Bertrand and Hughed 2005 quoted in Potter, 2018, 163-164). Bertrand and Hughes (quoted in Potter, 2018, 163-164) have listed three reasons why interviews should be used when gathering information; interviewees are able to reply in their own terms and linguistic skills, long verbal responses are possible and therefore they provide more interesting information; and lastly it enables gathering information about why and what instead of just looking at numbers. I decided to use qualitative interviews rather than doing this research quantitatively, as I wanted to gather data which provided a lot of information rather than looking at numbers. I conducted the interviews in Finnish so that the interviewees would be able to express themselves more freely with their mother tongue.

There might be some issues with interviews if the interviewees are not able to articulate their feelings or beliefs properly or they misinterpret the interviewers questions. They can also lie on purpose or give answers that they think the interviewer wants to hear. (Bertrand and Hughes 2005, quoted in Potter 2018, 165). Also Qu and Dumay (2011, 238) remind that the risks of interviews are the assumptions that interviewees are competent people with morals who tell the truth. Interviews as a research method has also been criticized for the problems with representation, wording the questions and problems with writing (Qu & Dumay 2011, 240). To avoid language misinterprets I conducted the interviews in Finnish, however I am not able to guarantee that the interviewees told the truth about their own experiences.

For this thesis I interviewed three of my team leader colleagues. I held two group interviews in which I served as a moderator. I wanted to conduct two interviews: one after the spring phase and one after the fall phase. Thus, I was able to dive deeper in the interviewees' experiences when everything was fresh in their memory. The first interview was held on the fifth of June at Uudenmaankatu 7 in a meeting room. It started at 10:00 and lasted for half an hour. Attached (appendix 3) you can find the first interview questions. The second interview was organized in Topeliuksenkatu 3 on the sixteenth of October and it lasted for an hour and five minutes. It started at 17:15. Attached (appendix 4) you can find the questions for the second interview. From the first interview, I got eight pages of transcribed material in contrast to the twenty-two pages of transcribed material I got from the second interview.

I chose the interviewees to cover both sexes. They had different backgrounds in leadership, some of them had worked previously as managers some had not. They had all worked in different business fields and studied different majors. They were between the ages 22-23. This interview was anonymous so no recognizable information can be given.

I also had an informant interview with the Head of Customer Experience from Company X. The informant interview was held in Kampinkuja 2 on the seventeenth of June and it started at 14:00. The interview lasted for 20 minutes and it produced six pages of transcribed material. Attached (appendix 5) you can find the script for the informant interview.

#### 4.2.1 Types of interviews

Structured interviews are usually made with standardized ways of asking questions for that reason that the answers could be compared across the interviewees (Brinkman, 2013, 19). The interviewer reads the questions as they are scripted and they are not able to add anything or leave something out (Condrad & Schober quoted in Brinkmann 2013, 19). Structured interviews do not take advantage of the dialogical potential and usually reveal more about cultural contentions rather than how one person feels (Brinkmann, 2013, 20).

According to Warren (quoted in Brinkmann, 2013, 21) semi-structured interviews are the most used method for qualitative interviewing. Semi-structured interviews allow the interviewer participate in the interview more freely and ask questions regarding to the answers interviewee gives. The dialogues are more freely and the conversation flows between the interviewer and interviewee. (Warren quoted in Brinkmann, 2013, 21). Semi-structured interviews involve prepared questions about a certain theme which are designed to elicit more elaborate responses. Semi-structured interviews are flexible, accessible and intelligible and the style, pace and the questions are easy to modify in order to evoke the best answers, because the basis of semi-structured interviews is in human conversation. They also allow the interviewees to provide responses in their own terms and use their own language. (Qu & Dumay, 2011, 246). I used semi-structured interviews as I found it an easiest way to ask questions surrounding certain themes and have a flowing conversation.

Unstructured interviews are the opposite of structured interviews. They fit for a life story interview in which the interviewer wants to hear the highlights of one life and therefore s/he is not able to prepare for the interview with specific questions but adapt to the story of the interviewee. In unstructured interviews the main role of the interviewer is to be a listener. (Brinkmann, 2013, 20).

Interviews can be done via skype or phone leaving out the face to face element. The interviews organized in this thesis were conducted as face to face interviews. According to Welch et al. (2002, quoted in Potter, 2018, 163) face to face interviews can build relationships and create ongoing partnerships besides the conversational flow is better without technological interruptions. I felt that I would get more out of from face to face interviews and it would be easier to build trust between me and the interviewees.

“Group interviews often take the form of focus groups, with multiple participants sharing their knowledge or experience about a specific subject” (DiCicco-Bloom and Crabtree 2006, 314). The interviewer can be seen as a “moderator” who directs the group’s conversations to certain themes of interest. (Morgan quoted in Brinkmann 2013, 26). Group interviews are closer to everyday discussion than individual interviews, and usually considered more dynamic and flexible (Brinkmann 2013, 26).

According to Brinkmann (2013, 26) the point of focus groups is not to reach consensus but to have different viewpoints of the theme. Having a focus group also saves time and is convenient for both interviewees and interviewer. However, focus groups are not suitable for studying sensitive topics. (Qu & Dumay, 2011, 243). In focus groups the data should also contain some observations of the group dynamics. (DiCicco-Bloom and Crabtree 2006, 314). I decided to organize group interviews as I wanted the interviewees to discuss and develop each other's ideas. This worked very well and I was able to serve as a moderator who directed the conversation towards a certain theme. I was debating whether the interviewees would speak as freely when there were multiple interviewees but in my opinion it worked well as I was able to create a sense of trust among the interviewees and myself.

Qu and Dumay (2011, 247) state that there is not one right way of interviewing because one format is not suitable for all types of interviews. "The setting of the interview, the perspectives of the interviewee and the personal style of the interviewer all come together to create a unique environment for each interview" (Qu & Dumay, 2011, 247). The challenges in interviews are to have the right amount of responsiveness and sensitivity to gain the "best" possible responses. (Qu & Dumay, 2011, 247).

#### **4.2.2 Interviews in practice**

Brinkmann (2013, 47) mentions that before preparing the interview it is important to consider what one wants to study. The second thing to think about is if qualitative interviews are suitable for the situation. One also has to think about whom s/he will interview, how many interviewees and if the interviews are separate or done as a focus group. According to Marshall and Rossman (quoted in Brinkmann 2013, 47) qualitative interviewing is suitable for the following broad areas; individual lived experience; language and communication and society and culture. These interviews addressed individual lived experience of how the interviewees experienced the leadership training.

It is crucial that trust is established and maintained between the interviewees and the interviewer. The interviewer must minimize any skepticism or mistrust when preparing and carrying out the interviews. This includes being concise in electronic communications, explaining thoroughly the context of the research and the interview questions, being on time at the meeting, and ending the interview when it is supposed to. When interviewer and interviewee create a trustful relationship, series of interviews will become more valuable than just one interview. (Potter, 2018, 166). According to Mateer (quoted in Potter, 2018, 167) "ethics transparency and respecting and valuing the time and expertise of industry interviewees are all crucial in establishing trust." Also as Mayo (quoted in Brinkmann 2013, 8) states in the following list it is important to keep the information shared in the interview confidential.

Mayo (quoted in Brinkmann 2013, 8) has listed tips for interviewers:

1. "Give your whole attention to the person interviewed, and make it evident that you are doing so
2. Listen- don't talk
3. Never argue; never give advice
4. Listen to: (a) what he wants to say (b) what he does not want to say (c) what he cannot say without help
5. As you listen, plot out tentatively and for subsequent correction the pattern that is being set before you. To test this, from time to time summarize what has been said and present for comment. Always do this with the greatest caution, that is, clarify on ways that do not add or distort.
6. Remember that everything said must be considered a personal confidence and not divulged to anyone."

According to Mayo (quoted in Brinkmann 2013, 8) it is important to give the interviewees your whole attention, listen to them and avoid arguing with them. These factors also build trust between the interviewer and interviewee. Additionally summarizing the interviewees' answers and trying to listen to what the interviewees want to say but cannot say, help to get the best results in the interview. I gave the interviewees my whole attention and made sure the interviews were held in a setting where there would not be any distractions. I listened to them but never argued with them. I tried to help the interviewees to say things they wanted to say but I did not want to direct them to a certain direction.

Usually, the way the interviewees look and act is forgotten when the transcript is written. This is why it is important for the interviewer to describe the conversations so that the feelings of interviewees can be described as well. It should be done soon after the interview because it: "guarantees better recollection of the body language, the atmosphere, and other such non transcribable features of interaction." (Brinkmann, 2013, 28-29). I wrote down some small notes about the interviewees body language during the interviews but mainly I used voice recording to record the whole interview. For backup I also took notes of what the interviewees discussed in the interviews.

To analyze the interviews I coded the interviews data to identify patterns and develop explanations for these patterns. My coding was data-driven meaning I developed my codes/themes when going through the material. (Brinkmann, 2013, 62). I wrote down statements from the interviewees, divided them into different categories and found connections. Analyzing the results guided me to choose leadership, psychological safety climate, trust, communication, and commitment as the main concepts for team climate.

In brief, qualitative interviews are between interviewer and interviewee and the objective is to receive information or descriptions about a certain phenomenon (Brinkmann quoted in Brinkmann 2013, 21). There are three types of interviews: structured interviews, semi-structured interviews and unstructured

interviews. It is necessary to establish trust between the interviewee and interviewee. Moreover, the interviews should always be confidential and the interviewer should mainly focus on listening to the interviewees and observe their body language.

### **4.3 Participant Observation**

Freeman and Hall (2012, 484) define participant observation as a “data collection approach that situates the researcher within the social field under study.” Whereas, Glendon et al. (quoted in Andriessen, Kluin, van Guljik & Ale) define it as: “one or more observers spending considerable periods of time within an organization, either overtly or covertly, collecting data usually using a semi structured approach”. They both note that it is a data collection method but Glendon et al. mention it requires a lot of time. Levine, Gallimore, Weisner & Turner (1980, 38) see participant observations as a naturalistic qualitative research in which the information is gathered through intense and prolonged interaction between the studied group and the researcher. The best definition for this thesis is Levine, et al.’s because they mention it is part of qualitative research and the information is gathered from the interaction between the researcher and the studied group. In this thesis I am the researcher and the studied group is the student team leader group. This participant observation was done overtly as I mentioned to all of the team leaders that I am conducting a research about team climate among our team.

The primary data in participant observation is collected through narrative descriptions, conversational interviews that are informal, and personal experience (Levine et al., 1980, 38). Atkinson & Hammesley, (249) remind that participant observation is an observation that is conducted when the researcher is being part of the scene studied. I wrote down notes when observing my fellow student team leaders in the trainings and also discussed with them outside the trainings to gain more information. I analyzed the collected data the same way than my autoethnographic data meaning I found connections in my observations and thematized them under repeating key concepts.

According to Hofstede (quoted in Andriessen et al.) participant observation is a direct method to collect data when the goal is to observe human behavior. Also Morris (quoted in Andriessen et al.) thinks the purpose of participant observation is to identify or study a phenomenon. It is important that the researcher do not manipulate or stimulate the subjects. (Adler & Adler quoted in Andriessen et al.).

### **4.4 Methodological triangulation**

To be able to create rich and unbiased data one can use triangulation as a method to analyze qualitative research. According to Denzin (quoted in Joslin & Müller, 2016, 1045) triangulation can decrease biases, increase validity and strength of the study and provide multiple perspectives. There are different types of triangulation but this thesis uses methodological triangulation which uses multiple methods to study the research problem (Joslin & Müller, 2016, 1045). I use within-method triangulation

which means that I use at least two data collection methods from qualitative approach (Denzin, quoted in Joslin & Müller, 2016, 1045). In this thesis I use methodological triangulation to analyze the team leader program. The qualitative research methods used are autoethnography and participant observation.

To sum up, this thesis uses autoethnography, interviews, participant observation, and methodological triangulation as research methods. Autoethnography produces aesthetic descriptions and analyzes personal experience to understand a culture. Interviews are usually face to face interaction where the interviewee shares his/her experience or information about a certain topic. Participant observation is a method to gather data in an interaction between the studied group and the researcher. Methodological triangulation means analyzing the research problem through multiple methods.

## 5 Results

This chapter uses methodological triangulation to analyze the results. Using methodological triangulation means that I use multiple methods to study the research problem. This chapter uses autoethnographic method and participant observation to describe the team leader program. The basis for this chapter are my own experiences and my own observations. The informant interview with the Head of Customer Experience is also taken into account when writing this chapter.

### 5.1 Application process

The interviews for the team leader program were held in the beginning of January. The first phase of the interviews was a group interview where The Head of Customer Experience and her colleague examined the applicants ability to work in a group and their motivators. We were asked to have group discussion about customer service and draw our greatest Company X memory on a paper. Next phase of the interviews, was an individual interview with The Head of Customer Experience. After few days from the interviews, the applicants were let know if that they had been chosen. Altogether, sixteen people were chosen for the program. The Head of Customer Experience (2019) said that every year they search for people who are eager to learn about leadership, have the right attitude, and have the right motivators. All the applicants must have attended the event the previous year and they should have shown the ability to handle their responsibilities in the event with great care. It is important that everyone is able to work as a part of a team. For that reason there is a group interview for the first year applicants for the event and a group interview for the team leader training. (The Head of Customer Experience, 2019). According to my own observation, the group interview had a good atmosphere and I felt relaxed during the interview. The interview with The Head of Customer Experience felt to me more like a conversation. The Head of Customer Experience made me feel comfortable and when leaving the interview, I had to tell her that I admire how she can make me feel so comfortable in an interview setting. Afterwards, I felt that whether I got the job or not, I did my best and enjoyed my time in the interviews. When I received the call that I had been chosen, my heart was pounding and I felt nervous. When I was informed that I had been chosen, a relief took over my body.

### 5.2 Spring training

The spring training started with two kick-off days in the end of January. The kick-off days consisted of getting to know one another, going through our own expectations and overviewing the leadership program. The Head of Customer Experience (2019) mentioned that she always asks students' expectations about the training program and is therefore able to customize the program to fit the expectations.

We spent the spring phase getting to know each other and preparing for the Company X's Sweden event which was held on the 7<sup>th</sup> of May. Before the Sweden event we had the kick off in January (2

days), one meeting in February, one meeting in the beginning of March, focus day in the end of March (3 days), one meeting in April and one meeting in May. After the Sweden event we met once to go over reflections from the first phase of the training. All together, we had ten training days together during the spring phase. In addition, we watched the Swedish event's speeches together and some of us attended Speaker Contest Qualifiers and Final.

One of the first things that The Head of Customer Experience told us in the trainings was that she was there for us. She also highlighted how important it is to get to know each other and we all gave ten minute intro presentations of ourselves during the spring. The Head of Customer Experience gave her presentation as well during the first training session. When the Head of Customer Experience was telling us she was there for us it made me feel really safe as I knew I could always count on her having my back in difficult situations. During the whole program I felt that if I had a problem I could go to her about it and she would support me and my team leader colleagues. I felt that the intro presentations were an interesting way to learn more about each other, especially in the beginning when you knew nothing about each other. By the end you had gotten to know people pretty well but still learned more about the person from the presentations.

After the first day, we had to list our own individual goals. After setting our individual goals, we shared them with the rest of the group. The reason for this was that we could help each other to achieve them. After sharing our individual goals, we revised them a couple of times to remind us what they were and seeing if we were processing. We also went through our common objectives in the first session which can be found as an attachment (appendix 6). Listing your own goals was difficult for me personally, as I never set goals for myself and I struggled with it for a bit. Sharing your own goals to people you did not know well was nerve-wrecking and I felt very vulnerable when sharing them. I could not remember the common objectives and the other team leaders did not seem to remember them either when the Head of Customer Experience asked about them during the last session in the spring.

On the second day of the kick off we had our first visitor from Company X core team. During the spring phase, a few employees came to give us their own intro presentations so that we could get to know them better. When someone from the core team came to talk to us, everyone seemed to be listening closely and asking questions from them. Having them take the time and come meet us, made me feel like they appreciated us and were happy we would be working at their event.

We created our ground rules together (appendix 7) in one of the first trainings. It was a good idea from The Head of Customer Experience to have us create them as a group because we were more likely to follow the rules if we had participated in making them. After making the rules, we came back to them multiple times to make sure they still fit our group. For instance, when people started coming late to the trainings we would go back to the rules and remind everyone to be on time. I felt that we were taken into account because we made the rules together and discussed about them. Creating ground

rules also built psychological safety climate as we promised what is said in the classroom stays inside the classroom. Revising the rules, in my opinion, was very useful but in the beginning I felt that we revised to them too many times and found it frustrating.

In the first session we went through all the communication channels we used during the training: Facebook, WhatsApp and Basecamp. We had two WhatsApp groups: one of them was official with only important info and the other one was used for every day communication. In Facebook we had polls whenever needed and The Head of Customer Experience shared articles that she thought we would find useful. Basecamp was a site where we had all the production updates (what is happening at the event) and materials for the training sessions..

Trust was one main topics during the spring phase and we discussed it a lot. We discussed why it is important to have trust within a team and how it could be build. We felt that listening actively, being vulnerable and proving that you are on the other person's side are good ways to start building trust. We talked about the four stages of team formation: forming, storming, norming and performing (appendix 8). It is Bruce Tuckman's theory about team formation. First a team starts to get to know each and forms a new group, next there is the storming phase with some conflicts. After that the situation normalizes and the team performs well. I felt that talking about trust was really interesting as I desire to become a leader in the future. It was sometimes scary to voice your own opinions in front of a class full of people whom you did not know but as time went on it got easier and easier. When we studied Tuckman's theory in the training I was not able to assimilate it but later on I realized how connected it actually was to the training.

As leadership was one of the main topics of the training, we discussed about it and theories connected to it a lot. We talked about our best and worst managers that we had worked with and how did they make us feel. We also had to find a leadership quote that resonated with us. We spoke about different leadership styles and how we should combine them all to be the best leaders. Moreover, we discussed about emotional intelligence and how effective leaders should have strengths in self-awareness, self-regulation, motivation, empathy and social skills. We also talked about the differences between leadership and management.

In every training we had a production update about the Helsinki and Sweden event. It was important to understand what was going on and as we did not have a lot of time before the Sweden event, it was crucial to go over them in each training. We had to go through the customer feedback and student feedback from the previous year so that we could discuss how to make the event better this year.

After the first kick-off day we went to eat in a restaurant together and got to know each other better. During the focus days in March we also had a voluntary dinner in a restaurant nearby. On the first focus day in March we had laughter yoga and cooking school together. Extra dinners were great

because you got to know the people in a more relaxed setting. In the laughter yoga one had to be very vulnerable and that brought all of us closer together. I felt that it was a great way for me to get to know people and joke around with them. The cooking school was a great way to get to know people as well because I was out of my comfort zone and therefore I was able to be myself.

One of the focus days in March was spent entirely on Enneagram workshop. Enneagram divides people into nine different personalities that reflect the typical patterns of thinking, feeling and behaving. We learned about all the personality types and then discussed what others should take into account when working with a certain personality type. This workshop raised a lot of different feelings as some people were not pleased with their personalities. It also caused some friction between certain personality types. Some also felt that the leader of the workshop favored certain personalities. To me the workshop was really interesting but more interesting was how some people reacted when they found out their personality types. Some were upset and simultaneously some were excited when going through their personality types. I have certain skepticism when it comes to personality tests so at first I felt the personality type I got did not fit me. Then I noticed some similarities and because I know personality tests do not define the whole person I was just happy to gain some new thoughts from the workshop.

We had some optional sessions we could attend if we wanted to. We were able to help out at the Speaker Contest qualifier in March and the Speaker Contest final in May. At the end of April we had a joint birthday party with the previous team leaders and the current team leaders. I attended the Speaker Contest Qualifier and it was a nice team bonding moment for those who were there. It was a more relaxed setting to get to know the other student team leaders and people started to share their own personal stories. Unfortunately, I could not attend the final so it will not be taken into account in this thesis. I was able to attend the joint birthday party. Personally, I was hoping that the birthday party would have brought the previous team leaders and current team leader closer together. Now we mainly spent the party with the people we knew rather than getting to know the previous team leaders.

We prepared for the Swedish event by learning to use the check-in system and studying Swedish with a Swedish teacher from a local university. We held short speaker introductions called speaker spotlights so that we knew the speakers and what they would be talking about at the event. The event was on 7<sup>th</sup> of May but we left for Sweden on the 6<sup>th</sup> to prepare. We traveled to Sweden together and started building up the event when we got there. We stayed overnight in a hotel and on the 7<sup>th</sup> we served the customers at the event. When our team leaders left the event to go to Finland, we had to rush as the event was still going on when we left. The core team continued to Norway to build the next event. The Head of Customer Experience (2019) said in the interview that building an event also brings people together as people do “silly stuff” together for instance go to Ikea to buy coat racks or fix seat covers.

In the last session in May, we reflected the past five months and revised our learnings. We also found out our team leader pairs and own functions. First we got to know the people whom we would work with and then we found out our functions. Afterwards, we had a little get together at The Head of Customer Experience's place before heading to our summer break. You could see everyone was so nervous when the team leader pair and functions were published. You could cut the tension with a knife in the classroom. It was a great idea from The Head of Customer Experience to let us know our team leader solos/pairs/triples because I felt people were more nervous about that. Personally, I was relieved after finding out my pair and which function I was going to lead.

### **5.3 Autumn training**

We started our Autumn training with 5 focus days. We had a lot of things to do and we started the first day with meeting our partners at the event. We had a recruitment training by an external trainer and a photoshoot for the promotion pictures. We learned to understand how to treat the applicants well and what to do if someone freezes in an interview for instance. As a group we also discussed if we should hug all the applicants when they come for the interviews and was everyone comfortable with this. Personally, I felt the training was really useful and I could use the key takeaways in the future.

On the first day we also had a photoshoot for the promotion pictures and besides the official pictures we also took 'do NOT do this' pictures. There was a certain dress code required from the students so we took pictures of how not to dress and it brought a lot of fun to the students and us. Each team leader solo/pair/triple took their own promotion pictures and 'do not do this' picture and after that they left. It would have built the team climate if we took the "funny" pictures together and would have been able to be silly together.

The next day started early as we headed to Jyväskylä to work and meet up with the core team. On the train up there we started working on our functions and focused mainly on our own functions during those two days. We visited the core team's office and had dinner with some of the core team members. We took a Päijänne cruise with the student team leaders. The dinner was a good way to get familiar with the core team because we worked closely with them in the event, and yet again the cruise helped us student team leaders to get to know each other better.

On the fourth focus day we had a presentation training with an external trainer. This was very useful as most of us wanted to develop our presentation skills. This external trainer was great and I gained a lot of knowledge about how to improve my presentation skills. After the workshop there was a joint activity in escape room but unfortunately I was not able to attend to that so it will not be taken into account in this thesis. Leaving it out can mean that some aspect of team climate building are not taken into account. However, the interviewees attended to this team building activity and can comment on it in the interviews if they want to.

On the fifth focus day, an external trainer gave us a lecture about resilience. S/he went through similar leadership themes we had already talked about during the trainings and when we got our resilience test results back we did not go through how we could improve our resilience. The resilience workshop was not very useful as we went through similar themes we had already discussed. Nor did we learn how to improve our resilience. After the resilience training, we started planning our promotion presentations and our recruitment. Our promotion and recruitment training was very minimal. We only quickly went through what to do in the classroom sessions and interviews.

We spent three days promoting Company X for the local university's students in promotion stands, classroom sessions, and auditorium sessions. For the people who had attended the event before, we had pitching sessions where the students gave a short elevator pitch for us student team leaders. Those lasted for two days. After that we had six days of group interviews. Each group interview had three to six applicants and at least two team leaders of whom one was leading the interview and other on taking notes. The notes were taken to Workable hiring app, and when building our functions we checked the notes on Workable to see which candidates had been recommended to a certain function. Personally, I learned a ton during the interview days. We did everything on our own so we learned about every aspect in recruitment and it made me consider a future in HR.

After the interviews we saw each other as a group only a few times. In all of those times we talked about production updates. We built our functions together and chose support team members who were our so called 'right hands'. We also gave our speaker spotlights which we later on presented to the students at their training sessions as well. We also met with an external trainer who spoke about the balance in life. We called all the chosen students and The Head of Customer Experience emailed the ones that were not chosen. As the event came closer we saw our team leader pair (if you had one) a lot but we did not meet as a group. We had our own function specific meetings with The Head of Customer Experience to make sure we had the chance to ask help with anything we needed to. Then we had our first training session for the students. All of our trainings for the students had a two-hour session in the auditorium and then function specific training in a classroom. Altogether, there were three training sessions for the students, two onsite preparations days, and two event days.

After we started recruiting the students, we mainly focused on them rather than building our own team. Just before the onsite preparations we had a meeting with the team leaders only but that was also spent on the production updates. The spring was clearly for building the team climate among the student team leaders and the fall focused on the event.

After the event we had a feedback session with the students and later on we had a wrap up with the team leaders overnight in Tallinn. Unfortunately, these were not taken into account in this thesis because they were organized later on.

## **5.4 Interview results**

This chapter analyzes the interview results I got from the group interviews with my three team leader colleagues. My questions were about the team climate among the student team leaders. Both the student team leaders and The Head of Customer Experience defined team climate similarly. They all said that good team climate gets more out of the members of the group and the members have each other's back, even if someone fails.

### **5.4.1 Team Climate among the team**

After the spring phase, interviewee A thought that the leadership program was not the most ideal setting for building team climate. S/he stated that most of the training sessions were purely "teaching sessions" and therefore not the easiest place to get to know everyone. S/he added that after all, there was good effort in building the team climate but not enough time. Interviewee C agreed that most of the trainings were, in fact, lectures rather than conversation type of sessions, where you did not really get to know people. S/he made a point that you heard people's responses/opinions to certain topics but not a lot of time was spend on just building team climate with introductory games for instance.

Interviewee B appreciated the laughter yoga and added it was good for building team climate. S/he added that it may not have been suitable for everyone because one had to be able to be vulnerable in front of people they did not know. Additionally s/he mentioned the cooking class as a good bonding experience. Interviewees A and C agreed with her about the laughter yoga and also found the cooking class bringing people together.

The interviewees all agreed that Company X had put great effort into building the team climate and they clearly had a big budget for it. They also understood that there were certain time limitations and extra team building sessions in the spring might not be possible because of it. The interviewees felt that The Head of Customer Experience encouraged people to sit with different people at lunch so that we would be able to get to know everyone. The interviewees also appreciated the extra dinners together after the kick-off and focus days.

After the event, interviewees A and B gave the team climate grade three and three and half out of five. For that reason, because they felt that with such a big group you were not able to become great friends with everyone. They felt that even though they were able to work together they did not necessarily understand each other. What helped interviewee A to understand other team leaders was the Enneagram personality test results. S/he kept reminding himself/herself about them and therefore was able to understand why someone was acting a certain way. Interviewee C disagreed with the other interviewees and said that after the event his/hers feelings were "I love you all." S/he was disappointed that in the evening of the second event day she noticed that the team climate was not

the best. However, s/he also understood that with sixteen people there are many different personalities so it is understandable that not everyone work well together. After all, they all thought the event days went well and there were no problems with the team climate during the event.

The interviewees had all noticed that the spring time was for building the team climate whereas in the fall we mainly focused on the function specific stuff. They also felt that in the fall we actually started to get to know each other better because we started working together rather than sharing quick chats in the cafeteria during breaks.

What the interviewees felt that really affected on the team climate was the continuous comparison to the previous student team leader team. Especially interviewee C felt strongly that during the whole program we had been compared to the previous student team leader group. S/he felt that we were always told that this is what the previous student team leader group did, should we do the same way or differently. On account of this, the function building process was very different for us because we had been told that in the previous year it had been difficult, and we did not want the same to be said about us. Thus, we gave up our best candidates immediately and were as flexible as we could. To interviewee C this created a feeling that last year the group was great and now they are just creating the same training program to different people.

The Head of Customer Experience was aware that the trip to Sweden and the byproducts like shopping clothing racks in Ikea or fixing VIP seat covers together built team climate. The interviewees had also noticed this and furthermore Sweden made them feel that everyone was part of the same team and worked towards the same objective: building an event. The interviewees felt that sharing a hotel room with a person you did not know so well provided you a great setting to get to know them better and talk about other stuff rather than just Company X.

After the spring phase the interviewees were worried that the summer break would affect the team climate and cause cliques. Interviewee A was scared that it would feel like s/he had to get to know everyone from the beginning. After the event they thought that the summer break did not affect as much as they thought. Interviewee A said that it actually felt natural and everything continued smoothly. They still thought that adding one extra training during the summer would be preferable. They understood that not everyone would be able to attend but they would still prefer to have a meeting. The Head of Customer Experience commented summer break in the informant interview by saying that they hope they have established such a good team climate during the spring that they do not need to organize anything during the summer.

Interviewee A thought it was hard to say what could have been improved as a group because s/he only worked closely with a few people during the event. C agreed with A and stated that we were not one group but a group that had many people. S/he explained that we were able to work together but

there was not the feeling that we were one big group. Hence, if we had to do something together we did it but we did not have the spirit that let US ALL do this together. The reason for this according to interviewee C was that during the fall we mainly focused on our own functions and this raised a wall between us. S/he suggested that instead of focusing our own functions, we could have thought together how to do things and then work alone and then gather together to discuss again.

All the interviewees felt that they did not know most of the people in the group. Interviewee B said that she barely said 'hi' to some student team leaders during the fall because they had been in different interviews, promos and lead different functions, of which did not cooperate during the event. When asked if they were okay just knowing the group members by working habits, they all said they would have wanted to know more about each other's personal lives because that would have made working together easier. Interviewee C said that it makes team work better when you know something else about a person than their working habits. B agreed and added that knowing your colleague makes the person more humane and therefore it is easier to trust them.

When asked what grievances there were in the group all of the interviewees raised the same person. They all agreed that one person's negativity affected the team climate and caused more work for everyone else because they had to support this person more than they should have. They said that even though this was a leadership training program everyone should have had the right mindset and eagerness to be part of this. They also pointed out that they understand that a group should have all types of personalities but it is important to remember that even though we are here building our own team, everyone has to be able to lead a function on their own.

Interviewee B thought that having complete opposite personalities in a same group does not work. However, the interviewees still saw the diversity of the team leader group as the strength of the group. Also The Head of Customer Experience acknowledged the diversity of the group in the spring and felt that the team climate among this year's team leaders was good because everyone was able to be themselves.

To sum up, the interviewees felt there was really good effort in building the team climate with laughter yoga, cooking school, and dinners nevertheless more basic team building activities were needed such as introductory games. The interviewees thought that knowing your team members makes it easier to work with them and build the team climate. More team building activities were needed during the fall according to the interviewees and they would have wanted to work as a group during the fall not only focus on the function specific stuff. Sweden brought the whole group together and an additional meeting during the summer would have been appreciated. One thing the interviewees did not like was the comparison to previous team leader group.

#### 5.4.2 Leadership among the team

After the spring phase the interviewees were not able to remember the objectives for the leadership program. Interviewee C pointed out s/he felt weird that the objectives were plain numbers. S/he would have preferred objectives such as 'get to know everyone' and 'have fun'. Interviewee B agreed and thought that we did not go over them enough because when we revised them during the last training session in spring, s/he did not remember them. Interviewee A suggested that more time should have been spent to address the objectives and as a result people would have assimilated them. Interviewee C suggested that student team leaders could add their own objectives and therefore feel more connected to them. S/he thought we could create them as a group as we did with our ground rules. Interviewees A and B agreed with him/her and they all thought that updating the ground rules so often was unnecessary and it would have been more useful to do that with the objectives. Interviewee A thought that the objectives could have had sub objectives that would tell us what do we need to do to reach the main objective for example 'get to know everyone'. Then it would have been easier to think after the event why did we reach or did not reach our objectives.

After the event the interviewees still did not remember all of the objectives. Interviewee C still saw them as plain numbers. They could not remember if we had gone through them at all during the fall. Interviewee A felt that the objectives were not important to The Head of Customer Experience either because there was no point to set objectives if they were not followed regularly. Interviewee C said that s/he felt like the only objective we had was the grade from how good team leader you were to your team. S/he added that if that had decreased by a number we would have felt that we had just failed.

When interviewing the applicants, the interviewees would have wanted clearer instructions because everyone marked their comments on Workable, the hiring app, very differently. According to the interviewees it would have been useful to go all the 'must have' personality features for each function together. We had just written them on Basecamp and the interviewees felt that is totally different to read them rather than have someone telling you why this certain personality trait is important in their function. According to interviewee A, it would have been better to allocate the applicants to certain teams already in the interviews because at the end we had many whom we just drawn to some function. The interviewees had different experience on whether they could count on the workable tags, interviewee C could but B felt that many times there were no concrete reasons why that person should be in their team.

Interviewee B felt that having a lunch break together during the interview days would have built team climate as we would have had time together. Together all the interviewees thought that set breaks would have been needed for the interview days. Interviewee A understood that it was difficult to build

the schedule for the interviews because it all came so last minute and there were so many people to interview.

Interviewee C felt that we were left on our own when holding our function specific trainings for the students because the guidelines were for instance 'first meeting: build the team climate', 'second meeting: more function specific stuff.' S/he appreciated the liberty to try and learn but in his/hers opinion we did not get the tools to do that.

In brief, the interviewees thought that the objectives from Company X were good but it would have been great if the team leaders were able to create their own sub objectives of how to reach the main objectives. Therefore, they would have felt more assimilated to them. The interviewees felt that instructions for workable comments could have been clearer. The interview days were long so a proper lunch break was needed and it would have built team climate.

### **5.4.3 Psychological Safety Climate among the team**

In the spring, all the interviewees felt that their opinions were heard and respected. After the event the interviewees felt like they had a sense of psychological safety in the group. They felt they were able to voice their opinions in a group but they did not always want to talk about their own experiences in front of the whole team.

In the end of the spring we had a twenty-minute feedback session with The Head of Customer Experience, the head of the leadership program. According to interviewee A it was a good ending for the spring phase and it was nice that it wrapped up everything. Interviewees B and C felt that it was too short and they did not have enough time to actually give any feedback. In both of their "feedback sessions" they spoke about how they might feel if they were placed in a certain function (we had not been given the functions yet). Interviewee B had written down some feedback she wanted to say but there was not enough time. After interviewees B and C had voiced their opinions, interviewee A added that it would have been nice to talk about his/hers own strengths and weaknesses with the head of Customer Experience and actually have an hour or two to discuss about the training.

The interviewees discussed that one person had caused problems in the group and interviewee B said that s/he had talked about it with the Head of Customer Experience. Interviewee B knew that the Head of Customer Experience tried to solve the issue but she only did it after the student team leader colleagues said something to her about it even though she had noticed it herself as well. Interviewee B said that nothing changed after the Head of Customer Experience had talked with the colleague.

In short, the interviewees felt that they were heard and respected and that the group was a safe environment. The interviewees felt it was great to have a feedback session but it should have been longer because there was not enough time to give feedback.

#### **5.4.4 Trust among the team**

In the spring, interviewee B said that s/he had not felt lack of trust. S/he felt that people started to share more and tell their own stories when we had after work drinks or additional program such as Speaker Contest Qualifications. S/he added that when people share their stories with you, they trust you. Interviewee C said s/he had not had trust issues either and every time s/he had asked someone to complete some sort of task they had done it. S/he did say that we were in a honeymoon phase in the spring where everything was wonderful. S/he expected that the storming phase would start from someone breaking another team member's trust. They all trusted The Head of Customer Experience and felt like she had their back.

The interviewees felt after the event, that they were able to trust to everyone in the team. According to interviewee A, the after work drinks added the feeling of trust because there people shared more personal stories. According to him/her, it was good that the trainings ended early because some people went to have after work drinks and got to know each other better.

Interviewee A said that one had to trust others because it was such a big production that it was impossible to handle everything yourself. Interviewee A added that s/he was able to trust everyone in the team because s/he just had to. Interviewee B said that before the event s/he would have possibly said that s/he was not able to trust everyone in the team, but after the event went well s/he said she was able to trust everyone. Interviewee B said that the reason s/he could not trust everyone before the event was that s/he had seen how some people work in a group and that did not prove to him/her that s/he could trust everyone. Interviewee C had the most trust among these three interviewees. S/he confidently stated that after the event s/he definitely trusted everyone.

In brief, all the interviewees were able to trust everyone in the group and they believed The Head of Customer Experience had their back in every situation. It was such a big production that trusting everybody was necessary even though some did not understand each other's working habits. After works were a great way for people to build trust among the team.

#### **5.4.5 Communication among the team**

In the spring Interviewee C said that s/he liked WhatsApp as a communication tool because it reached people quickly. S/he felt that sharing information could have been more clear for example if we needed to wear the leadership program shirts or not. S/he also felt that in the regular WhatsApp group there were many messages that should have been in the Official WhatsApp group. Interviewee B said

that s/he was not sure if we should have reacted to all the messages in the group. On one hand it is impolite if no one replies but on the other hand it was not necessary to fill the group with emojis sent by twenty different people.

Open communication is key for great teamwork. Interviewee C thought that the communication from Company X core team was not transparent when we were informed that we had to change our titles on LinkedIn from team leader to student team leader. According to interviewee C, it could have been handled better because according to him/her it downgraded us. Interviewees A and B agreed with C and they all thought that it was understandable but the information was given to us in a bad way.

When asked if the communication had gotten better after the spring phase the answer was no. We had given feedback about making sure that the important messages are always sent to the Official WhatsApp group in the spring and interviewee C noticed it got better for a week but then it got worse again. Interviewee C stated that, there were important links and messages in the non-official WhatsApp group and it caused difficulties when we should have shared them with our own functions because s/he did not read all the messages in the non-official group and missed them. Interviewee A felt like Basecamp and especially the pings (direct messages) were really unclear but s/he did not know how it could be improved. Interviewee C felt that mostly it was The Head of Customer Experience who pinged us when the core team members could have done it directly and it should not have gone through The Head of Customer Experience.

When asked what could be improved in this group as a group interviewee B sharply says communication because some people lacked situational awareness in communication. Interviewee B thought that as people started to get to know each other better they started saying things without thinking first and they came off a bit rude. She thought it would have been good to go through communication guidelines as a group in a session to solve this.

According to the interviewees the announcement that The Head of Customer Experience's right hand did not work with us student team leaders anymore was informed poorly. Interviewee B thought that she was leaving the whole company and suddenly a new person was put to her place. Interviewee A pointed out that the timing of the new person joining us in the middle of the training was quite difficult but she handled it well. Interviewee B pointed out that they clearly did not think about what the first person leaving and second person joining our team would do to our group dynamic. Interviewee C added that it was also wrong towards the second person because there was no team building organized between us and the second person.

In sum, the tools for communicating seemed good according to the interviewees but they should have been used better for example to make sure the important messages always go to the Official WhatsApp group. It would have been good to go over some simple guidelines for example if the

messages should be reacted to and to remind everyone to be polite in the group conversation. We were informed about the name change and The Head of Customer Experiences's right hand changing to other tasks improperly and that should be considered for the future.

#### **5.4.6 Commitment among the team**

In the spring the interviewee C felt that the team was one big group and everyone was committed to it when we worked towards a same goal for example at the Sweden event. Interviewee B felt everyone was part of the same team because we all had a certain mindset and the same customer service attitude.

After the event, interviewee A thought that everyone had a straightforward attitude and no one tried to run away from responsibilities. Then interviewee B pointed out that there was one team member whom was not committed. In the student interviews this person said s/he did not feel like listening to the applicants therefore s/he did not take notes. They all discussed that this one person was not committed but everyone else was. Interviewee C said that everyone helped each other when needed and when someone came to you with a problem you always helped.

To have the feeling of commitment. the leadership program should also be what the student team leaders expected. Hence, this chapter also includes the interviewees expectations. When asked about the interviewees' expectations and if they were fulfilled, the interviewees had things they would have wanted to cover in the training. Interviewee B said that s/he saw from previous years that they had had company visits and s/he had hoped that we had more of them and especially in the leadership field.

Interviewee A would have wanted to learn concrete examples of how to lead your team in the event and thought it would have been really useful for certain people. S/he highlighted that the most important thing in the program was to 'get things done at the event' and s/he felt that the training only touched the surface of leading people. Interviewee B agreed and pointed out that we did not really go through how to create team climate among your own function for example by games. She remembered feeling lost when everyone else had come up with introductory games for their functions but we did not go through them as a group. S/he added that it can be difficult to build a good team climate among your own function in such a short time so s/he would have wanted more tips on how to do that. The interviewees also thought that basic stuff like how to communicate to your teams could be covered in the trainings. Interviewee C felt that during the spring we covered leadership as a theme and it was frustrating because they were the basics of leadership and s/he would have wanted to learn some concrete things as well. S/he also stated that this leadership environment differs so much from leadership where you lead people for a longer period of time so it would have been interesting to learn how to build high team climate in such a short time. They all felt that because they study leadership the leadership aspect of this training did not teach them new things.

When asked if they thought this training program was useful for their future they all said yes. Interviewee C said it will look good on her resume but s/he had not learned as much as s/he hoped to. S/he admitted that the way of working and being trained as a group was new to her but the leadership as a theme was really familiar to her. S/he also liked to reflect her own actions and do self-examination so s/he appreciated the Enneagram workshop. Interviewee B said that the presentation training was really useful and even though s/he has had presentation training at school s/he felt that this was a lot more educational. Interviewee A agreed with both that Enneagram and presentation workshops were the most useful.

In brief, the interviewees felt that most of the group was committed but one person was not. There was a feeling that no one ran away from responsibilities and everyone helped each other when needed, which is important in a big production like this. The Enneagram and presentation workshops were really useful but the interviewees would have wished for more company visits and to learn concrete leadership skills. They would have wanted to gain more tools to build team climate among their own functions and directions on how to train them. They all thought that participating in this program looks good on their resume and they all gained useful skills for the future.

#### **5.4.7 Other suggestions from the interviewees**

The interviewees wished for that we had gotten to know our functions earlier because now when we started working on our own functions there was not enough time to make any changes to them. Therefore, we had to build our functions pretty much the same way than the previous year. They also hoped that we would have discussed about the improvements for each function as a group. They suggested that there would be a couple more training sessions after finding out the function. They also discussed the possibility that everyone got to know their functions when they start the leadership program. This could lead mis match team leader pairs/ triples but if they knew it at the start maybe they would still be able to build the team climate as one group instead of just their functions. This way, they could also start thinking what to change in their function early on because everything would be clear on their mind.

All the interviewees thought that promoting should be done better and it should start in the spring semester already. They thought that Company X should cooperate with the local university more, so that their teachers and study counselors would promote the event for them as well.

## **6 Conclusions**

As stated previously this thesis's research question was to study how team climate was experienced among Company X student team leaders. This thesis also aimed to provide new viewpoints for Company X about how to develop team climate among the student team leaders in the future. According to the research, the student team leaders experienced that the team climate was good but there are still improvements that could be made. None of the interviewees said that the team climate was perfect and I did not experience it either. However, both the interviewees and I felt that there were good tools for building the team climate such as, laughter yoga, Enneagram workshop, additional dinners, and the ability to create a high sense of team climate. Moreover, there is still room to improve in all of the building blocks for team climate: leadership, psychological safety climate, trust, communication and commitment. The research methods I used to conduct this study were autoethnography, interviews, and participant observation. This thesis also used methodological triangulation to analyze the results. Based on the results I got from the research, the last part of this thesis provides suggestions for Company X about how to improve the team climate among the student team leaders who take part of their leadership program.

There are some limitations in this research as I was not able to interview all of the student team leaders due to the resources and time limitations. Interviewing all of the student team leaders would have given wider perspective to the team climate among the student team leaders who were part of the 2019 leadership program. I was not able to include the feedback session after the event in this research because they were arranged later on.

### **6.1 Discussion**

I came to a conclusion that the team climate was experienced as a good team climate by analyzing my autoethnographic notes, by doing participant observation, and analyzing the interview results. There were no previous qualitative studies that I could have compared my results to. Company X may have information about the team climate among the previous year's student team leader teams. However, if there were results they would have been different as none of the student team leader teams were the same and therefore experienced things differently. Moreover, the leadership training is not perfectly similar every year because it adapts to the current group of student team leaders.

What surprised me was how the interviewees felt they compared to the previous team leaders had affected the team climate. I did not experience it but the interviewees did. Most of the results I got from the interviews, I experienced as well so they did not surprise me so much.

## 6.2 Trustworthiness of the research

Trustworthiness of this research needs to be considered. I need to think how I managed to use autoethnographic method, how my interviews were conducted and if I was able to analyze the data correctly and how well was I able to use participant observation as a research method. Since this was the first time I used autoethnographic method, there are undoubtedly aspects that could have been conducted with more precise touch. The goal of autoethnographic researches is to produce creative and expressive descriptions of personal and interpersonal experiences (Ellis, et al., 2011, 277). This is done by field notes for example. My own notes should have been more detailed and specific and they should have described the feelings I had during the trainings rather than what we did during the trainings. It was crucial to record the notes immediately after the training and also write down the voice memos. I am disappointed of the lack of lively descriptions in my thesis. However, I was able to analyze the occurring themes that were found in my notes and utilize them in this thesis.

I wanted to organize group interviews because I felt it would create more conversation and I would get more material out of it. As the interviewees knew each other as well I felt the interview was a safe space and they were able to voice their opinions without being judged. They did disagree sometimes with respect but usually when someone voiced an opinion, the others supported it, and it made them think about it from a different angle. They also developed each other's ideas further. I chose my interviewees based on their different work backgrounds. I feel like I was able to capture the diversity of the group but at the same time I could have chosen interviewees within bigger age range.

Interviews as a research method was more familiar to me, however, I still felt insecure while conducting the first interview. The first interview should have created more material as I only had eight pages of transcribed material. I was able to ask some clarifying questions but my transcript of questions was not comprehensive enough on account of I did not have the main research question for my thesis yet. I should have asked more clarifying questions about why did they feel a certain way. Consequently, I noticed a lot of progress between the first and second interview. I got twenty-two pages of transcribed material from the second interview and I was able to ask detailed questions and add clarifying questions during the interview. Additionally, it helped that I knew better what the thesis covered. To avoid language misinterprets, I conducted the interviews in Finnish, however I am not able to guarantee that the interviewees told the truth about their own experiences.

I believe there was trust established between me and the interviewees. In the first interview I did not know them too well but I felt I was able to create a safe environment. As we knew each other better in the second interview it was shown that they were more comfortable to say certain things. During the interviews, I should have observed the interviewees better and written down notes about their body language and non-transcribable features. What I managed to do well was to give my whole attention to the people who were interviewed. There were no distractions in the interview situations and I paid

all my focus toward the interviews. I did listen to what they wanted to say, yet I was also able to help them say things what they wanted to say but needed some help with. I do think I could have done this more but you improve with experience. I could have summarized more during the interviews, I only did it a couple of times. What I made sure the interviewees knew was that the whole setting was confidential and they will not be recognizable in this thesis.

My participant observation should have happened more during the trainings rather than during discussions with the student team leaders afterwards. I found it difficult to observe others when all the information was new to me as well. For that reason my thesis lacked observation of my fellow student team leader colleagues during the trainings. I decided to use triangulation method to analyze the results. I felt that with triangulation I got more viewpoints and was able to increase the reliability of the study. I could have used the methodological triangulation more visibly.

I think my participation in the leadership program increased my commitment and made me more involved writing this thesis. As I have been part of the event before and now I was part of the leadership program, I had positive emotions about Company X. However, I tried to start with a clean slate so that my earlier feelings would not affect this research too much.

I was not able to attend the escape room activity in the fall and it could have affected the results of this thesis. However, what I observed was that the escape room activity did not play a big part in the team climate building process so I doubt it would have changed the outcome of this thesis. The feedback sessions with the students or with the team leaders were not taken into account either. I do not think the feedback sessions affect the team climate but they could have affected the leadership factor.

To conclude there are improvements that should have been made in all of the research methods: autoethnography, interviews, participant observation, and methodological triangulation. As this is my first research and I used autoethnography and participant observation for the first time as research methods I feel it went well. I know for the future what needs to be improved and I have gained a great amount of knowledge about how to conduct these research methods in the future. I do believe Company X is able to use these finding and with my suggestions they are able to improve team climate among the future student team leaders.

### **6.3 The benefits of this research and further research**

This research will benefit Company X if they decide to put use even one of the suggestions I made. This thesis helps them to understand how the team climate was experienced within the student team leaders in 2019. However, they have to remember that what could have worked with this group might not work with another group. They are able to decide if they exercise the suggestions made later on this chapter.

Further research could be made with next year's student team leader team. However, the result would be unique as the people in the group are different. If this research was conducted every year, Company X could gain great understanding about building team climate. Yet, there is not one certain way to build team climate so the results would differ each year depending on the group members. Conducting that type of yearly research would also require a lot resources and time.

#### **6.4 Personal key learnings**

I gained deeper knowledge of the research topic and the methodology of how to conduct a research. The complexity of team climate and the concepts affecting it create such a huge amount of information, yet one has to be able to define which concepts should be use in this particular thesis. There are so many small pieces when conducting a research this size and they have to all be kept together. I gained a lot of knowledge about different research methods, and before this thesis I had never heard about autoethnography or participant observation. I was capable to analyze different data and form results based on the research.

Moreover, I was surprised of the demandingness of the research. I wanted to start early as I knew that the process of conducting this research would be time consuming. Luckily, I was able to hold on to my schedule and conduct the research on time. However, the feedback sessions are not taken into consideration in this thesis because I would have not had enough time to analyze the results if the interviews were conducted after that. Writing this thesis also affected my health as I was not able to sleep well due to stress cause by this thesis. I should develop that in myself and find a way to let go of my thesis before going to sleep. I feel that the learnings I gained during this process will definitely help me in the future.

#### **6.5 Ethicality**

This thesis has been conducted with ethics on mind. I have reported all the data honestly and have not falsified or exaggerated data. When coding the gathered data I tried to handle it professionally and went through it carefully trying to take everything into account. I respected all the parties who were part of this thesis: my team leader colleagues, Company X, the Head of Customer Experience, and the external speakers by treating them as anonym.

One has to do autoethnography ethically and therefore they have to respect the people who are part of their research and ensure the participants' wellbeing by doing no harm and maximizing the possible benefits of the research. The research has to have justice and ensure fair distribution of research's benefits and burdens. (Adams et al., 2014, 57). Both Adams et al. (2014, 57) and Ellis et al. (2011, 274) remind that researchers may change the names and places for protection. In this thesis I did not mention the interviewees names or Company X's name for their protection. There are some

references missing from the bibliography as they show Company X's name. I also had to modify and remove certain appendix because they would have revealed Company X. To keep Company X anonymous, I modified the appendix and interview questions so that Company X was not mentioned.

## **6.6 Suggestions for the Company X**

In this part I will go through what Company X should improve to be able to build a higher team climate. These suggestions have been made based on the results I got using autoethnographic method, group interviews and participant observation. This chapter goes through them with the themes: team climate as a whole, leadership, psychological safety climate, trust, communication and commitment.

Company X should consider having more introductory games during the training sessions because the team leaders desired to know each other better. This would also avoid the feeling that we are a group of many people and create a feeling that we are ONE group. Laughter yoga and cooking night were appreciated among the student team leaders but the escape room activity was not as memorable, thus it could be switched to one of the following for example: scavenger hunt, laser tag, improv workshop, or painting class. Even though fall is busy time with the event, it would be a good idea to organize at least a couple meetings with the student team leaders where the main focus is building the team climate. This would avoid the situation, where a person who is leading their function solo, feels left out because everything is done as functions during the fall. The interviewees wished for a meeting during the summer. It would be a good idea but as everyone have their own summer plans and holidays, I do not think it is necessary.

The Sweden event was great for building team climate and as it is not part of the leadership training next year, something else should be invented for building the team climate. In Sweden, the team leaders were in a different environment and they were working towards the same objective which brought them closer together. One suggestion would be building your own small event/party in where the team leaders would build everything on their own. This could be organized in Jyväskylä for instance, so that the team leaders would not be in a familiar environment.

The Enneagram workshop was found interesting and it helped the team leaders to understand each other. However, for some it created the feeling of inequality as they felt the person leading it favored some of the personality types. Therefore, there should be a discussion with the person leading it that it would not happen again. When taking the 'do not do this' photos for the training session, they should be taken together because having fun together improves team climate. What should be put an end to is the comparison with the current and previous team leaders. I am positive it was done unintentionally but it affected the team climate among the team leaders.

Company X should think about the diversity of the group. It is good to have diversity in the group as it provides more viewpoints but it should be kept in mind that too wide range of diversity may affect the team negatively. It is good to keep in mind that even if there are a lot of different types of people in the team, it is important that everyone has the right attitude, they are committed to the group, and they are able to lead their function without others needing to support them more than others.

There should be clearer ending for the second event day. No one knew what to do when the event ended and the core team did not seem to know either. There should be some kind of get together and saying 'thank yous' before everyone leaves back to the hotel. Having breakfast together the next morning at the hotel would be a good way to wrap the event before the feedback sessions.

The student team leaders did not feel connected with the objectives. Hence, it is necessary to develop them for the future. Student team leaders would feel more connected to them if they were created together as a group. However, it is understandable that the objectives come from Company X. Therefore, I suggest that the students would be able to create subobjectives that would help them to reach Company X's objectives. The subobjectives could be followed regularly and at the end the team could analyze why did they reach or did not reach the main objectives through the subobjectives.

The Head of Customer Experience could go over simple guidelines for the training. These may seem obvious to most people but in my opinion they still could be discussed as a group. Firstly, if you promise to do something or agree to something then you should keep your promise or word. For example, if you tell someone it is okay that they lead the next interview, you cannot later say that you did not agree to it. Secondly, reminding everyone of the common courtesy of being polite to each other face to face and through text messages even when you get to know each other better. Thirdly, reminding everyone that we are building ONE big team before starting to interview the applicants hence, some of the team leaders seemed to be thinking their own benefits in the interviews.

There should be better briefings for the interviews and how to take notes at the interviews. The team leaders also wished for better instructions for the training sessions for the students. 'Must have' features for each function should have been covered together. It is good to let people be independent and creative but in the interviews it is important that they are held the same way so that the applicants can be evaluated properly. Also having clearer guidelines for the workable tags would make the selection process easier. We should have had lunch breaks together during the long interview days because spending time together during long interview days would build team climate.

The Head of Customer Experience managed to build a high sense of psychological safety climate with her presence and her statement that she was there for us. Nor did she only tell it to us but she also proved it with her little actions. Her intro presentation made her appear more approachable and humane. However, there are factors that would make the psychological safety climate even better.

The Head of Customer Experience should have talked with the student who had negative attitude before the other student team leader colleagues spoke to her about it. This is because she said she had noticed the problem but had not done anything yet. It is of course different if she had not noticed the problem before. Furthermore, she did take care of it which then added the sense of psychological safety climate.

Being able to voice their opinions and have the courage to give feedback is part of the psychological safety climate. The feedback sessions held in the spring should be longer as people did not have enough time to give feedback. They should be at least half an hour long.

Knowing your team members well makes it easier to trust them. Trust among the team leaders was built during the spring and in the fall we focused on building our functions. The additional meetings such as Speaker Contest Qualifier and Final were good for building trust among the team leaders. In a relaxed setting the team leaders were able to talk about personal stuff which increases trust among them. Ending the trainings early was also a good setting for the team leaders to go for after work drinks which also made them get to know each other better.

Communication should be more clear and there should be careful consideration on which WhatsApp group messages should be sent to. Often there was important information in the wrong WhatsApp group. There could be simple communication guidelines so the student team leaders would know whether they need to comment or not. The core team members could ping us directly on Basecamp rather than the Head of Customer Experience who has much on her plate. Sensitive announcements should be done with greater care for example the Head of Customer Experience's right hand moving to other tasks.

Most of the team leaders seemed committed to the program and wanted to be part of it. There was one person whom did not seem to be committed and therefore commitment should have been discussed in one of the training sessions as a group. Part of commitment are also the student team leaders' expectations towards the program. There should be more discussions about concrete leadership skills in the trainings and concrete examples on how to lead a team in this unexceptional environment. It should be also be considered to have more company visits and especially in the leadership field.

What Company X should think is when the functions are published. They should definitely be earlier as this year there was not enough time to change anything in the functions. It could be considered that the functions and student team leader solos/pairs/triples were given at the beginning of the training program. This could avoid the feeling that functions are just working on their own and create the feeling of ONE team when everyone knew them from the beginning. However, there is a high risk that the student team leader pairs/triples would be a not work well together. Personally, I think that there

should be a discussion about how to improve all of the functions in the beginning of the spring phase, but the functions should be divided later in the spring. However, I do think that there should be at least two meetings in the spring after the functions are published.

To conclude, the leadership program has very good tools for building team climate among the student team leaders. Company X has paid great effort with laughter yoga and cooking night to build the team climate but more simple team building such as introductory games would be useful. They should stop comparing the team leader groups to each other and focus on the new ideas from the new group. The Enneagram workshop helped the team leaders to understand each other. To develop the leadership aspect, there should be a way that connects the student team leaders with the objectives for example by the student team leaders creating sub objectives. The student team leaders would also feel more appreciated if they had lunch breaks during long interview days. The psychological safety was high in the group and everyone felt The Head of Customer Experience had their back which is necessary in this type of setting. What could be improved was interfering in people's problematic behavior sooner, when needed. Additional program built trust in the group and that is one factor that made the group work well together. In communication there should be clearer instructions and sensitive announcements should be done with greater care. Everyone in the group was ready to help each other and did not run away from responsibilities but not everyone was hundred percent committed. All in all, the program has managed to create a great foundation for building team climate but this thesis can help them to improve it.

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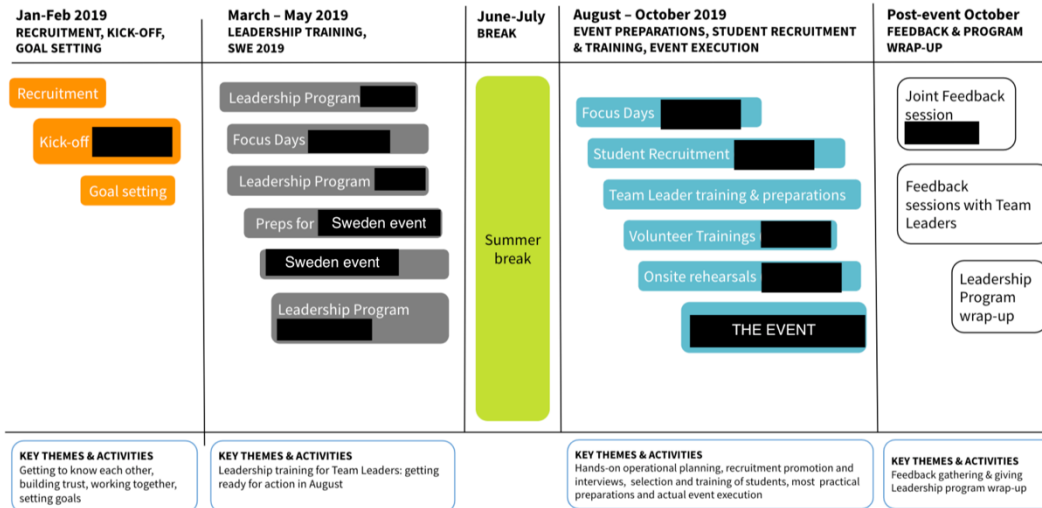
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# Appendices

## Appendix 1: The Leadership program for student team leaders

### 2019 Leadership Program for Student Team Leaders



## Appendix 2. How to foster Psychological Safety on your teams?

### How to foster Psychological Safety on your teams

#### Demonstrate engagement

- Be present and focus on the conversation (e.g., close your laptop during meetings)
- Ask questions with the intention of learning from your teammates
- Offer input, be interactive, and show you're listening
- Respond verbally to show engagement ("That makes sense. Tell us more.")
- Be aware of your body language; make sure to lean towards or face the person speaking
- Make eye contact to show connection and active listening

#### Show understanding

- Recap what's been said to confirm mutual understanding/alignment (e.g., "What I heard you say is..."); then acknowledge areas of agreement, disagreement, and be open to questions within the group
- Validate comments verbally ("I understand." "I see what you're saying.")
- Avoid placing blame ("Why did you do this?") and focus on solutions ("How can we work toward making sure this goes more smoothly next time?", "What can we do together to make a game plan for next time?")
- Think about your facial expressions - are they unintentionally negative (a scowl or grimace)?
- Nod your head to demonstrate understanding during conversations/meetings

#### Be inclusive in interpersonal settings

- Share information about your personal work style and preferences, encourage teammates to do the same
- Be available and approachable to teammates (e.g., make time for ad hoc 1:1 conversations, feedback sessions, career coaching)
- Clearly communicate the purpose of ad hoc meetings scheduled outside normal 1:1s/team meetings
- Express gratitude for contributions from the team
- Step in if team members talk negatively about another team member
- Have open body posture (e.g., face all team members, don't turn your back to part of the group)
- Build rapport (e.g., talk with your teammates about their lives outside of work)

#### Be inclusive in decision-making

- Solicit input, opinions, and feedback from your teammates
- Don't interrupt or allow interruptions (e.g., step in when someone is interrupted and ensure his/her idea is heard)
- Explain the reasoning behind your decisions (live or via email, walk team through how you arrived at a decision)
- Acknowledge input from others (e.g., highlight when team members were contributors to a success or decision)

#### Show confidence and conviction without appearing inflexible

- Manage team discussions (e.g., don't allow side conversations in team meetings, make sure conflict isn't personal)
- Use a voice that is clear and audible in a team setting
- Support and represent the team (e.g., share team's work with senior leadership, give credit to teammates)
- Invite the team to challenge your perspective and push back
- Model vulnerability; share your personal perspective on work and failures with your teammates
- Encourage teammates to take risks, and demonstrate risk-taking in your own work

#### Sources

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### Appendix 3: Interview script for the first group interview.

First Group Interview  
5th June 2019 10:00  
Uudenmaankatu 7

Haastattelun tavoite: Mitä te ajattelette ryhmähengestä? Millaisena te näette esimiesten välisen ilmapiirin/ryhmähengen? Parannusehdotuksia?

Millainen on hyvä ryhmähenki?

Kuinka teidän mielestä esimiesten välinen ryhmähenki on muodostunut? Miten sitä on lähdetty rakentamaan ja onko konkreettisia esimerkkejä?

Tukeeko Company X ryhmäytymistä hyvin keinon ja tarvitaanko lisää vai onko liikaa?

Mitkä te koette että on tämän esimiesryhmän vahvuuksia ryhmänä?

Miten te koette miten tämä ryhmä voisi vielä kehittää itseään?

Onko teidän mielestä ryhmän tavoitteet selkeät??

Onko teillä sellainen olo ryhmässä, että kaikkien mielipiteitä kuunnellaan ja otetaan uudet ideat vastaan?

Tunnetteko, että kaikki on yhtä isoa tiimiä?

Pystyttekö luottamaan muihin tiimiläisiin ja miten se näkyy?

Luotatteko Head of Customer Experience ja core-tiimiin?

Onko teidän mielestä ihmisillä selkeät roolit tässä ryhmässä?

Onko ryhmän viestintä selkeää ja onko sitä tarpeeksi?

Onko oikeat yhteydenpitokanavat?

Onko teidän mielestä viestintä avointa Company X porukan puolelta?

Mitä te odotatte syksyn tuovan tullessaan?

Miten te odotatte ryhmän ryhmäytyvän syksyllä?

Kiitos haastattelusta!

## Appendix 4: Interview script for the second group interview.

Second Group Interview  
16th October 2019 17:15  
Topeliuksenkatu 3

Kiitos, että tulitte tähän toiseen haastatteluun. Aloitetaan vähän aikajanamaisesti eli keväästä ja siirrytään syksyyn.

Keväällä meillä oli kaikilla 20 min palautekeskustelu The Head of Customer Experiencen kanssa. Millainen olo teille jäi siitä? Saitteko annettua palautetta? Ja jos saitte muuttuko teidän mielestä asiat?

Millä tavalla kesätauko vaikutti ryhmähenkeen vai vaikuttiko ollenkaan?

Miten teidän mielestä käytännön järjestelyt toimi haastatteluissa ja promoissa esim. ruokailu, info, aikataulu?

Kun aloitettiin rakentaa meidän omia tiimejä ja valittiin niihin ihmisiä niin miten se teidän mielestä meni?

Aiheuttiko se teidän mielestä kitkaa ihmisten välille se koko valinta prosessi?

Keväällä te toivoitte et viestintä olisi selkeämpää niin onko se teidän mielestä ollut selkeämpää? Esim. official WhatsApp ryhmä ja normi?

Meille tiedotettiin jossain vaiheessa syksyä yhden henkilön lähdöstä niin oliko se teidän mielestä hyvin viestitty?

Millainen ryhmähenki meillä ryhmällä on nyt tapahtuman jälkeen?

Olisiko teidän mielestä pitänyt syksyllä keskittyä vielä enemmän yhteishengen rakentamiseen?

Onko teillä fiilis että pystytte luottamaan kaikkiin meidän ryhmässä?

Mitä on teidän mielestä meidän ryhmän vahvuuksia?

Mitä kehittämiskohteita tällä ryhmällä on?

Onko teidän mielestä tavoitteet selkeytyneet?

Oletteko te syksyn aikana tutustuneet enemmän ryhmäläisiin kun keväällä?

On sellainen termi kun psychological safety climate eli ihmisellä on turvallinen olo ryhmässä ja hänestä tuntuu että voi sanoa omat mielipiteensä ilman että muut tuomitsee. Onko teillä sellainen olo tässä että onko teillä turvallinen olo tässä ryhmässä?

Oletteko havainnut jotain epäkohtia tässä ryhmässä?

Onko olo että kaikki on yhtä isoa tiimiä ja kaikki on niin sitoutuneet tähän projektiin?

Oliko teidän mielestä ihmisillä tietyt roolit tässä ryhmässä ja löysikö ihmiset paikkansa ryhmässä?

Oliko tämä koko team leader training sellaista mitä olitte kuvitellut eli täytykö teidän odotukset?

Entä onko tämä koulutus ollut teidän mielestä hyödyllistä teidän tulevaisuuden kannalta?

Mitä kehittämisehdotuksia teillä on tälle programmille tulevaisuudelle?

## Appendix 5: Interview script for the informant interview with the Head of Customer Experience.

Informant Interview  
17th June 2019 14:00  
Kampinkuja 2

Voisitko aluksi kertoa työurastasi ja mitä olet tehnyt urallasi?

Mitä sinun nykyiseen työnkuvaan kuuluu Company X:llä?

Miten määrittelisit hyvän ryhmähengen? Mitä mielestäsi siihen kuuluu?

Mistä sinun kiinnostus ryhmähengen kehittämiseen on lähtenyt?

Mistä leadership programmin tavoitteet ovat lähtöisin?

Keskityttekö paljon ryhmähengen kehittämiseen core tiimin kanssa?

Mistä teidän slogan on peräisin?

Millaisia ominaisuuksia etsitte team leader hakijoista?

Pystytekö arvoimaan henkilön ryhmätyötaitoja haastattelussa?

Miten koulutusmateriaalit luodaan? Käytättekö samoja aikaisemmilta vuosilta?

Onko koulutus tapaamisten määrä pysynyt samana joka vuosi?

Oletteko miettineet, että kesällä olisi tapaamisia ryhmähengen edistämiseksi?

Millä tavoilla pyritte edistämään ryhmähengen Team Leadereiden kesken?

Miten koet nykyisten Team Leadereiden ryhmähengen näyttävän?

Miten varmistatte että ryhmähengi syntyy team leadereiden kesken? Mitä jos se ei synny?

Kiitos paljon haastattelusta!

## Appendix 6. The objectives for the team leader training

### GOAL 1 - TEAM LEADER PERFORMANCE

**Do the best possible job at leading your volunteer teams by training, coaching and empowering them to provide world-class customer service to all [REDACTED] seminar guests.**

#### METRIC FOR GOAL 1

Post-event volunteer survey, especially the question: How did my Team Leader perform in his/her role?  
[REDACTED]

#### DETAILS

Your primary driver is to lead and serve your teams, ensuring they have the best possible environment to do their job, serving [REDACTED] seminar guests.

### GOAL 2 - CUSTOMER SERVICE RATING

**Deliver (indirectly, through your teams) world-class customer service to [REDACTED] seminar guests.**

#### METRIC FOR GOAL 2

Keep on the same level, or exceed, the Customer Service satisfaction rating of the previous years  
[REDACTED] as assessed by [REDACTED] seminar guests in the post-event survey.

#### DETAILS

The role of the Team Leaders is to ensure that all our [REDACTED] students are well trained, know what to do, are inspired and have the right mindset to provide world-class customer service to [REDACTED] seminar guests. In other words, all Team Leaders are (indirectly yet in an essential way) impacting the customer service satisfaction level at the seminar.

### GOAL 3 - TEAM BUILDING GOAL

**Together build and inspire a strong team capable of top performance by supporting one another, applying our jointly defined Ground Rules and committing to continuous growth and improvement as individuals and as a team.**

#### METRIC FOR GOAL 3

Qualitative assessment in October 2019 after the seminar on how well we did, whether the team is stronger than when we started, how possible challenges were overcome, how well we applied our Ground Rules etc.

#### DETAILS

Learning team building is one of the essential targets of [REDACTED] Leadership program and we should take the opportunity to use our [REDACTED] Leadership program for the Team Leaders as a team building exercise besides your own [REDACTED] student teams.

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## Appendix 7: Ground rules for the student team leaders.

### Ground Rules for [REDACTED] Team Leaders,

defined jointly on Jan 30, 2019 (and edited slightly on Feb 13)

- We respect, listen to each other and are open to talk.
- We are honest and we give constructive feedback.
- We work towards the same goal as a team.
- We trust each other and have each others' back.
- We will be on time and come prepared.
- We are responsible for getting to know each and every member of this group.
- We help each other proactively.
- We'll have fun!
- We appreciate and encourage diversity.
- Suggestion: "What happens in [REDACTED] (or in whichever room we are in), stays in that room". ;)

Appendix 8: Theory of the formation of a team by Bruce Tuckman

