

Effectiveness of Teamwork Excellence Training: A Case Study at PT ICI Manado

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Abstract. *This study aims to improve team performance at PT. Insan Cerdas Indonesia (ICI), Ranotana Branch, through a psychological intervention in the form of the "Teamwork Excellence" training program. The research began with an assessment that identified psychological dysfunctions within the team, such as ineffective communication, unclear role division, and low psychological safety. The methodology employed was a combination of qualitative and quantitative approaches, including observation, structured interviews with the HR Manager and Branch Head, as well as psychological assessments using the Training Needs Analysis (TNA) and Team Climate Inventory (TCI). The intervention was conducted with seven staff members through a one-day experiential training. The results showed significant improvements in vision clarity, participative safety, task orientation, and support for innovation. Participants' average posttest scores increased by 18.57% compared to the pretest. Qualitative findings also indicated enhanced initiative, openness in communication, and team cohesion after the intervention. The study concludes that well targeted psychological interventions can effectively enhance team dynamics. It is recommended that the organization continue sustainable development programs to maintain and further improve team performance.*

Keywords: *Teamwork, Psychological Training, Team Climate, TNA, TCI, Experiential Learning*

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INTRODUCTION

PT Insan Cerdas Indonesia (ICI), Ranotana Branch, is a tutoring and educational institution that has experienced rapid development since its establishment in 2020. Despite significant growth in student numbers and branch expansion, the internal organizational dynamics have revealed barriers in collaboration and team effectiveness (Cross et al., 2008). Initial observations identified psychosocial dysfunctions within the work team, including ineffective communication, unclear role distribution, and low psychological safety among team members.

These issues have directly impacted work motivation, reduced individual initiative, and hindered the collective achievement of organizational goals. According to Biddle (2013), a mismatch between expected roles and actual individual competencies within an organization may lead to role strain and work stress. In the context of modern organizations, team effectiveness is greatly influenced by open communication, shared clarity of purpose, and a participative work structure (Kozlowski & Ilgen, 2006; Doolen et al., 2003). Salas et al. (2008), in their meta-analysis, found that team training significantly enhances collective performance, especially when designed based on actual team needs and delivered through experiential learning methods.

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Furthermore, West & Anderson (1996) developed the Team Climate Inventory (TCI) to measure the extent to which teams possess vision clarity, participative safety, task orientation, and support for innovation. These dimensions have proven to be strong predictors of team effectiveness across various sectors, including education, public service, and the creative industry. Ceschi et al. (2014) also demonstrated that teams with a positive team climate are more likely to share knowledge and innovate.

On the other hand, an overly instructional and non participatory leadership style has been found to exacerbate poor team dynamics. Kolbe et al. (2020) emphasized that the absence of psychological safety in expressing opinions is one of the five core dysfunctions of a team. At PT ICI Ranotana Branch, it was discovered that employees felt their roles did not align with their personal strengths, resulting in confusion in decision making, lack of initiative, and reluctance to engage actively in collaboration.

Based on initial assessments conducted through interviews, direct observation, and psychometric evaluations using the Training Needs Analysis (TNA) and Team Climate Inventory (TCI) instruments, significant gaps were identified in communication, task distribution, and support for innovation. The application of TCI is highly relevant in this context, as evidenced by Gibson et al. (2003) and Tan (2019), who confirmed its strong validity in measuring team effectiveness across cultures and organizations.

In response to these issues, this study aims to design and implement a training intervention based on work and organizational psychology approaches (Biggs et al., 2014). The "Teamwork Excellence" training was developed to address key challenges faced by the work team at PT ICI Ranotana Branch, specifically interpersonal communication, task ownership, and active participation. The training adopts the principles of experiential learning (Kolb & Kolb, 2005) and is grounded in empirical findings showing that contextually relevant training can generate meaningful behavioral changes in team dynamics (Salas et al., 2008; Shuffler et al., 2018; Kozlowski & Chao, 2018).

Therefore, this research contributes not only practically to team performance development at PT ICI Ranotana Branch but also enriches the academic literature on the effectiveness of psychological team training interventions within the context of educational organizations in Indonesia.

METHODS

This study employed a mixed method approach using a combination of descriptive quantitative and exploratory qualitative designs. The primary objective of the research was to design and evaluate the effectiveness of a needs-based training intervention aimed at enhancing team dynamics at PT ICI Ranotana Branch, Indonesia. The research model adopted the organizational psychological intervention cycle, consisting of four stages: needs assessment, intervention design, implementation, and impact evaluation (Nielsen & Abildgaard, 2013; Biron & Karanika-Murray, 2014; Fernandez et al., 2019).

Participants and Research Setting

The study was conducted between December 2024 and January 2025 within the organizational setting of PT ICI, Ranotana Branch, Indonesia (KOV Jaya). Participants comprised seven permanent employees, selected through purposive sampling based on internal management reports that identified challenges in team collaboration. All participants held at least a bachelor's degree, were between 23 and 32 years of age, and had a minimum of one year of experience working within the same team.

Research Design and Stages

The research was conducted in two main stages: (1) Training needs assessment, carried out through direct observation, semi-structured interviews, and psychological assessments using

TNA and TCI; (2) Design and implementation of the “Teamwork Excellence” training intervention, followed by an impact evaluation using pretest–posttest and behavioral observation methods. The training design was based on the principles of experiential learning (Kolb & Kolb, 2005) and the active team training model (Salas et al., 2008), emphasizing interactivity, reflection, and simulation in team-based learning.

Data Collection Techniques

Participant observation was used to monitor interaction dynamics, verbal and non-verbal expressions, and decision-making processes within the team (Vallaster & Koll, 2002). Semi structured interviews were conducted with the HR Manager and Branch Head to gain a comprehensive understanding of team structure, coordination barriers, and organizational expectations. Psychological testing was administered to all participants using two instruments: (1) Training Needs Analysis (TNA), developed based on team competency theory (Salas et al., 2008), to identify gaps between current conditions and ideal team competencies; (2) The Team Climate Inventory (TCI) developed by West & Anderson (1996), comprising 38 Likert scale items measuring four key dimensions: Vision Clarity, Participative Safety, Task Orientation, and Support for Innovation. TCI has been validated cross culturally and demonstrates high reliability ($\alpha = 0.79-0.91$).

Training Intervention Design

Based on the assessment results, a "Teamwork Excellence" training module was developed and implemented in six sessions conducted over a full day, totaling eight hours. The training content was designed using a needs-based approach, incorporating principles of positive psychology and reflective learning. The structure of the training program was organized as follows: (1) Icebreaking and team contract; (2) Building a shared vision and values; (3) Open and empathic communication; (4) Role ownership and collaboration; (5) Innovation and team creativity; (6) Reflection, feedback, and commitment to action. Methods used in the training included group discussions, roleplay, simulations, case studies, and individual reflection.

Intervention Impact Evaluation Techniques

Evaluation was carried out through: (1) Pretest and post test with 15–30 multiple choice questions assessing understanding of teamwork concepts; (2) Post training behavioral observations to identify changes in interaction, active participation, and initiative; (3) Qualitative feedback using reflection sheets to capture participants’ perceptions of personal and team changes. Quantitative data were analyzed descriptively and comparatively (mean, percentage, and pre–post difference), while qualitative data were analyzed using thematic analysis to identify patterns of behavioral and perceptual changes following the intervention.

Validity and Research Ethics

The TCI instrument has been internationally validated and widely used in team research. Content validity for the TNA was contextualized through consultation with organizational psychology experts. All participants provided informed consent, and confidentiality of the data was ensured. The study received formal approval from PT ICI Ranotana Branch management and complied with ethical standards for applied psychological research.

RESULTS AND DISCUSSION

Psychological Assessment Findings

Initial observations at PT ICI, Ranotana Branch, Indonesia, revealed a predominantly passive work environment characterized by limited interpersonal communication during formal meetings. Most staff members exhibited reactive responses to instructions, with minimal initiative or active participation. Furthermore, observational data indicated an unequal distribution of information across team members, leading to frequent miscommunication and task overlap. Interviews with the HR Manager and Branch Head revealed that staff assignments

often did not consider competence suitability, and work instructions were frequently issued without contextual clarification. This resulted in confusion among employees and a decrease in job motivation).

Training Needs Analysis (TNA) Results

The results of the Training Needs Analysis (TNA) indicated a significant gap between the current teamwork skills of the staff and the ideal competencies required. Several staff members expressed a lack of confidence, uncertainty regarding their roles, and a sense that their personal potential was not being fully utilized. These findings highlighted the urgent need for a collaboration focused team training program based on actual team needs.

Team Climate Inventory (TCI) Results

The application of the Team Climate Inventory (TCI) to seven participants yielded the following results:

Table 1. Results of the Team Climate Inventory (TCI) by Dimension

Dimension	Average Score	Maximum Score	Percentage
Vision Clarity	36,14	48	75.3%
Participative Safety	34,43	48	71.7%
Task Orientation	35,86	48	74.7%
Support for Innovation	18,43	24	76.8%

Source: Primary Data Analysis, 2025

Interpretation: (1) Vision Clarity indicates that most team members understand the organization’s vision; (2) Participative Safety is at a moderate level, indicating the presence of psychological barriers to open expression; (3) Task Orientation is relatively high, though not yet optimal in terms of work efficiency; (4) Support for Innovation received the lowest score, reflecting a lack of team climate that encourages the exploration of new ideas.

Initial Assessment Summary

The TCI results suggest that the team climate is relatively healthy but not yet optimal. Among the four measured dimensions, “Support for Innovation” recorded the lowest score (an average of 18.43 out of 24), indicating limited support for idea generation and innovation within the team. Other dimensions Vision Clarity (36.14), Participative Safety (34.43), and Task Orientation (35.86) showed moderate to high scores but still indicated room for improvement. The results of the Training Needs Analysis (TNA) confirmed a significant gap between the team’s current collaboration practices and the organization’s ideal standard. This gap manifests in limited openness in communication, suboptimal coordination, and a lack of synergy among team members.

Intervention: Teamwork Excellence Training

The “Teamwork Excellence” training program was conducted in six sessions using an experiential learning approach. The training content included topics such as shared vision, empathic communication, role ownership, innovation, and team commitment. Training activities were designed to be responsive to the findings of the TNA and TCI assessments.

Table 2. Pretest and Posttest Evaluation Results

Subject	Pretest (%)	Posttest (%)	Improvement (%)
Subject 1	66,67	83,33	16,66
Subject 2	60	80	20
Subject 3	73,33	86,67	13,34
Subject 4	80	100	20
Subject 5	86,67	93,33	6,66

Subject 6	53,33	80	26,67
Subject 7	60	86,67	26,67
Average	68,57	87,14	18,57

Source: Primary Data Analysis, 2025

These results indicate a significant improvement in participants' understanding of teamwork concepts, with an average posttest increase of 18.57%. Qualitative observations also revealed enhanced participation, greater willingness to express ideas, and improved collaboration in team forums.

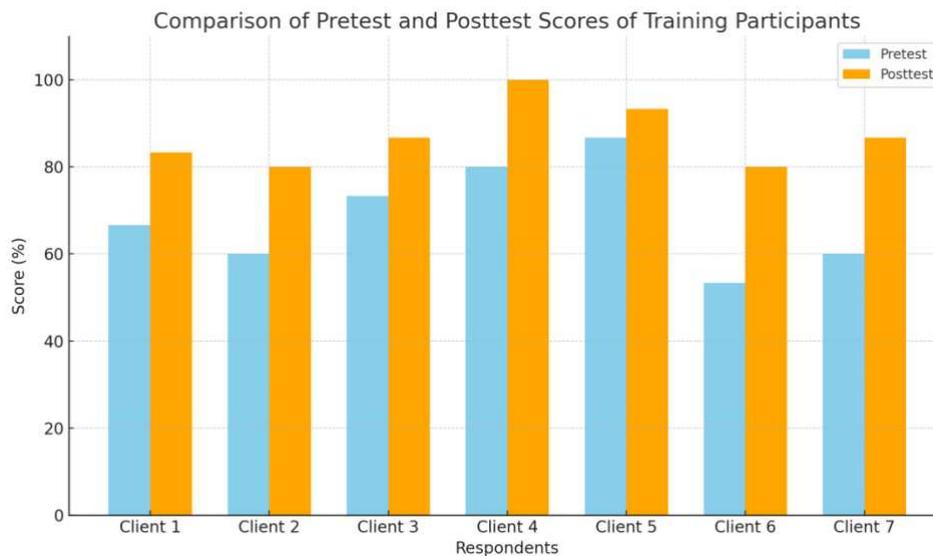


Figure 1. Comparison of Pretest and Posttest Scores of Training Participants

Source: Teamwork Excellence Training Data, 2025

The findings of this study demonstrate that the “Teamwork Excellence” training intervention had a positive impact on team dynamics at PT ICI Ranotana Branch, Indonesia. There was a significant improvement in team members' understanding of teamwork principles, as reflected in the average posttest score increase of 18.57%. This result aligns with the findings of Salas et al. (2008), who showed that team training programs designed according to actual team needs are highly effective in improving collective performance.

More specifically, the average scores across the four dimensions of the Team Climate Inventory (TCI) indicated an enhanced perception of team functioning, with the highest results seen in support for innovation (76.8%) and vision clarity (75.3%). This suggests that the training contributed to the development of a work climate conducive to idea expression and a shared sense of direction. These findings are consistent with West & Anderson (1996), who emphasized that team climates characterized by innovation and vision clarity play a key role in enhancing team effectiveness and supporting organizational change.

The dimension of participative safety, which had previously been a notable weakness, showed moderate improvement (71.7%). According to the psychological safety framework proposed by Edmondson (1999), a psychologically safe environment enables team members to voice their opinions without fear of rejection or punishment. Although the improvement was not optimal, the intervention succeeded in opening space for dialogue and building trust within the team, as reflected in post training observations.

In line with Kolb & Kolb (2005) experiential learning theory, the use of experience-based learning methods such as simulation, group discussions, and team reflections allowed participants not only to grasp teamwork concepts cognitively but also to internalize collaborative

values through direct experience. This is supported by the study of Ceschi et al. (2014), which showed that simulation and experiential learning-based training can significantly transform communication behaviors within teams.

From a team dynamics perspective, the training successfully reduced previously identified dysfunctional symptoms such as miscommunication, passivity, and unclear roles. The intervention also addressed team dysfunctions as identified by White (2024), including lack of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. Improvements in open communication and willingness to share responsibilities indicate that several layers of dysfunction were beginning to be resolved.

Furthermore, post training observations showed a shift in attitudes: team members were more actively engaged in discussions, demonstrated empathy in interactions, and began initiating solutions to operational problems. This aligns with the meta-analysis by Klein et al. (2009), which concluded that team building interventions have a significant impact on affective (attitudes and perceptions), cognitive (team knowledge), and behavioral (performance outcomes) dimensions.

Nevertheless, there is still room for improvement. The percentage scores that have not yet reached 80% in all dimensions suggest that a single training session is insufficient to create deep behavioral transformation. Continued training and managerial support are needed to sustain and build upon the improvements made (Silver et al., 2016). In addition, a highly directive leadership style remains a barrier to fostering a participatory culture. Future interventions should include leadership development programs based on coaching or servant leadership approaches to help cultivate a more open and collaborative work climate.

In conclusion, the results of this study support prior literature indicating that team assessment-based interventions, when systematically and applicably designed, can effectively improve team performance in educational organizations. Academically, this study contributes to reinforcing the validity of the TCI as a dynamic tool for measuring team functioning in the Indonesian education sector. Practically, this research offers a need-based training model that can be replicated in other institutions facing similar challenges.

CONCLUSION

This study demonstrates that psychological intervention through the “Teamwork Excellence” training program had a significant positive impact on improving team effectiveness at PT ICI Ranotana Branch, Indonesia. The initial assessment identified key issues, including ineffective communication, unclear role division, and low psychological safety and support for innovation. These findings were reinforced by the results of measurements using the Training Needs Analysis (TNA) and Team Climate Inventory (TCI), which indicated substantial gaps in team dynamics. The training, designed based on actual needs and employing an experiential learning approach, successfully improved participants’ understanding of teamwork concepts, active participation, and interpersonal cohesion. This was evidenced by an 18.57% increase in average posttest scores, as well as observable behavioral changes indicating greater openness, collaboration, and initiative in professional interactions. Based on these findings, it can be concluded that a systematic, assessment based, and participatory training approach is effective in cultivating a healthy and productive team climate. Organizations are therefore encouraged to integrate team training as part of continuous capacity development efforts, promote inclusive leadership styles, and conduct regular evaluations of team dynamics to sustain the long-term impact of such interventions.

SUGGESTION

Future studies are recommended to adopt a longitudinal research design to assess the sustainability of behavioral changes over time. Additionally, the inclusion of control groups and larger sample sizes would enhance the external validity of the findings. Implementing measurements of organizational outcomes, such as productivity and job satisfaction, would also

provide a more comprehensive understanding of the training's impact on overall organizational performance.

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