Subject	International Business	Date		11.1.2019
Author(s)	Puja Hazi Ebrahimi	Student number		515973
		Number of pages		68
Title	How to Implement High Level of Team Spirit in Organizations?			
Supervisor(s)	D.Sc Elina Pelto & D.Sc Eerika Paavilainen-Mäntymäki			

Abstract

The aim of this thesis is to explore the means by which team spirit is implemented/enhanced in an organization from the management level. The research of this thesis is important, because as the Western societies are moving more and more towards an information-based economy, the importance of team work has become timelier than ever before. Since the beginning of the 90's, the companies have adapted team-based workshops in an increasing rate, and it has even been found that the most common attribute why managers give someone a promotion is because they are "team players".

This thesis provides a practical approach as well as a theoretical framework for the implementation and enhancement of team spirit in an organization from management perspective. It starts with a pre-research with a purpose to establish a foundation for the main research, by providing evidences for the various positive impacts team spirit has on organizations, as well as deriving the antecedents of team spirit based on the frequency of their occurrence in the various literatures used for the purpose of this thesis. The antecedents are then further researched and elaborated in the main study, and their impacts, causalities as well as the measure by which they are implemented are unwrapped. Based on the research findings a priority of order of the antecedents are established and final theoretical framework is created.

The study is conceptual inductive qualitative research by its nature, and the research gap as well as the contribution of this study lies in the question HOW team spirit can be enhanced/implemented from management level in an organization. The study contributes to the subject of team spirit, not only by providing the means by which it is implemented, but also by providing a holistic approach for the research of team spirit by takin both the structural and social factors in consideration, as well as providing its own subjective perspective for what are the antecedents of team spirit.

Key words	
Further information	

UNIVERSITY OF TURKU

Turku School of
Economics

HOW TO IMPLEMENT HIGH LEVEL OF TEAM SPIRIT IN ORGANIZATIONS?

Master´s Thesis
in International Business -

Author:
Puja Hazi Ebrahimi (515973)

Supervisors:
D.Sc Elina Pelto &
D.Sc Eerika Paavilainen-Mäntymäki

10.05.2019
Turku – Finland

4

TABLE OF CONTENTS

6

LIST OF FIGURES

LIST OF TABLES

PREFACE - THE MOTIVATION FOR THE STUDY

The motivation for the topic of this thesis came from my own experience working as a sales representative. I had worked for Sanoma Media for six consecutive summers, and for A-lehdet for 8 months in 2015. During my career as a sales representative, I was frequently the best sales consultant and I absolutely loved my job. Each summer when I went back to work for Sanoma Media, I met new summer workers whom I would become friends with. Despite of how much I liked my colleagues, I was certain that it was the money and the success that motivated me to do my best.

However, in 2015 I stated to work for A-lehdet in a similar position from January till August. In Sanoma Media, I was mainly friends with summer workers, since I always started working there during the summers. In A-Lehdet however, not only did I start my employment during the winter, but the company would only employ permanent workers meaning that they did not hire any students of my age for summer jobs.

My performance in A-Lehdet was just as good as in Sanoma Media, and I quickly became one of the best sales representatives there. I also became friends with lot of the young people of my age, and just as in Sanoma Media, I really enjoyed my job. However, during the period of July 2016, when all my friends at A-lehdet went on their summer vacations, I had to stay in our sales office all by myself, since as a new employee I did not have enough vacation days for summer. Consequently, my sales result for July had collapsed just after one week, regardless of the fact, that July and August are the best sales seasons for magazine subscriptions.

The main reason, why my sales results decreased so significantly, was because I was bored at the workplace, and struggled find motivation to do my best. My job was too routinized, and the customers were sometimes difficult. When I had my friends working around me, I could unload my frustration with difficult customers and dodge boredom by socializing with my colleagues during breaks. That time I realized, that it wasn't all money that motivated me to do my best. The bond that I had developed with my colleagues kept me happy and satisfied with my job and without the social aspect I was too bored to do such a routinized work with difficult customers.

Due to this personal experience, I grew to consider team spirit to be an important aspect of employees work to keep them satisfied, happy, motivated, and productive. However, I do acknowledge that my personal experience is maybe more affiliated with the social aspect of work life than team spirit. On the other hand, the team spirit and the work culture do have impact on the social bonding of employees and vice versa. The social aspect can even be viewed as something interconnected with work culture and the team spirit of the organization. Nevertheless, whether my personal experience is related to team spirit or not, it was this experience that sparked my interest for this subject.

1   INTRODUCTION

1.1   The importance of the study

In Europe's present day's developed knowledge-based economy, teamwork has become increasingly more meaningful and it is required for skilled workers in many corporations. Lot of companies announce in their job advertisements that they are looking to hire "team players" for their organization. (Bowers et al. 1994.) In the research by Segalla, Rouziès, and Flory (2001) company representatives also have reported that the most common reason for granting promotion to someone was their trait of being a "team player".

In the light of Japan's rise in 70's as an economic power, many business leaders were particularly impressed by the Japanese management style where the emphasis is put on the processes of team effort. With the rise of knowledge-based economy and the business environment where the change is the only constant, organizations have increasingly realized the value of collaboration in the processes from where the goals are set to where the objectives are delivered, and the notion of teamwork as a business strategy has spread across the world. (Parker 2008.)

However, not everyone is convinced that teamwork is the best business strategy to execute. In some cynical descriptions, "team player" has been described as someone who never questions anything and who never dared to take another perspective into company goals. Hackman (2007) had argued that the notion of "teamwork" in corporations was rather based on the aim of setting the employees within coordination of corporate rules, than actually improving the collaboration among them. On the other hand, there are several studies where the benefits of the teamwork are found to outweigh its cons. (Muto 1911; Hamilton, Nickerson, & Owan 2003.)

The phenomenon being studied in this thesis originally derived from the Finnish word "yhteishenki" which does not quite translate well into English language with any particular word. The closest words in English language to describe "yhteishenki" would be "team spirit", but I think the Latin equivalent "Morale", or the French equivalent "Esprit de corps" catch the meaning of "yhteishenki" far better. Most articles that deals with this subject use the French equivalent "esprit de corps" while some of them either use the Latin word "Morale", or the English word "team spirit".

These words basically refer to the group member's mutually strong social bond and sense of unity, where the members of the group are brought together with common purpose/goal. For the individual it means loyalty, motivation, altruism and helping behavior, while for the group it means cohesion and set of shared feelings, values, and beliefs among the members. (Leighton 1951.)

To make this thesis more comprehensible and easier to read, I will only use the word "team spirit" unless I am referring to an article's topic or subtopic. This means that the words "esprit de corps" and "morale" have been replaced with the word "team spirit". And thus, in this thesis the word "team spirit" refers to the organizational members shared strong feelings of unity, commitment, motivation and loyalty for their colleagues, managers, company as well as the corporate goals.

1.2   Benefits of team spirit (findings of the pre-study)

I carried out a pre-study for this thesis, with the purpose of establishing first that team spirit does indeed have variety of positive impacts on organization, before it could be considered worthwhile to work on the main study of this research (which will be presented in the section 1.3). In addition, the pre-study also helped me to create a foundation for the main study of this thesis and allowed me to derive the antecedents of team spirit which will be introduced in chapter 3. I will elaborate on the processes of pre-study in chapter 2.2 of this thesis. In this chapter I will be mainly presenting the findings that were resulted from the pre-study regarding the positive impacts of team spirit.

The implementation of teamwork has been reported to increase the productivity of both the individual, as well as the organization as whole. For example, in a study by Hamilton, Nickerson & Owan (2003) it was found that implementation of teamwork, in opposed to individual work in a Californian garment company increased the overall productivity by 18 percent. From this 18 percent increase in the productivity, the 14 percent of it came from the increase in the individual productivity, while the rest of it was due to the teamwork implementation. The study also found that the size of pecuniary reward had no impact on productivity of the workers in this particular garment company.

The workers of the factory also reported that they had enjoyed their job more after the implementation of teamwork and said that they found the previously used individual work approach to be more boring in comparison. It was revealed that the workers perceived higher job satisfaction was mainly due to the social aspect of teamwork, which made their job more interesting for them. As a result of this added social aspect in their work after the implementation of teams, the company had seen a decline in their employee turnover which particularly helped them to retain their most highly able employees. In fact, the teamwork in opposed to individual work approached seemed to attract the most highly skilled workers more than it attracted the less able worker. This was the case regardless of the fact that the most highly able workers saw a decline in their average income level upon joining the teams. It was said that the high able workers got attracted and retained by the social and the interactive nature of the teamwork, as well as the appreciation,

acknowledgement, and the higher social status which they received from their colleagues within their teams. (Hamilton et al. 2003.) In fact, many studies have shown that in addition to pecuniary reward, the workers need and get motivated by the social and other non-pecuniary aspect of their work. (Lazear 1998.)

Indeed, one benefit of implementation of teams in opposed to individual work is the social satisfaction that the workers received which contributed to their total job satisfaction. Many authors such as Lazear (1998) have advocated that the total benefit the workers receive from their job is the sum of pecuniary and social benefits they receive. Employees (or humans in general) have social needs in addition to the pecuniary needs, and when they are enabled to build social networks in the workplace to satisfy their social needs, not only it effects their job satisfaction but also on the degree of esprit de corps. (Muto 1911.) Empirical research has proven already long ago that the social aspect of the job also has positive impact on both individual and team productivity. (Turner 1933.)

The utility in teams are created through social exchange where employees engage in participative behavior to gain social rewards which add to the pecuniary reward. The workers start to create feelings towards their company and the colleagues, and their teams or workgroups are interdependent on each other to achieve the goals. The stronger these feelings, values and beliefs are the better it affects the performance and output of the common goal, and the more it effects on individuals' commitment as well as teams' cohesiveness. (Boyt et al. 2005.)

High levels of team spirit enable organization to reach its goals more effectively, sustain organizational cohesion, and allows employees to satisfy their social needs. If the job for the organizational members is purely for them to meet their economic needs only, then the members desire to reach goals is also purely motivated by economic remuneration as well. As a result, employees will only be willing to do what benefits them and not the organization as a whole. They will not be as dedicated to the organizational goals, but rather their own compensation, and will only see the role and relationship in the company as short term economic exchange. (Jones & James 1979.)

Social relationship, in contrast to economic relationship, is long term by its nature and do not include element of "debt" from one party when they are allotted a benefit from another party. In a social relationship, people respond and try to fill the needs of the others in addition to their own needs. In an organization with high team spirit, members are willing to help each other, take care of each other, aim for mutual interest, and have stronger commitment to reach the organizational goals. This in turn helps the company to perform better and has a positive effect on employee satisfaction. (Boyt et al. 2005.)

In addition to deeper bonding between employees and higher job satisfaction, the implementation of teams also enables improvement of employee skills through team learning. (Manzoor, Ullah, Hussain, & Ahmad 2011.) Employees learn from each other, transfer their knowledge and skills from one and other, and may even figure out new ways,

practices and procedures to be more productive, that they might not otherwise been figured out without the brainstorming related to working in teams. (Hamilton et al. 2003.) Team learning on the other hand has been proven to have strong correlation with team performance and productivity. (Tohidi 2011.) It was indicated in the research by Hamilton et al. (2003) that the team learning was most significant in heterogenous teams and it mostly happened from high-able workers to low-able workers but could also occur other way around. (Hamilton et al. 2003.)

Another positive effect of team implementation was that, it particularly attracted the most highly-able workers more than less able workers regardless of the decrease in their income level. High-able workers got attracted and retained by the social and the interactive nature of the teamwork, as well as the appreciation, acknowledgement, and the higher social status which they received from their colleagues within their teams. (Hamilton et al. 2003.)

It was mentioned that the social aspect of teamwork contributes to the job satisfaction of the employees. In addition to attraction and retention of high-able employees, benefits associated to employees' job satisfaction also contributed to improved performance, increase in motivation and commitment, as well as the reduction in conflicts and decrease in costs related to absenteeism, supervision, and employee turnover. For example, high employee turnover increases firms cost related to recruitment and training of new employees and has a negative effect on team spirit as it takes time to integrate new employees to the existing workforce. (Qureshi et al. 2017.)

High levels of team spirit also incite emotions in members of organization which makes them identify with the organization. This in turn makes it more attractive for the employees to stay within company, which reduces costs related to high employee turnover, such as recruiting and training, or loosing employees to rival companies. (Boyt 2005.)

While implementation of teams as well as the benefits of its social aspect contribute to team spirit, it is useful to also explore it as a discrete phenomenon to foster it optimally. Many studies have invariably advocated behalf of team spirits effects on employee and organizational performance, and for example according to Constantin and Lusch (1994) team spirit is the organizations most valuable resources by which the organization would achieve less given the same tangible assets if it is not promoted and managed. In addition to leveraged performance it contributes to the degree of trust between the organizational members, which obviate need for formal control and supervision and the costs related to them. (Manzoor et al. 2011.)

The social aspect of the teamwork inexorably contributes to the team spirit, and the team spirit reciprocally promotes and enhances the social bonding between employees. Team spirit makes the organizational members to identify themselves with the organization, and to develop feelings towards their colleagues and the company which enables them to go beyond their responsibilities when pursuing and contributing to firm's goals.

Not only does this enhance the cohesiveness of the workforce, but also makes the organizational members to do more than just what they would expect to be rewarded for in return.

If the relationship between the organizational members is purely based on pecuniary rewards, then the members will only do what they are paid for and might for instance leave the company when they find a job elsewhere where they would get paid more. But when the social aspect, bonding, and identification with the firm which come along with team spirit is incorporated, the organizational members can be assumed to be more dedicated to their team and corporate goals, and not just see their role in company purely in terms of economic exchange. This creates a corporate culture that is more long-term and collective by its nature and incites positive characteristics such as helping behavior among employees and a stronger collective identification with the company and more dedication to its goals. (Boyt et al. 2005.)

1.3   The purpose of the study

It has been now established in the section 1.2 that the implementation of teams and the leveraged team spirit have been researched to have various positive impacts on organization, such as improved performance, deeper bonding between employees, enhanced team learning, reduced employee turnover and higher job satisfaction. The literature that I have read mainly argue about the certain aspects of team spirit, teams and teamwork, and do not address HOW team spirit should be implemented holistically. For example, some literatures investigate the impacts of social factors, such as interpersonal content, and other investigate impact of structural condition such as team composition, and none of previous studies try to directly answer HOW team spirit can be enhanced. Even when answers are given, they are in different context and have only explored certain aspect, and never tried to directly guide managers on holistic level.

The research gap, and the purpose of this thesis lies in the question **HOW to enhance team spirit**. It infers that this study will dig deeper to present theories on how managers can take reasonable amount of effort through certain measures and policies to boost team spirit in their corporate culture.

The study of this thesis is important because in addition to increased productivity, well managed corporate culture adds up to the employee engagement and helps organizations to attract and retain their workers as it was denoted in the section 1.2. For example, companies may invest lot of time and money to develop their staff members but might afterwards loose them to their rivals upon these workers' resignation when they decide to change their job.

I believe that the creation and implementation of high team spirit is the management's responsibility, and the rest of the organization, such as the employees' needs to be engaged in it by the top management. That is why this research is carried out from the management perspective, meanings that the aim is to find measures and procedures to implement high team spirit into the organizations corporate culture from top to bottom. The research question that I have provided for this thesis is as following;

"How to enhance team spirit in organizations"

The research question is further divided into two sub-research questions to unwrap what the main research question entails, and to clear out how the research of this thesis will proceed. The sub-research questions are formed as following;

"What are the antecedents of team spirit?"

"How to enhance the antecedents of team spirit?

These research questions are conceptual by their nature, because the purpose is to carry out the research by analyzing information from various articles and journals presented in this thesis without conducting any empirical research of my own.

Due to the interdependent nature of the teamwork, in addition to exploring procedures effective in implementation of high team spirit, we can also explore the impacts of implementing teamwork in opposed to individual work and explore its different aspects (e.g. size, composition etc.) and their relation in how employees respond. This means that for example, by looking at the articles where the author has researched the effects of team composition, size or psychological safety on employees, and based on the outcomes we can draw conclusions that certain procedures contribute to team spirit. That means that the articles that I review do not have to directly address the issue of team spirit, as long as they explore the different outcomes of certain aspects of teamwork and teams.

I also believe that lot of procedures in implementation of team spirit are complementary and add up to the original purpose. For example, high team spirit leads to workers' job satisfaction, and workers satisfied with their job are more likely to be more motivated and are more engaged in e.g. helping behavior which in turn improves the team spirit of the organization.

2 RESEARCH METHODOLOGY AND DESIGN

In this section the aim is to unwrap the research methodologies that were utilized for conducting this thesis. This section is further divided into two discrete subsections with the aim of breaking down the literature reviews process as well as the methodologies being applied into their own distinctive subsections with an aim to provide a clear understanding of how the research for this study was carried out in a clear and reader friendly manner.

This study is conceptual and qualitative by nature, and its research has been utilized with inductive research methodology for the purpose of theory building. These methodologies will be elaborated on in the following sections, and their relevance and importance for the research process of this study, as well as their compatibility with the topic of team spirit will be justified.

2.1 Conceptual research

The research methodology applied for the purpose of this study is conceptual research, which is defined as a research methodology carried out through observing, studying, and analyzing the readily available researches, studies and the facts. (Bhat 2019) It's an approach that does not involve any practical experiments or empirical research, but it is rather based on and interested in abstract concepts and ideas. (Alavi & Leider 2001) The reason behind the choice of my research methodology derived from the aim of my thesis' topic, where the objective was to contribute to the subject of my interest (team spirit) by creating a theoretical framework.

According to Creswell (2014) the research question eventually determines the methodology of choice. Indeed, it was not until I had conducted the pre-study and discovered the research gap after the extensive research of the subject area, when I was finally confident of my research question, and upon developing the research question, I chose the methodologies being applied.

The research of this study strongly relates to abstract concepts and ideas, and it was conducted based on already available information. I did not find it useful to carry out any empirical research of my own, as the topic of team spirit has already been widely researched. Neither did I feel like I had the resources or the experience to carry out better research and create better data than the ones that are already available.

The research of this thesis is also throughout qualitative, and there are no elements of quantitative research in it. The reason for that is because the topic of this thesis is strongly theoretical, where the aim is to uncover the antecedents of the team spirit in order to develop an understanding of how it can be implemented, and then build a theoretical

framework based on it. The aim of qualitative research is to explore theoretical reasons, ideas, and research to uncover the trends of the subject matter which is compatible with the objectives in this research. (DeFranzo 2011; Maxwell 2012)

As the objective is to build theoretical framework based on research and analysis of existing qualitative information, it also makes this thesis an inductive research. Inductive research is a methodology that aims to generate new theory based on collection of existing information, while deductive research aims to test a hypothesis based on existing theory. (Gabriel 2013; University of Jyväskylä 2017) The figure below projects how the study of this thesis has advanced with an inductive approach.

Observation	Conducting the pre-study
Pattern	Analyzing the antecedents
Theory	Building the theoretical framework

Figure 1   Inductive approach

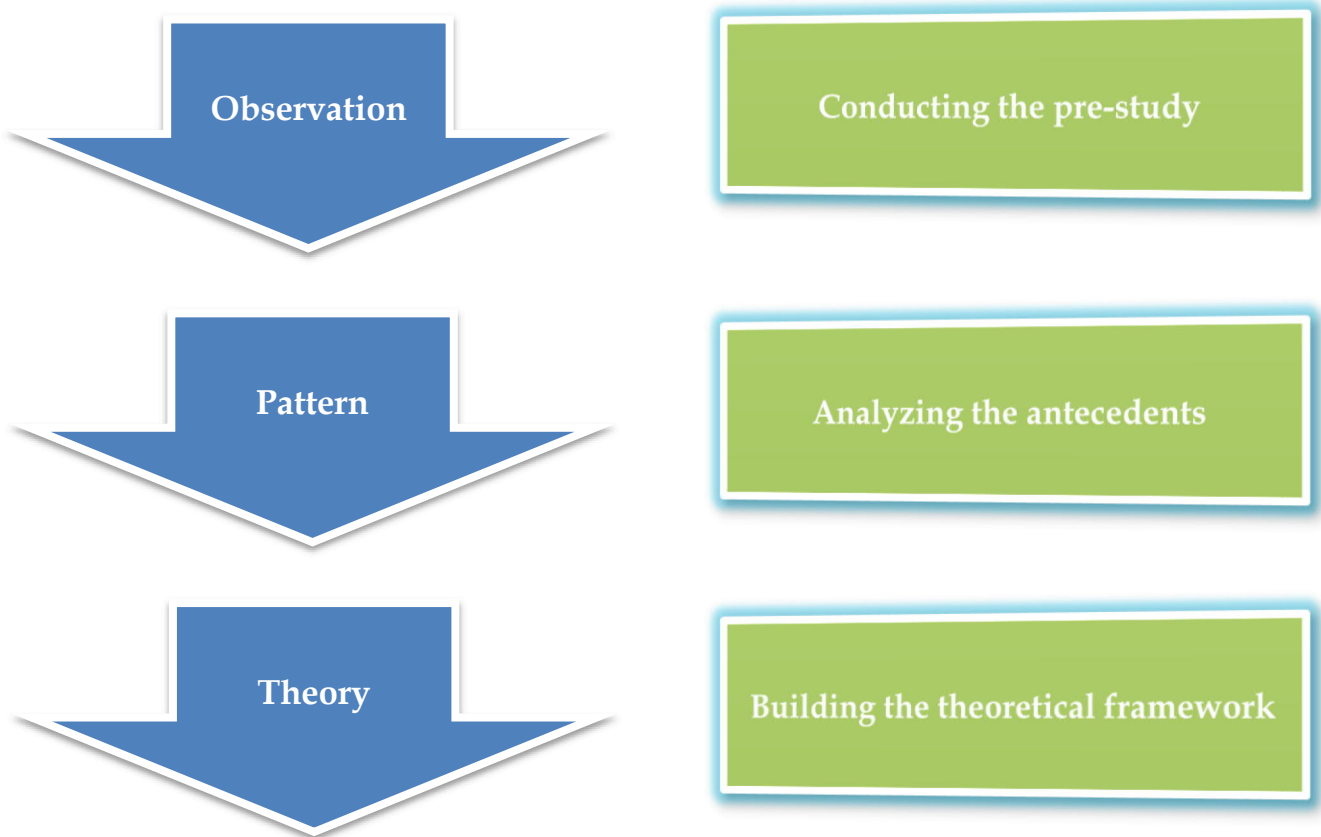As it is illustrated in the figure above, the inductive research of this thesis if carried out by collecting initial information via pre-research from which the antecedents are derived from. The antecedents are then further analyzed by which the pattern of this thesis is established, and on the basis of the information, the analysis and the findings of this research, a theoretical framework is created.

2.2   Literature review process

At the early stage, before starting to write my thesis, I was told to create a research plan for my master thesis. As someone who has graduated in the UK, I had never done a thesis in my life before, as it was not required in the UK at undergraduate level. At beginning when I had started, I also had very little knowledge about the topic of my interest, and as a consequence I had no clue about the research gap of my topic. To conduct the literature review for this thesis, I had utilized the guidelines by Callahan (2014) whom argued that literature review should answer the six following questions:
"Who conducted the research?", "When was the data collected?", "Where were the data collected?", "How were the data found?", "What did you find?", "Why did you select the works that were included in your final data set?".

To begin with, I'd like to clear out the first questions regarding to "who conducted the research" by pointing out that all of the information collected for the purpose of this thesis was collected by me and I had no assistance in conducting the research or gathering the data for the subject and the purpose of this thesis.

As a student in Global Innovation Management master's programme in Turku School of Economics, I had to take part in KVS60 course from spring 2017, where I had the chance to brainstorm between different alternatives for the topic of my research, and where I had taken some initial steps start doing this study. However, it wasn't until my exchange semester in Prague from February 2018 when I had begun the extensive research for the purpose of this study. Also, as I had started doing my thesis in Prague, initially I did not even have any guidance for how to do my thesis, and consequently, I had done it all wrong at first. Luckily, the problem was only in the structure of my thesis, as I had done it initially more like an essay than a master thesis. My work in Prague was not wasted thought, as I had gained lot of knowledge about team spirit which allowed me to structure a pre-study for my research.

At the beginning when I started my research the aim was to find articles and studies that dealt with team spirits impact on productivity and organization in general. The databases utilized to conduct the review for both the pre-study, as well as the main study with final contribution were Google Scholars, ProQuest, Scopus, and Business Source. The most common keywords being used in the database search were 'team spirit*', 'esprit de corps*', and 'morale*' all of which were usually accompanied with search words such as AND productivity* or AND impacts* or AND organization*. However, as I had advanced with my research, I started to use more specific keywords when searching for information, such as 'communication*' or 'psychological safety*', especially when I was looking for information for the main study of my thesis with the aim of contribution.

These previously mentioned approaches to searching for information using online databases are in line with the Rowley's and Slack's (2004) guidance for information search for the purpose of literature review process.

When scanning for the most relevant articles, I started the process initially based on my judgement of first impression by reading the title of the articles. If had a feeling about an article based on the title, I then proceeded to read their abstract, introduction and conclusion, and then made my decision if I was going to read it all.

For the purpose of the pre-study I read around 20-30 articles, from which I found eight articles that were particularly prominent to expand my knowledge about the team spirit, its impacts, and the antecedents from which it is built from. By no means where these eight articles my only source of information - not for the pre-study, and neither for the main study. The purpose of the eight articles was to enable me to create a foundation for my research and allow me to develop a pre-study for my thesis that had various intentions; first of all, I had to gain knowledge about team spirit before I could find the direction for my research. I had to first establish that team spirit indeed does have various positive impacts on organizations such as increase in productivity, before I could consider it worthwhile to research how it can be implemented or enhanced. The eight articles provided me with the resources to derive the antecedents of team spirit from various sources which gave me a kickstart for the research on how team spirit can be implemented from the management level. Most of all, the intention of the eight articles was to allow me to find the research gap for my thesis and establish the research question.

However, it should be stated that the purpose of this thesis is not to argue whether team spirit has a positive impact on organizations or not, and nor is its purpose to research different aspects of team work or team spirit. These issues are addressed in the previous sections along the pre-study. The various aspects of teams, teamwork and team-spirit have been covered comprehensively, in order to establish a foundation for the main study to allow me to justify that the actual research of this thesis is worth-while. The eight most prominent articles that were used to create the basis for the purpose of this study are listed in the table next page.

Table 1   List of prominent articles

1.	Piet Van den Bossche, Wim H. Gijselaers, Mien Segers, and Paul A. Kirschener (2006). Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments; Team Learning Beliefs and Behaviors. Small Research Groups, Vol. 35, No. 5, pages 490-521
2.	Amy Edmondson (1990). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly.* Vol. 44, No. 2, pages 350-383
3.	Sheikh Raheel Manzoor, Hazif Ullah, Murad Hussain, & Zulqarnain Muhammad Ahmad (2011). Effect of Teamwork on Employee Performance. *International Journal of Learning and Development.* Vol. 1, No. 1, pages 110-126
4.	Hamid Tohidi (2011). Teamwork Productivity & Effectiveness in an Organization Based on Rewards, Leadership, Training, Goals, Wage, Size, Motivation, Measurement, and Information Technology. *Procedia Computer Science.* Vol. 3, No. 1, pages.1137-1146
5.	Antonia T. Lee and Rosemary J. Novak (2005). Individuals and Social Influence in the Groups; Inductive and Deductive Routes to Group Identity. *Journal of Personality and Social Psychology.* Vol. 89, No. 5, pages 747-763
6.	Baton H. Hamilton, Jack A. Nickerson, & Hideo Owan (2003). Team Incentives and Worker Heterogeneity; An Empirical Analysis of the Impacts of Teams on Productivity and Participation. *Journal of Political Economy.* Vol. 111, No. 3, pages 465-497
7.	Thomas Boyt, Robert Lusch, & Michael Mejza (2005). Theoretical Models of the Antecedents and Consequences of Organizational, Workgroup, and Professional Esprit De Corps. *European Management Journal.* Vol. 23, No. 6, pages 682-701
8.	Muhammad Asif Qureshi and Dr. Kamal bin Ab Hamid (2017). Impacts of Esprit De Corps on Job Satisfaction; A Moderating Role of Fairness Perception. International Journal Corner. Vol. 5, No. 2, pages 237-240

All of the sources listed in the table above are journal articles. In general, I have mostly used journal articles to conduct the research for this thesis, but there are also handful of website articles and books also used as source of information.
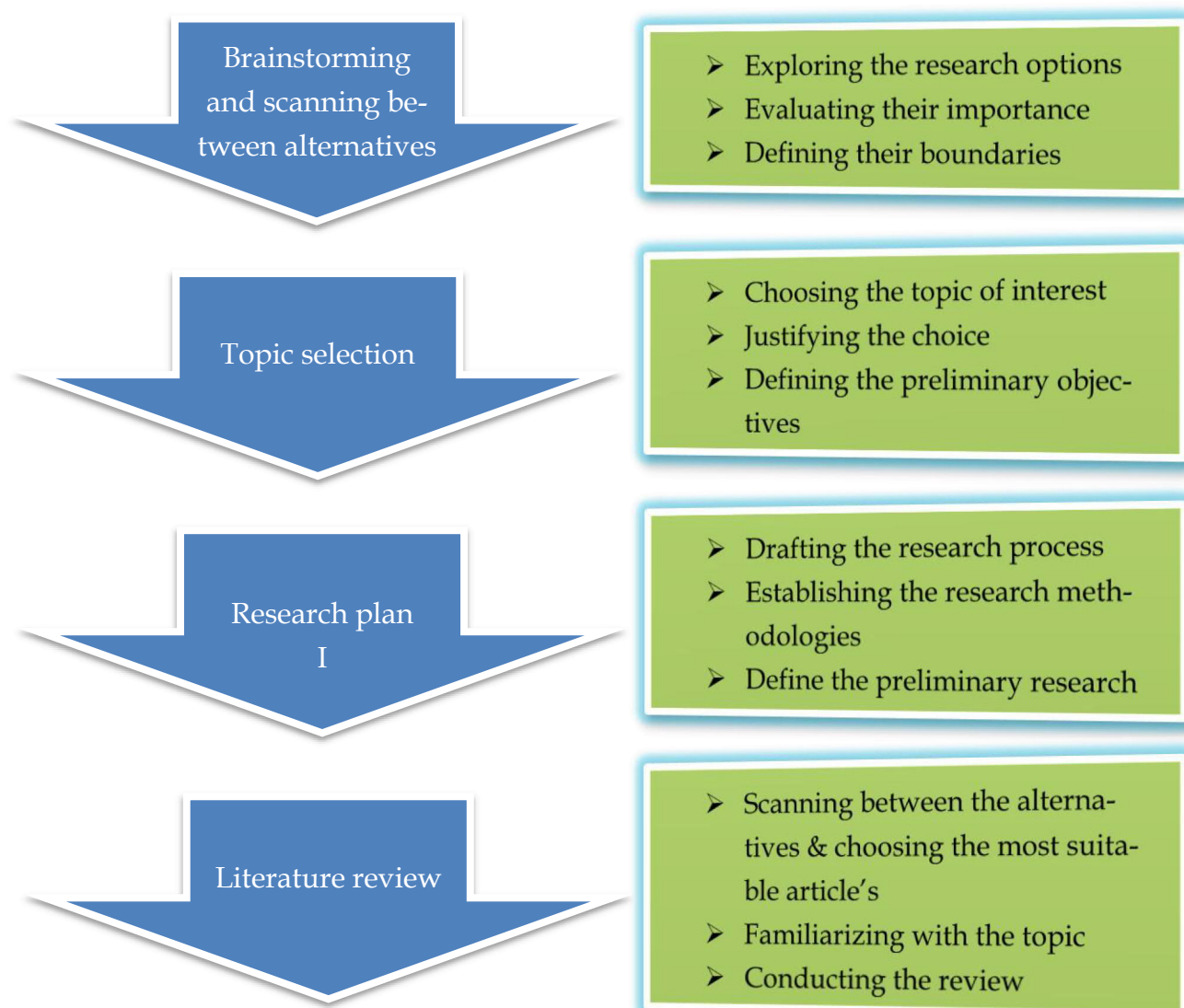
As mentioned before, I started my intensive research for this thesis during my exchange semester in Prague from February 2018. Before that I had participated in KVS60

– course, where I had the opportunity, to brainstorm, evaluate and scan between the different alternatives for the topic of my interests as well as how to approach and conduct my research.

From the beginning of the year 2019, I have had regular meetings with my new thesis supervisors to correct and improve my thesis, as I had initially done it wrong. I also attended library information session, where I was introduced to various new database platforms such as ProQuest and Scopus and I was taught to use them correctly in order to get optimal results.

A lot of the articles that I have read, had merely repeated the same content and the same issues, and at some point, it was difficult to find any novel ideas or untapped subjects for the purpose of this thesis. However, the more articles I read, the more certain I became about the antecedents of team spirit that I should investigated for the purpose of this thesis.

The process figure below is based on my research plan and was developed once the purpose of this thesis was clear. The objective of the process figure was to create a guideline to the steps that I needed to take in order to conduct my research.

Brainstorming and scanning between alternatives	➤ Exploring the research options ➤ Evaluating their importance ➤ Defining their boundaries
Topic selection	➤ Choosing the topic of interest ➤ Justifying the choice ➤ Defining the preliminary objectives
Research plan I	➤ Drafting the research process ➤ Establishing the research methodologies ➤ Define the preliminary research
Literature review	➤ Scanning between the alternatives & choosing the most suitable article's ➤ Familiarizing with the topic ➤ Conducting the review

Pre-study
- Finding the research gap
- Selecting the most prominent articles
- Exploring, evaluating and justifying the antecedents for team spirit

Research plan II
- Redefining the objectives
- Redefining the final research question, as well as the research plan

Reporting the final the review
- Elaborating on the antecedents via extensive research
- justifying their importance, and providing evidence for how they impact on team spirit

Develop Theoretical Framework
- Based on the research and elaboration of antecedents; Reporting the causalities, the processes of how they are implemented, and justifying their order of priority

Create the Framework
- Based on established causalities of antecedents, processes of team spirit's implementation, and justified antecedent's order of priority; The final framework is created

Conclusion, and the evaluation of the study
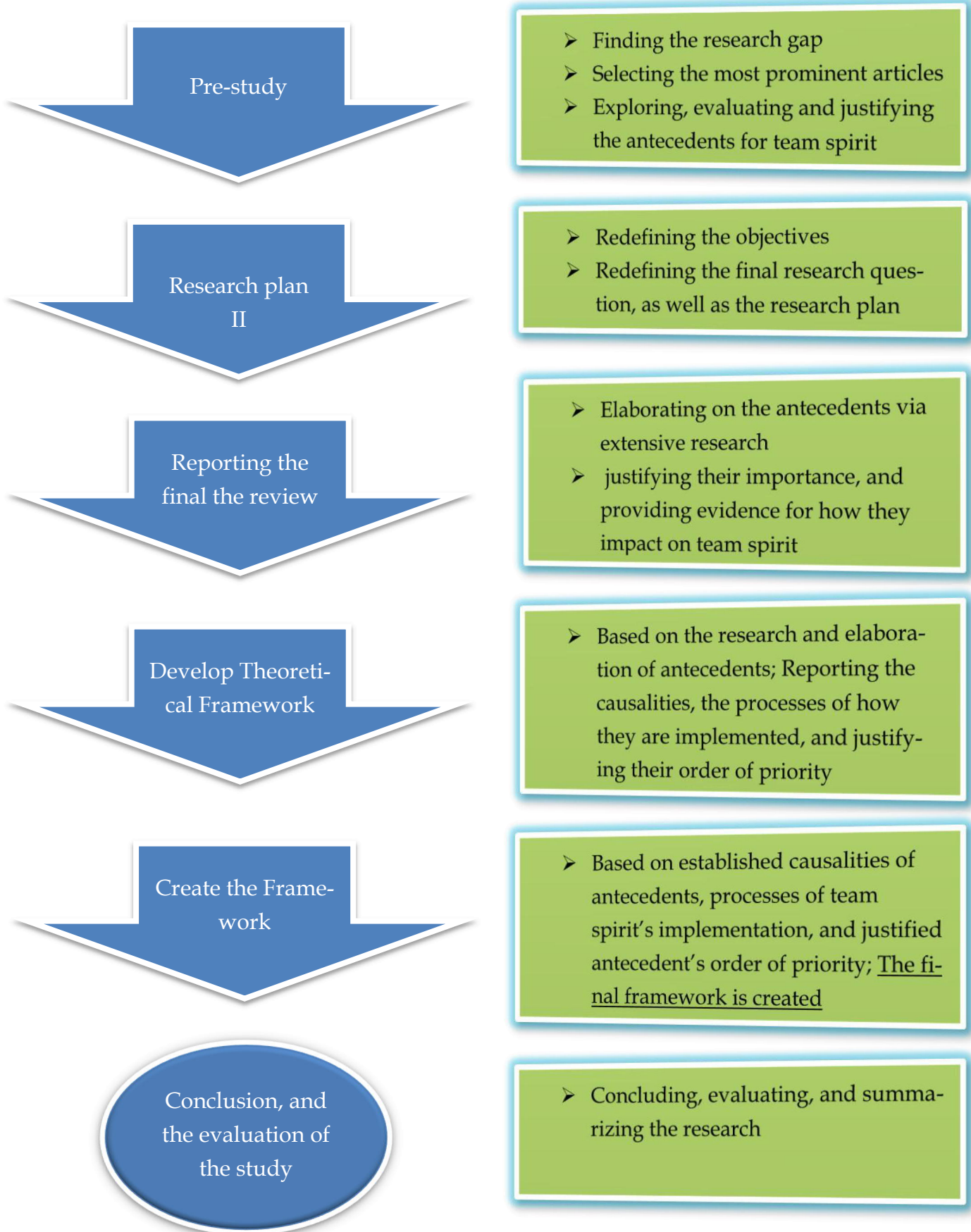- Concluding, evaluating, and summarizing the research

Figure 2   Research process

The process figure in the previous page illustrates the steps I have taken to conduct the research of this thesis, from the initial step of brainstorming and choosing the topic of my interest, and establishing my initial research plan during the spring 2017 in KVS60 course, to conducting my literature review and pre-study in Prague from February 2018, to redefining the objectives of this study and conducting further research with the help of my new thesis supervisors from January 2019, to finally the developing the theoretical framework of this research as a contribution.

3   ANTECEDENTS OF HIGH TEAM SPIRIT

Team spirit is the shared feeling of comradeship by a group of people. Depending on context, team spirit can have different meanings in different institutions at different situations. For example, in a military team spirit can mean loyalty, brotherhood, cohesion of the unit, and the capacity of the soldiers to preserve their belief for the cause during the times of hardship. (Milliman, Czaplewski & Ferguson 2003.) For a nationality, ethnic, or religious group, team spirit might refer to the feeling of belonging, common identity, sticking together, and if the group of people are marginalized, team spirit in this context can also incorporate acts of fighting for the rights and social conditions of their member's. (Vitell & Sighapakdi 2007.)

It should be said that when speaking in the context of military or ethnic group of people, the word "team spirit" might not be appropriate, but rather the Latin word "Morale" or the French word "Esprit De Corps" would be more suitable here. The reason why I only use the word "team spirit" in this thesis is because, the topic of team spirit in this thesis will be addressed in the context of workplace team spirit. Workplace team spirit can be defined in terms of common purpose, job satisfaction, organizational members strong belief in the company's product and services, helping behavior, cohesion and harmony. (Boyt 2005.)

Regardless of the context, whether we speak of team spirit in in military, among group of people (e.g. ethnic, religious, nationality etc.) or in context of workplace, team spirit incorporates aspect of collectivism, and it deals with number of people's feeling of unity and mutual sense of strong bonding. It incorporates a cause which brings a group of people together to form a collective identity with each other. (Milliman et al. 2003.)

In order to explore how workplace team spirit can be enhanced in an organization I need look into the antecedents that are already been found in previous studies to enhance and improve the team spirit in the workplace. Thus, in this section I will explore the different aspect and assemblies that are consisted of good team spirit. In previous sections, it had been already established that team spirit does indeed have various positive impacts on organization such as enhanced productivity. However, before we can establish HOW high level of team spirit can be implemented, we first need to find out the antecedents from which good team spirit is built from. In another words to research what aspects and components a good team spirit is made of.

I have divided these antecedents into nine different categories according to the subject/topic they address and some of the topics have been divided into further subtopics. The nine categories are all treated as their own subjects which are listed in the table next page.

Table 2   Table of antecedents

The Antecedent
1. **Social and Cognitive Factors on Team Learning**
2. **Structural Conditions**
3. **Trust**
4. **Communication**
5. **Group Identity**
6. **Organizational Image**
7. **Job Satisfaction**
8. **Motivation**
9. **Leadership**

These nine subtopics categorized in the table above have been derived from the pre-research that I conducted for the purpose of this thesis. In the previous section, I introduced eight articles which I presented as key literature for the pre-study of this thesis to offer me preliminary knowledge in order to create foundation for my thesis. Upon reading these articles, I became confident that that the properties or the antecedents from which team spirit is built upon are the nine subtopics listed in the table above, because they were the most frequently death with properties in those articles. The foundation of that my pre-study had to offer, was to become more knowledgeable of the assemblies by which team spirit is enhanced.

Some of the eight articles in mentioned in the previous section where more specific, by dealing with only few of the above listed subtopics, meaning that the focus of their studies was to cover only one or two of the above-mentioned antecedents, while others dealt with several of the above listed subtopic on general level. While the antecedents were derived from the eight previously mentioned articles, in this section I will be elaborating on these antecedents, using variety of different sources and articles. I will also use the nine antecedents listed in the table above to build a theoretical framework at the later section of this theses.

3.1 Social & cognitive factors on team learning

3.1.1 Mutually shared cognition

The first component of team spirit to be addressed is mutually shared cognition. Mutually shared cognition by definition is a phenomenon where two or more people have their thoughts and feelings linked together by a common purpose. It's a phenomenon that occurs through an interaction that has happened over time and has led to a group of people end up "being on the same page". (Barron & Roschelle 2009.)

Reflecting back to the meaning of team spirit, in beginning of this thesis I defined team spirit as "Group member's mutually strong social bond and sense of unity, where the members of the group are brought together with common purpose/goal. For the individual it means loyalty, motivation, altruism and helping behavior, while for the group it means cohesion and set of shared feelings, values, and beliefs among the members.". The difference between mutually shared cognition and team spirit is that mutually shared cognition only deals with the cognitive processes of group of individuals from the stand point of "being on the same page" in joint problem solving and does not encompass aspects like loyalty, social bond, sense of unity, altruism and etc. (Thompson & Fine 1999.) Thus, mutually shared cognition can be treated as a section of team spirit, and according to a study by Bossche, Gijselaers, Segers, and Kirschener (2006) creating a mutually shared cognition results in improved performance of the group and it enhances team learning.

The topic is important for the subject of this thesis, because one aspect that needs to be considered when creating/enhancing high levels of team spirit is how can a group of individuals with diverse backgrounds and variety of personalities and mindsets be brought together with an aim, that these individuals co-operate together with common goal and are "on the same page" with their cognitive processes. If high team spirit is ought to be implemented a mutually shared cognition is essential among the members of an organization.

Most scholars argue that the most innovative teams, and the most productive knowledge building teams are the ones where the team consist of individuals with variety of different backgrounds, experiences, values, and knowledge. (Harris 2008.) But how does one build a mutually shared cognition among individuals with different backgrounds, experiences, values, and knowledge that need to work as a team and to co-operate with each other to reach their shared goals?

In order to understand the engagement of the individual in the team, the interpersonal context particularly needs to be taken into consideration. These aspects of interpersonal context are for example interdependence, task cohesion, psychological safety, and group potency. (Webber & Donahue 2009.)

Especially the "team belief", such as psychological safety is important for team effectiveness, because it opens a possibility for team members to take risks, feel free to suggest their ideas (e.g. without fear of being ridiculed), and disagree with each other which allows constructive conflict to occur. Giving focus to interpersonal context have proven to have practical benefits for teams with interactive learning environments. (DeVito, Lingard, Reznick, Espin, & Regehr 2002.) One aspect of harvesting interpersonal processes is to give room for construction, co-construction, and constructive conflict, meaning that conflicts should not be only seen as threat to task, but also opportunity for progress. (Bossche et al. 2006; Guzzo 1996.)

Bossche et al. (2006) created a theoretical framework of team learning model by integrating the ideas and hypotheses of their article that were derived from variety of previous studies. It was claimed in the study by Bossche et al. (2006) that collaborative learning is a result of creating grounds for mutually shared cognition from certain socio-cognitive processes, namely construction, co-construction, and constructive conflict.

I have created a figure to illustrate the team effectiveness model. The figure below is based on a similar table illustrated in the study by Bossche et al. (2006);
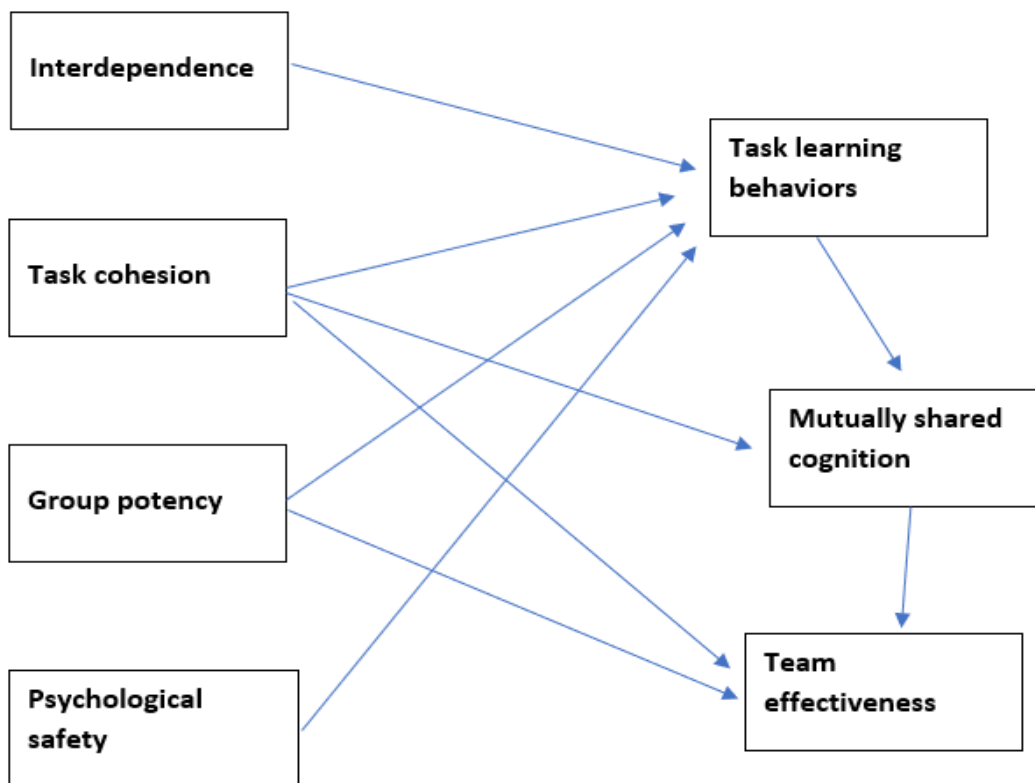

Figure 3   Team effectiveness model (modified from Bossche et al. 2006).

As it is illustrated in the figure in previous page, task learning behavior is affected by group's interdependence, task cohesion, group potency and psychological safety. Mutually shared cognition on the other hand is affected by task learning behavior and task cohesion, while team effectiveness is affected by mutually shared cognition, group potency, task cohesion. (Bossche et al. 2006.)

3.1.2 Psychological safety & the learning behavior

The next agenda is to explore some of the social factors related to construction of team spirit and take a closer look at the aspects of learning behavior and psychological safety. Psychological safety by definition refers to group of people's (team's) shared conceived belief that the team they are incorporated in is "safe" for interpersonal risks taking without having to fear negative consequences, such as ridicule or loss of face etc. (Edmondson 1990; Campion, Medsker, & Higgs 1993.) Psychological safety should not be confused with group cohesiveness, as research have shown that group cohesiveness actually reduces group member's wiliness to challenge other members. Psychological safety rather refers to team's confidence to speak up without fear of punishment or rejection. (Janis 1991.)

Psychological safety is required for team members to feel secured, to be able to trust each other, be capable of changing, to be confident to address problems (their own as well as others) and to initiate progress. It is a phenomenon that needs to be applied on team level and not just individual level to have impact on teams' structural influence. Psychological safety is an important factor to be considered for the purpose of team spirit as it promotes collective values and trust among team members and enables the team to evolve together by learning from each other and being comfortable give and receive feedback. It is difficult to imagine a corporate environment where the team spirit is at high levels, but the team members are afraid to take interpersonal risks in fear of social punishment, and where the teams cannot engage in leading behavior. That is why it is important for sake of team spirit that psychological safety can be enabled in a way that allows learning behavior, so that organizational members can evolve together to form common identity. (Hackman 1987.)

The study by Edmondson (1990) measures the performance and learning of the teams by testing the effects of team efficiency together with team psychological safety. Examples of teams learning behavior presented in the study include e.g. asking for help, addressing errors, talking about experiments, group discussions, proposing new ways of doing things, seeking feedback, and sharing information. These types of behavior allow companies to for example, learn about their customers' requirements, discover changes

in their environment (and adapt to them accordingly), and learn from unexpected consequence.

However, the problem is that in many cases people who may initiate the types of previously mentioned learning behaviors, may place themselves or others at "risk". For example, asking for help may result in appearing incompetent, or addressing someone's errors may give negative image of the person whom errors is being addressed. There are evidences that people are reluctant to behave in a way which may result in "loosing face" of their selves or others. This prevents organizations to benefit from outcomes of collective learning behavior and results in reduced cognitive flexibility and responsiveness of organization. (Devito et al. 2002.)

The study by Edmondson (1990) had filled the gap regarding individual beliefs about the interpersonal context and examines how they impact on the team outcomes. The learning behavior was defined in the study as a process rather than outcome, and thus, the learning behavior was approached as sets of acts such as seeking feedback, adaptation to change, etc. The figure in the below illustrates the idea behind the process in the study by Edmonson (1990)
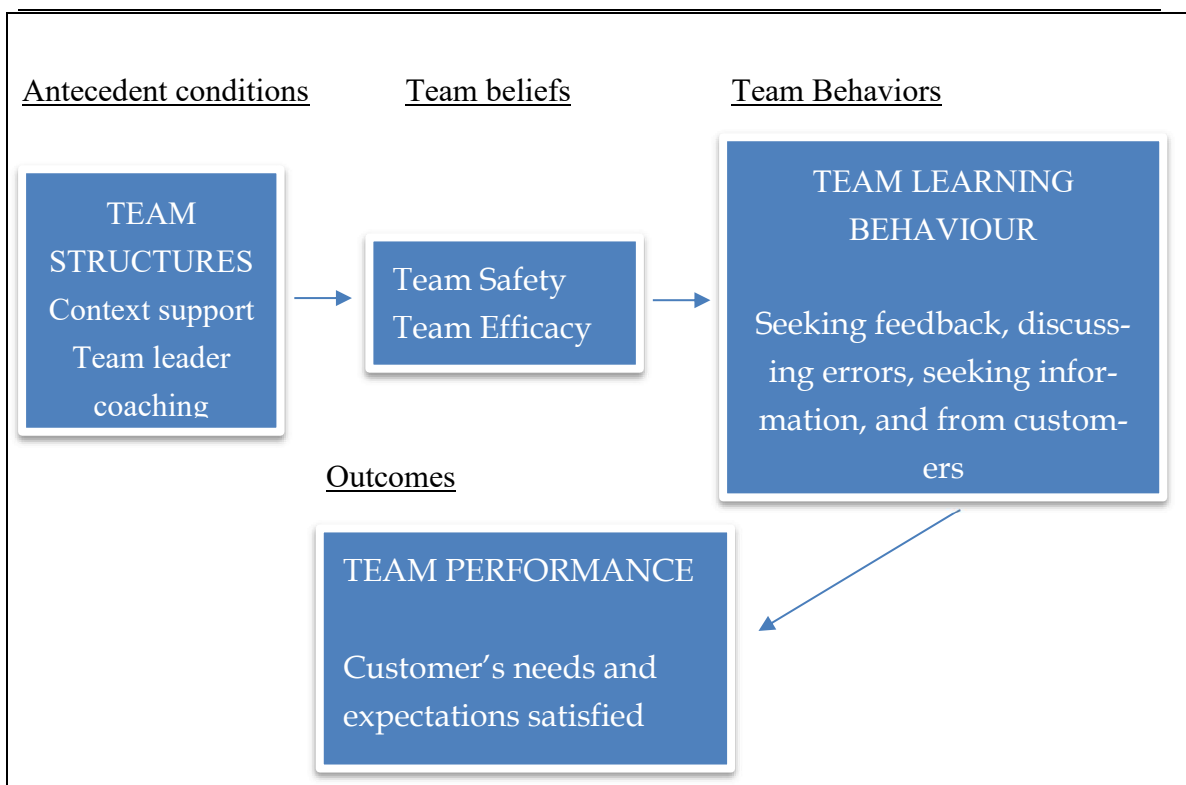

Figure 4   Individual belief about interpersonal context (modified from Edmonson 1990).

The results of the study indicate that team learning behavior correlates strongly with team performance, and it in fact accounts more than any other variable. The results also

indicated positive relationship between psychological safety and team learning behaviors, and team efficiency was also found to have positive relationship with team learning, revealing that team efficiency remained high when team efficiency was entered into the model with psychological safety. The results also supported that team psychological safety would mediate between team coaching, context support and team learning behavior, but there was no evidence to show that team efficiency would function as mediator. There were also no indications that context support and team leader coaching would have effect on team performance, and neither there was evidence to support that team learning behavior would mediate the effects of team psychological safety on team performance.

Team psychological safety and team learning behavior are both positively influenced by context support, team leader coaching and team membership. Interpersonal factors (psychological safety) help explaining the behavioral and performance outcomes of structural factors such as context support or team leader coaching, and how they are interrelated. (Edmondson 1990; Campion et al. 1993.)

The study Amy Edmonson (1990) completes and supports the result of the previously reviewed study "Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments" by Bossche et al. Unlike the previous study, in this article the subjects of the research were located in the professional environment. However, one of the limitations regarding this literature is that it does not differentiate psychological safety from some of its related constructs such as trust. Thus, the results are not fully precise regarding the constructs that drive certain behavior or emotions that would affect team learning or team efficiency.

3.2 Structural conditions

The next aspect team spirit to be researched for the purpose of this thesis are the structural conditions. The study by Manzoor et al. (2011) explores the effects of teamwork on employee behavior and performance by analyzing the aspects of team trust, and recognition and reward. The second main article explores the effects of reward, leadership, training, goals, wage, size, motivation, and team measurement. The reason why I introduce these articles in this subsection of my thesis is because, these two main articles define the properties of the structural conditions that I will address in this subsection of the thesis. However, the findings regarding these properties will not bet limited by the content of these articles, but complementary sources are used to elaborate on the properties that are derived from the "main articles". Basically the "foundation" that these two articles create for this subsection is the properties that have been defined to be explored for this subtopic of Structural Condition.

The properties to be researched regarding to structural conditions for the purpose of this thesis are going to be reward & recognition, leadership, goals & wage, and size of the team and team composition. I have left out some properties, such as training and learning, because it's a topic that has been addressed along subtopics of mutually shared cognition and psychological safety, while some other properties such as measurement and information technology were irrelevant for the purpose of my thesis.

Organizations with teams were also proven to have higher employee satisfaction and deeper bonding between employees. Additionally, teamwork was found to enable the enhancement of the skills and abilities of the individual employee via feedback, communication and interaction (i.e. team learning), and organizations that emphasize on teamwork were also shown to attract and retain the most skilled employees. However, the purpose of these journal articles was to be more detailed with how the previously mentioned benefits of teamwork and team spirit are achieved by exploring the impacts of certain aspects/properties of the structural conditions of the team that were found to enhance these previously mentioned benefits associated to teamwork and team spirit. (Tohidi 2011; Manzoor et al. 2011.)

3.2.1   *Reward & recognition*

According to Anderson and West (2002), the purpose of reward is to instill extrinsic motivation, while purpose of recognition is to instill intrinsic motivation among employees. Extrinsic rewards have in particular been found to provide the managers the tools to control employee behavior. The study by Anderson and West (2002) indicate that reward and recognition can enable the company's ability to capture greater output from the organizational members and engage them more efficiently to embrace the organizational goals and values. Both reward and recognition are used as a tool to control employee behavior. (Anderson & West 2002.)

In another study by Caudron (1994) it was denoted how individual employees learn to behave in accordance to the reward they receive. There were three factors that influence employee behavior, namely the size of the reward, the frequency of the reward and the way the reward is allocated.

Employees' behavior and motivation can be affected either positively or negatively by reward they receive. For example, the size of the reward as well as the perceived fairness on how it is allocated/distributed correlates with employees' motivation. (Lewis 2000) The capacity of how employees and teams respond to reward and recognition are said to be at their best when their effectiveness is continuously monitored against the performance output they generate from employees. (Anderson & West 2002.)

According to a research conducted by De Matteo et al. (1998) organizations are moving towards team-based management environments, and team reward systems have become the fastest growing reward strategies to leverage organizational productivity and synergy. This is because of how work is organized in a team-based organization, and since outcomes of the teamwork derive from cooperation, it has become increasingly difficult to distinguish an individual employees' contribution.

There are several ways to implement the reward systems for teams, and different kind of reward systems needs to be allocated according to each work cultures situation. Organizations need to consider what kind of behavior they want to stimulate from their employees and what kind of reward system would be most suitable for their situation. (Tohidi 2011.) I will present two types of reward procedures by De Matteo et al. (1998), which are called the equity norm and equality norm reward allocation procedures. Equity norm is a reward procedure where the reward is distributed according to each individuals' contribution. Equality norm on the other hand is a reward procedure where the reward is distributed equally to all regardless of their degree of contribution. (De Matteo et al. 1998.)

A research by Wagner, Pubin & Callhan (1988) suggest that the size of the reward (i.e. wages, or bonuses) correlate with employees' motivation, and if the reward is allocated for the group as a whole the employees will co-operate more to achieve their goals. For the purpose of team spirit, reward that is allocated to the group as a whole might also be more attractive to the managers because of it supposed benefit of encouraging co-operation and helping behavior.

On the other hand, some studies have suggested that the problem with the equality reward allegation norm is that the most highly skilled employees might lower their contribution especially in the teams where top performing individuals are put in the same group with less talented employees. However, this effect was said be alleviated if the team members are more or less equally skilled. (Honeywell, Dickinson & Poling 1997.)

The problem with the equity reward allegation norm on the other hand is that the most important element for teamwork to function is cooperation, and allocation of reward based on individual bases can create competition among team members and potentially damages their cooperation and team spirit. For sake of team spirit, reward distributed based on equity norms (i.e. according to each individual's contribution) encourages competition, which might cause division and potentially damage the cohesion and collaboration between employees. Competition neither has positive impact on employees wanting to develop common identity with each other. (De Matteo et al. 1998.)

Also, as mentioned earlier, it has become increasingly more difficult to distinguish between the outcome of individuals and their contribution in teams. Due to the interdependent nature of the teams, and it might be difficult to create consistent and fair measurement to measure each employee's performance. When rewards are allocated on equity

norm bases, it is very important that a clear and consistent means of measure are taken in place to measure employee performance. Allocation of rewards on individual bases should be distributed fairly, and there should be a common understanding between employees regarding the allocation rewards. (Honeywell et al. 1998.)

The study by Farrell and Scotchmer (1998) shows that team output is more equal in teams where team members are more homogenous in regards with their competencies. It could be inferred that equality norm reward allocation would work best in teams where team members are more or less equally skilled.

3.2.2   Goals & wage

The purpose of goal is not only to stimulate enhanced performance in teams, but also to bring organizational members together to work and co-operate for a common cause and set vision which helps the company to communicate the organizational aims, values, purpose and identity. (Tohidi 2011; Mitchell & Silver 1990.) Establishment of goal is important for the group's team spirit, because it gives the organizational members a common purpose. (Harrington 1994; Caudron 1994.)

The purposed of the wage on the other hand is to instill extrinsic motivation and depending on how wages are distributed in the organization, it has varying effect on team spirit. (Depken 2000.) According to a study by Levine (1991) the greater the gap of wage inequality is within a team, the more likely it is to hurt the team spirit, by having adverse effects on harmony, performance, and in particular the team cohesivity. It has been also suggested that greater wage inequality could also deter the individual's from adapting with the company's values or being willing to create common identity with their peers, and even deter them from following same objectives. Lower variance of wage distribution on the other hand was found to enhance the team cohesiveness, advocate better corporate culture, and even higher output. (Levine 1991; Depken 2000.)

3.2.3   Team size & composition, and how to tackle free-riding

Regarding the team composition according to Weitzman and Kruse (1990) badly performing individuals have negative impact on rest of the team members and can even negate the atmosphere by inciting bitterness, anger and annoyance in others, especially in situations where the badly performing individuals neglect their role by being "a free rider". Similar results were concluded in the study by Hamilton et al. (2003) where the individual team members were found to have a major role on how they impact on team spirit. Groups with more highly-able workers on the other hand were found to be more

cohesive, collaborative, and satisfied on average compared to groups with fewer highly able members.

It was claimed in the study by Weitzman and Kruse (1990) that the free rider problem increases as the group size grows, but this can be solved if the managers monitor the marginal contribution of each individuals in teams and do not allow the per capita output to fall as the team size grows. Weitzman and Kruse (1990) proposed that the implementation of managerial supervision along with implicit incentives and repeated communication with each individual in teams could possibly to deter the free rider problem, that might occur along the growth of teams in size.

According to Hamilton et al. (2003) the size of the team had an impact on how fast the team spirit emerged, and because smaller teams were more interactive in nature, the team spirit emerged faster in them than in larger teams. Regarding the free rider concerns, smaller teams were also more productive on average due to the fact that in smaller teams' the team members were better able to monitor each other, and that way deter free-riding. To deter free riding in larger teams, the monitoring needs to be applied by the management meaning that the cost deterring free-riding in larger teams is greater due to the need for monitoring.

Smaller teams are more ideal for high team spirit to take affect also because the bonding, communication and interpersonal interaction in general occurs on deeper and more frequent level when the team size is limited. This is due to the fact that in smaller teams, it takes less time for each team members to get to know each other, and the fewer people are engaged in the team, the more time the team members spend with each individual team members. (Boyt 2005.)

In addition, regarding the team composition, Hamilton et al. (2003) claimed that heterogenous teams where highly-able members are mixed with less able peers were found to be more productive, than homogenous teams. This was due to the so called bargaining and mutual learning theories, which says that highly-able workers have a leverage to impose higher team norms, and that the less-able workers can learn to become more productive when mixed with highly-able workers. This would imply that when team spirit is taking form, the most highly able group members have most influence to dictate the norms, the pace, and consequently, to some extent the group identity.

Interestingly however, according to Boyt (2005) team spirit develops faster in homogenous teams where the group members are more likely to have similar back groups, values and share similar feelings. This is because as team spirit was defined as group members set of shared feelings and values brought together to accomplish common goals, the more similarity there is between team members in regard their background and values, the faster they can get "on the same page" to accomplish the common goals.

3.2.4   *Task complexity*

According to Boyt (2005), one structural factor to enable team spirit if task complexity. This is based on a rationale that the more complex a task is, the more likely it is that there will be more than one person required to get the job done in accordance with the desired outcome. According to Jones and James (1979) task complexity enable enthusiastic exchange of values and goals between members of the organization, because if the task is too easy, members of the group are not required to use their potentials to full extent and might consequently not apply themselves optimally.

Task complexity forces the members of the team to co-operate and apply themselves to their full potential. Co-operation on the other hand enables employees to look for alternative ways to do the job and find the best alternative to get the optimal output. Moreover, employees may not think what they are specifically paid for and do thing that are not necessarily specific for their title. This process of social exchange where employees aim to find most optimal way to do the job also enables sense of pride in members regarding the finished product that they have contributed to, which boost their team spirit. (Boyt 2005.)

3.3   Leadership

It is up to the management to create mechanisms that enable the organization to reach their objectives. The management is responsible to organize and lead the workforce to meet the objectives of the corporation, and it is the management that has the ultimate influence to determine how the corporate culture evolves to exist, how to create the desired values, norms and behaviors within the workforce, and what is the role of team spirit in all that. Even if management cannot "create" the corporate culture, values, norms and behaviors, they sure have the power to influence them. The subordinates take cues from their management when developing their personal feelings, beliefs, and attitudes about the organization, and indeed, one implication to enable managers' success in such efforts is to establish positive perception in their employees about their management's leadership. (Tyler & Lind 1992.)

The management should accept this responsibility and keep their subordinates informed of the progress of the objectives. This is based on the notion that workers trust their managers abilities when they are informed that they are making progress towards the objectives. When managers' exhibit trust and confidentiality to their subordinates, they can instill team spirit by enabling their employees to take cues that prompt the feeling of togetherness. (Boyt 2005.)

The management should also lead the example and be a role model to their subordinates, as the employees tend to take cues from their managers in regards their attitudes and beliefs about the organization. (Tyler & Lind 1992.) One of characteristics that managers should exhibit, and implement is fairness. Perceived fairness by employees plays a role in subordinate's enthusiasm and impacts their behavior and outcome. (Aryani 2003.) If employees perceive that the organization and the management act unfairly it instills bitterness, dissatisfaction, and other negative emotions in employees which can impair the team spirit and poison the work atmosphere. (Qurechi et al. 2017.)

According to a study conducted by Jacobs and Singell (1993) managers effects were studied to be "superior" at least through two management processes, namely by exercising excellent tactical skills and coaching to improve the individual team members performance as well as their sets of values and attitudes in accordance to what is good for team spirit. Another research conducted by George and Bettenhausen (1990) where group of sales associates were studied found out that the mood and behavior of the management had an impact on employee turnover and employee job satisfaction. Additionally, dominant leadership is found to have negative effect on firms' team spirit, while greater size of top management team is claimed to have positive effect on team spirit. (Haleblian & Finelstein 1993.)

Top management teams' behavioral integration means the extent by which the top management teams participates in collective interaction of social and task-related mutually reinforcing processes, such as the quantity and quality of information exchange, collaborative behavior and joint decision making, in order to enable organizational context. (Abraham & Meyraz 2009.)

When it comes to creation of organizational context (such as implementing team spirit), the top management team plays the most central role, not only via decision making, but also as how they set example to their subordinates. Employees seek for cues and signals as in how to behave, what is expected of them and how thing should be carried out from their leaders. Employees' behaviors and perceptions are influenced by the salient examples set by their management. Thus, we can establish that organizational context is built through top management teams decision making and role modeling, and as such the top management teams are the main creator of organizational context and enablers of ambidextrous orientation. (Tyler & Lind 1992.)

Collaboration is important because it enables behavioral repertoire, cognitive complexity as well as behavioral differentiation within the top management team. Behavioral repertoire means managers capability to make the use of competing and complementary skills and resources for better management efficiency. Cognitive complexity refers to top management teams' capability to interpret information from variety of perspectives and be able to understand complex processes. Behavioral differentiation on the other hand

refers to top management teams' capability to provide most appropriate responses in diverse social situations. Behavioral repertoire, cognitive complexity and behavioral differentiation are all constructs of behavioral integration that are interrelated and complete one and other and influence top management teams' ability to cultivate behavioral complexity. (Abraham & Meyraz 2009.)

Behavioral integration allows teams to make better use of information alternatives and enables group dynamics of competing and complementary point of views, information, skills, values, experiences and insights to create competencies for global strategies to respond to increasing market demands. It correlates with organizational outcomes and its capability to adapt in different situations. (Siegel & Hambrick 1996.) The study by Abraham & Meyraz (2009) shows that there is a positive correlation between team behavioral integration and employees' productivity. The study also shows that behavioral integration on top management teams increases employees job satisfaction and decreases turnover intentions.

The decision made by the top management team impact both the short-term as well as the long-term outcomes of the organization. (Abraham & Meyraz 2009.) According to Gibson & Birkinshaw (2004), there are four behavior framing attributes, namely discipline, stretch, trust, and support. Discipline is an attribute that manifest fast-cycled and open system of feedback, establishment of clear expectations and standards, and consistency in implementation of punishments. Stretch is an attribute that aims to lead to an establishment of mutual goals and ambitions as well as shared identity, and emergence of individual significance in turnaround tasks. Trust is an attribute that manifests improvement of individual skills and knowhow of the team members, and promotes equity, fairness & involvement. Lastly, support is an attribute that manifest for more kind managerial support that leads to an encouraging atmosphere with individual employees' initiatives, enhance their autonomy, and allow greater access to resources. (Gibson & Birkinshaw 2004.)

3.4   Trust & motivation

Trust is an antecedent that reciprocally enables high teams' spirit, while high team spirit on the other hand comes along with high degree of trusts. (Manzoor 2011.) The study by Manzoor et at. (2011) describes trust as an element where the team members are confident to discuss their mistakes, accept criticism, and are not withhold from freely expressing themselves. Boyt (2005) on the other hand defines trust as individual's confidence to be vulnerable with someone's else, believing that the person will not take advantage of you and will perform the actions allocated to them in confidence sincerely, regardless of whether you can supervise it or not. Hence, there is an element of "risk" associated with

trust i.e. the trustor is willing to put them self in risk with the trustee, being confident that their relationship will not be abused. Trusting behavior can advocate reciprocal risk-taking which reduce costs related to supervising and bring about other favorable results, such as enabling parties to share knowledge, be open and communicate without restrictions. This in turn leads to creating grounds for developing mutual values and feeling which is necessary to create or enhance high levels of team spirit. (Boyt 2005.)

Trust among team members is an important element of teamwork, because it creates basis for the members to cooperate, coordinate and mutually develop their skills. (Mickan & Rodger 2000.) As denoted in previous literature reviews along with subject of psychological safety, trust is an element that occurs when team members have confidence in their peers' competencies and believe that they can accomplish the task allocated to them. (Edmondson 1990.) According to Mickan and Roger (2000) there is a positive correlation between trust and organizational synergy. In the study by Manzoor et al. (2011) it was argued that the creation of the trust in the workplace should be implemented from the management level, and this could be carried out with performance appraisal systems that would promote trustworthy behaviors.

From the organizational perspective, the benefits of high degree of trust in the workplace, are associated to reduces costs related to formal control and supervision, as well as inciting individual employees to project openness and willingness to share information and well as being confident to intervene when possible problems occur. (Manzoor et al. 2011.) Informal control can only come to an effect when managers feel like they can trust the employees. Companies where employee interests and goals do not match with company's goals and interests, require more supervision and formal control. As high levels of team spirit is associated with the element of trust, it can be assumed that informal control can be taken into effect when organization is characterized with high levels of team spirit. (Boyt 2005.)

Among some antecedents to enable trust by managers are, perceived fairness by employees, job satisfaction as well as the previously mentioned communication. Communication advocates trust by giving cues of transparency and that the managers can lead their subordinates to achieve the objectives. Trust in reverse advocates for open communication. Another antecedent to advocate trust by managers is to exhibit trust to their subordinates, which will instill confidentially in them and reciprocal feeling of trust in return. It is also important for the advocacy of trust to ensure from the beginning that employees across divisions share the company's values and objectives and are co-operating in cohesion. Trust in return advocates grounds for employees to create common values and objectives, and advocates for better co-operation and cohesion. (Qureshi et al. 2017.)

Another property that to be addressed in this section is "motivation". Collective work motivation can be divided into three separate frames. The first type of collective motivation "calculated" external motivation that can be measured implicitly by output of the

work and can be stimulated by sanctions and rewards. The second type of collective work motivation is identification motivation, where the team member is influenced by being part of the team, identify his or her self with the team, wants to contribute to the team and does not want to let down other team members. The third category of collective motivation is internalization where the individual has accepted and internalized the norms and values of the group or team and wants to work to achieve the goals because he or she believes in them. (Shamir 1990.)

In a study conducted by Earley (1994) it was argued that the role of culture, and particularly whether the culture is more inclined to be a collectivist or individualist shapes the motivational impacts of an individual.

3.5   Communication

Communication is an essential antecedent for enabling high degree of team spirit, because it allows the company to foster group and intergroup, interdepartmental and interdivisional relationships. Without proper communication organizational cohesion cannot be achieved, meaning that employees across departments and divisions would not share the same values, beliefs and goals. Communication is also an essential factor to boost the cooperative behavior of employees and to ensure that all departments and divisions are following the common objective and co-operating accordingly towards it which is vital in aim to enhance team spirit. (Constantin & Lusch 1994.)

Increased communication allows employees to follow the organizational objectives and ensure that they are up to date with where the company is headed. (Boyt et al. 2005.) According to the study by Qureshi et al. (2005) employee's perception of open communication is a prerequisite of high team spirit in an organization, because if the employees perceive that there is no open communication between them and the management, they feel less empowered, and less engaged and feel like things are being concealed from them.

Communication should also be reciprocal, meaning that it should flow both directions, so that not only are employees up to date with company's objectives, but also company is up to date with employee ideas, opinions and feelings, and is able to act accordingly. It is an important to keep employees informed about the corporate objectives, but the management should simultaneously ensure that they are up to date employee's goals and attitudes, and that their feeling, values, beliefs and opinions are heard and are aligned with company goals and vice versa. Such reciprocity not only enables cohesion and enhances team spirit, but it also allows flourishment of novel ideas and enables company to foster new opportunities. (Qurechi et al. 2017.)

Manager should also use informal communication along with formal communication. The rationale behind this reason is that along with formal communication such as written

communication, misunderstandings might arise, and it might even alienate the workers from the message that was designed to be sent. Informal communication such as talking in person can have better emotional impact, and it enables openness and allows participation, and consequently it gives space to remove any misunderstandings that might come along the formal communication. Also, if formal communication is implemented without informal communication might alienate employees, and at some point, they might no longer be even bothered to read the written formal communications. However, formal communication should not be removed completely, but informal communication should rather be used along with formal communication and replace formal communication where it is possible or necessary. (Boyt et al. 2005.)

3.6   Organizational image and group identity

According to a study by Dutton, Dukerich & Harquail (1994), the pace at which team spirit is developed among the employees is influenced by the external image that the organization holds. The identity of the organization as well as the distinctive and central public image the organization is believed to hold by its members impacts on how these members define and identify themselves as part of the organization they are in. Thus, the external image that the organization holds influence on its members perception and impacts on their attitude on organization's goals and their own motivation. Positive external image allows employees to associate the company's aspirations with their own, but only in case if the organizational image is consistent in practice, it will incite positive feelings in its members and boost the team spirit.

Furthermore, according to the study by Boyt (2005) the "external pressure" also defines the degree of team spirit in the organization. External pressure which targets group as a whole gives a stimulus to organizational members to react and influence, pull together and help one and other, bringing them closer together.

The managers need to foster the external image as well as the identity of the corporation, because it influences how employees that are part of the organization define themselves, as they tend to adapt to the identity or the perceived identity of the organization that they work for. If the public image and the identity of the organization the employee works for is positive (and in practice consistent), the employees are more likely to associate with those positive aspirations and adapt the corporate identity as their own. (Boyt et al. 2005; Dutton et al. 1994.)

The study by Lee and Novak (2005) investigates how social identity in different small sized groups is formed between teams where common identity is given or available, and in teams where interpersonal and individual identity is defined as a feature of the group. The study provides evidence that depersonalization increases social influence in groups

where the identity is deductive and decreases social influence in groups where identity is more inductive.

Social influence by definition refers to individuals' behaviors, feelings, and opinions' tendency to be affected by others. Social influence takes effect in different forms in different groups formed on different basis, but it is particularly strong in deductive identity groups. (Cialdini & Goldstein 2004.)

Identities formed in social groups derive from individual members' engagement as well as the identities that were originally given to them. This is carried out by differentiating two types of identity groups, namely the already mentioned deductive and inductive identity groups. Deductive identity is type of social identity where individuals are differentiated by their set of attributes such as ethnicity, nationality, experience, values or interest, and the collective feeling of common identity emerges from these recognized similarities, regardless of whether the group members like each other or get along.

Inductive identity on the other hand is a type of social identity that is created bottom up via interpersonal interactions, individual action, and communication. Inductive identity is formed out of individuals' willingness to assimilate their behaviors with each other due to interdependency and it is characterized by individual personalities of the group members and the interpersonal attractions which are both social as well as individual. It is useful to point out that in reality, group identities are not completely only deductive or only inductive by their nature, but in most cases, they are more or less mixture of them both. What should determine whether a group identity is formed deductively or inductively, is based on which one is more stressed in its recognition. Making such distinction is also useful in understanding of how group identities are formed. (Lee & Novak 2005.)

In development of social identity, individuality plays an important role in small interactive teams and it can even bolster social identity and solidarity. This idea is derived from the work of Durkheim (1984) who proposed a distinction between organic and mechanical solidarity. To clarify the difference between mechanical and organic solidarity, they basically work the same as previously mentioned inductive and deductive identity; mechanical solidarity comes from individuals giving recognition of their similarities with other group members, while organic solidarity derives from individual differentiation. Thus, this would imply that diversity of the group would strengthen organic solidarity and weaken mechanical. (Durckheim 1984.)

Durkheim (1984) suggests a model where the group influence is suggested based on the properties that make the differences between organic and mechanical identity. The central properties by which the types of groups are differentiated in the journal are individuality and interpersonal interaction, and the identity of the groups are categorized on basis of these properties.

Small groups are interactive by nature meaning that the interpersonal relations and social influence, such as negotiation, collaborative action and group decision making has

a great influence on them and that distinctive roles of individual members in some groups can be substantial in the formation of groups' social identity. Group identity can be induced from interpersonal interactions, social influence and individual distinctiveness. Influence on the group identity is continuously exerted via group discussions for instance. (Lee & Novak 2005.)

The study by Lee and Novak (2005) provided evidence how social identity can be constructed from diversity of group members, due to the heterogeneity of expressions that is derived from group polarization. Group polarization by its definition refers to the tendency of the group to make more extreme decisions. Thus, the study suggest that heterogeneity and individuality is not hostile to processes of constructing social identity.

3.7   Job satisfaction

Job satisfaction can be defined as set of psychological, environmental and physiological factors that incite an evaluation in individual that result them having positive feelings and regarding their job. This can be based on their overall satisfaction, or satisfaction that emerge from certain elements of the job. (Qureshi & Hamid 2017.)

One interesting point of view given by King (2005) is that job satisfaction emerges as a response from individuals expectation versus the they get. If the difference between what is expected and what is got is close enough to each other, then the individual feels satisfied.

According to a study by Qureshi and Hamid (2017) the role of job satisfaction of organizational members has variety of positive impacts, from significant increase in the productivity, engagement, commitment, as well as willingness to adapt with the company values and identity as one's own. It is a prominent element to create a strong and competitive workforce consisting of motivated and contented employees, and it has a reciprocal impact on team spirit, meaning that team spirit enhances the job satisfaction of the employees, while job satisfaction of employees has an enhancing impact on team spirit.

Job satisfaction also said to promotes "citizenship and sportsmanship behavior" of employees. Citizenship behavior is defined as individual employees' personal concern for the vitality of the organization they work for. This means that an employee would for example voluntarily engage in meetings and training sessions, make suggestions to improve the company, and contribute to vitality of the organization without expecting anything for it. Sportsmanship on the other hand is defined as individuals' or group of peoples' readiness to bear less ideal conditions without gripe. A study by Posdakoff and Mackenzie (1994) presents a hypothetical claim that in an organization with high esprit de corps, employees share the value of success and understand that road to success is not smooth, and to achieve success they sometimes have to endure failures, hardship and

setbacks. The good sportsmanship means that they will not hold gripe when failures and setbacks happen. (Boyt et al. 2005; Posdakoff & Mackenzie 1994.)

Job satisfaction of employees is influenced by various factors such as pay, benefits & rewards, individual experience, management, relationship with colleagues, and nature of the job itself. The benefits of job satisfaction are connected e.g. to the costs related employee turnover, absenteeism, and benefits related to employee retention, improved performance and commitment, and decrease in job tensions related to employee stress, etc. (Qureshi & Hamid 2017) One antecedent that enables employee's notion of job satisfaction is the perception of fairness. The perception of fairness is said to work as a moderator between team spirit and job satisfaction, while perceived inequality among employees is claimed to cause dissatisfaction and poison the work atmosphere. (Pahi et al. 2016.)

According to Mowday (1991), fairness is perceived in terms of individuals' emotional assessment about the efforts they have contributed (such as time, experience, skills, energy and intelligence) in relation to rewards they have received (such money, esteem, recognition, authority, position and social image etc.). According to a research by Aryani (2009), perception of fairness by organizational members plays a significant role with enhancing employee behaviors and outcomes. Aryani (2009) claims that employees will perform and generate better outcomes with higher enthusiasm when they perceive fair balance between reward and effort. Another study by Aryee, Budhwar, and Chen (2002) indicates that employees' perception of fairness, or lack of it, can intervene between different work outcomes.

Referring back to the section 1.1 of this thesis, in addition to pecuniary rewards, individuals also have social needs, which can be met with high intangible factor such as team spirit, that result in job satisfaction. Team spirit can only emerge when employees when employees share the similar notion of fairness, have the passion for their work community, and are satisfied with their company, their job, their role, and their colleagues. It's a reciprocated matter where one enables the other, and one is a consequence of the other as illustrated in the figure next page. (Pahi et al. 2016.)
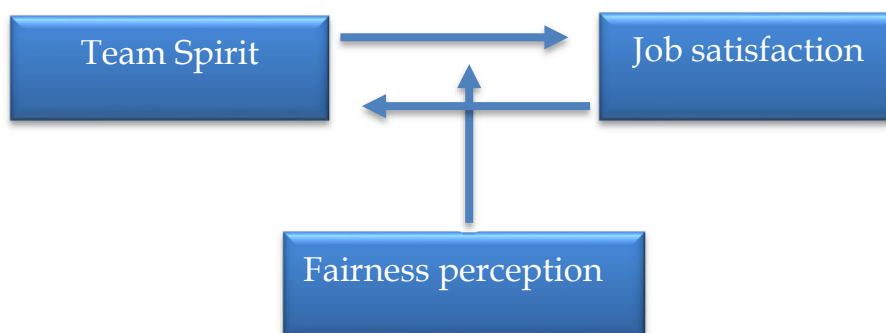

Figure 5   The moderating effect of perception of fairness (modified from Pahi et al. 2016).

As it is illustrated in the figure in the previous page, job satisfaction and team spirit have a reciprocal causality, meaning that they both enhance each other, and one enables the other, while the perception of fairness is a moderating factor between them.

4 MEANS TO ENHANCE AND IMPLEMENT TEAM SPIRIT

The purpose of this thesis was to explore how team spirit can be enhanced from the management perspective. For that purpose, a pre-study was carried out from which nine antecedent were derived from. After the pre-study, I elaborated on these nine antecedents and justified their importance in the processes of enhancing the team spirit in an organization with various sources. The antecedents were selected based on how widely they were studied and how frequently they were bought up in the literature. In addition to comprehensive and reliable research and the frequency of the topic being mentioned in the most prominent literature that were selected for the pre-study of this thesis, as well as other articles when exploring the topic of team spirit.

In this section I will evaluate the processes of implementing and enhancing the team spirit, based on the results of the previous section. I will be analyzing the link and the causality of these antecedent's and the implications which arrive from these causalities and what they mean for the process of implementation team spirit.

Most of all in the process of building theoretical framework I will be justifying the order of the priority in which how and why antecedents should be implemented, with the aim of creating a consistent research based theoretical framework using the findings from the studies in the previous section. The following table illustrates the foundation of this study's theoretical framework.

Figure 6   Antecedents of enhanced team spirit

In the process of enhancing team spirit, it needs to be taken into considerations that some of the antecedents can be implemented immediately, while others need to be developed over time. For example, job satisfaction and group identity are antecedents that cannot be implemented immediately but are developed over time by fostering other antecedents which act as their moderators. (Lee and Novak 2005; King 2005)

In the same manner, some antecedents should be considered first, because they are either prerequisite for others to take effect or implementing them first helps others to take effect more desirably. For example, job satisfaction cannot be implemented as such, but it takes effect when antecedents from social factors and structural conditions such as adequate compensation and reward equity have been applied. (Caudron 1994.)

Likewise, some of the antecedent that can be implemented with immediate discursion. When considering the order of implementation, one must take in consideration the causality of the antecedent. The antecedents are presented in the previous sections. Some antecedents are also antecedents for one and other. For example, trust enables open communication, but communication is an important factor to develop trust. (Tohidi 2011.) In this section, I will introduce this thesis's antecedents of team spirit, and address their implication and their causalities. I will justify the position of their order in prioritizing antecedents in the process of implementing team spirit and build a theoretical framework as a result.

4.1   Leadership and organizational image

The first and foremost antecedent which needs to be implemented is leadership. It was established in the previous sections, that the subordinates take cues from their managers when developing their feelings, beliefs, notions, and attitudes about the organization, and even see their managers as role models and emulate their behavior. (Aryani 2003.)

Not only should managers set good example to their subordinates, but they also need to acknowledge and accept their responsibility to take active measures to enhance the organizations team spirit. It is ultimately the top managers who organize the workforce and it is the top management whom influence how they develop over time. Consequently, the decision to act upon the process' of implementing and enhancing the team spirit must come from the top management's judgment and devotion to it. If the management is not bothered or motivated to enhance the team spirit, it is no longer fruitful to discuss and consider the rest of the antecedents, as rest of them must be implemented by the managers and their discretion. In the end, it is up to the management how the organization and its workforce are ought to evolve. (Tyler & Lind 1992.)

When evaluating how team spirit is evolves over time, it was established that the pace at which team spirit is developed is influenced by the external image the organization

hold. The external image of the organization also impacts on the how the members define themselves as part of the organization and whether they adapt to its values. (Dutton et al. 1994.) Thus, it would be logical to set organization's external image as the second antecedent in the process of implementing team spirit, even before structural conditions. This is because some of the structural condition, such as wage and wage inequality have impact on organization's external image, and if the top management is genuinely concerned about the organization's external image, setting it as the second antecedent right after the leadership allows the managers to use their discretion keeping in mind that their decisions on structural conditions influence on organizational image and consequently the pace at which team spirit is developed, and how employees define and identify themselves in the company. Thus, as external image is managed by continuous fostering of PR via managerial decision making, I would argue that it should be the second antecedent right after the leadership. (Boyt et al 2005; Dutton et al. 1994.)

4.2   Structural conditions

Once the leadership is set and the top management has committed to nurture the external image and the PR, the next step would be to organize the structural condition from reward & recognition, to goals & wage, to team size & composition, to task complexity, and that also needs to be carried out by the top management. The reason why structural conditions come next in the process of implementation team spirit is because, these structural formalities create the foundation for the team spirit to take effect, and because lot of the antecedents of structural conditions have a strong impact on the other antecedents of team spirit (e.g. team size and composition has impact on pace at which mutually share cognition or group identity evolves). (Boyt 2005.)

There are no universal guidelines to how reward & recognition, goals & wage, team size & composition, and task complexity should be implemented, because each company, division and industry is different, but on general level, it was established in the previous section that formalities such as size of pecuniary reward, wage inequality & reward equity, goal setting, team size and composition and task complexity all do have impact on team spirit. Managers should use their own discretion based on the fact and research being provided, and act accordingly with their own company's situation. The following table in next page gives a directorate guideline for how each or antecedent of structural conditions influence on team spirit for better or worse.

Table 3   Impacts of structural conditions

The structural condition	The impact on team spirit
Size of compensation	The bigger the employees' salaries are the better it is for team spirit.
Wage inequality	The smaller the wage gap among employees, the better it is for team spirit.
Wage equity	If employees perceive that the rewards are allocated fairly, the better it is for team spirit.
Recognition	Recognition increases employee's job satisfaction, which in turn has positive impact on team spirit.
Team size	Team spirit emerge and sustains better in smaller than larger teams. Smaller teams also can deter free riding.
Team composition	Team spirit emerges faster in homogenic teams.
Task complexity	The more complex the task is the more employees are required to co-operate, which has a positive effect on team spirit.

4.3   Social and cognitive factors & trust

Once the formalities for the foundation of team spirit has been established with the structural conditions, the next step would be to consider how managers can guide the evolvement of the team spirit to take effect. That means the next agenda for the managers would be to organize the workforce in a way that allows the organizational members to develop mutually shared cognition. It was established that among many factors that enable mutually shared cognition, one essential process was to organize the working environment in a way that gives room for construction, co-construction and constructive conflict. For this to happen employees should be able to feel safe to take interpersonal risks. Thus, psychological safety is an antecedent for mutually shared cognition. (DeVito et al. 2002.)

It was researched in the study by Edmonson (1990) that psychological safety can be implemented through team coaching and context support, and that it must occur on group level to take effect. To assess how the team coaching, and the context support should be

carried out, it depends on the situation and it needs to be applied accordingly with management discretion. (Bossche et a.l 2006.)

However, psychological safety is not the only factor influencing mutually shared cognition. Among others, interdependence, task cohesion and group potency were mentioned as antecedents for mutually shared cognition. Some of these variables are related to the previously mentioned structural condition, (for example, team size and composition impacts on interdependence, group potency and task cohesion) but these variables are also enabled through proper communication as well as the element of trust. It was established that in order to create mutually shared cognition between organizational members, the working environment needs to be organized in a way that gives room for construction, co-construction, and constructive conflict to occur while simultaneously harvesting psychological safety with team coaching and context support. (Webber & Donahue 2009.)

It was also established in the previous section that the element of trust enables basis for the team members to co-operate, co-ordinate, mutually develop their skills, and allows open communication which in turn create grounds for developing mutual values and feelings. (Mickan & Rodger 2000.) Interestingly, trust is also an antecedent for psychological safety, because team members cannot feel safe to take interpersonal risk if they do not trust each other. (Edmondson 1990.) The study by Manzoor et al. (2011) described the trust as an element where the team members are confident to discuss their mistakes, accept criticism, and are not withhold from freely expressing themselves. The definition by Manzoor et al. (2001) could be said to describe the trust almost quite as a prerequisite condition for psychological safety.

What is also interesting is that while trust was described as antecedent for team spirit, psychological safety and open communication, at the same time the antecedents for trust are high team spirit, psychological safety, open communication, and even perceived fairness and job satisfaction. (Qurechi et al. 2017.) It was suggested in the study by Manzoor et al. (2011) that managers could "implement" trust in the workplace with appraisal system, which is something that could be applied along with the team coaching and context support. (Manzoor et al. 2011.)

Consequently, because psychological safety enables trust and trust enables psychological safety, and because they are both antecedents for mutually shared cognition, and most of all because they are implemented more or less with same tools, I would set them on equal order in the process of implementing team spirit, right before mutually share cognition.

4.4   Communication

Since trust is something that is developed over time, communication is among the most crucial antecedents for trust. Managers should organize the workplace in a way that enables both formal and informal communication across departments and hierarchies. Communication is not only an antecedent for trust, but trust is also an antecedent for open communication without restrictions. Also, open communication allows organizational members to develop mutual values, be on the same page with objectives, and it boost cooperative behavior, so it is also an antecedent for mutually shared cognition and group identity. It was said that without proper formal and informal communication, organization cohesion cannot be achieved, so I would set communication right after the structural conditions and before trust (and psychological safety). Although trust is an antecedent for open communication, trust needs to be first established through encouragement of communication, and from there, they can reciprocally enhance each other. (Constantin & Lusch 1994; Qurechi et al. 2017.)

Communication should work both ways, and not just from management to subordinates. Reciprocal communication is important for cherishment of team spirit, as not only it allows the company to project its values, goals, norms and policies to its employees, but reciprocal communication also allows the corporation to be up to date with their employees' feelings, values, beliefs and opinions. The open feedback communicated without restriction to the managers allows them to be aware whether the processes of implementing the antecedents are taking effect or not, or if something is going wrong and if they need to take additional measures to ensure that the team spirit is being implemented or enhances successfully. (Qurechi et al. 2017.)

4.5   Motivation & group identity

Motivation just like trust and communication, is also a reciprocal antecedent that enables high team spirit (and some other antecedents such as job satisfaction), while high team spirit and job satisfaction are one of the antecedents that enable motivation. Motivation can be managed with the antecedents relating to structural conditions, such as size of the pecuniary compensation, wage equality, and recognition, but also with social conditions such as mutual share cognition and common group identity. It can also be managed through careful discretion in recruitment, as recruiting already motivated people, will make it easier for managers to foster the organization's team spirit, since motivation is not only an antecedent for team spirit, but alto other antecedents that lead to team spirit. (Shamir 1990.)

For example, it was established that group identity derives though group members interpersonal interaction, social influence, communication as well as the company's and managers values, and how they project them. (Lee and Novak 2005; Durkheim 1984.) Small groups were found to be more interactive by nature, and it was found that identities and values can be "given" to the organizational members, if they are consistent in practice, meaning that they are not in contradiction with how managers or the company actually run the business operations. (Cialdini & Goldstein 2004.)

Managers can control and influence how group identity emerges via other antecedents, such as how they control the company's external image, how they organize the structural conditions (e.g. team size and composition), how they communicate the company values, and how they organize the workforce that enables interpersonal interaction (e.g. leaving room for construction, co-construction and constructive conflict). This would imply that the antecedents such as structural conditions, external image, leadership, communication, and social and cognitive factors should come before the group identity, and that group identity is formed over time according to how managers work on rest of the antecedents. (Durkheim 1984.) Nevertheless, it is also possible to influence how the group identity will eventually evolve, from much earlier stage in the process of implementing/enhancing team spirit. This is possible with careful discretion in the recruitment process when deciding what kind of personalities, they want to hire, and making decisions based on what kind of group identity they aim to form. (Lee & Novak 2005.)

4.6   Job satisfaction

Job satisfaction is like many others is a reciprocal antecedent that enhances the team spirit, while at the same time high team spirit enhances job satisfaction. (Qureshi & Hamid 2017.) And just like group identity, it is also an antecedent that is developed over time and is dependent on how other antecedents such as structural conditions (e.g. size of pecuniary, wage inequality etc.), motivation, external image, and trust. (Pahi et al. 2016.) While careful fostering of these other antecedents leads to job satisfaction, again there are tools by which managers can also control the element of job satisfaction at the early stage of the process of implementing/enhancing team spirit via careful recruitment process which I will justify why in the next paragraph.

King (2005) claimed in his study that job satisfaction results in response to employee's expectation versus what they get. The study by Pahi et al. (2016) on the other hand denoted that the job satisfaction is a result of perceived fairness which was said to be the moderating factor between job satisfaction and team spirit. Perception of fairness was also indicated as an antecedent for job satisfaction in the study by Aryani (2009) as well as in the study by Mowday (1991). Thus, while fostering antecedents like the external

image, the structural condition and motivation leads to job satisfaction over time, managers can also influence the job satisfaction of their workforce via recruitment of kids of personalities whom perceptions, expectations, values and additives match with the corporate culture and corporate policies, consequently ensuring that the employees perceive the operational structures of the company to be fair, and are satisfied with what they get, as what they get is what they have expected. (Pahi, Shah & Ahmed 2016) (Aryani 2009)

4.7   Theoretical framework for implementation of team spirit

In section 5, I have been exploring the ways to create a theoretical framework for how team spirit can be implemented/enhanced from the management perspective on an organizational level. In the process of creating the framework I have argued that some of the antecedents need priority over others, and I have justified the order by which antecedents needs to be implemented based on the results of my extensive research, conducted for the purpose of this thesis. The justifications were based on the academic research in which some antecedents were found to impact on another antecedent if established first, while some antecedent had no impact on the other antecedents what so ever. The order of the implementation of antecedents in the process of enhancing team spirit were analyzed based on their causalities, where implementing one antecedent lead to enabling another antecedent. However, while justifying the order by which antecedent are applied in the process of creating team spirit, the problem of reciprocal impact of some antecedent on others came into sight. To simplify the causality of antecedent, and to illustrate the extent of reciprocal causality of these antecedent, I created the figure illustrated in the next page. The black star in the middle is supposed to reflect and indicate how leadership has effect on every other antecedent. Instead of discretely creating nine arrows from leadership to point at every other antecedent, I created a black star in the middle connected to leadership, where each edge of the star points at different antecedent illustrating that leadership influences on all of the other antecedents.
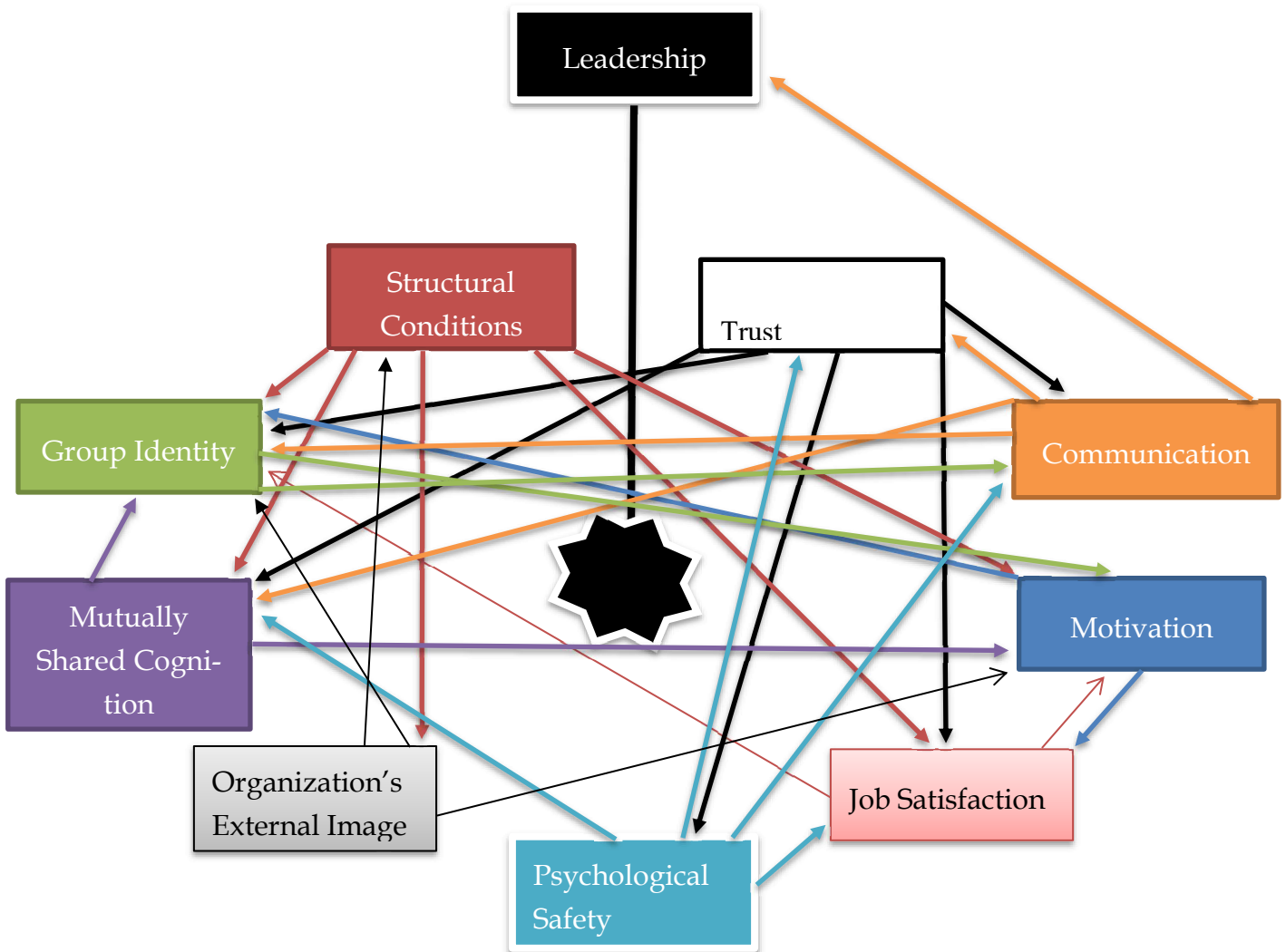
Figure 7   The circle of antecedents' causality

The problem of reciprocity of antecedents were addressed by weighting the impera-tively of each antecedent's impact and well as the extent of their impact on variety of other antecedents. This means that the antecedents which had more important role in their impacts were prioritized, and the antecedents that had various impacts were prioritized over antecedent that impacted on fewer other antecedents.

Now that the causalities and reciprocities of the antecedents have been addressed, I will conclude the chapter five with the illustration of the processes of implementing/en-hancing team spirit in an organization based on the results of my extensive research as well as the final theoretical framework. The purpose of the figure next page is to simplify the theoretical contribution of this master's thesis.

The antecedents that needs time to evolve, but which can be influenced by in the early stage via

Motivation

Group Iden-

Job Satisfaction

The priority order of the antecedents that can be implemented immedi-

Leadership

Considerations of PR (Ext. Img.)

Structural Conditions

Communication

Psychological Safety

Trust

Mutually Shared

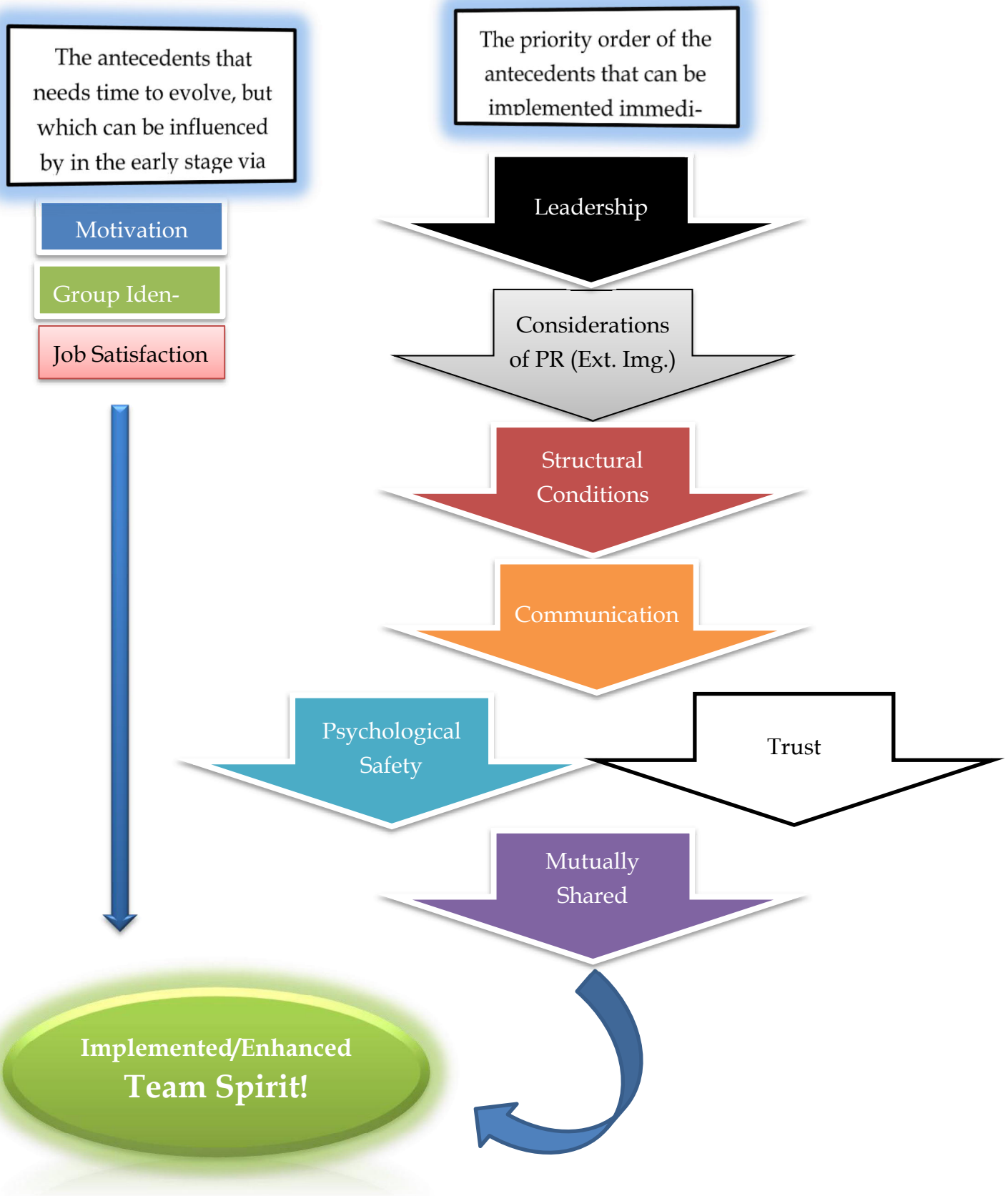Implemented/Enhanced
Team Spirit!

Figure 8   The theoretical framework

I established at the beginning of this thesis through the pre-study that enhanced teams spirit has various benefits for the organization from increased productivity, to decreased employee turnover, to retention of most highly able employees. The research gap for this thesis was HOW managers can implement high levels of team spirit, and consequently the research question was "How can managers enhance team spirit in an organization". After extensive research and inductive analysis, the answer for the research question is illustrated in a process figure illustrated in the previous page.

The process figure represents the theoretical framework of this thesis by illustrating the priority of order of the antecedents that can be implemented immediately, as well as the antecedents that needs to be developed over time. The order of priority was established based on the researched causalities and the impacts of the antecedents that were presented in this chapter.

5   DISCUSSION AND CONCLUSION

5.1   Theoretical contribution

The contemporary literature has studied the team spirit widely as a phenomenon. There has also been plenty of research regarding its positive impacts as well as variety of aspects of team spirit. (Hamilton et al. 2001.) However, what I had found is that how focused the contemporary literature is when it comes to team spirit. Most literatures either address the team spirit from the social perspective or from the structural perspective. Some authors have investigated the impacts of team implementation while others have investigated the impacts of a certain factor of teams or team spirit such as communication or psychological safety.

One of the values that this thesis presents is that it treats team spirit from a holistic point of view. It has researched the antecedents of team spirit and all of the nine antecedents chosen for this thesis were investigated with an inclusive approach.

The aim of this study was to contribute to the topic of team spirit by creating a new theoretical framework. The main inquire of the theoretical framework was to answer the research question HOW team spirit can be implemented or enhanced in an organization. The research gap of this study was in the research question of this thesis, and the objective of this study was to investigate how team spirit can be implemented or enhanced in an organization from the management perspective. This study also took a holistic approach to team spirit by taking the social and the structural issues into consideration all simultaneously.

After an extensive initial research, a pre-study was established for the purpose of this thesis and based on the results of the pre-study as well as analysis of the most prominent eight articles, nine antecedents of team spirit were derived on the basis of which of them were the most frequent antecedents being brought up in the contemporary literature. These antecedents were then further elaborated, researched, and analyzed in the section three and the importance of those nine antecedents for team spirit were justified.

"The antecedent of these nine antecedents" were also introduced along with a guidance based on empirical research on how the antecedents of this study can be implemented, enhanced and nurtured. The nine antecedents being mentioned were namely the following properties; Leadership, Organizational Image, Structural Conditions, Communication, Trust, Social and Cognitive Factors on Team Learning, Motivation, Group Identity, and Job Satisfaction. Social and Cognitive factors were furthers divided between Psychological Safety and Mutually Shared Cognition. The Structural Conditions were

also broken down further between sever properties, that were namely; Size of Compensation, Wage Inequality, Wage Equity, Recognition, Team Size, Team Composition, and Task Complexity.

It became eminent that the nine antecedents being presented did not only have an impact on team spirit, but some of them also had impact on one and other, and some even had a reciprocal causality. One example of such reciprocity that was introduced in this study was the reciprocal influence between the elements of communication and trust. It was demonstrated through various sources how trust enables more efficient and open communication while at the same time, one of the antecedents of trust is open communication. Thus, if the element of trust if managed well, open communication is enabled, while respectively, if open communication is managed well, higher degree of trust can be expected between the organizational members. (Manzoor et al. 2011; Tohidi 2011)

The second value the research of this thesis has presented is that it had created its own theory of what the antecedents of team spirit are, based on its own research, evidence, justifications and analysis. This is the second value the thesis has given in addition to its approach to research team spirit in a holistic way. This will be elaborated on in the section 5.2 along the evaluation of the study.

During the research and elaboration of antecedents in chapter 3, it also became eminent that some antecedents were in their nature kinds of antecedents that could be implemented immediately, while others could only be developed over time. There were also certain antecedents that if they were prioritized and implemented first, they had a larger volume of positive impacts on other antecedents, allowing them to take effect more powerfully in their purpose and emerge faster. And as a consequence, that made it easier to work with those other antecedents that were already been affected, allowing them to emerge and be implement more faster within a group or team, and to allowing their purpose to take effect more efficiently. It also became clear through the analysis and research in the chapter three of this study, that if some antecedents are implemented first it makes it easier for other antecedents to be implemented.

After elaborating the impacts, causalities, and reciprocities of the antecedents as well as the extensive research on the various approaches that has been studied and denoted in the literature, the order of priority for the antecedent in the process of implementation and/or enhancement of team spirit was created. The order of priority was justified on the basis of the importance of the antecedents, as well as their volume of causality (for example, leadership impacts all other antecedent, so I must be prioritized before any other.), their impacts both on the basis of how other antecedent are impacted by these antecedents and how these antecedents are impacted by others.

Another factor influencing the order of priority was based on the chances on how the antecedent can be implemented. I.e. some antecedent could be implemented immediately within their frame of order of priority, that was introduced in chapter 4, while there were

three antecedents that were needed to be developed overtime along with continuous nurturing and considerations from the management level.

It was established that some of the antecedent that needed time to develop over certain processes while getting the optimal effect for their purpose when they are being allowed to be influence by the antecedents that come before them. However, it was also established that these types of antecedents that needed time develop and take effect, could be influenced by the managers at the early stage of the implementation thought the recruitment process. For example, motivation and especially desired motivation, is an antecedent that needs to develop overtime and is highly dependent on how manager organize and nurture the antecedent that have an impact on motivation. However, all of the three antecedent that needed to develop over time (motivation, group identity, and job satisfaction) can be influenced by the managers from the very early stage through careful consideration of the recruitment process, for example, by recruiting already motivated people, or recruiting people whose expectation matched with what the company had to offer, and that way influencing their job satisfaction.

As this is all very confusing, I had created two separate figures to clear out the causalities of the antecedents as well as the priority of order of the antecedents in the process of implementing or enhancing the team spirit. My finale contribution is the very last figure in chapter 4, which is my theoretical framework. It was inductively built by first conducting the pre-study to establish the various benefits the team spirit has on organizations to make the research worthy. The pre-study offered me the research question and allowed me to find the research gap which created a foundation for my study, and along the pre-study as well as the eight prominent articles, the antecedents of team spirit were derived. In the chapter three the antecedents were explored more in-depth which allowed me to find their impact on team spirit, their causalities, their impacts on other antecedents, their reciprocity and how these antecedents are implemented or enhanced in the first place.

Through the analysis of all the previously mentioned as well as through the logical justification of the priority of order of the antecedent, based on their volume of impacts, as well as the causalities and their imperativeness, the final framework with a guide for implementation was built as a contribution to the purpose of this thesis. This was the third and final value that this thesis has presented.

5.2   Managerial implications

The whole purpose of this thesis, as well as its theoretical contribution was from the beginning to provide guidelines for the MANAGERS on how to enhance and implement teams spirit. This study has been carried out from management perspective, and its contributions were supposed to be made for the managerial implications.

The research first aimed to convince its importance to the managers by providing information for the variety of positive impacts that team spirit has on organization through the pre-study presented at the beginning. The chapter four of this thesis "Means to Enhance and Implement Team Spirit" is directly aimed at managers, as it would not make sense why it would be directed at anyone else but managers. Not only has it been established that this research is carried out from management perspective from the very beginning, but also the means and measures presented in this study can be only taken into effect by the managers. It was also indicated along the final theoretical contribution that the first and foremost antecedent in the processes of implementing the high levels of team spirit is "Leadership" as it is up to the management to take responsibility to enhance the team spirit in the organization and ensure the implementation of rest of the antecedents. If the managers are not bothered by the implementation and enhancement of the team spirit, then the rest of the antecedent cannot be even considered.

5.3   Evaluation of the study

The research of this thesis provides knowledge on the basis that it has synthesized various theories, concepts and ideas in a logical and justifying manner. To evaluate the study, I have utilized the guidelines by Mäkelä (1990) who give four measures for the evaluation of a qualitative study. These measures are; the importance of the literature, the adequacy of the literature, the comprehensiveness of the analysis, and the evaluability and repeatability of the analysis.

As team work has been adapted in increasing rates in the current knowledge-based economy, and as the enhanced spirit of the team has been found to have numerous positive impacts on organizations, the topic of this research is now timelier than ever before. (Segella et al. 2001; Hamilton et al. 2003) Thus the research of this study satisfies the first measure of Mäkelä's (1990) evaluation criteria, which is the importance of the literature.

According to Mäkelä (1990) the adequacy of the literature is difficult to measure, but one criterion for it being satisfied is if the literature review at some point no longer has any new features to offer. As I have mentioned it in the methodology section, a lot of the articles that I had read regarding the team spirit had merely repeated the same concepts, and at some point, it was difficult to find any novel ideas. However, I was able to turn this problem into my advantage by only presenting the theories, ideas and concept that were frequently brought up. That is also how I decided to pick the antecedents from which I created my list of antecedents from which team spirit is built from. So, both the research results, theories and the antecedents that are presented in this thesis are all well studied,

and consequently, this research satisfies Mäkelä's (1990) second evaluation criteria about the adequacy of the literature.

However, there are some concepts developed in this thesis that are to some degree up to interpretation and might be considered as something subjective. Referring back to the chapter regarding the theoretical contributions, I stated that the first value this thesis presents is how it approaches the concept of team spirit holistically. I had justified this by referring to the nine antecedents that were most frequently used in contemporary research, and then argued why those nine selected antecedents are important, and then justified and analyzed their position in the process of creating team spirit.

In this process I had also presented another value of this thesis because once I had agued the position of the 9 antecedents based on the contemporary literature and analyzed their importance and justified my stance for why they are the chosen as antecedents for team spirit, I consequently have also created a new theory regarding the properties from which the team spirit is built from.

Any claim made in this study or any citation made to refer to another empirical research has been utilized with reliable sources. This thesis mainly uses academically approved journal articles and has only handful of website articles and books as references, so the facts presented, and the sources utilized for the facts, theories, and research results in this thesis are reliable. The comprehensiveness of the literature means that the information is collected from various sources, and no conclusion is made based on discrete reference. (Mäkelä 1990.) The research of this study was two phased, where the information was first from the pre-study which was then elaborated and further researched with other sources in the main study, meaning that the research of this study satisfies the criterion of the comprehensiveness of the literature.

The evaluability and repeatability of the analysis means that the logic by which the analysis of the study has been carried out can be detected and contradicted, and that the processes by which the analysis has been interpreted and justified can also be detected, and if same measures are carried out by someone else they would come to same conclusion as me. (Mäkelä 1990).

The Initial objective of this thesis was to contribute to the subject of team spirit by filling the research gap provided in this thesis and answer the research question that was formulated for this study; i.e. HOW team spirit can be enhanced or implemented in an organization from management perspective.

This study was also able to derive the nine antecedents from the literature, so in addition to the original contribution of this thesis to create a new theoretical framework for how to implement team spirit from management perspective, it also created another value by introducing a new concept of what teams spirit is made of, and suggesting that team spirit if formed out of nine antecedents based on my own analysis, theory and justification that were presented in this thesis.

Some might disagree on the antecedents that this thesis has provided, and some might want to amend the list. What is considered "a holistic approach" to team spirit might also be up to an interpretation. Nevertheless, this thesis has provided a concept based on my extensive research, analysis, and justifications of the nine antecedents plus the sub antecedents of the Structural Condition as well as the Social and Cognitive Factor on Team Learning. When these antecedents were put together for the purpose of team spirit, that created the first theory for purpose of thesis. And even thought, I have sited my facts and justifications, and presented arguments and analysis which I firmly stand by, in the end it is just a theory and the antecedents might as well be subjective, and someone might want to present an alternative theory with either completely different sets of antecedents or maybe just with some amendments of my current list of antecedents by maybe leaving out a few or introducing some other antecedents that were not discussed in this thesis.

Nevertheless, referring to all the arguments and the justification that I have presented in this thesis, I do stand by my theory about the list of antecedents formed, and I do believe that the processes by which the findings have been provided are consistent and logical. This study has also been well categorized, and the processes by which the study has been carried out are easily detectable, so this study also satisfies the last criterion of Mäkelä's evaluation measures.

5.4   Limitations and suggestions for further research

One of the limitations of the study is that it is difficult to measure the degree of team spirit. I said in previous chapters that one purpose of the pre-study was to research and confirm that team spirit does indeed have various positive impacts from increase in productivity, to reduced conflicts, to reduces employee's turnover and retention of highly-skilled workers to mention few. This was supposed to make my research worthwhile, because if team spirit does not have anything good to it, then what is the point of making a research on how to implement it.

Even if we use my theoretical framework in practice to enhance or "implement", how can we know what the degree of team spirit was before the implementation and how do we measure "how much higher" the team spirit got after the implementation.

It is difficult to measure the team spirit itself. But thanks to the pre-study and some elaboration on antecedents in the chapter three and four, we might be able to create some sort of an appraisal system and progress measure based on the results. I.e. refereeing back to the various positive impacts of team implementation and enhancement of team spirit such as increase in productivity, increase in positive feedback from employees who report that they enjoy they work more and particularly like the social part of their job, the reduced employee turnover, increase in employee job satisfaction, increase in team learning

and transfer of knowledge and skills, brainstorming together to figure out better ways to do the task, the helping behavior, identifying with the company and the colleagues, deeper social bonding between the organizational members, higher degree of employee loyalty, attraction and retention of highly skilled workers, despite if they see a drop in their pay, better external image, more motivated workforce whom are truly concerned about the company goals; just to name few.

Maybe these positive impacts of enhanced team spirit can be used as a measure to see if progress is being made and desired outcomes of the theoretical framework of this study are taking effect. I suggest for further research a deductive research approach where the theoretical framework of this research is tested by using appraisal methods of asking about the opinions, feelings and attitudes of the employees working in organizations where such framework is being tested, while simultaneously creating a system of measuring, supervising and reporting on the possible various positive impacts that were indicated in this study and see if such positive outcomes take effect when the theoretical framework of this study in being implemented.

6   SUMMARY

The aim of this thesis was to discover how managers can enhance or implement high levels of team spirit in an organization. For the purpose of this thesis a pre-study was carried out where it was established that team spirit has various positive impacts on organization from increase in productivity to decrease in employee turnover. The pre-study provided a foundation for the main study of this thesis the means to implement or enhance team spirit was subject of research. Nine antecedents of team spirit were derived from the pre-study which were picked on the basis that they were the most frequently dealt with antecedents of team spirit in the literatures used for the study of this thesis. The derived antecedents were the following; Social and Cognitive Factors on Team Learning, Structural Conditions, Trust, Communication, Group Identity, Organizational Image, Job Satisfaction, Motivation and Leadership. The Structural Conditions were further divided into Reward & Recognition, Goals & Wage, team size & composition, and task complexity, and the Social and cognitive factors on Team Learning was divided into psychological safety and mutually shared cognition.

The antecedents and their impacts where further researched and elaborated on in Chapter 3, and the means as well as the processes by which they can be implemented were analyzed in Chapter 4. The findings of this thesis indicated that not only do the antecedents have impact on the team spirit in the workplace, but they also impact on each other, meaning that some antecedent take effect better, if some other antecedents are prioritized before them. Based on the researched causalities of the antecedents and the impacts they have on team spirit as well as each other, an order of priority for implementation of antecedents were created. On the basis of the research findings and the analyses, a theoretical framework for implementation of team spirit in an organization from management perspective was finally established.

The findings indicated that some of the antecedents can be implemented immediately while others need to be developed over time. The order of priority in the process of implementation of team spirit, the antecedents that could be implemented immediately were as; Leadership, Considerations of PR (External Image), Structural Conditions, Communication, Psychological safety and Trust, and Mutually Shared Cognition. The antecedents that needed time to develop (i.e. Motivation, Group Identity, and Job Satisfaction) did not have an order of priority, but it was indicated that whilst they need to be developed over time, the managers can influence them in the early stages of team spirit implementation via recruitment processes, by for example hiring people whom are already motivated for the task they are designed for, or hiring people who's personality match with the desired group identity, or people who's expectation match with what the company can offer (job satisfaction).

LIST OF REFERENCES

Abraham C. ─ Meyrav Y. H. (2009). How Top Management Team Behavioral Integration Can Impact Employee Work Outcomes: Theory Development and First Empirical test. In *the Leadership Quarterly*. Vol. 20, No. 6, pages 207-018.

Alavi, M. ─ Leidner, D. E. (2001). Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues. In *MIS Quarterly*. Vol. 25, No.1, pages 107-136.

Anderson, N. ─ West, M. (2002). The personality of teamworking. In *Journal of Personal Management*. Vol. 4, No. 3, Page 81.

Aryani, Y. A. (2009). The Effect of fairness perception of performance measurement in the balanced scorecard environment. In *Management Accounting research*. Vol. 15, No. 2, pages 135-153.

Barron, B. ─ Roschelle, J. (2009). Shared cognition. In *Psychology of Classroom Learning: An Encyclopedia*. MI: Macmillan Education, Detroit.

Bhat, A. (2019). Conceptual Research: Definition, Framework, Example and Advantages. QuestionPro. <https://www.questionpro.com/blog/conceptual-research/> Retrieved 24th of April 2019.

Bossche, P. V. – Gijselaers, W. H. – Segers, M. – Kirschener, P. A. (2006). Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments; Team Learning Beliefs and Behaviors. *In Small Research Groups*. Vol. 35, No. 5, pages 490-521.

Bowers, C. A. ─ Baker, D. P. ─ Salas, E. (1994). Measuring the Importance of Teamwork: The Reliability and Validity of Job/Task Analysis Indices for Team-Training Design. In *Military Psychology*. Vol. 6, No. 4, pages 206-214.

Boyt, T. – Lusch, R. – Mejza, M. (2005). Theoretical Models of the Antecedents and Consequences of Organizational, Workgroup, and Professional Esprit De Corps. In *European Management Journal*. Vol. 23, No. 6, pages 682-701.

Callahan, J. L. (2014). Writing Literature Reviews: A Reprise and Update. In *Human Resource Development Review*. Vol. 13, No. 3, pages 271-275.

Campion, M.A. ─ Medsker, G. J. ─ Higgs, A. C. (1993). Relations Between Work Group Characteristics and Effectiveness: Implications for Designing Effective Work Groups. In *Personal Psychology*. Vol. 46, No.4, pages 823-850.

Caudron, S. (1994). The individual pay to team success. In *Personnel Journal*. Vol. 73, No.19, pages 40-46.

Cialdini, R. B. ─ Goldstein, N. J. (2004). Compliance and Conformity. In *Social Influence*. Vol. 55, No. pages 591-621.

Constantin, J.A. ─ Lusch, R.F. (1994) *Understanding Resource Management: How to Deploy Your People, Products, and Processes for Maximum Productivity*. The Planning Forum. Ohio.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Fourth Edition. Sage Publications Limited. London.

De Matteo, J. S. ─ Eby, L.T. ─ Sundstrom, E. (1998). Team-based rewards: current empirical evidence and directions for future research. In *B.M. Staw & L.L. Cummings (Eds.), Research in organizational behaviour: An Annual series of Analytical Essays and Critical Review*. Vol. 20, No.1, pages 141-183.

DeFranzo S. (2011). *Difference between qualitative and quantitative research.* Snap Surveys Blog. <https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/> Retrieved 24th of April 2019.

Depken, C. A. (2000). Wage Disparity and Team Productivity: Evidence From Major League Baseball. *In Economic letters*. Vol. 67, No. 1, pages 87-92.

Durkheim, E. (1984). *The division of labor in society*. The Free Press of Glencoe, Illinois.

Dutton, J.E. ─ Dukerich, J. M. ─ Harquail, C. V. (1994). Organizational images and member identification. In *Administrative Science Quarterly.* Vol. 39, No. 2, pages 239–263.

Earley P. C. (1994) Self or group? Cultural effects of training on self-efficacy and performance. In *Administrative Science Quarterly*. Vol. 39, No.1, pages 89-117.

Edmondson, A. (1990). Psychological Safety and Learning Behavior in Work Teams. In *Administrative Science Quarterly*. Vol. 44, No. 2, pages 350-383.

Farrell, J. ─ Scotchmer, S. (1998). Partnerships. In *Quarterly Journal of Economics*. Vol. 103, No. 2, pages 279-297.

Gabriel, D. (2013). Inductive and deductive approaches to research. Dr Deborah Gabriel. <https://deborahgabriel.com/2013/03/17/inductive-and-deductive-approaches-to-research/> Retrieved 24th of April 2019.

George, J. M. ─ Bettenhausen, K. (1990). Understanding Prosocial Behaviour, Sales Performance, and Turn Over: a Group-Level Analysis in a Service Context. In *Journal of Applied Psychology*. Vol. 75, No. 6, pages 698-709.

Gibson, C. B. ─ Birkinshaw, J. (2004). The antecedents, consequences, and mediating role of organizational ambidexterity. In *Academy of Management Journal*. Vol. 47, No. 2, pages 209─226.

Guzzo, R. A. (1996). Group decision making and group effectiveness. In *Annual Review of Psychology*. Vol. 55, No. 1, pages 623-655.

Hackman J.R. (2002). Why Teams Don't Work. In *Harvard Business Review*. Vol. 1, No. 1, pages 1-16.

Hackman, J. R. (1987). The design of work teams. In *Handbook of Organizational behavior.* Vol. 1, pages 315-342.

Haleblian, J. ─ Finkelstein, S. (1993). Top Management Team Size, CEO Dominance, and Firm Performance: The Moderating Roles of Environmental Turbulence and Discretion. In *Academy of Management Journal*. Vol. 36, No. 4, pages 844-863.

Hamilton, B. H. ─ Nickerson, J. A. & Owan, H. (2003). Team Incentives and Workers Heterogenity: Empirical Analysis of the Impact of Teams on Productivity and Participation. In *Journal of Political Economy.* Vol. 111, No. 3, pages 465-497.

Harrington, H. J. (1994). *Of Tails and Teams: A Fable for Children and CEO 's Milwaukee*. ASQC Quality Press, Milwaukee.

Harris, C. (2008). Building Innovative Teams; Development and Learning in Organizations. In *an International Journal.* Vol. 22, No. 5, pages 361-365.

Honeywell, J. A. ─ Dickinson, A. M, ─ Poling, A. (1997). Individual performance as a function of individual and group pay contingencies. In *Psychological Record.* Vol. 47 No.2, pages 261-274.

Jacobs, D. ─ Singell, L. (1993). Leadership and Organizational Performance: Isolating Links Between Managers and Collective Success. In *Social Science Research*. Vol. 22, No. 2, pages 165-89.

Janis, I. (1991) Groupthink. *A First Look at Communication Theory*. The Mcgraw Hill Companies. Eight Edition. Pages. 235 - 246.

Jones, A. P. ─ James, L. R. (1979). Psychological Climate: Dimensions and Relationships of Individual and Aggregated Work Environment Perceptions. In *Organizational Behavior and Human Performance*. Vol. 23, No. 2 pages. 201–250.

Jones, A.P. ─ James, L.R. (1979). Psychological climate: dimensions and relationships of individual and aggregated work environment perceptions. In *Organizational Behavior and Human Performance.* Vol. 23, No. 2, pages 201–250.

King, J. E. (2005). Workplace religious expression, religiosity and job satisfaction: Clarifying a relationship. In *Journal of management, spirituality & religion.* Vol. 2, No. 2, pages 173-198.

Lazear, E. P. (1998). Peer Pressure and Partnership. In *Journal of Political Economy*. Vol. 100, No. 4, pages 801-817.

Lee T. A. ─ Novak J. R. (2005). Individuals and Social Influence in the Groups; Inductive and Deductive Routes to Group Identity. In *Journal of Personality and Social Psychology.* Vol. 89, No. 5, pages 747-763.

Leighton, H. A. (1951). Human relations in a changing world; Observation on the use of social science. In *Industrial and Labor Relations Review*. Vol. 4, No. 3, pages 559-560.

Lewis, M. L. (2000). Exploring paradox: Toward a more comprehensive guide. In *Academy of Management Review*. Vol. 25, No. 3, pages 760−776.

DeVito, I. ─ Lingard, L. ─ Reznick, R. ─ Espin, S. ─ Regehr, G. (2002). Team Communications in the Operating Room: Talk Patterns, Sites of Tension, Implications for Novices. In *Academic Medicine*. Vol. 77, No. 3, pages 232-237.

Lubatkin, M. H. ─ Simsek, Z. ─ Ling, Y. ─ Veiga, J. F. (2006). Ambidexterity and performance in small- to medium-sized firms: The pivotal role of TMT behavioral integration. In *Journal of Management*. Vol. 32, No. 5, pages 646−672.

Manzoor, S. R. – Ullah, H. – Hussain, M. – Ahmad Z. A. (2011). Effect of Teamwork on Employee Performance. In *International Journal of Learning and Development*. Vol. 1, No. 1, pages 110-126.

Maxwell, J. A. (2012). Designing a Qualitative Study. In *Qualitative research design: An interactive approach*. Vol. 41, pages 214-249.

Mickan, S. ─ Rodger, S. (2000). The Organisational Context for Teamwork: Comparing Health Care and Business Literature. In *Australian Health Review*. Vol. 23, No. 1, pages 179 –192.

Milliman, J. ─ Czaplewski, A. J. ─ Ferguson, J. (2003). Workplace spirituality and employee work attitudes: An exploratory empirical assessment. In *Journal of Organizational Change Management*. Vol. 16 No. 4, pages 426-447.

Mitchell, T. R. ─ Silver, W. S. (1990). Individual and group goals when workers are interdependent: effects on task strategies and performance. In *Journal of Applied Psychology*. Vol. 75, No. 2, pages 185-93.

Mowday, R. T. (1991). Equity theory predictions of behavior in organizations. In *Motivation and work behaviour*. Vol. 5, pages 111-131.

Muto, S. (1911) Outline of the industrial service of the Kanegafuchi spinning company, Hiogo, Nippon. In *Human Engineering.* Vol. 1, pages 195–206.

Mäkelä, K. (1990). *Kvalitatiivisen aineiston analyysi ja tulkinta*. Oy Gaudeamus Ab, Helsinki.

Pahi, M. H. ─ Shah, S. M. M. ─ Ahmed, U. ─ Umrani, W. A. (2016). Investigating the Issue of Nurse Job Satisfaction: Role of Esprit De Corps, Task Significance, Self-Efficacy and Resilience: A Case Study. In *International Journal of Academic Research in Business and Social Sciences*. Vol. 6, No. 4, pages 339-355.

Parker, P. (2008). *Team Players and Teamwork. New Strategies for Developing Successful Collaboration*. A Wiley Imprint, San Francisco.

Posdakoff, P.M. ─ Mackenzie, S.B. (1994) Organizational citizenship behaviors and sales unit effectiveness. In *Journal of Marketing Research.* Vol. 31, No. 3, pages 351–363.

Qureshi, M. A. ─ Hamid, K. (2017). Impacts of Esprit De Corps on Job Satisfaction; A Moderating Role of Fairness Perception. In *International Journal Corner.* Vol. 5, No. 2, pages 237-240.

Rowley, J. ─ Slack, F. (2004). Conducting a Literature Review. In *Management Research News.* Vol. 27, No. 6, pages. 31-39.

Segalla, M. Rouziès, D. ─ Flory, M. (2001). Culture and career advancement in Europe. In *European Management Journal.* Vol. 19, No. 1, pages 44–57.

Shamir, B. (1990). Calculations, Values, and Identities: The Sources of Collectivistic Work Motivation. In *Human Relations*. Vol. 43, No. 4, pages 313-332.

Siegel, P. A. ─ Hambrick, D. C. (1996). Business strategy and the social psychology of top management groups. In *Advances in strategic management*. Vol. 3. pages 91−119.

Thompson, L. ─ Fine, G. A. (1999). Socially Shared Cognition, Affect, and Behavior: A Review and Integration. In *SAGE Journals*. Vol. 3, No. 4, pages 278-302.

Tohidi, H. (2011). Teamwork Productivity & Effectiveness in an Organization Based on Rewards, Leadership, Training, Goals, Wage, Size, Motivation, Measurement, and Information Technology. In *Procedia Computer Science*. Vol. 3, No. 1, pages 1137-1146.

Turner, C.E. (1933) Test room studies in employee effectiveness. In *American Journal of Public Health*. Vol. 23, No. 6 pages 576–584.

Tyler, T. R. ─ Lind, E. A. (1992). A Relational Model of Authority in Groups. In *Advances in Experimental Psychology*. Vol. 25, No. 1, pages 115−191.

University of Jyväskylä (2017). Qualitative Research. <https://koppa.jyu.fi/avoimet/hum/menetelmapolkuja/en/method-map/strategies/qualitative-research> Retrieved 3rd of September 2017.

Vitell, S. J. ─ Sighapakdi, A. (2007). The Role of Ethics Institutionalization in Influencing Organizational Commitment, Job Satisfaction, and Esprit de Corps. In *Journal of Business Ethics*. Vol. 81, No. 2, pages 343-353.

Wagner, J. A. ─ Pubin, P. A. ─ Callahan, T.J. (1988). Incentive payment and nonmanagerial productivity: An interrupted time series analysis of magnitude and trend. In *Organizational Behavior and Human Decision Processes*. Vol. 42, No.1, pages 47-74.

Webber, S. ─ Donahue, L. (2001). Impact of highly and less job-related diversity on work group cohesion and performance: A meta-analysis. In *Journal of Management*. Vol. 27, No. 3, pages 141-162.