INTERVENTION OF TEAM BUILDING TRAINING FOR IMPROVING EFFECTIVENESS TEAM OF PT. XYZ

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ABSTRACT

A good teamwork will be formed in an effective team as well. The company's success in achieving productivity or reducing production costs can be influenced by the level of effectiveness team contained there in. The purpose of this research was to improve effectiveness team through training of team building at PT. XYZ. This research is a research that using qualitative methods with data collection in the form of interviews, observations, and questionnaire. The sample of population in this research were all HCMS division employees, amounting to 33 people. Data collection instruments in this study used the Five Dysfunctions of A Team questionnaire with a measuring tool consisting of 31 items which is consisted of 5 dimensions, namely Trust, Conflict, Commitment, Accountability, and Result. The results in this research indicate that the intervention activities made by the author in the form of Team Building Training conducted in one meeting of five sessions. These Team Building activities or training programs can be reused by the company in the future. The Team Building training provided is expected to be able to improve team and organizational productivity, the ability of the team to adapt to changing situations and conditions and healthy relationships between team members, and the demands of work, team goals, and overall organization can be achieved.
Keywords : Group intervention, Group Training, Team Effectiveness, Five Dysfunctions of A Team.

I. INTRODUCTION

In the current era of globalization, many companies are developing, which has an impact on competition from domestic companies, private companies, and foreign companies. These companies have changed their organizational structure to become leaner and more team oriented. This is done so that the organization can survive in the midst of intense and competitive competition. The success of an organization in responding to changes in globalization is very fast, also depends on how quickly the organization can learn, how well the organization is able to build horizontal communication and the extent to which

organizations can adopt methods of working together in a team or work group (Erdem and Ozen, 2003).

The facts that have developed so far show that the function of a work group becomes a symbol of the work model and ideal work behavior in an organization. Working groups or divisions when working, there is a process of interaction between members in achieving common goals. Judging from the opinions of experts, working groups can be interpreted as a psychological, behavioral and mental process of team members in the social system by consisting of two or more people who collaborate in achieving common goals (Forsyth, 2010). Therefore, the working group can be said to be an element that is increasingly being considered in forming business strategies. This is because working groups can increase participation and innovation, reduce errors, improve quality, increase responsiveness, cost efficiency, better customer service, and increase employee satisfaction, increase productivity and performance attributes, including efficiency (DeGrosky, 2006).

Forsyth (2010) states that a good working group will be formed in an effective group as well. The company's success in achieving productivity or reducing production costs can be influenced by the level of effectiveness of the groups contained therein. Harris and Harris (1996) explained that effective working group conditions can be achieved if group members have common goals, are able to develop effective and quality relationships in achieving goals, are able to create a cooperative environment through sharing knowledge and skills. Lencioni (2005) also stated that effective work groups will be formed when members have mutual trust, are able to overcome conflicts, have commitment to the team, and can be relied on and focused on delivering results.

HCMS (Human Capital Management System) is a division at PT. The XYZ Center consists of several subdivisions therein, namely, the HCMS subdivision, Culture, Industrial Relations, Budgeting, Knowledge Management, Employee Performance System Development, and Managing Employee Performance with 28 employees led by one division head. Each subdivision has a different job description, but still interconnected with each other. It can be said that each subdivision under HCMS is still in the pursuit of common goals. The purpose of the HCMS work group or division is to create policies for managing employees and employee development programs.

HCMS Division at PT. XYZ Center already has human resources, and information technology support that is adequate and competent in supporting team performance. Along with the development of the HCMS division, it can be seen that the systems, procedures, organizational structure, culture, and personality of the individuals within it will certainly be more complex. So it needs to be aware of any aspects that are likely to hamper (blockcages) the performance and effectiveness of divisions / working groups in the future. If a work group or division wants to know what possibilities will hamper the effectiveness of the division or want to increase the effectiveness of the group, then it must be able to devise strategies to plan, direct, and control the resources contained therein. Before undertaking such a strategy, a working group will be better able to see in advance what the group's current conditions are. To assess the group's current condition, a working group / division diagnosis is needed.

One of the diagnoses or measurements of group effectiveness is by using a measuring instrument developed by Lencioni in 2005, the Five Dysfunctions of A Team. This measuring instrument uses five factors measured namely, Trust, Conflict, Commitment, Accountability, and Results. The Team Effectiveness Questionnaire was distributed to the HCMS division, totaling 28 employees from 7 subdivisions. The survey results show the higher the score obtained, the less effective a team is. The highest score is in the results (1.06), then the commitment (0.91), the third is confidence (0.60), the fourth is conflict (0.47), and the last is accountability (0.12) with "0" as a standard score. Referring to the problems being faced by the HCMS division, as stated, the division needs to get interventions in the form of team building training, so as to increase organizational productivity, the ability of team members to adapt to changing conditions, and relationships among team members, job demands, and goals in teams and organizations.

II.   LITERATURE REVIEW

The effectiveness team according to Parker (2008) is a condition where it is clear goals and plans to be achieved by the team, positive relationships and mutually supportive parts of the organization. Good communication, openness and trust towards team members, as well as team members who mingle, each is able to contribute according to their respective expertise. Lencioni (2005) explains that team effectiveness is a condition achieved by a team of people or groups that trust each other, are in a healthy conflict situation, have commitment, depend on each other, and focus on common goals. The work group in the team will be more optimal if the team has the characteristics of an effective team. To achieve an effective team condition requires active role of group members to form an ideal team condition so that team goals can be achieved.

Five Dysfunctions of A Team

One of the measures of success of a team can be seen from the team that is able to achieve predetermined results. To be able to do so on the basis of consistent and continually achieving these results, a team must be able to overcome the five dysfunctions which Lencioni (2005) explains as follows:

1. Absence of Trust

Trust is the basis for real group work. The lack of trust stems from the reluctance of group members to be sensitive within the group. Sensitive in question is group members must be open bias about successes and failures, strengths and weaknesses, which are owned by group members in order to build a foundation for trust. When group members are open to each other and don't try to keep or cover things up, then group members can focus on completing work.

2. Fear of Conflict

Once trust is increased, group members must constructively engage in conflict. Mostly, people don't need group members to do things as they wish, but they need to express themselves and know that they are listened to, and respected by group members because of the thoughts and beliefs that each member has. This is the essence of how to create and when conflicts are handled skillfully, conflicts produce strong commitments.

3. Lack of Commitment

The lack of healthy conflict is a problem because it creates a third malfunction, namely lack of commitment. Without expressing their opinions in an open debate, group members may rarely commit to a decision, even though they may pretend to agree during a meeting.

4. Avoidance of Accountability

In this context, accountability is not only about the leaders who are responsible for their direct reports, but also the partners are responsible for each other by reminding each other about commitments agreed when there are violations or agreement on behavior or actual or perceived behavior.

5. Inattention to Results

Group members who place individual needs when group needs will have difficulty in achieving better results. It is necessary to have a balance of relationships between personal interests and the achievement of results.

Organizational Intervention

Cummings and Worley (2008) describe interventions as "a sequence of activities, actions, and events intended to help an organization improve its performance and effectiveness "in other words, is a series of planned activities or events carried out to help the organization improve its performance and effectiveness. There are several intervention models, namely Strategic Change Interventions, Technostructural Interventions, Human Resources Management Interventions, Human Process Interventions.

The training design used in this research combines the types of team building programs with game and simulation methods so that participants can experience the benefits of the activities carried out if implemented in the workplace and gain understanding through direct experience. One of the advantages of the activities of the game activities in team building is to entertain and involve participants to encourage them to play games in class. Games can be adjusted to suit the needs of trainees and ensure that trainees are entertained but learning material remains available (Pike and Busse, 2004).

Team building is a learning process with an experimental approach that aims to improve the internal functions of groups such as collaboration among team members, improve the quality of communication and reduce dysfunctional conflict (Kreitner and Kinicki, 2008). Team building focuses on improving work group skills, developing social relationships, and solving problems that can hamper team performance. Team building has special assignments that focus on solving problems in the team and developing solutions, in addition team building focuses on developing the process of relationships between team members using activities or tasks aimed at improving how the team runs and how interpersonal relationships within team members should work (Levi, 2001).

III.   METHODOLOGY

a. Interview

Patton (in Poerwandari, 2005), distinguishes three basic approaches in obtaining qualitative data through interviews, namely informal interviews, interviews with general guidelines, and interviews with open standard guidelines. The interviews conducted in this study are informal interviews, that is the interview process which is entirely based on the development of questions spontaneously in scientific interactions. Interviews were conducted on four subjects namely from the MS of Budaya subdivision, MS of HCMS subdivision and the Assistant Analyst of the Industrial Relations subdivision.

b. Observation

Observation method is a method in which the researcher pays attention accurately, records the phenomena that arise and considers the relationships between aspects in the phenomenon (Poerwandari, 2005). The purpose of observation is to describe the settings studied, the activities that take place, the people involved in the activity, and the meaning of the event being observed. Observation activities were carried out during the group assessment. Observation is done by observing the behavior of employees that appear during group assessments.

c. Questionnaire

Questionnaires are a number of written questions and the answers are written directly by participants (Kumar, 1996). In a questionnaire, respondents read statements, interpret and then write the answers. Therefore, in making a questionnaire, it is important to make a statement that is clear and easy to understand and looks easy to see. The advantage of the questionnaire is its efficient nature, where the questionnaire can be given to participants in a short amount of time, is anonymous so that respondents can be open and not feel pressured in giving answers. The questionnaire is considered as the best method for researching personal attitudes and opinions in certain situations, because the respondent is the person who knows best about himself (Kidder & Judd, 1986). The questionnaire used is the Five Dysfunctions of A Team using a Likert scale.

d. Research Instrument

To measure the Team Effectiveness in this using the Five Dysfunctions of A Team questionnaire developed by Lencioni (2005). This measuring device consists of divided into 5 dimensions, namely Trust, Conflict, Commitment, Accountability, and Result. Of the five dimensions are represented into 30 items. The following is the distribution of items on the five dimensions in the Five Dysfunctions of A Team questionnaire:

Table 1. Dimension and Item of Five Dysfunctions of A Team

Dimension	Favorable Item	Unfavorable Item
Trust	7,8,9,10,14,15,24,25	11
Conflict	1,17,21,22	16
Commitment	5,6,18,19,26,27	-
Accountability	3,4,28,29	23
Result	12,13,20,31	30

The questionnaire used was a Likert scale. Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the research variables to be measured are translated into indicator variables. Then the indicator variable is used as a starting point for compiling instrument items that can be statements or questions (Sugiyono, 2011).

Each answer choice in this questionnaire uses a scale of 1 to 5 with a ratio scale. The higher the score in the answer the stronger and the more fulfilled the existing value in the individual person, conversely the lower the score in the answer the weaker the value of the factor in the individual. The following are the answer choices in the questionnaire:

Table 2. Answer Options in the Questionnaire

Fav	Unfav	The Answer Choice
5	1	Strongly Disagree (STS)
4	2	Disagree (TS)
3	3	Neutral (N)
2	4	Agree (S)
1	5	Strongly Agree (SS)

e. Operational Definition

The operational definitions of the Five Dysfunctions of A Team questionnaire are:
1. Trust is a score obtained from the following indicators: willing to admit mistakes, accept input or suggestions from colleagues, appreciate and utilize skills and experience among team members, forgive one another, and not hesitate in asking for help.
2. Conflict is a score obtained from the following indicators: solving joint problems immediately, having an exciting and interesting meeting, utilizing ideas from all team members, minimizing politics, happy to discuss critical topics that are being faced by the team.
3. Commitment is a score obtained from the following indicators: creating clarity and aligning goals and priorities with team members, developing the ability to learn from mistakes, and moving forward without hesitation.
4. Accountability is a score obtained from the following indicators: mutual questioning among team members to quickly identify possible problems that will arise, ensure low-performing team members to improve their performance, and build mutual respect and avoid excessive bureaucracy between team members.
5. Results are scores obtained from the following indicators: encouraging team members to focus on shared goals, minimizing individualistic behavior, and maintaining results-oriented team members.

f. Reliability and Validity

Reliability comes from the word reliability which means the extent to which the results of a measurement have trustworthiness, reliability, constancy, consistency, stability that can be trusted. The measurement results can be trusted if in several measurements of the same group of subjects obtained relatively the same results (Azwar, 2011). Reliability calculations are performed using Cronbach Alpha, which aims to find out whether all items in the measurement consistently measure the same thing (Zechmeister & Shaughnessy, 2001). According to Kaplan & Sacuzzo (1997), the reliability coefficients ranging from 0.70 and 0.80 are said to be good enough for research purposes. Below is a table of construct reliability per dimension of Five Functions of A Team:

Table 3. Construct Reliability

Reabilitas Konstruk				
Trust	*Conflict*	*Commitment*	*Accountability*	*Results*
0,930	0,764	0,882	0,739	0,839

The next step is to test the validity. The validity used to test the Five Dysfunctions of A Team measurement is construct validity. Construct validity refers to the quality of the measuring instrument used whether it truly describes the theoretical construct used as a basis for operationalization or not. In short, construct validity is an assessment of how well a researcher translates the theory used into a measuring instrument (in Azwar, 2000). The type of construct validity that is used is confirmatory factor analysis. This aims to test whether the indicators that have been grouped based on their latent variables (their constructs) are consistent in their constructs or not. Items that are retained are items that have a level of correlation with a minimum score of items 0.30 (Aiken & Marnat, 2006). Items whose correlation value is below 0.30 must be revised or eliminated. By eliminating items that are considered ineffective, will increase the reliability of measuring instruments. Total items included for further data processing are 24 items. Below this is the distribution table of the Five Dysfunctions of A Team questionnaire items :

Table 4. Distribution of Five Dysfunctions of A Team Questionnaire Items

Dimensi	Item	Eliminasi	Total item
Trust	7,8,9,10,11,14,15,24,25	24,25	7
Conflict	1,2,21,22	-	4
Commitment	5,6,16,17,18,26,27	16,17	5
Accountability	3,4,23,28,29	4	4
Result	12,13,20,30,31	31	4
Total Score Item			24

g. Procedure

In this case the procedure of using by action research is a process of finding solutions to real problems by collaborating with parties from the company in collecting data, analyzing data, and developing action plans for change (Smither & McIntire, 1996). Here are eight stages of action research:

Table 5. Action Research Stages

No.	Tahap	Deskripsi
1	Scouting	Gather general information about PT. XYZ (company profile, business field, organizational structure).
2	Entry	Building effective relationships with PT. XYZ to find and identify problems that occur within the HCMS division.
3	Data Collection	Develop measurement and instrument effectiveness teams and collect data through questionnaires in the HCMS division.
4	Data Feedback	Hold discussions with the Senior Manager of the Corporate Culture Sub-Division, regarding data obtained from measurement results (questionnaire distribution).
5	Diagnosis	Interpret data together with representatives from the HCMS division to identify problems that occur in the team and will be corrected.
6	Action Planning	Develop specific action plans in the form of providing Team Building training, determining material, and ways to evaluate it.
7	Action Implementation	Implement the action plan that has been prepared in the form of a Team Building training module "Are you Team Is Good Enough?"
8	Evaluation	Measure the effectiveness of the Team Building Training interventions that have been implemented.

h. Results and Intervention Analysis

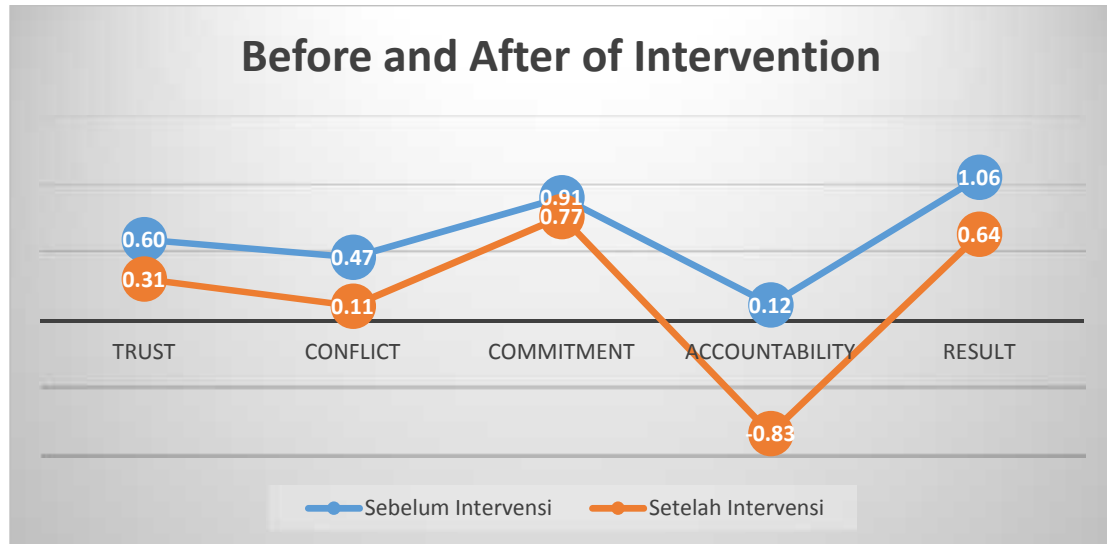Below is the schedule for holding HCMS division by applying Team Building Training:

Table 6. Schedule of Training Activities

Times	Activities	Objectives
08. 00AM – 08.15AM	Pembukaan	Opening
08.15AM – 08.25AM	Perkenalan fasilitator	Participants get to know the facilitator.
08.25AM – 08.45AM	Learning Contract	Know the expectations of participants who can be facilitated in this training and agree on the rules during the training.

Time	Activity	Objective
08.45AM – 09.05AM	Season 1 Personal Exercise Histories	Improve the confidence of participants and make participants understand with each other.
09.05AM – 10.50AM	Behavioral Profiling	Improve the confidence of participants by understanding the strengths and weaknesses of each participant.
10.50AM – 10.05AM	**Coffee Break**	
10.05AM – 10.20AM	Debriefing	Participants know to the importance of trust in their team.
10.20AM – 10.45AM	Season 2 Mastering Conflict	Participants know the tendency of individual and team conflicts.
10.45AM – 11.15AM	Topic 2	Participants identify and get rid of issues that become obstacles in the group.
11.15AM – 11.30AM	Debriefing Conflict? Why not	Participants know that conflict is important in the team.
11.30AM – 12.30PM	**BREAK**	
12.30PM – 12.50PM	Ice Breaking Mastering Conflict.	Participants give positive personal messages to others.
12.50PM – 12.55PM	Season 3 Ice Breaking Achieving Commitment	Know the extent to which participants are committed to the rules.
12.55PM – 01.20PM	Born your commitment!	Foster a sense of commitment to the participants.
01.20PM – 01.35PM	Debriefing Improving Commitment.	Improve team's commitment to participants.
01.35PM – 02.25PM	Season 4 Accountability	Know the extent of participant contributions to the team.
02.25PM – 02.40PM	Games Accountability	Cultivate a feeling of responsibility to the team.
02.40PM – 02.55PM	Debriefing Improve responsibility!	Participants get lessons on how to improve responsibility for the team.
02.55PM – 03.15PM	**Coffee Break + Pray**	
03.15PM – 04.05PM	Season 5 Establishment of team scoreboard.	Make participants focus on things that have been targeted.
04.05PM – 04.20PM	Debriefing Focus on our target!	Participants get lessons on how to focus on results.
04.20PM – 04.40PM	CLOSING OF TRAINING	Evaluation of Training. Closing.

After the Team Building training activities were carried out, one month later the distribution of the Five Dysfunctions of A Team questionnaires returned to see the effectiveness of the training activities that had been carried out. The following is a comparison of data between before and after implementing a team intervention:

Graphic 1. Overview of Team Conditions Before and After of Intervention

From the graph above, it can be seen the comparison of scores from each aspect between before and after the team building training intervention is given. There is a decrease in the score of each aspect between the blue graph (before the intervention) and the orange graph (after the intervention). The magnitude of the difference in scores in each of the five dysfunctions of a team aspects can be seen in each aspect, that is, first the trust experiences a difference in difference between before being given training and after being given training of -0.29. Difference in score of conflict aspects of -0.36, commitment score of -0.11, accountability score of -0.71, and finally the result aspect with a score of -0.42. 0 as a standard score for this instrument (Five Dysfunctions of A Team).

It can be seen that the score difference is very significant and experiences the greatest difference in the HCMS division is in the Accountability (-0.71) and result (-0.42) aspects. This is consistent with the goals and initial attention of providing training interventions that want to reduce the score of non-functioning in the team in the HCMS division.

Intervention Analysis
a. **Normality Test**
Normality test is to see whether the distribution is on a group data is normal or not. In the normality test this time it was carried out using the Kolmogorov Smirnov and Shapiro Wilk tests. A data can be said to have a normal distribution when the value of $p > 0.05$.

Table 7. Normality Analysis

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
After Intervention	,211	27	,200*	,969	27	,870
Befor Intervention	,250	27	,200*	,897	27	,393

In the table above it can be seen that the sig values of Kolmogorov-smirnov and Shapiro Wilk have values of 0.200 and 0.870 & 0.392, respectively. This means that both have sig> 0.05. This means that the data distribution in the team in the customer relations division is normally distributed.

b. Homogeneity Test

Homogeneity test is done to see whether a data in a group is homogeneous. Homogeneity test this time will use marginal homogeneity testing, this is done because the amount of data is less than 30 so that the analysis conducted is non-parametric analysis. A data can be said to be homogeneous if it has a value of p> 0.05.

Table 8. Homogeneity Analysis

Marginal Homogeneity Test	
	Score Pre Test & Post Test
Distinct Values	9
Off-Diagonal Cases	5
Observed MH Statistic	247,000
Mean MH Statistic	220,000
Std. Deviation of MH Statistic	16,673
Std. MH Statistic	1,619
Asymp. Sig. (2-tailed)	,105

In the table of homogeneity analysis results above, it can be seen the value of Asymp Sig 2- tailed which has a value of 0.105 or greater than> 0.05. This means that the five dysfunctions of a team questionnaire data before and after training in the HCMS division is homogeneous.

c. Diffference Test of Effectiveness Team

Difference tests were conducted to determine differences in the level of effectiveness of teams in the HCMS division between before and after team building training was given. Analysis of the different tests performed using the two sample test differences related. This test is used to determine whether there are differences in the average of two samples which are in pairs. In the analysis of different tests this time the Wilcoxon Test will be used or also called the Wilcoxon signed test which is part of the non-parametric statistical method.

Table 9. Difference Test Analysis of Before and After Intervention

Ranks				
		N	Mean Rank	Sum of Ranks
After - Before	Negative Ranks	28[a]	3,00	15,00
	Positive Ranks	0[b]	,00	,00
	Ties	0[c]		
	Total	28		

a. After < Before
b. After > Before
c. After = Before

In the table of the results of the analysis of different tests above can be seen the value of Negative Ranks or negative difference of twenty-eight people. This means that all members of the HCMS division team experienced a decrease in score or experienced a difference between the total score after being given team building training. Referring to the concept of five dysfunctions of a team where the score before training is higher than the score after training, the customer relations division has decreased dysfunction in the team and can achieve an effective team condition after being given a team effectiveness training intervention.

IV.   CONCLUSIONS

Based on the results of research conducted, it was found that the HCMS division of PT. XYZ experienced team disfunction. The measuring instrument used in this study was to use the Five Functions of A Team. To overcome the disfunction of the team, the writer tries to provide an intervention. The intervention program created by the author is in the form of team building training conducted in one day with five sessions. After being given an intervention, a very significant score difference was obtained. This means that team building training is expected to be able to improve organizational productivity, the ability of team members to adapt to changing conditions, and relationships between team members, job demands, and goals within the team and overall organization can be achieved.

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