

Determinants of Team Performance: Mediating Role of Team Reflective Learning & Team Trust

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The purpose of the study is to understand the effect of team efficacy, team composition, team trust and team reflective learning on team performance of an informal sports team organised during Indian festival Janamashtami. We contacted teams which performed the sport during the Janamashtami festival. The team members are termed as Govinda's. The team was contacted during practice session to get data at the right frame of mind. The study collected sample from 50 Govinda teams, having 434 team members. Results showed significant relationship of team efficacy and team composition with team performance. The mediating effect of team trust and team reflective learning was also significant.

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Introduction

Teamwork can be defined as an ability to work collectively with other members to achieve a common goal (Dixon, 2017; Kramer, 1999). Unlike individual role within the organization, the role of a team is to be collectively accountable for setting and accomplishing specific goals for which it was formed (Peralta et al., 2018). While the team functions, each member of the team contributes his/her own specific skills and knowledge, meeting their individual objectives and moving the group's efforts to greater levels of performance (Kramer, 1999). The strength of the team depends on the teamwork and not on the strength of the best individual. However, every team member has certain expectations from its team which is directly related to the team performance (Schaubroeck & Yu, 2017; Helmreich & Schaefer, 2018; D'Innocenzo, Mathieu & Kukenberger, 2016).

The study examines an unconventional sports team called Govinda team. To celebrate Lord Krishna's birthday, individuals in the parts of Maharashtra

and Uttar Pradesh (Indian States), form human pyramid and reach earthen pot. Tourists from different parts of India come to Mumbai (financial capital of India) to watch the spectacular sports event *Gokulashtami or dahi handi* (earthen pot filled with curd). An earthen pot containing a mixture of milk, dry fruits, ghee (oil) is hung around 20-30 feet high in the air with the help of a rope. Enthusiastic young men form a human pyramid by standing one on top of the other, trying to break the pot.

Gaps in the Study

There is paucity of study on the concept of informal team's performance. Though several researchers attempted to study the variable 'team performance', the concept still remains unexplained for informal and un-organized sports teams, which are not part of formal organizational set-up and the team is temporary in nature (Valentine, 2017; Maureira, Benchekroun & Falzon, 2018). In this study we will explore the team performance of team members who are a part of an Indian festival called "Gokulashtami" (festival to celebrate birth of Lord Krishna). Researchers also found that in the informal team, trust among team members improves team cohesiveness and learning (Kukenberger et. al., 2015). Members and coaches of

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Govinda team also emphasized on the importance of team trust for team effectiveness. We explored the antecedent variables like team psychological safety, team composition, team efficacy (Edmondson, 1999) as independent variable and team reflective learning (Savelsbergh et al., 2009; Schippers et al., 2007) and team trust (Erdem & Ozem, 2003) as mediating variable. The outcome variable is team performance (Hackman, 1987). The variable team reflective learning, another less studied variable, is of profound importance in this team as it is important for them to reflect on questions like: why they could not complete the human pyramid, why the team could not reach the desired height, how they can learn from past mistakes to perform better in future. Therefore, the uniqueness of the present research is in the choice of sample and the choice of variables under study.

Literature Review

Increasing complexity in the modern workplace has coincided with both greater interdependence and specialization of job roles. Consequently, the use of teams and team-based organizations has become increasingly common (Schaubroeck & Yu, 2017).

Team Psychological Safety (TPS), Team Trust (TT) & Team Reflective Learning (TRL) Psychological safety builds trust among members. When we trust our members, we believe that the team member is both honest and benevolent (Larzelere & Huston, 1980; Roussin et al., 2016), as well as reliable and pre-

dictable (Johnson-George & Swap, 1982). Team members having trust on each other result in frequent interactions and interdependence increases (Peñarroja et al., 2015). Govinda team human pyramid is completely based on the trust among team members. Members who form base of the pyramid provide confidence to members who climb up to form layers. During practice of pyramid formation, if any team member finds it difficult to cope or adjust, they must report to the other members of team. The reporting of problems will be open and fair if the team has high psychological safety (Roussin et al., 2016).

H1: There is significant positive relationship between team psychological safety and team trust

Team which is open to receive feedback, discusses the areas of improvement, communicate openly and anticipate probable outcome.

Reflective team learning (Gould & Taylor, 2017) is a process of seeking feedback on the way team performed certain tasks and relate them to outcome. Konradt et. al., (2015) found that team which is open to receive feedback, discusses the areas of improvement, communicate openly and anticipate probable outcome. Reflective learning will be facilitated in a psychologically safe environment which is composed of positive beliefs about how team members will respond when another member will ask questions, seek feedback, discuss a new idea or accept mistake (Sanner &

Bunderson, 2015; Harms, 2015). Therefore, psychologically safe team will invest more time in reflective learning for enhanced performance.

H2: There is significant positive relationship between team psychological safety and team reflective learning

Team Efficacy (TE), Team Trust & team Reflective Learning

Researchers still explore and are interested in the studies on trust, factors leading to trust or causes or consequences of trust (Kramer 1999; De Jong et al., 2016). Based on social cognitive theory (Bandura, 1977; Geng et. al., 2016), team members develop awareness about their abilities and competencies. Yong & Park (2017) found that the interaction among team members would help them being aware of the teams' abilities and competencies (team efficacy). The belief that the team members are able to perform builds trust among them, which results in team collective positive outcome (De Jong, et al., 2016; Larzelere & Huston, 1980). The term team efficacy was defined by Bandura (1997:477) as "a group's belief in their conjoint capabilities to organize and execute the courses of action required producing given level of attainments." Team efficacy effects what members of the team decides to perform as a collective and the degree of effort members put in to become successful. Team having higher team efficacy would have trust among team members ability (Kirkman et al, 2000) and even if the team fails, members will not leave it (Yong & Park, 2017).

Therefore, higher the team members' efficacy, higher will be the standard of performance.

H3: There is significant positive relationship between team efficacy and team trust

Healey et. al. (2015) advocated that team members gain insight regarding minute details of activities and processes involved in attaining goals by reflecting and discussing openly. Govinda teams after every practice session would sit and discuss about the area of improvement and goal focus. Researchers have researched on the effect of sub-group strength (Gibson & Vermeulen, 2003) and interdependence (Van den Bossche et al., 2006) on team learning. Team members develop estimate of capabilities of team members and decide on the group strength (Loeb et. al., 2016). The efficacy estimate made by team members help them in investing significant time in discussing and reflecting on goal (Healey et. al., 2015). Therefore,

H4: There is significant positive relationship between team efficacy and team reflective learning

Team Composition (TC), Team Trust & Team Reflective Learning

The composition of team helps its members being more creative, if they are from diverse background, have different qualifications and have different temperaments (Schaubroeck & Yu, 2017). Teams can also help members overcome stagnation of ideas, and benefit from complementary skill sets (Kuehn, 2017). Mem-

The composition of team helps its members being more creative, if they are from diverse background, have different qualifications and have different temperaments.

bers from similar background may trust each other more in comparison to those with different backgrounds (Cheung et al., 2016). In the Govinda team, the members are from the similar social background. The compositional differences in the team are because of age and experience. The more team members appreciate and accept the compositional differences, riskier of their effectiveness can be managed (Kuehn, 2017). The risk may be minimized by having high trust among team members. Trust is an important variable in the work place and this has been addressed by a great deal of previous research (Kramer, 1999; De Jong et al., 2016). For instance, Kirkman et al. (2000) found that trust was a primary issue raised in open-ended comments by members of self-managing work teams. Situationally based trust (i.e. whether or not specific coworkers are trusted) is a better determinant of teamwork preferences in comparison with dispositional trust (De Jong, et al., 2016; Larzelere & Huston, 1980). In the team context, trust has been shown to be a key antecedent of cooperation (Smith et al., 1998). Therefore, if the team members value team composition they will have high trust on team members.

H5: There is significant positive relationship between team composition and team trust

Team composition would facilitate benefits of complementary skill set (Kuehn, 2017). Members would learn from each other. Team members with openness and ability to manage conflict would create environment for reflective learning (Healey et. al., 2015; Matsuo, 2016). Gould & Taylor (2017), found that the team reflective learning is an interactive process, therefore, team composition would influence the quality of reflective learning. Vander Vegt and Bunderson (2005) defined reflective team learning as a process by which team members acquire, share, refine or combine task relevant knowledge through interaction with one another". Team composition would make the interaction more enriching. Therefore,

H6: There is significant positive relationship between team composition and team reflective learning

Team Trust, Team Reflective Learning & Team Performance

Team trust is considered by researchers (Kirkman et al., 2000) as a vital element to attain group goals. When team members trust each other, they perceive them to be reliable and predictable (Johnson-George & Swap, 1982). In Govinda teams the team trust is crucial because members climb on each other to make layers. The trust on team members' technical awareness, cohesion and passion for the task helps them pursue challenging performance (Schaubroeck & Yu, 2017; Helmreich & Schaefer, 2018; D'Innocenzo, Mathieu & Kukenberger, 2016). The informal Govinda team has

high degree of interdependence on each other. The member who is at the top of the layer is dependent on other members for stability and support. Similarly, members who form the base of the pyramid are dependent on the flexibility, agility and confidence of the member who is climbing up to reach the earthen pot. Every govinda has trust that if they will fall they would be saved by the person standing below or the other team members who are standing with the hands open. Therefore,

H7: There is significant positive relationship between team trust and team performance

Team members' willingness to review and explore past pattern of behavior, to improve future behavior results in new knowledge (Vander Vegt and Bunderson, 2005). The new knowledge broadens team future actions and possibility of improved performance (D'Innocenzo, Mathieu & Kukenberger, 2016). West (2000) proposes that certain situational conditions (like conflict, failure, accidents) open up opportunities for reflective learning in team. Therefore, teams involved in reflective learning would have effective learning (Vander Vegt & Bunderson, 2005) and can achieve team goals (Schaubroeck & Yu, 2017; Helmreich & Schaefer, 2018; D'Innocenzo et. al., 2016). Vander Vegt and Bunderson (2005) suggested that reflective learning facilitates awareness around processes and group objectives. The reflection and awareness open up avenues for critical examination of actions, resulting in elimination of undes-

ired actions and conditions (Gould & Taylor, 2017). This effective pursuit towards learning results in enhanced team performance (Salas et. al., 2017).

H8: There is significant positive relationship between team reflective learning and team performance

Dollard and Bakker (2010), conceptualized the term psychological safety climate. They emphasized that the wellbeing and comfort of employees are the vital elements of safety climate (Nguyen, et al. 2017; Fernández-Muñiz et al., 2017). They further discussed that these elements help creating conducive working conditions. The conducive working conditions promote trust and team members' learning (Walumbwa et al., 2017). The outcome of high trust and effective team learning is effective team performance (Vander Vegt & Bunderson, 2005; Schaubroeck & Yu, 2017).

Luciano, et al., (2018) found that teams can face issues such as over reliance on a few members, paucity of new idea, and facing feeling of confinement within team, which reduces team effectiveness (Walumbwa et al., 2017). Such issues may be resolved by higher team efficacy and effective team composition (Loeb et. al., 2016; Healey et. al., 2015; Kuehn, 2017; Bandura, 1997). The team efficacy will promote assessment of self and other team members' competencies and thus accountability (Bandura, 1997; Yong & Park, 2017). The right team composition would monitor free riding of team mem-

bers because of demographic, qualification or social background similarity (Kuehn, 2017). Therefore, the team trust and reflective learning will thrive under such conducive conditions resulting in higher team performance (Salas et. al., 2017).

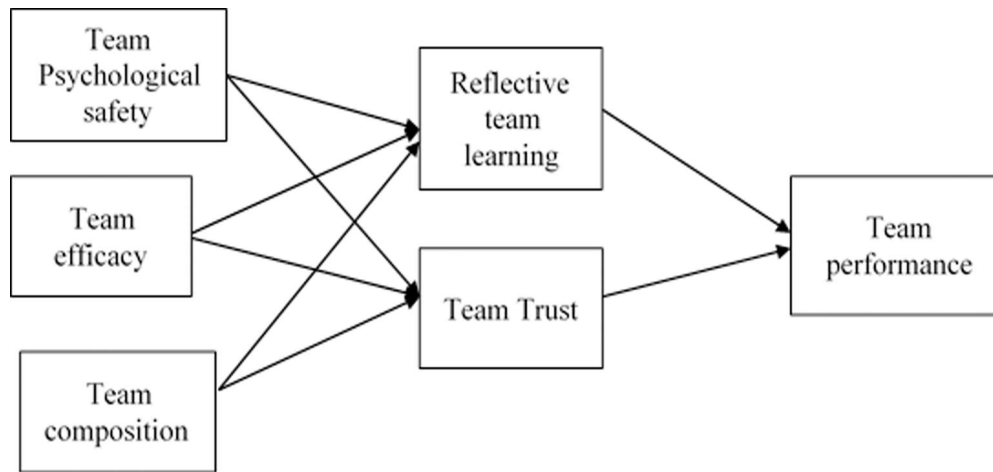
H9 There is a significant mediating effect of team trust, between the relationship of team psychological safety, team composition and team efficacy with team performance

H10 There is a significant mediating effect of team reflective learning, between the relationship of team psychological safety, team composition and team efficacy with team performance

Study Procedure

We started by collecting the details of the top Govinda teams in Mumbai and their coaches. We got in touch with five eminent coaches from Mumbai (including the Jai Jawan group, one of the biggest award-winning group in Mumbai) who train these Govinda teams. The study collected sample from 50 Govinda teams, having 444 team members. Out of 444 responses 10 responses were not usable. The final usable sample size was 434 Govinda's. The unit of analysis is individual. The perception of Govinda members about the team was captured. The questionnaire was filled just after or before the training sessions of the final event. This helped us collect their real frame of mind towards the team. We could collect data from only male Govinda team members. There are very few fe-

Fig. 1 Proposed Model



male govinda teams. The study was restricted to Mumbai as predominantly this festival is celebrated there.

Since our population was a group of individuals who would be more comfortable in understanding the local language, we got the questionnaire translated into Hindi from a local Hindi translator (originally the questionnaires were in English) (Silva et. al., 2018). The questionnaire was given to a few local Govindas to check if they were comfortable with the translated words in Hindi. We found that there were a few words which they found it difficult to interpret. For simplicity we gave the questionnaire once again to a local Hindi teacher who helped us to change some words in the questionnaire as per the local words that were used frequently in Hindi. We did a final validity test of the questionnaire by asking the same group of members and a few others to see the clarity of the questions. This time all of them had a total clarity of the words. We approached a re-

searcher well versed with Hindi and English to do the reverse translation (Silva et. al., 2018). We personally met each of these coaches individually and explained to them the objectives of our study and requested them to help us with other groups in Mumbai and Navi Mumbai. Coaches were point of contact to arrange a meeting with their Govinda teams to get the questionnaires filled. Most of them asked us to meet at late evening or late nights as that was their practice timing. The data was collected in two months period from July to August end, just before the festival in the month of September. The average age of the Govinda teams was 20 years.

Measures

Psychological Safety: The variable psychological safety was measured using Edmondson (1999) questionnaire. The questionnaire had 7 items and a seven-point Likert scale was used to measure each item. Three reverse score items like

“If you make a mistake on this team, it is often held against you” were part of seven items. The higher score indicated team has more psychologically safe environment. The Chronbach’s alpha reliability value was 0.86. The Confirmatory Factor Analysis of seven items indicated good model fit (CMIN/DF= 3.12, GFI = 0.921, TLI = 0.983, CFI=.930, RMSEA=0.07).

Team Efficacy: The variable team efficacy was measured using Edmondson, (1999) questionnaire. The questionnaire had 3 items with a seven point Likert scale. The higher score indicated high team efficacy. The Chronbach’s alpha reliability value was 0.88. The Confirmatory Factor Analysis of three items indicated good model fit (CMIN/DF= 2.05, GFI = 0.932, TLI = 0.988, CFI=.982, RMSEA=0.06).

Team Composition: The variable team composition was measured using Edmondson, (1999) questionnaire. The questionnaire had 3 items with a seven -point Likert scale. The higher score indicates better team composition. The Chronbach’s alpha reliability value was 0.76. The Confirmatory Factor Analysis of three items indicated good model fit (CMIN/DF= 2.84, GFI = 0.952, TLI = 0.963, CFI=.961, RMSEA=0.07).

Team Members’ Trust: The variable team member’s trust was measured using Erdem and Ozem, (2003) questionnaire. The questionnaire had 7 items with a seven -point Likert scale. The higher score indicates high team

trust. The Chronbach’s alpha reliability value was 0.83. The Confirmatory Factor Analysis of seven items indicated good model fit (CMIN/DF= 1.34, GFI = 0.892, TLI = 0.961, CFI=.975, RMSEA=0.07).

Reflective Team Learning: The variable team member’s trust was measured using Savelsbergh et al. (2009) and Schippers et al. (2007) questionnaire. The questionnaire had 5 items with a seven-point Likert scale. The higher score indicates high team reflective learning. The Chronbach’s alpha reliability value was 0.90. The Confirmatory Factor Analysis of five items indicated good model fit (CMIN/DF= 3.46, GFI = 0.982, TLI = 0.981, CFI=.981, RMSEA=0.05).

Team Performance: The variable team member’s trust was measured using Hackman, (1987) questionnaire. The questionnaire had 4 items with a seven-point Likert scale. The higher score indicates high team performance. The Chronbach’s alpha reliability value was 0.92. The Confirmatory Factor Analysis of seven items indicated good model fit (CMIN/DF= 1.87, GFI = 0.973, TLI = 0.956, CFI=.972, RMSEA=0.06).

Results

The fit indices were calculated to understand the relationship between TPS, TE and TC with mediating variable TRL and TT and with dependent variable TP. To ensure model fit maximum likelihood estimation algorithm was conducted. The model has the following fit indices value.

The chi-square value was found to be $\chi^2=123$. The goodness of fit of the model was GFI= 0.920, AGFI = 0.932, IFI = 1.00, TLI = 0.981, the CFI= 0.983, the RMSEA = .070 and CMIN/DF = 3.21. All fit indices value indicated that the model was a good fit (Table 1) (Hair, Tatham, Anderson & Black, 1998).

Table 1 Values of Fitness of Model

	Chi-square	GFI	AGFI	PGFI	IFI	TLI	CFI	RMSEA	CMIN/DF
Default model	123	0.920	0.932	0.632	1.00	.981	.983	0.070	3.21
Independence model		0.651	0.543	0.362	0.00	0.00	0.00	0.825	

GFI- Goodness of Fit Index, AGFI- Adjusted Goodness of Fit Index, PGFI- Parsimonious Goodness of Fit Index, TLI- Tucker Luis Index, IFI- Incremental Fit Index, CFI- Comparative Fit Index, RMSEA- Root Mean Square Error of Approximation

There is significant positive relationship between TPS and TRL ($\beta= 0.220$, $p\leq 0.01$), TPS and TT ($\beta= 0.185$, $p\leq 0.05$), TE and TRL ($\beta= 0.281$, $p\leq 0.01$), TE and TT ($\beta= 0.230$, $p\leq 0.01$), TC and TRL ($\beta= 0.350$, $p\leq 0.01$), TC and TT ($\beta= 0.116$, $p\leq 0.05$), TRL and TP ($\beta= .212$, $p\leq 0.01$) and between TT and TP ($\beta= 0.245$, $p\leq 0.01$). R square value of the model was found to be 0.443. The relationship and path value between the variables have been tabulated in Table 2. The values indicate acceptance of hypothesis 1 to 8.

Table 2 Relationship and Path Values Between Independent and Dependent Variables

Independent Variable	Dependent Variable	B
TPS	TRL	.220**
TPS	TT	.185*
TE	TRL	.281**
TE	TT	.230**
TC	TRL	.350**
TC	TT	.116*
TRL	TP	.212**
TT	TP	.245**

TPS- Team psychological safety, TE- Team Efficacy, TC- Team Composition, TRL- Team Reflective learning, TT- Team trust, TP- Team performance * $p\leq 0.05$, ** $p\leq 0.01$

The mediation effect of TRL and TT was studied to test the hypothesis 9 and 10. Four conditions to test the mediation effect proposed by Baron and Kenny (1986) are: first, there should be significant relationship between independent and dependent variables. Second, there should be significant relationship between independent and mediator and then between mediator and dependent variables. Finally, the direct relationship between independent and dependent variable should become non-significant (full mediation) or weak significant (partial mediation) after controlling the mediator variable.

Bootstrapping was applied to provide better estimation of the sample, which allows the approximation of the empiri-

cal distribution of the observed data by constructing and replacing a number of stratified random samples of the observed data set.

Table 3 Standardized Coefficients for Indirect Effect

Variables	Indirect effect Standardized coefficient
TPS-TRL-TP	0.655**
TPS-TT-TP	0.542**
TE-TRL-TP	0.324**
TE-TT-TP	0.402**
TC-TRL-TP	0.391**
TE-TT-TP	0.442**

TPS- Team psychological safety, TE- Team Efficacy, TC- Team Composition, TRL- Team Reflective learning, TT- Team trust, TP- Team performance * $p < 0.05$, ** $p < 0.01$

To test the hypotheses regarding mediation effect of TRL and TT Table 3 presents the total effect (direct + mediation), direct effect (effect of independent on dependent variable without mediating variable) and indirect effect (only mediation effect) respectively. The significant indirect effect of TPS and TP were found when TRL ($\beta = 0.655$, $p \leq 0.01$) and TT ($\beta = 0.542$, $p \leq 0.01$) mediated the relationship. The significant indirect effect between TE and TP were found when TRL ($\beta = 0.324$, $p \leq 0.01$) and TT ($\beta = 0.402$, $p \leq 0.01$) mediated the relationship. Similarly, the significant indirect effect of TPS and TP were found when TRL ($\beta = 0.391$, $p \leq 0.01$) and TT ($\beta = 0.442$, $p \leq 0.01$) mediated the relationship. Therefore, hypotheses 9 and 10 are ascertained.

Discussion & Study Contribution

Team composition consists of characteristics such as team size, individual characteristics and team members' demographic similarity (Heinemann & Zeiss, 2002; Klein & Kozlowski, 2000).

Team with right composition takes less time to generate trust with each other (Heinemann & Zeiss, 2002). The process of understanding, sharing goals and supporting each other is possible in a trustworthy team environment. Similarly, right team composition facilitates learning. Team member considers the discussion fruitful if members have awareness about the issues and problems. Therefore, team composition, team trust and team reflective learning result in high team performance (Salas et. al., 2017).

For the Govinda team, social persuasion and master experience were two dominant sources of team efficacy.

According to Goddard, Hoy and Hoy (2004), self-efficacy in the team can be felt by master experience, vicarious experience, social persuasion and affective states. For the Govinda team, social persuasion and master experience were two dominant sources of team efficacy. Con-

confidence on capabilities of team members generates environment of trust with each other. The trust regarding members' ability to perform and execute as per expectation results in desirable outcome. Similarly, as suggested by Goddard, Hoy and Hoy (2004) efficacy results in learning. The capability and knowledge of team members enhances the understanding of processes and procedure. The reflective learning process thus happens more effectively. The power to reflect, learn and correct, results in higher team performance (Salas et. al., 2017).

Some of the key learnings which took place by observing how the team members performed during practice sessions. The observation corroborated with the findings of Edmondson, (1999); Erdem and Ozem, (2003); Savelsbergh et al. (2009), Schippers et al. (2007); Hackman (1987).

Physical and Mental Toughness Paramount for the Success of the Team: All the coaches explained how they check the strength of each member. The strongest members form the base of the human pyramid, because they have to bear the maximum weight. If the base collapses then the entire pyramid falls, and consequently, the team needs to start the building of human pyramid from scratch (Erdem & Ozem, 2003; Hackman, 1987).

Team Cohesiveness and Trust- In a task where the team is not well acquainted the trust and cohesiveness among the entire team becomes a vital feature that bonds them together. The

never give up attitude is also highlighted as the pyramid building continues till the Handi (the earthen pot) is broken, which is placed at a height. The trust and faith on each other are evident as they climb on the shoulder of the team member with complete trust. Everybody feels important and dependable. The findings are in line with the findings of Edmondson, (1999); Erdem and Ozem, (2003); Savelsbergh et al. (2009), Schippers et al. (2007); Hackman (1987).

Common goal- The entire team is a self-driven, self-motivated and an energetic unit determined to accomplish one clear goal, which is to form highest human pyramid and break the earthen pot. The paragraph indicates presence of variable team performance (Hackman, 1987; Schaubroeck & Yu, 2017; Helmreich & Schaefer, 2018; D'Innocenzo, Mathieu & Kukenberger, 2016).

Sense of ownership: In each pyramid circle, the person below has the responsibility and ownership of protecting the member above him. The paragraph indicates presence of variable team efficacy and team performance, which is in congruence with the findings of Edmondson, (1999); Erdem and Ozem, (2003); Savelsbergh et al. (2009), Schippers et al. (2007); Hackman (1987).

To address reflective learning process one of the coaches shared that Govinda teams were willing to fall and pick themselves up and then say "Look I will get it right". What makes a team win? People come together and achieve

extraordinary results. Govinda team valued diversity. If the team doesn't get their targets, they go back, introspect and prepare for the next year. The team members learn from their last year's mistakes and strengthen their team. In congruence with the findings of (Gould & Taylor, 2017; Vander Vegt & Bunderson, 2005) reflective learning was present among Govinda teams.

Conclusion, Managerial Implications & Future Scope of Study

The team's psychological safety will help members in being open to discuss their position and what is good for the team. The risk regarding acceptance in the team is less, if team has high psychological safety. High team psychological safety results in team learning and trust which in turn influences team performance (Erdem & Ozem, 2003; Savelsbergh et al., 2009; Hackman, 1987; Salas et. al., 2017). Team efficacy, the confidence with which team approaches the goal, helps them in being open to learning and finally will result in team performance. Similarly, Team composition, awareness about the strength and weaknesses of the team, affects team performance (Goddard, Hoy & Hoy, 2004). The first of its kind study will help future Govinda teams to understand the nuances of team performance and prepare for the same in advance. Trust and reflective learning are important mediators.

There are several managerial implications of the study. Managers can pro-

mote unity. Creating a human pyramid or achieving a common goal in the corporate cannot be possible without the united efforts of each member. Employees should be self-driven as the Govinda team members are. Although the pyramid has a leader there is no single leader who directs and drives the team towards the goal. Another learning for managers is with respect to strengthening the foundation. The height and stability of the Govinda pyramid are directly related to the strength of its base or foundation. An organization can only be successful if it invests in building the first level of leaders in the team who would be acting as a foundation. Managers can make employees understand that ALL cannot go on the top and base is critical! The person who goes at the top has the highest risk in the game, it clearly tells us that the higher you rise the more is the risk you fall. The paper also found that focus is very important for any team member. The game teaches us how to remain calm and focused during outside pressures and challenges. One of the most important takeaways for managers is that when the Govinda team collapses, they come together and discuss immediately what went wrong and what needs to be done, because in many places they only get three chances to win. The study also highlighted the future scope of research. Future researchers can re-visit the variables with some other informal team. As suggested by Valentine (2017); Maureira, Benchekroun & Falzon (2018) there is dearth of studies on temporary teams. A similar study may be extended to temporary informal teams. The festival considered for study has been termed as sports.

Team cohesiveness which is an important element for the sports team performance was not part of the model. A study including team cohesiveness may add value to the existing knowledge.

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