Reconstruction of The Role of Team Building And Teamwork on The Accepting And Creating of Organizational Changes: An Exploration of The Lived Experiences of School Administrators

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Abstract

The purpose of research is to reconstruct the role of team building and Teamwork in the accepting and creation of organizational changes in schools. In this qualitative research, phenomenological method was used. The participants in this research were nine school principals of the first education district of Mashhad, who participated in the interview in a targeted manner, considering their managerial, team building and Teamwork experience. The analysis of the results was done by using the seven-step Colaizzi method. In response to the first question, what is the managers' understanding of the experience of team building and Teamwork? After analyzing the results, managers' general experiences were evaluated regarding the role of team building and Teamwork in accepting and creating effective change. In response to the second question, what is the position of team building and Teamwork in accepting and creating organizational changes? The results show that managers have a correct and appropriate understanding of the concept of team building and Teamwork and consider it as a very influential factor in accepting and creating organizational changes. In response to the third question, what are the influential factors of team building and Teamwork in accepting and making organizational changes? Factors such as participation, responsibility and accountability, commitment, common and clear goals, ability and diverse expertise, capable and competent leadership, free-thinking, cooperation and conflict, support and trust, review and feedback, dynamic relationships, and Constructors were identified by school team building managers as the factors of team building and Teamwork that are most effective.

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Introduction

Organizations, especially those that rely on complex knowledge. Management has faced a series of challenges due to dynamic complexity, technological changes, and international competition (Andrews & Smits, 2019; Grant, 2010; Alexander & van Knippenberg, 2014; Yamklin & Igel, 2012). Teamwork is one of the most common strategies used by organizations such as companies or public institutions to organize work (Kozlowski & Ilgen, 2006). The effectiveness of teamwork has been widely studied in the literature from different points of view, such as communication, decision-making, changes, and managerial conflicts (Peters & Carr, 2013; Pertegal-Felices et al., 2019). Teamwork denotes a combination of physical strengths. In fact, it is the spirit of members in a group, encouraging them to sacrifice personal interests in order to achieve their shared goals (HA, 2020). Kozlovsky and Lig Kozlowski a Llgen en (2006) believe that the reality is that what a team can do cannot be done by one person alone because in the cooperation of individuals, their forces are multiplied, and the result of the work is the final result. People have greater powers individually. Accordingly, team building and teamwork are among the priorities of all knowledge-based systems and organizations that seek to gain competitive advantages. This knowledge-based approach can only be implemented by using human resources. Moreover, knowledge-oriented elements can better integrate thoughts and lead to collective thinking. In this regard, along with human resources planning, it is essential to design various mechanisms for flowing the employee energy better in organizations. Ordinary and hierarchical structures have turned into team structures, and organizations can achieve further productivity, savings, production, and profitability through organizational policies such as teamwork (Javanmard & Afraz, 2009: 98).

Teamwork affects organizational performance. Employees who have practical skills and can manage themselves better, or have self-management ability, are enthusiastic in performing their duties and have high morale, and with this enthusiasm, they can even improve the work performance of their subordinates, also be effective. In such organizations, the management should continue to improve the morale of the employees and encourage them to increase their ability to perform better in the organization and to act better. (Raime et al., 2018). The team-building process can be defined as an event that requires high management competency. The competencies of "teamwork" and "ability to lead and control the team" are among the important skills of a manager in educational and non-educational organizations. One of the important requirements for managing a team is the use of technological facilities, including information technology. With the use of information technology, the manager has more ability and more and better opportunities to create and manage the team and gather the members of the organization in the form of a team. In this field, in addition to using information technology, the manager can also take advantage of people who are experts in the field of information technology. (Marhasova et al.,2022)

Therefore, the emphasis on team building has changed the work design in organizations; Instead of emphasizing individual work, they have turned to teamwork in complex situations. Finding creative and new solutions for complex problems; becomes more difficult every day, and individuals and departments of organizations can no longer solve the problems on their own (Rezaian, 2016). The necessity of forming teams in organizations reveals the importance of studying the category of

teamwork (Raymond, 2005). These organizations are undergoing renovations so that they can compete more effectively and more efficiently. They also adopt teamwork to better benefit from talents and competences of their employees. Since there are many changes in the organizational environment, organizations, including educational organizations, around the world have turned to re-planning work as a team in order to be more active, faster, and more flexible and to adapt to the vision (Kozlowski & Ligen, 2006).

Organizations (educational and schools), like other organizations, use teams as the infrastructure of their units, and this shows the importance of the performance of teams and their competitive role in achieving the desired goals and, as a result, team performance. It shows the effectiveness of the organization (Pieterse et al., 2011) Teamwork, employee empowerment, and training positively and significantly affect employee performance. Therefore, it is recommended that every organization implement these practices to increase the organization's overall productivity and gain a competitive advantage (Ahmad & Manzoor, 2017). In practice, teamwork can be defined as a means of establishing friendly relationships between employees of an organization. It also helps employees share the information required by an organization during the execution of different tasks, maintain intimacy while doing the work, and develop positive, common, and relatively equal attitudes toward organizational changes and challenges (Imron, 2019). Team building and teamwork help to clearly outline the vision and common goals, and creating a spirit of trust among human resources, arouses their sense of commitment and responsibility. Also, through team building, workload distribution, increasing the flexibility of the workforce, facilitating and integrating the organization's human resources

strategies, strengthening and empowering the workforce, and providing opportunities for participation and intellectual and mental support of the workforce. Finally, facilitating the process of change and innovation becomes possible.

Research literature review

One of the goals of the members of a team is to cooperate in order to achieve the goals of the organization, and this cooperation will have a positive effect on the organization from an emotional point of view. When working as a team, an emotional bond is created between team members, and team members feel that they complement each other in achieving organizational goals. In organizations where teamwork is defined as a culture, it increases knowledge and skills, and creative ideas in the organization. In the team building process, the cooperation of team members leads to synergy. Also, the relationships of people are defined in a clear and orderly manner and are coordinated with each other. This process makes the members of the organization connect effectively so that the problems in the organization can be solved effectively and efficiently. (Darma, & Didik Notosudjono, 2021). If teambuilding is done successfully, it is likely to lead to the satisfaction of employees and managers of educational organizations and to improve performance in the organization There are five indicators that principals consider important with regard to teamwork. These indicators participation, interaction, concentration of the path, quality improvement, and distribution of equal information, knowledge, and skills among the team members (Hwang, 2018). Reportedly, teamwork has a significant effect on attitudes and collaborations in teams for organizational work assessment (Sridharan & Boud, 2019). Cirella (2021) investigated the effect of financial support and teamwork on organizational commitment and

performance in Malaysia and the United States and concluded that teams and groups support the development of (collective) creativity of the employees of organizations. Askari et al. (2020) investigated the effect of teamwork on the performance of an organization. In this research, the effect of teamwork on the organization's performance was considered using the cooperative game framework. Performance indicators were examined individually and collectively to show the importance of the impact of culture on team work. By examining the scores each team member obtained individually and collectively, the differences between employees became more meaningful. In this article, the cooperative game model is used to investigate how to improve the performance of the organization. Finally, the extractive model evaluated the activities of the organization and employees, including payments and overtime, bonuses, etc., to achieve high performance and satisfaction levels. The cooperative approach led to improved communication between employees and leaders or managers and improved their work motivation. In another study in the educational organization, Sanyal & Hisam (2018) aimed to investigate the effect of teamwork on faculty members of Dhofar University and their performance, as well as to extract important and influential factors on the concept of teamwork in the work environment and organization environment. In this study, the factors that are effective in teamwork were analyzed, and the effect of these factors on the teamwork of Dhofar University employees was studied. The factors extracted from the analysis of teamwork were: trust, leadership, organizational structure, performance assessment, and reward. The obtained results show that there is a strong and significant relationship between the independent variables which were studied. Team work, the atmosphere of trust, leadership and organizational structure, performance assessment, and reward had a significant effect on the performance of faculty members of Dhofar University in the Sultanate of Oman.

Wei a Lau (2012), in research entitled effective high-level teamwork, considers effective teamwork as a very important issue of human resource management, and how senior managers work effectively in a team is very vital. Previous research has shown that senior managers have influence in various fields of their teamwork, and this causes various organizational innovations. In this study, it is suggested that dynamic team performance plays an important role in facilitating the teamwork of senior managers According to the results of this study analyzing a sample of Chinese companies, supporting diverse and dynamic teams can lead to dynamism, diversity, change, innovation, and high levels of effectiveness in an organization. Not only can emphasizing team building and teamwork provide the basis for developing and exploiting multiple skills and spreading the spirit of cooperation and responsibility, but it can also nurture people who continuously pursue participation in decision-making, problem-solving, and use of the acquired knowledge and skills (Mehr Alizadeh, 2014).

In another study that examined the characteristics of school administrators, the primary purpose of the research was to determine how creative and innovative characteristics that exist among team members and can be clearly seen affect their decision-making abilities. By examining the hypothesis proposed in the research, there is a positive correlation between various aspects and characteristics of managers' team-building ability and decision-making abilities. The positive relationship that exists between different aspects of team building with the decision-making

ability of school administrators is focused on the fact that schools should develop the social development capacities of educational organizations and value team building training in schools in order to adapt the organization to organizational goals and improve performance. (Mendoza, 2019). There are many teams in the senior high schools. Some teams are permanent, for example, departments, faculties, year teams, and the senior leadership team, although the membership of these groups changes as a result of the promotion of school staff, retirement of school staff, or changes in the internal structure of schools, but an important issue which middle managers faced is that if It is possible that they can turn a group of employees who are in the school and are responsible for guiding and leading them into a successful team or not. Team leaders should encourage teamwork as much as possible by adopting a democratic leadership style in their dealings with school staff. One of the solutions that can be a useful method for team building is brainstorming. Because brainstorming, in addition to being attractive to school staff, can encourage all team members to participate and create a kind of "clean communication" that helps teams become more creative, innovative, and hardworking. A shared organizational vision provides both a sense of common direction and an underlying philosophy for teamwork while feeling a sense of belonging to the team. (Fleming, 2019). In another study, Abdolmaleki & Ghanbari (2021), Studied and designed a model of team-building competencies for school principals'. The research population consisted of those who had experience in team building. After reviewing studies, a number of specialists in the field of educational management, school principals, and experienced teachers were selected as the statistical population. At last, eight Team building competencies of school principals

were discovered and extracted, which are:1) Team building; 2) Determining the mission, goals, and expectations of the team; 3) Designing and compiling the structure and program of the team; 4) Providing team resources; 5) Performing team tasks and solving its problems; 6) team supervision and feedback; 7) Training and empowering the team in the context of creating new challenges and 8) Maintain the team. Hosseinkhani & Vakil al-Roaoya (2019) investigated the effect of entrepreneurial orientation and transformational leadership on the success of the project, considering the mediating role of team building in MAPNA company. Like other organizations, also for schools is not possible to escape from or ignore the problems such as conflict between employees, ineffective communication, no efficient decision-making on issues, and unfavorable commitment in school; For example, managers of organizations and also, school administrators ensure that all problems are solved in a cooperative and coordinative manner to avoid duplicity of employees; Therefore, one of the aspects that should be considered in the management of the schools or educational organizations is the creation of active team work that is used to achieve the school's goals.

Today, it is not easy to find work environments that are successful examples of good teamwork (Ebrahimi and Mirtorabi 2019). In such an environment, it is necessary to provide a suitable platform for training and practicing teamwork, team building, problem-solving and interpersonal relationships. In addition, surveys among the top 100 organizations showed that teamwork is an important factor in the excellence and change, and development of organizations (Naquin a Tynan, 2003). Considering the valuable nature of synergy in the team and the high capacity of doing work as a team compared to doing work individually, this

positive potential can be increased when the team members realize that the performance and efficiency of teamwork are more productive than the performance and efficiency of one person. This is an important point that school administrators also should consider. The desire of team members in the organization to use their talents and capabilities to achieve success in the organization and improve the performance of the organization under a common synergy can lead to an increase in the personal satisfaction of people in the team. When the team members in an organization feel valued and belong to the organization, this value and belonging increases the job satisfaction of the organization's employees and improves the performance of individuals, as well as increasing personal satisfaction. (Episode, 2018). Another study, it was aimed to investigate how teamwork can be considered a mediating factor in observing the relationship between teachers' emotional intelligence levels and their life satisfaction. By studying the results obtained from the research, it was concluded that there is a significant positive relationship between emotional intelligence and life satisfaction, life satisfaction and teamwork, and teamwork and emotional intelligence. It has been noticed that teamwork, especially among teachers, is one of the factors that support their life satisfaction, especially as the most critical factor affecting educational activities and educational quality at schools. (Ekşi et al.,2020)

After preliminary studies regarding the roles of team building and teamwork in accepting, creating, and facilitating organizational changes, exploratory interviews were conducted on several school principals and team building teachers. The principals and teachers emphasized the necessity and importance of analyzing this issue in education (especially at schools). They also confirmed that it was a fundamental issue. According to preliminary studies, no organized decisions or actions have been taken at schools and educational institutions in this regard.

Based on this, the purpose of this research is to reconstruct the role of team building and teamwork in accepting and creating organizational changes in schools. To achieve the purpose of this research, the following questions were planned;

- What is the manager's understanding of the experience of team building and teamwork?
- What is the position of team building and teamwork in accepting and creating organizational changes?
- What are the effective factors of team building and teamwork in accepting and creating organizational changes?

Methodology

The qualitative research method used in this research is phenomenology. The phenomenology method is used because, in this research, we seek to understand how team building managers experience the role of team building and teamwork in accepting and creating organizational changes. According to the nature of the problem and the goals and research questions, and the advantages that this method has for deep identification of the phenomenon, this method was chosen for the study.

Method of collecting information

In the research interviews, the researcher first made introductions and then stated the research purpose to build a bridge of trust toward participants in terms of confidentiality and in compliance with ethical issues. The interviews were conducted in a calm environment through open questions. For this purpose, in-depth and unstructured interviews were conducted to collect data. These types of interviews suit qualitative research due to their flexibility and depth (Gal *et al.*, 2017). In this qualitative study, a few school principals were selected through purposive

sampling. All interviews were recorded with the informed permission and consent of the interviewees, something which is an ethical principle of qualitative research. They were then transcribed and analyzed in Colaizzi's seven-step method.

Sampling and sample size

According to the sampling criteria in qualitative research that emphasizes choosing people with rich information and first-hand experiences, sampling of the interviewees is done in a targeted manner according to their work experience and team building and teamwork experience. It should be noted that sampling is based on the rules of qualitative research until reaching data saturation, whose criterion is the repetition of received information; continued. Considering that the purpose of this research was to reconstruct the role of team building and teamwork in the adoption and creation of organizational changes in schools, school principals were selected as the main examples.

Table 1: Demographic information of the research

Row	Education Level	Type of school	work experience	Management experience
1	PhD Student	Public school	28	18
2	PhD Student	Public school	16	8
3	Master of Science	Public school	21	11
4	Master of Science	Public school	18	6
5	Master of Science	Public school	25	9
6	Master of Science student	Private school	17	13
7	Master of Science	Public school	9	3
8	Master of Science	Public school	12	5
9	Bachelor of Science	Private school	33	16

Research instrument

An in-depth open interview was conducted to allow participants to describe the research phenomenon deeply. In this interview, the participants expressed their views and narratives freely. Each interview talked for 25–45 minutes. The interviews were recorded completely with the permission of principals. They were then transcribed.

Data analysis method

To analyze the research data, the seven steps of the Colaizzi (1978) analysis method have been implemented; Several strategies have been used to check the reliability of the findings, the research findings were provided to another researcher. After reviewing and making corrections, revisions were made to the codes and primary and secondary sub-themes. This strategy emphasizes the consensus of the research colleagues to achieve credibility in the data (Barber & Walczak, 2009), and then the peer debriefing strategy was used. At this stage, the results were provided to impartial researchers outside the research team who have experience in conducting qualitative research. But by applying comments, the credibility of the data increased (Bitsch, 2005).

Results

Response to the first question, what is the managers' understanding of the experience of team building and teamwork? After reading the interviews and implementing the seven-step analysis of Colaizzi, the following main themes and sub-themes were extracted.

The managers' understanding of the experience of team building and teamwork

In the research literature, there are various definitions and interpretations of the concept of team building and teamwork. Like other concepts in social sciences, there is no agreement on the definition of this concept among experts.

According to results, the concepts of team building and teamwork fall into three general categories from the perspectives of principals.

As the word suggests, teamwork means working together collectively to achieve one or more common goals. However, the members of a team should know each other well and be fully aware of their moods and characteristics. As a result, they can reach a mutual understanding, strengthen their relationships, and choose the same path (Interviewee 2, 7). In this case, different concepts such as common goals, collective communication, mutual understanding, and recognition of each other's characteristics are all synonymous with the meanings of team building and teamwork.

"It seems that team building and teamwork represent an empowering collaborative process that enables people to achieve extraordinary results which cannot be attained when they act on their own" (Interviewee 6, 9). Various concepts such as experiencing the process of teamwork, acting as an enabler of teamwork, having mutual cooperation, and infusing synergy have also been taken into consideration.

"At first, it is necessary to separate team building and teamwork, of course, not in the sense that the two concepts have no relationship, but team building should be considered a priority and a skill for managers that leads to the implementation of teamwork. Teamwork will happen when a group of people with special skills and expertise come together and communicate and cooperate with each other to achieve common goals and take on the part of the work. Through interaction with each other and commitment to the common vision, they have, under the shadow of powerful leadership, strived to achieve their common goals" "interviewee 3,1,4,5,8". From the presented concepts of team building and teamwork that were presented in the form of definition, meanings such as the conceptual difference between team building and teamwork, special and diverse skills and expertise, common goals, collective work, mutual cooperation, commitment, and capable leadership can be inferred.

Table 2: Phenomenological analysis of the concept of team building and teamwork from the point of managers' view

Main Theme	Sub-themes
Concept of Team building and teamwork	common goals; mass communication; Mutual understanding and recognition of each other's characteristics
	Process being of teamwork ; empowerment being of teamwork; Mutual cooperation and synergy
	Specific and diverse skills and expertise, common goals, collective work, mutual cooperation, commitment and capable leadership

In response to the second question, what is the position of team building and teamwork in accepting and creating organizational changes?

One of the important and exciting results of this study was the feeling of the school principals about the very important and fundamental impact of team building and the teamwork process on the adoption and creation of various organizational changes in schools and even the educational process and classroom.

Managers who had benefited from teamwork all agreed that not only is team building very useful in accepting and creating organizational changes and facilitating its process, but it also makes the goals attainable and the results satisfactory. Rather, it improves their capabilities and brings more satisfaction to the manager and the group under his management.

The greater the interaction and teamwork among principals accepting organizational changes, the more likely the efficiency and effectiveness of functions to improve. This means satisfaction at all levels of schools, *i.e.*, both micro and macro levels.

Teamwork by concentrating all the power and talent of people in a common direction makes possible the success and success of reaching common goals and ideals (Adel Babolan & Foroughi, 2021). In addition, teamwork increases the speed of service delivery. Teamwork leads to an increase in commitment, trust, responsibility, appropriate treatment, and purposefulness of people (Parsa et al., 2020). The results of many studies confirm that teamwork has a positive effect on the satisfaction and performance of people in organizations. For example, Zeraatkar & Feyz Abadi (2021) in their study came to the conclusion that with the change in organizational learning ability, individual and karmic performance also

changes, and the direction of changes in these variables is aligned. Meanwhile, two important variables in the success of managers' work include: 1) Team commitment indicates individual psychological connection and loyalty to a team. In fact, this issue is a general attitude towards the job and the organization, which affects the behavior of the individual in the team and at different levels of the organization; 2) Team leadership: Undoubtedly, it affects the attitude of employees toward work. Teams that have higher success definitely have stronger and more effective leadership, and for this reason, the behaviors and outputs of teams are highly dependent on team leadership (Fathi & Khalili, 2018).

For example, the team managers in this field commented, "Teamwork is very fruitful and effective so that I have realized many times its valuable results in various fields, including the accepting of organizational changes by my employees..." "interviewee 6". "Teamwork has a significant and undeniable role in facilitating and accepting the change process, as I have experienced it myself" "interviewee 1". And another administrator who served in a non-profit school said: "This skill is beneficial and facilitates difficult matters and results in effectiveness, especially in non-profit schools that have expectations and expectations." Above all, it has created a positive atmosphere with cooperation and mutual understanding, which is very useful" "interviewee 8".

In response to the third question, what are the effective factors of team building and teamwork in accepting and creating organizational changes?

In response to this question, eleven sub-themes were identified and presented in the form of a schematic model.

1.   Participation

A major factor that can create the spirit of teamwork and make its process flow in an organization is the participation of all members in team processes, especially policy-making and decision-making. In fact, team building principals have found this factor to be effective and efficient in developing teamwork in an organization. Hence, the primary cornerstone of any teamwork is based on participation, without which team building will not go anywhere.

For example, school principals comment on this factor as follows: "Success in teamwork will come from a principal who can run the process of participation in different layers and levels of the organization"" interviewee 9". "Teamwork is not possible without the participation of people together " "interviewee 3". "As we move forward, the importance of collective work, joint efforts, and the participation of people in the school reach the point that in order to make any change (for example, becoming a learning organization), the importance of this factor cannot be neglected" "interviewee 2".

2.   Responsibility and accountability

Another factor of team building and teamwork is effectiveness in accepting and creating change, responsibility, and accountability. Principals believe that team members will be more likely to take accountability and responsibility for their actions, as they expect to participate in work and be free to make decisions. Not only does teamwork increase people's sense of responsibility and accountability in different ways, but it also enhances their motivation and interest in performing their duties. As a result, organizational effectiveness will escalate.

For example, managers make the following comments: "Responsibility is an important element in the organization, which is promoted by teamwork" "interviewee 4". "Participation of people in various matters of the organization first increases the feeling of belonging and then makes people responsible and accountable for their team behavior and duties" "interviewee 1. "One of the main meanings of teamwork and team building is a responsibility, which accelerates the process of the team reaching its goals" "interviewee 5".

3.   Commitment

Principals regard commitment as a characteristic of spontaneity, which is often cultivated through a sense of involvement and participation in work. When a team reaches the highest levels of success, it is committed to its task and uses the abilities of each member to the fullest extent possible.

In this context, the school managers comment as follows: "Teams can respond to their needs only through the participation of their members in various dimensions of work and bring them together to achieve their common goals. Therefore, factor commitment is essential and necessary to achieve this, and it is necessary for a good team because it is a guarantee for doing good team work" "interviewee 8". "Employees' commitment to the team increases when they are allowed to participate in its success" "interviewee 2".

4.   Common and clear goals

The commonly agreed goals of members constitute a fundamental and integral part of effective teamwork. Considering this feature to be very important, principals believed that for a team to employ its members effectively and move toward success, its members must be aware and committed to the common goals of their team.

For example, one of the managers admitted in this case: "All team members should move in line with specific and clear goals and be committed to those goals, and all employees and team members should agree upon these goals in order to achieve

effective teamwork. "interviewee 4". Another manager considered this feature very important, as he says: "Teamwork becomes meaningful when people come together in the majority of the team, which define clear and agreed goals and cooperate." to strive in line with it" "interviewee 7"

5.   Capability and various specialties

In a work team, members do not only have particular expertise and duties. In fact, a standard team consists of a group of people with various specialties, talents, and capabilities that lay the foundation of an effective team on the path of change.

Managers have paid attention to this feature as follows: "A team must include diverse talents and abilities in order to succeed and achieve its expected goals" "interviewee 9". "Various talents and capabilities of the team should be identified, and team duties and responsibilities should be delegated on this basis" "interviewee 2". Another manager, who has an experience in team building and working in schools abroad, comments in this context: "The existence of efficient human resources and diverse specialties and talents is an effective foundation for teamwork." But the proper use and application of these diverse capabilities are more important, which makes the team structure and teamwork process more effective" "interviewee 1".

6.   Capable and competent leadership

The principals emphasized that leadership would be a key element in a team-building organization. Creating a team, improving individual relationships of members, and enabling them to work effectively with each other are only the initial steps toward team building. These initial steps should be taken by continuously analyzing results and adapting changes to contributions of members. Functional plans should then be established to face changing goals. All these outcomes emerge as a result of competent leadership.

For example, the managers expressed their views in this field as follows: "Competent leadership is a very vital element that has team-building skills and is in charge of teamwork and its formation and implementation, and is the leader of affairs in the conditions which is different" "interviewee 2". Leadership is very important so that from zero to a hundred matters of a team, from formation to making changes and achieving results, is effective" "interviewee 6". "Leadership is the most important factor in the effectiveness of a team" "interviewee 5". "... in the failure and success of each team in creating a team and organizational changes, no factor plays as much a role as leadership" "interviewee 7".

7.   Free thinking

Free thinking is a characteristic of an effective team, for it helps the team develop creativity and become more effective. Hence, its members can easily express their views, share opposing opinions, and express their problems and interests.

Managers emphasize this feature in this way: "Team affairs should not be carried out on a daily basis and within the context of rules and regulations and free from any kind of criticism and expression of views and opinions (frank and honest)" "interviewee 7". Team members will have the motivation and mental strength when they can freely express and share their thoughts "interviewee 2". "Creating a uniform atmosphere and away from constructive criticism in the team destroys the emergence of creative ideas and suitable opportunities for change and leads the team away from its path and mission" "interviewee 9".

8.   Cooperation and conflict

Principals identified cooperation as an effective factor in the teamwork process, for they believed that it would make people cooperate

enthusiastically through commitment and share their skills and information. In addition to this teamwork characteristic, there is another complementary factor called conflict, which solves problems by respecting individual differences, listening to viewpoints of others, being honest, showing supporting, and building trust.

One of the managers uses a beautiful expression in this regard: "Cooperation is the soul of teamwork" "interviewee 3". "Teamwork is unthinkable without cooperation along with mutual and effective relationships based on the dependence and trust of team members" "interviewee 6". The cooperation of diverse human resources in a team is very important and makes teamwork valuable. Meanwhile, due to the existence of these specialties and diverse human resources in a team, conflicts and disagreements may arise, which is not only harmful, but it needs management, and it causes opinions to mature, and it is constructive and should be seen along with the cooperation of this important element, which is very useful and progressive"" interviewee 2".

9. Support and trust

Support and trust are two correlated categories, referring to the mutual dependence of team members on each other so that one cannot exist without the other. Support emphasizes the convergence and protection of team members for each other. With trust, members can freely talk to each other and receive help. As a result, they will experience very positive effects on their motivations and work relationships.

For example, some managers comment in this regard: "Members of a good team should not be perfect. Not only to be together, but also to support and support each other formally and informally in the shade of mutual trust stemming from the team spirit, and be aware of each other and not neglect each other..." "interviewee 1,8".

10. Review and feedback

The feedback and evaluation of things allow the team members to learn from the experiences gained and consciously improve the teamwork. Not only do effective teams understand their characteristics and roles in organizations, but they also seek different ways to perceive their positive and negative functions and find various ways to improve their abilities through feedback.

Managers have paid special attention to this case so that they feel that "a good team should always review its performance continuously" "interviewee 5" "and that the need to review the affairs. They stated that timely feedback to human resources and informing them of their strengths and weaknesses in order to improve efficiency and team improvement is very necessary" "interviewee 7"

11. Dynamic and productive relationships

Communication is a facilitating factor in organizational formations. It is essential to have good relationships at different organizational levels between constituent departments as well as also many internal and external groups. In addition, communications include the connections between different elements of a team and other teams. In fact, communications play a key role in how a team achieve its goals.

In this regard, one of the managers, states that: "Teamwork is the result of mutual and appropriate relationships between people. The good life of an organization depends to a large extent on its internal teams and their relationships with each other" "interviewee 4". Another manager believed: that "Teamwork facilitates constructive communication and provides the basis for the creation of other important elements such as cooperation, participation, conflict, free-thinking" "interviewee 1"; also, "informal relationships are an important part of the process." It forms intra- and inter-team communication and facilitates formal

relations and ultimately the development of teamwork, so it needs special attention" "interviewee 2". In this case, another manager says:

"The dynamics and development of teamwork is the result of dynamic communication" "interviewee 6".
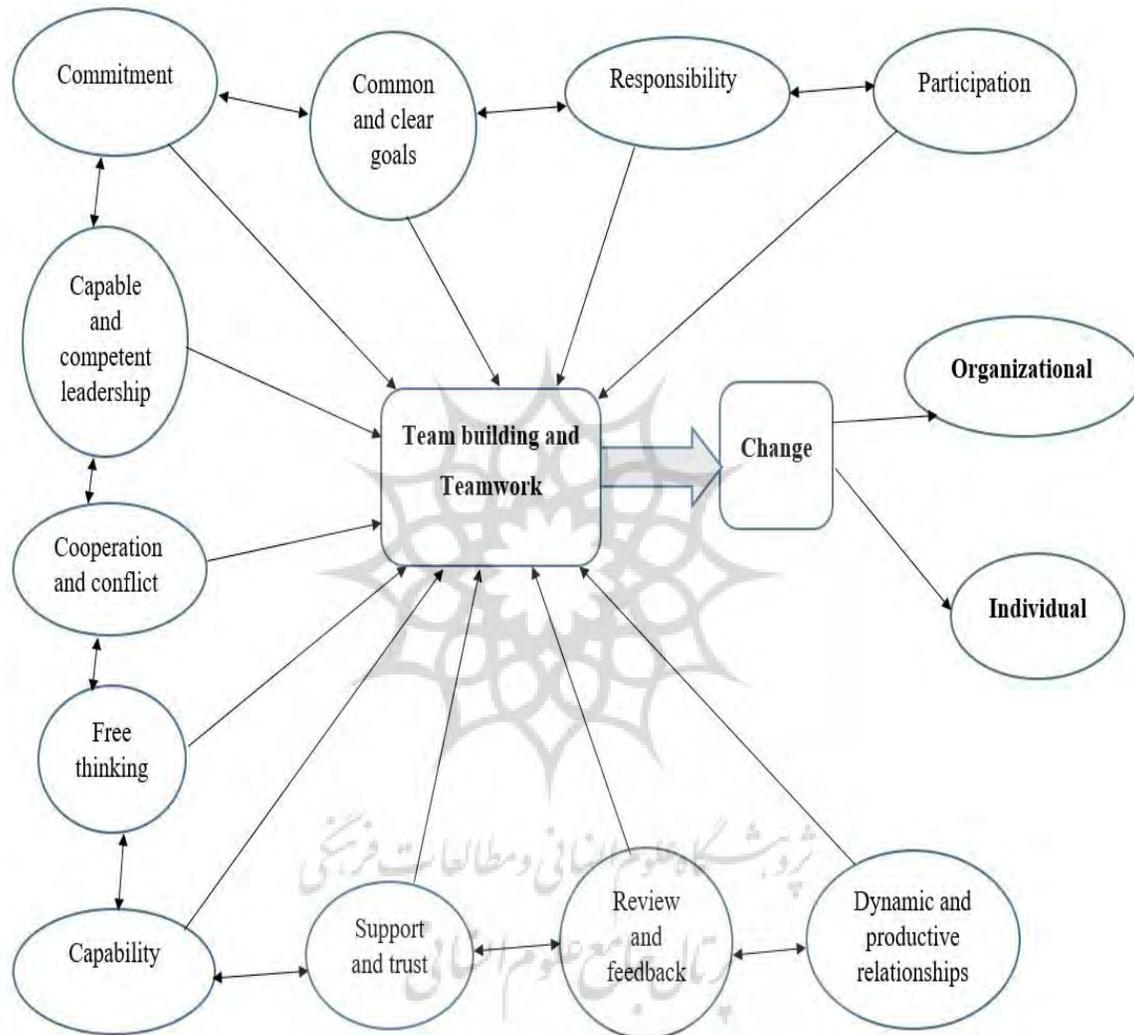

Figure 1: Schematic model derived from the lived experiences of school principals (source: authors' findings)

Discussion and conclusion

This study aimed to analyze the roles of team building and teamwork in the adoption and creation of organizational changes at schools. The participants were nine school principals in District 1 of Mashhad. They were selected purposively based on their managerial backgrounds and experiences in team building and teamwork from all kinds of schools in this district. After sampling, the principals participated in the research interview. The results were analyzed in a Colaizzi's seven-step analysis. First, the results showed the concepts of team building and teamwork from the perspectives of principals as communication and collective work with mutual understanding, recognition, and cooperation among people. The results also indicated an empowering, coordinated, and synergistic process requiring the existence of skills. Special and diverse specialties, commitment, and powerful leadership were also identified as important factors. In addition, the results indicated that principals distinguished between the concepts of teamwork and team building but not in the sense that the two had no relationships. In fact, team building should be considered a priority and a skill for principals, something which leads to the implementation of the teamwork process. Moreover, principals had a relatively appropriate and accurate understanding of teamwork. They perceived, experienced, and implemented teamwork with a suitable concept. Some research evidence indicated that the organizational capacities for teamwork in the public organizations of Iran were lower than the average level (Raznahan & Malekpour Nargesi, 2015). Concordantly, another study discussed the teamwork pathology in Iranian organizations and reported such harms as "lack of a performance evaluation system", "lack of teamwork training for members", "insufficient knowledge of the organizational work environment", and "the existence of unresolved conflicts". Moreover, "unmeasurable goals" were identified as the most important harm in the group, whereas "lack of loyalty between the group members and the leader to each other", "the existence of a formal and uncomfortable atmosphere between the members", and "lack of trust between the group members and the leader" were identified as other important factors (Jafarpour, 2019).

The results in the second part indicated the very important and fundamental impacts of team building and teamwork process on the adoption and creation of various organizational changes at schools. Hence, this process is very useful and effective in the adoption and creation of organizational changes. In the course of teamwork, people show much more effective performance and acquire more satisfactory results. Before making any changes, principals must create the context for changes through team building and then propose and develop that context based on the teamwork process in order to obtain more satisfactory results and achieve the goals of change to possible extents. For instance, learning is the basic component connecting organizational teams, and interpersonal skills contribute greatly to the essence of learning in a team. According to Edmondson, teamwork is a necessary activity with many benefits. In fact, interpersonal skills give credibility to many other necessary skills. Team building is also a way of working that brings people together to generate novel ideas, find answers, and solve organizational problems. However, the members of an organization must learn to become a team because teamwork is essential for improvement, problem-solving, change, and innovation in an organization (Edmondson, 2012, p. 69). In fact, there are several requirements for team building training to be effective and enhance cohesion and cooperation

among team members. First, interval training is required by performing several activities over time. The longevity of team building training allows for social interactions and self-disclosure (or more personal interactions to overcome barriers between team members) to help team members become acquainted with each other and remove barriers in order to better develop team progress and teamwork skills (Hansen, 2006; Marasi, 2019). Second, active practice is required to develop complex cognitive skills such as teamwork skills (Ettington & Camp, 2002). Therefore, team building training should be put into practice rather than the adoption of conventional lecture methods (Bolton, 1999). Third, team building training activities should be fun and interesting for team members so that they can bond with each other, develop teamwork skills, and have more internal motivation and productivity (Backhaus & Heiner, 2014; Kane, 2011).

According to the results in the third part, the factors of team building and teamwork that led to the adoption and creation of organizational changes: participation, responsibility and accountability, commitment, familiar and clear goals, capability and diverse expertise, capable and competent leadership, free thinking, cooperation and conflict, support and trust, review and feedback, and dynamic and constructive relationships identified by school principals. In other words, the curriculum that is supposed to be planned and implemented in an educational organization in order to move toward change had relevant concepts and structural factors, which must carefully be analyzed and implemented in order to create fruitful changes. As a result, the teamwork process is fully established with all the necessary factors, dimensions, and fields. Finally, according to the exploratory model extracted from the results of this research, teamwork and its

components are effective in accepting and creating organizational changes. Educational organizations, *e.g.*, schools, should restructure themselves and turn into teams in order to better use the talents and abilities of their employees and compete more efficiently and effectively. In line with these factors, Kheirandish *et al.* (2014) prioritized the basic factors of teamwork, personality traits of members, team management characteristics, organizational framework and dominant atmosphere of a team, characteristics of communications and interactions of team members, and organizational goals in a team. They counted on the effectiveness of teamwork. Moreover, team management and performance achievements had the highest priority. Nadi *et al.* (2015) also analyzed the characteristics of team building and teamwork in an academic atmosphere (in two general categories of team structure and team relations as well as ten sub-categories (concepts) of goal orientation, team composition and organization, decision-making network, feedback system, guidance and leadership, openness and honesty, convergence and trust, cooperation and conflict, commitment and participation, and communication). Among non-Iranian researchers, Beer (1976), Dyers (1977), Buller (1986), Sundstom, Demeuse and Futrell (1990), and Robbins *et al.* (2008) considered team building to include four basic factors: goal setting, relationships between what they know individuality, problem-solving, and clarity of roles. However, Wheelan (2005) introduced team building factors as goal setting, interpersonal relationships, and feedback related to participant performance and group development. According to the results of this study, principals should know that teams have better flexibility and responsiveness in the face of changes compared with traditional departments. In fact, not only should they facilitate

the change process, but they should also improve the quality of results. Hence, changes will be considered satisfactory and acceptable by organizations and employees.

Research and management limitations and suggestions

▪ **Limitations**

Due to the spread of the Covid-19 pandemic, it wasn't easy to reach the interviewees. But some of the participants who were purposefully selected refused to be interviewed due to the current conditions. Another point is the low generalizability of qualitative research. Another limitation that qualitative researchers face is the subjective biases and personal inferences of the researcher when analyzing the data. In this research, as much as possible, two researchers participated in the data analysis, and in addition, an expert in the field of the phenomenological method was also asked for his opinion.

▪ **Policy proposals**

In the end, based on the factors affecting team building identified in the research (eleven factors), proposed policies for school administrators are presented:

✓ ü School administrators should provide a collaborative environment for the participation of all stakeholders in decision-making. Participation helps managers to sustain their success in changing conditions. For this, they can use incentive mechanisms.

✓ ü School administrators should allow employees to be independent in doing things and be accountable and responsible for what they do. This means employee discipline and workload management based on team goals, meeting set deadlines, achieving goals, fulfilling obligations, and accepting responsibility for making any mistakes and trying to fix those mistakes.

✓ ü School administrators should try to motivate employees with a sense of belonging, which means support and emotional connection with the goals and values of an organization for the sake of the organization itself and away from individual values. One of the strategies to achieve this is the continuous participation of people in organizational decisions and meeting the various needs of employees, and instilling a sense of organizational worth.

✓ ü School administrators should define common and clear goals with the participation of all stakeholders. All people in the organization must have a mutual obligation to achieve the goals. These goals must be measurable and achievable. In addition, the timetable for achieving the goals should also be determined.

✓ ü School administrators should provide space for criticism for people so that they can criticize freely. Managers can use employee criticism to identify and fix weaknesses. Therefore, employees should be free to criticize.

✓ ü School administrators should form teams based on collective trust. In fact, if there is trust among team members, the ability of individuals will also increase because they will find more cohesion and unity with each other, and as a result, achieving team goals (avoiding individual interests) will be a priority for individuals.

✓ ü School administrators should use the constructive feedback cycle. This means that feedback should not be a tool to punish people. Rather, feedback should be considered as a tool to identify weaknesses and improve performance. Furthermore, by encouraging positive actions in the feedback loop, sustainable success can be gradually achieved.

School managers should create stable and long-term relationships (formal and informal relationships) in the organization. Communication

becomes effective when the members and especially school managers, are effective and successful in performing their duties and consider communication as a process through which everyone tries to express their feelings and ideas and mutually understand them in order to achieve effective communication. Obstacles and factors such as feelings of superiority, fear, anxiety, and dominance should be removed, and the existence of factors such as honesty, satisfaction, shared values and goals, and acceptance of diversity of valuable opinions and feelings should be emphasized.

- **Research proposals**

Considering the lack of research in the field of teamwork in the changes of organizations, especially educational organizations, it is suggested that future researchers to monitor the current situation in this regard by quantifying the factors extracted in this research. In addition, it is suggested that future researchers examine the topic of teamwork in the adoption and creation of organizational changes in a specific geographical area by combining quantitative and qualitative approaches and examine the quantitative data by performing more advanced quantitative analyzes such as multilevel analysis to obtain more accurate findings. Comparative studies with different approaches, such as George Brody's model, can also provide noteworthy research achievements that are suggested to future researchers.

Sponsorship

Conflict of interest

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the School Administration Quarterly for review and publication only.

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