

The Role of Team Building Training on Team Cohesiveness and Organizational Commitment in an International Manufacturer in Central Java

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Abstract

Team building training is one form of organizational intervention in managing team performance among its members. Good team-building training is marked by the achievement of an organization in forming a solid team. Team integrity is then predicted to have a positive influence on employee commitment to work and to the organization. The purpose of this study was to determine whether team building training influenced team cohesiveness, and employee commitment to work and to the organization. In addition, the team's mediation role is also traced to the influence between team building training and both types of commitment. As an additional analysis, this study also explores differences in team cohesion, commitment to work, and organizational commitment to employees who have participated in team building training, and who have not participated in similar training. The study was conducted on a number of 55 employees at an international company located in Kudus, Central Java, Indonesia. The results showed that the training of team building as independent variable does have an effect on the commitment of employees to their work and to the organization. However, the hypothesis that team building training influenced team cohorts did not seem to be supported in this study. Then, the hypothesis that defines the differences between employees who have never been to and have not participated in team building training is also not fully supported.

Keywords: team building training; job commitment; organizational commitment; group attachment.

1. Introduction

It is hard to be denied that the productivity and profitability of a company is closely tied to how employees are able to work together, so it takes the company's effort in building teamwork (George, 1987; Wahyuni & Ginting, 2017). In building good teamwork, a process is needed where members can learn to illustrate goals, priority issues, roles in groups, and building communication skills (Amadei & Wade, 1996). Employees working in a team need to have the same views on the things that are related to their work. To build teamwork requires a development process that can be done through team building training (Senécal et al., 2008). Training is interpreted as a systematic approach in the learning and development efforts of individual, team, and organizational effectiveness (Goldstein & Ford, 2002). To be effective, a company's training must be targeted, using efficient methods (Holleran, 1997). What is then needed in team building training is a clear flow between inputs (team structure and environment), processes (teamwork dynamics), and integrated team output (Carron & Spink, 1993; Senécal et al., 2008).

When the dynamics of cooperation has been successfully developed in a team, then it will form a team cohesiveness (Senécal et al., 2008). Team cohesion is a condition where a team is always together and remain united in achieving things that can satisfy each of its members affective (Carron et al., 1998; Senécal et al., 2008; Budiharseno, 2017; Kurniawan, 2017). In addition, if a team-building exercise is done properly and coherence of the team can create it also leads to outcomes other positive for the organization, such as team performance (Cohen & Bailey, 1997), and commitment (Wech et al., 1998).

As team cohesion can bind any member to loyal (Wang et al., 2006), the sense of togetherness that appears predicted to affect the commitment of each member on the job and the organization.

Thus, it is interesting to explore further the effect of these variables. In addition to the influence among the variables that have been described above, there is one more research gap that tried to be revealed in this study related to the procurement of training of team building by the organization. Team building training is one form of management intervention of an organization in managing its employees (Porras & Berg, 1978). Some researchers argue that a team-building exercise as an effective way to do the organization to form a solid team (George, 1987; Holleran, 1997; Senécal et al., 2008). However, team-building exercise influence on overall team performance requires a more detailed search (Salas et al., 1999). To answer the gap, this study further analyzes how the differences between employees have attended a team building training program, with those who have never participated in similar activities.

2. Literature Review and Hypothesis Formulation

2.1. Team building training and team cohesiveness

Generally, the team is understood as a group of people with the same focus and purpose (Dent, 2000; Hughes et al., 2012). Similar to individual performance, team performance is a vital determinant, and is often used as an indicator of organizational outcomes (Stashevsky & Koslowsky, 2006). Some conditions that determine the effectiveness of a team according to Dent

(2000) include having clear objectives, proper leadership, appropriate membership, team commitment, supportive team climate, working standards and techniques, and willingness to learn. Building teamwork has long been an important thing to be considered by the organization (George, 1987; Sénécal et al., 2008; Eameaim et al., 2009), and forming a solid team is regarded as one good strategy in the face of competition (Chiocchio & Essiembre, 2009).

However, building a compact team is not an easy thing to do, especially without the help of the company management. It takes a process for members to learn to equalize goals, identify issues and roles in teams, and build communication skills (Amadei & Wade, 1996). This process can be attempted by the organization to occur through team building training programs. Team-building exercise is one of the organizations as a form of intervention purposively aimed to help build cooperation in a team. There is a process in which the members are involved in building the capabilities and perceptions together and effectively (Salas et al., 1999). As the provision of training should be directed toward clear objectives with effective methods, team building training should also contain the processes needed to build a good and solid team.

Good team-building training can lead to a coherent team, also called team cohesiveness. Team cohesiveness is understood as a dynamic process in which a team has a tendency to always be together to achieve goals that can satisfy each of its members (Carron et al., 1998; Sénécal et al., 2008). Team cohesiveness can be formed when a team has reached a high level of commitment among each other in achieving the team's goals (Thompson et al., 2015). If the company successfully implements a team building training program effectively, employees who follow the training program are believed to be able to work together and deal with complex situations. Based on the explanation, the following hypothesis is formulated:

Hypothesis 1: Team building training has a positive effect on team cohesiveness.

2.2. Team building training, job commitment and organizational commitment

Team-building training is a form of intervention by the company, in order to motivate employees to be able to work in a team (Klein et al., 2009; Heinemann et al., 2018). The main objective is to form a team that is compact and effective at work, so it will have a positive impact on the organization's output. One expected outcome of team building training is the formation of commitment for team members. Commitment in organizing is a psychological construct between members of the organization and its organization that reflects the alignment and determines the individual's decision to continue membership in the organization (Allen & Meyer, 1993; Robbins, 2005). In the context of the team, commitment can mean the attachment and alignment of team members to the team.

In each of the dynamics that occur in a team, there are processes that involve collaboration, communication, interpersonal interests in common, and positive feelings between each member of the group (Wech et al., 1998). This is due to the routine of each group member in working on a joint work. If the company managed to facilitate the training of team building well, then the team dynamics in cooperation would be better. Positive feeling in the team, such as encouraging each other, providing good information and communication smoothly, helps the team to function properly (George & Brief, 1992; Pudjiarti & Suharnomo, 2018), and motivates members to like jobs that run together (Beal et al., 2003). Thus, it is not surprising when the team is well established through training provided by organization, its members also can have a good attachment to the work being carried out (Beal et al., 2003). Training will increase motivation and a sense of empowerment for team members, so they will actively commit to the tasks assigned to them, thereby ultimately affecting the organizational commitment (Chelliah et

al., 2016)

In addition to being attached to the work being carried out, team building training is also predicted to have an effect on organizational commitment. Organizational commitment reflects the degree to which employees believe in organizational goals and want to achieve organizational goals (Mowday et al., 1979). Based on this definition, it is understood that to build organizational commitment requires sustained intervention to be done by the organization, in order to instill trust in its employees. These interventions can be done through training, because the training contains elements of participation, as measured by frequency, duration, and access (Geethalakshmi et al., 2018). Being associated with a team, some researchers agree that the team is an important part in the organization, and is the medium for the organization to face the competition (Buller, 1986; Kozlowski et al., 2015; Neiningner et al., 2010). The effectiveness and the quality of team performance determine the success of the organization (Stashevsky & Koslowsky, 2006). Team-building training will form attachments and loyalty among members of the team (Wang et al., 2006), and then increases the commitment to the organization, as the team is a representation of the organization.

Hypothesis 2: Team building training has a positive effect on commitment to the job.

Hypothesis 3: Team building training has a positive effect on organizational commitment.

2.3. Mediating role of team cohesiveness

As mentioned earlier, if a team-building training held properly by organization, it can form a team cohesiveness (Sénécal et al., 2008). Carron et al. (1998) defines team cohesiveness as a dynamic process that reflects the team's tendency to stay together in achieving goals and satisfying the needs of its members. It is not surprising when many leaders are interested in increasing the cohesion of the team, because they believe that the more cohesive a team, the better the performance and the higher the level of success the team (Beal et al., 2003; Bloom et al., 2003; Carron et al., 2002; Sénécal et al., 2008). Team cohesiveness is known to have two dimensions, namely, cohesion and coherence of interpersonal tasks (Picazo et al., 2014). These two dimensions help explain the formulation of the two subsequent hypotheses.

Some researchers agree that the cohesion of the team have relevance to the commitment to the task (Beal et al., 2003; Mullen & Copper, 1994; Stathevsky & Koslowsky, 2006). The statement can be reflected in one of the dimensions of the team's cohesion, the task force. Task cohesion refers to the shared commitment among the members of the team to improve individual efforts in working on each task (Picazo et al., 2014). Team integrity can lead team members to be more involved in activities in teams and organizations (Welsch & La Van, 1981). Integrated team means a team capable of motivating and providing opportunities for its members to coordinate well (Beal et al., 2003), so that they can depend on each other when facing a problem (Carron & Brawley, 2000). Good communication and coordination can make it easier for members to do their work, thereby increasingly helping them to commit to the work.

Wech et al. (1998) argue that team cohesiveness can lead to organizational commitment, and a coherent team has the cooperation and positive feelings toward the tasks that are undertaken together. The explanation is also reflected in the interpersonal dimension of the team team variable. Interpersonal cohesion reflects the interest among members of the team, which made the members communicate and coordinate well (Beal et al., 2003; Kozlowski & Ilgen, 2006; Picazo et al., 2014). Positive feelings that arise in team cohesion will stimulate positive working rhythm in the team. It is an indication of behavior of a high organizational commitment (George & Brief, 1992; Wech et al., 1998; Susilo, 2018). When organizations can stimulate the formation of team cohesion through team building

training, it is predicted to positively affect the organizational commitment of each member in the team.

Hypothesis 4: Team cohesiveness mediates the relationship between team-building training and job commitment.

Hypothesis 5: Team cohesiveness mediates the relationship between team-building training and organizational commitment.

2.4. Training attendance effect on individual differences

Training is defined as a systematic approach to learning and development of effectiveness at every level, from individuals, teams, to organizations (Goldstein & Ford, 2002). Training has often been associated with positive outcomes for the organization, ranging from improving employee quality (Josiam & Clements, 1994), performance (Cohen & Bailey, 1997), to job satisfaction and organizational commitment (Roehl & Swerdlow, 1999; Saks 1996). In team building, training on prospective members needs to be done by the organization in order to form an attachment and loyalty between members of the team (Wang et al., 2006). These explanations indicate that training procurement will bring benefits to individual employees, as well as to organizations. To convince the argument, this study traces the difference between employees who have never participated in team building training, with those who have already attended the training program. The comparison is formulated through the following hypotheses:

Hypothesis 6: There are different levels of job commitment, organizational commitment, and team cohesiveness among employees who attended team-building training program, and who has never participated in team-building training program.

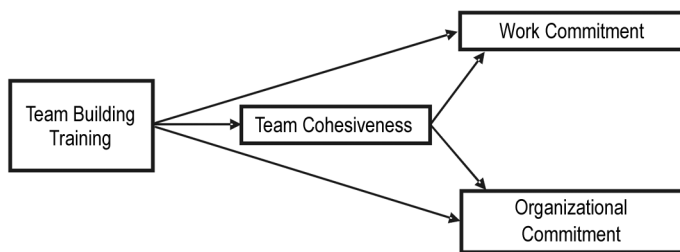


Figure 1. Research Model

3. Research Methods

3.1. Research Design

This research uses quantitative analysis. The primary data collection was conducted through a survey using questionnaires. In addition to collecting primary data, this study also collects information obtained by secondary data containing information relating to the history, development, and current conditions of a company that is the object of research. This study captures the benefits of establishing team-building training for employees in a company, and analyzing how it affects team cohesion, commitment to work, and organizational commitment.

3.2. Sampling

The study population is all employees who work in a manufacturing company in Kudus, Central Java. There are as many as 400 employees who become research populations, and 55 of them are willing to participate as research samples. Some of the research samples were employees who had participated in a team-building training program held by the company, and others had never participated in similar programs. Descriptive data obtained from 55 respondents, amounting to 88.2% male, while the remaining (11.8%) is female. The age range of employees with the highest percentage is in the range of 30 to 40 years (51.8%). In addition, more than half of all

respondents (53.6%) have experience working for more than 10 years. Majority of respondents (61.8%) worked at the level of the first line management. Majority of respondents obtained education level of high school graduates (50.9%).

3.3. Operational Definition and Measurement

There are 4 (four) variables used in this study, and they are team training building (TBT), job commitment (JC), organizational commitment (OC), and team cohesiveness (TC). Operational definitions and measurement indicators are taken from several sources and literature relevant to the purpose of this study. Before starting the hypothesis test, the test of validity and reliability of the statement items for each variable was firstly conducted.

Team-building training (TBT) is understood as a method of intervention undertaken by the organization or company to increase the sense of unity and cohesion, as well as allowing a team to work together more smoothly and effectively (Porras & Berg, 1978; Senécal et al., 2008). This variable is measured using 12 items of statements formulated by Amadei and Wade (1996), Gibson (2003). One of the statements used was 'how teams face conflict'. Each was assessed using five-point Likert scale, ranging from scale 1 strongly disagree, to 5 strongly agree.

Team cohesiveness (TC) is defined as a dynamic process that reflects the tendency of teams to stay together in achieving the objectives and satisfying the needs of its members (Carron et al., 1998). This variable was measured using 8 items statement formulated by Shanley (1998), Kreitner and Kinicki (2004). One of the statements used is 'Team members need each other to achieve the same goal'. Each was assessed using five-point Likert scale, ranging from scale 1 strongly disagree, to 5 strongly agree.

Job commitment (JC) reflects the possibility of an employee staying on the job, or leaving it, with the psychological attachment and feelings of the employee (Farrell & Rusbult, 1981). This variable is measured using 4 (four) statement items formulated by Hall, Schneider, and Nygfen (1970). Each was assessed using five-point Likert scale, ranging from scale 1 strongly disagree, to 5 strongly agree.

Organizational commitment (OC) is defined as the psychological construct between the organization's members and its organization, reflecting the alignments and determining the individual's decision to continue membership in the organization (Allen & Meyer, 1993; Robbins, 2005). This variable was measured using 15 items of the statement formulated by Porter et al. (1974). Each is assessed using five-point Likert scale, ranging from scale 1 strongly disagree, to 5 strongly agree.

3.4. Data Analysis

Path analysis with statistical tools AMOS version 4.01, was used as a method to test the hypothesis 1 to hypothesis 5. This analysis is one of the analytical methods for multiple regression (Cooper & Schindler, 2003). Meanwhile, to test hypotheses related to differences (hypothesis 6) between variables in two different situations: getting training, and having never participated in the training, was conducted by different test using t-test. The t-test was performed to determine the statistically significant differences between the mean distribution of the sample and the research parameters (Cooper & Schindler, 2003).

4. Results and Discussion

To test hypotheses 1-5, this study used a path analysis approach using AMOS software version 4.01. Meanwhile, different test on hypothesis 6 was analyzed using SPSS.

Hypothesis	Estimate	S.E.	C.R.
TBT → TC	0.157	0.082	1.914
TBT → JC	0.192	0.065	2.970
TBT → OC	0.232	0.086	2.690
JC → TC	- 0.091	0.104	-0.872
TC → OC	0.629	0.138	4.542

Table 1. The Results of Multiple Regression Analysis
TBT: team building training, TC: team cohesiveness,
JC: job commitment, OC: organizational commitment

With the degree of significance (α) = 5% and degrees of freedom (df) = 46, the amount of contribution can be seen from the calculation of Critical Ratio (CR) table = t (table) = t (0.05: 46) = 2.01. CR test results can be seen in Table 4.7. The CR values calculated in Table 1. vary, in the range of -0.872 to 4.542, while the CR value with a significance level of 5% is 2.01. In the meantime, to answer hypothesis 6, a different test of t-test was performed.

Hypothesis 1 mentions that there is an influence between team building training and team cohesiveness. The analysis showed the hypothesis was not supported because the value of C.R calculated smaller than the value of C.R table, indicated by the significance level of 2.01, or higher than the level of 0.05. This suggests that team building training does not seem to have a significant effect on team cohesiveness. This result is in line with the arguments of Salas et al. (1999), which found that the form of organizational intervention in the form of team building as a whole has no significant benefits for the organization. This is due to many other factors that overshadow a team, such as, size, team composition, and the duration of the team is formed. These factors are thought to have more contribution in determining team performance, rather than training the formation of their own teams. Based on the explanation it can be understood that the intervention in the form of training the formation of teams have small influence in producing the qualified teams.

Furthermore, hypothesis 2 states that there is a positive effect of team building training on commitment to work. The result showed that this effect between training building and job commitment is significant at C.R level (2.97) greater than CR table (2.01). Thus, the hypothesis 2 was supported. This result can be explained by the findings of Beal et al. (2003), which revealed that when team members feel positive feelings when working in teams, each member will like the work they do together. Positive feelings can be generated through processes that involve collaboration and good communication within the team (Wech et al., 1998), and the process can be taught in a team-building training (Klein et al., 2009).

The next hypothesis, hypothesis 3, states that team building training has a positive effect on organizational commitment. The result showed that the effect of team building training on organizational commitment is significant with the value of C.R (2.69) which is larger than the value of C.R table (2.01). This means that third hypothesis was also supported in this study. This result is consistent with the opinion that team-building training will form attachments and loyalty among members of the team (Wang et al., 2006), which is then channeled to the organization's commitment, because the team is an important part of the organization (Stashevsky & Koslowsky; 2006).

Furthermore, the next two hypotheses will be tested to indicate the role of mediating variable. Testing results showed that hypothesis 4 and 5 are not supported, because hypothesis 1 is not supported. There is no influence between team building training and team cohesiveness, there is no role of mediating variable in the relationship between team building training and work commitments and organizational commitment. Similar to the first hypothesis, an exact explanation for this result is related to the research of Salas et al. (1999), who found that team cohesion does not have a significant impact on the organization, as many other factors influence the effectiveness of a team, such as size, team composition, and duration.

Category		Participating in TBT	Not participating
Job Commitment (JC)	Mean	15.89	15.65
	Std. Deviation	2.44	2.69
	Sig. (2-tailed)	.630	
Organizational Commitment (OC)	Mean	44.67	38.96
	Std. Deviation	4.16	4.25
	Sig. (2-tailed)	0.00	
Team Cohesiveness (TC)	Mean	33.64	33.64
	Std. Deviation	2.97	3.15
	Sig. (2-tailed)	1.000	

Table 2. t Test

TBT: team building training, TC: team cohesiveness,
JC: job commitment, OC: organizational commitment

Table 3 shows that team building training has a significant correlation with the job and organizational commitment, indicated by the 0.005 level for the first and 0.011 for the second. The next source, group cohesiveness, has different results for each dependent variable. The correlation with work commitments is not significant at the level of 0.396, but on the contrary with a work commitment that has a very significant amount at.

Independent	Dependent	Mean Square	F	Sig.
TBT	JC	51.447	3.496	.005
	OC	74.993	6.969	.011
TC	JC	4.437	.773	.396
	OC	213.779	19.886	.000

Table 3. Multivariate Analysis of Variance

TBT: team building training, TC: team cohesiveness,
JC: job commitment, OC: organizational commitment

Three situations occur for the last hypothesis (H6), that is, there is a difference in the level of job commitment, organizational commitment, and team cohesiveness among employees who have taken the formation training team yet to undertake the training program. For the difference in the level of work commitment, there is no evidence of difference between the two sample groups, since the level is significantly greater than 0.05 at the 0.630 level. At the level of organizational commitment for the same sample, there is a difference because the level is significantly less than 0.05 at the level of .000. Meanwhile, team cohesiveness differences between employees who have been and have not undertaken a training program are not proven because the level is significantly greater than 0.05 at the level of .000.

Similar results were found when the analysis was performed using MANOVA, where the training of team building as an independent variable had a significant correlation with work commitment and organizational commitment at the .005 level for the first and 0.011 for the second. However, team cohesiveness has different results for each dependent variable. The correlation with job commitment is not significant at the level of 0.396, on the contrary with organizational commitment that has a very significant level. Both the results of the analysis indicate that the hypothesis 6 supported in part. These results indicate that the establishment of team building training does provide benefits for individual employees. Training procurement requires special attention by organizations or companies, especially in the elements of participation, as measured by frequency, duration, and access.

5. Conclusions and recommendations

Team building training has no significant effect on team cohesion. This result is quite surprising, and contrary to the findings of research of Senécal et al. (2008) which stated that the influence of the training team building on team cohesiveness.

However, on the other hand, this result is consistent with the findings from Salas et al. (1999), which revealed that the form of intervention in the form of training team building is not very effective to be done by the organization. There are many other factors that affect the effectiveness of a team rather than the team building training. Team-building training was found to have a positive influence on job commitment. When team members feel positive feelings while working in a team, then they would feel bound by work undertaken jointly (Beal et al., 2003), and positive feelings can be generated through the processes of development of cooperation in a team-building exercise (Klein et al., 2009; Wech et al., 1998).

Team-building exercise also has a positive effect on organizational commitment. Teams that effectively determine the success of the organization (Stashevsky & Koslowsky; 2006), and through a team-building exercise will show the higher level of engagement and loyalty among members of the team, to the team and the organization. Team cohesiveness is not mediating influence between team-building training and employee commitment to the job. In the results of the one hypothesis analysis, it was found that team building training did not significantly affect team cohesion, so team cohesion could not mediate the influence between team-building training and commitment to work. Team cohesion does not act as mediating variable in relationship between the team building training and organizational commitment. Many other factors can influence a team in addition to team building training, so that the variable does not have a significant effect on team cohesiveness. Therefore, the cohesion of the team can not act as a median variable in strengthening the influence of team-building training on organizational commitment. There is a difference between employees who have participated in team building training with those who have never participated in similar activities. But the difference is only visible at the level of organizational commitment, at a glance at the level of commitment to work, and not at all to team cohesion.

Although this study found that team-building exercise does not have a significant effect on the cohesion of the team, it does not mean that the company or organization can ignore the role of team-building training. Previous research has found that the processes in the training that involves cooperation, communication, and commonality of interest interpersonal among the team members can motivate members to perform better and bound on his team (Carron et al., 1998; Senécal et al., 2008 ; Wech et al., 1998). Therefore, things that need to be taken by companies is how the process of team-building training itself actually includes the development process of cooperation and communication among the team members. Team cohesiveness was found to have a positive influence on the two types of commitment, namely, commitment to the work and commitment to the organization. Therefore, companies need to consider a variety of ways to build the cohesiveness of this team, so each team is formed to perform optimally in meeting common goals. Future studies need to consider the role of other factors, such as team composition, duration of the formation of the team, as well as the size of the team, according to the proposed by Salas et al. (1999). These factors predicted to be having an impact in determining the quality of a team. Future studies could combine team-building training with these factors, and then analyze its influence together on the outputs of the team, such as the commitment and performance.

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