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- With a Focus on Psychological Safety and Feedback Culture -

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Abstract

Team performance in a military context is highly dependent on psychological safety and an effective feedback culture. In this thesis, a qualitative approach has been implemented to get an overview of what strategies business teams can learn from military teams in order to achieve and sustain high team performance.

Coupled with existing literature, we have interviewed candidates that have been in both domains, discussing and evaluating what strategies that are transferable from the military to business context, considering achieving and sustaining psychological safety and an effective feedback culture. This thesis will present suggestions for transferable methods that may affect business teams positively. As a result, we believe that organizational teams can benefit from military strategies and increase team performance.

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1. Introduction

1.1. Teams

The modern world we live in is changing faster and faster, and organizations worldwide realize a need to meet this challenge of rapidly changing environments by becoming more efficient. To face these occurrences, many organizations have organized their workforces into smaller teams which are perceived as one of the methods of keeping up with demands and facing dynamic environments with knowledge and autonomy. In this study, we look deeper into what businesses can learn from the military and how they work in smaller teams to ensure they are efficient and how they are able to complete complex tasks with a limited number of people.

Earlier studies of teams in the military have proven that teams have become a vital and an important foundational building block of today's military (Goodwin et al., 2018). As the U.S Army boldly states, "We are about leadership, it is our stock in trade, and it is what makes us different" (Wong et al., 2003). The U.S. Army uses this leadership to create smaller, efficient teams and units inside of a large organization (see Illustration II). Today's modern military is built around teams forming larger units, and enabling each of these teams to perform efficiently and allowing them to solve challenges quickly and efficiently is vital (Goodwin et al., 2018). The team structure allows the military to accomplish larger tasks than would be possible for an individual by themselves, the skills and actions of a team enable the military to quickly and efficiently complete missions (Shuffler, Pavlas, & Salas., 2012, cited in Goodwin et al., 2018, p. 322). Teams have become a core in military organizations worldwide in assembling and structuring their forces (Godwin et al., 2018). This way of organizing teams as nucleuses has become more used by organizations as a way of structuring the organization and has become a fact of organizational life (Morgeson et al., 2009).

During the learning process of creating teams in the U.S. military, they have focused on creating teams that can improve information processing and allow for the team to make an independent decision on how to best solve the challenges they are facing (Ilgen., 1999. Godwin et al., 2018). Though the information processing alone is not enough, they have also examined the importance of the

leader's role in creating a successful team in an organization (Morgeson et al., 2009). Though the leader's role is vital to keep the interpersonal relations stable internally in the team, they must be familiar with their teammates' knowledge and other essential attributes (Cannon-Bowers & Salas., 1998) for team members to perform at their best. Studies have presented that a vital mechanism in creating a high-performing team is feedback, enabling them to do their job effectively (Morgeson et al., 2009).

1.2. Intended Contribution

In an ever-changing environment, we believe that teamwork is under constant development and is crucial to succeed both in the military and business. We are confident in our statement that different sectors have a lot to learn from each other. However, to not overcomplicate this study, we want to investigate what business teams can learn from military teams. Our interpretation is that high-performing teams in the military have some features that may be transferable or applicable to a business context to increase team performance in businesses. The motivation behind this thesis is embedded in personal curiosity, and we believe that this study has potentially theoretical significance for future research, as comparison and contrasts between the sectors' team approaches have the potential for improvement. Furthermore, we intend to contribute to the field of team development, leadership, and organizational psychology with qualitative research of professionals who have experience in both sectors.

We want to emphasize that this study revolves mainly around a Norwegian context, as our study is set in a Norwegian military- and business environment, with two Norwegian informants and one other European informant. As our informants have experience in both the military and business, we believe they are competent for assisting our research question. However, we expect our findings to be transferable to other countries. We have seen that militaries worldwide share a large, hierarchical structure with specialized units, such as special forces. It is our interpretation that these smaller, high performance teams have many features in common and that these units have, to some extent, something applicable to business teams.

We expect that working with this thesis will be a challenging yet inspirational journey, where we hope to uncover new and insightful information about team

performance and organizational psychology. Hopefully, this thesis will contribute to these topics and motivate future research on high performance teams across different domains.

1.3. Research Question and Thesis Outline

Purposely, the question we want to answer with this research is how can the experience and knowledge gained when creating high performing teams and maintaining them in the military be put into a business context? With a focus on psychological safety and feedback culture.

By asking this question, we will discuss how military team strategies can be understood, focusing on psychological safety and feedback culture. We will emphasize how military teams are set up and developed and what organizational teams may learn from these strategies. We build on this foundation by discussing and evaluating how perspectives on psychological safety and feedback culture have contributed to successful team performance.

In the following parts, we will start by reviewing relevant literature on team psychology in both military and business teams to build on our assumptions. The literature review provides the theory necessary to make a foundation for our assumptions and develop a thorough master thesis. Secondly, we will be presenting the methodology of the thesis. Accordingly, the research approach, design, and data collection are presented. With comprehensive data collection, we will present and discuss our findings and compare the different sector's approaches to team performance. Furthermore, we report various implications, limitations, and suggestions for future research. Lastly, a conclusion will be put forward to provide closure to the thesis, summing up the content and the importance of our research.

2. Literature Review

The following paragraphs will cover the topics from existing literature we find relevant for our study. Numerous studies have looked into military and business teams separately, but our goal is to compare and combine the literature to search for similarities and differences in high performance teams. Furthermore, we will use the literature review and findings from interviews to define what parameters can be transferable from a military context into the business world and how these can affect business teams positively.

2.1. How to Measure Team Performance

A remarkable increase in the use of teams in organizations over the past several years (Lawler et al., 1995) has resulted in abounding research literature on the question of what makes teams effective (Guzzo & Dickson., 1996). This question has been addressed in various approaches and identified several vital dimensions. Among these dimensions, we find team climate (e.g., Agrell & Gustafson., 1994, Anderson & West., 1998), reflexivity (West., 1996), team learning (Zellmer-Bruhn & Gibson., 2006), and psychological safety (Edmondson & Lei., 2014). Furthermore, team performance can be measured in many different ways; examples can be sales numbers, percentage of timely delivery, service level, and endlessly more parameters, depending on what the business organization or team chooses to measure. On the other hand, military team performance can be measured by the number of successful missions, the throughput of soldiers, information gathered, and more. This thesis will focus on the team's internal relationships and how these relational parameters may improve team performance.

2.2. Reflexivity

Whether we are conferring to business or military organizations, effective teams are essential to organizational success, especially in challenging and dynamic environments. According to West (1996), reflexivity in teams is an essential determinant of team success. When members of a team collectively reflect on the way they operate and the environment they work in, plan to adapt these aspects, and make changes accordingly, teams will be more effective (West., 2000). As defined by West (2000, p. 296) cited by Widmer, Schippers & West (2009, p. 4), team reflexivity is the extent to which group members overtly reflect upon and

communicate about the group's objectives, strategies (e.g., decision making), and processes (e.g., communication), and adapt them to current or anticipated circumstances.

A limited number of studies capture this determinant of teamwork in the military. However, reflexivity is frequently used in the military, even though there are few studies. A common term in both organizational and military contexts is debriefing. As a post-experiential analytic process, debriefing is a discussion and analysis of an experience, evaluating and integrating lessons learned into one's cognition and consciousness (Lederman., 1992). Debriefing provides opportunities for exploring and making sense of what happened during an event or experience, discussing what went well, and identifying what could be done to change or improve future events (Gardner., 2013). Hence, debriefs and feedback will stimulate members of the team to reflect on their own and the team's performance. Furthermore, reflexivity and debriefs stimulate experiential learning in teams and may contribute to an improved team climate. Reflexivity, team communication, and debriefing are crucial parts of a healthy and effective feedback culture.

2.3. Team Communication

For a team to benefit from reflexivity and debriefs, solid team communication is required. Although team communication often is conceptualized in a variety of manners, it is consistently identified as a critical component of team performance (Marlow et al., 2018). *Team communication* is an exchange of information occurring through verbal and nonverbal channels between two or more team members (Mesmer-Magnus & DeChurch., 2009). Team communication can be measured in various ways, for instance, to which degree a team member feels the information received from other team member are clear (e.g., Hoch & Kozzowski., 2014) and to the extent to which knowledge is clear (Kessel, Kratzer & Schults., 2012), frequency of communication (Bunderson & Sutcliffe., 2003) or a combination of these determinants.

In addition, communication is highly correlated with team climate and how team members cope with each other. Lastly, we can see that effective use of team communication positively affects reflexivity, debriefs, experiential learning, and

so forth. In other words, effective team communication improves performance in both organizational and military teams.

2.4. Psychological Safety

The research on psychological safety is used to describe an individual's way of measuring the consequences when taking interpersonal risks in a workplace (Edmondson & Lei., 2014; Koopman et al., 2016; Sanner & Bunderson., 2015). Research into organizations has found that psychological safety is a critical factor when trying to understand phenomena such as voice, teamwork, and learning (Edmondson & Lei., 2014).

Psychological safety has been shown to enable learning, experimenting, and new practice. It has also been shown to positively affect performance and team learning at a group level (Edmondson., 2019). With the foundation of a psychological safety climate, we can use it as an indicator to help understand the quality of the team and the interpersonal dynamics (Koopman et al., 2016). The area of psychological safety was founded on research on how to produce organizational change (Edmondson & Lei., 2014). In 1965, Edgar Schein and Warren Bennis researchers from MIT argued in their research that psychological safety was important for employees to express themselves and feel secure when changing behavior during changes in organizations (Edmondson & Lei., 2014). In later research by Schein (1993), it is argued that a person's psychological safety helps them when facing challenges, like decisions that are not going in their favor or expectation.

This argument made by Schein (1993) is supported by Kahn (1990), cited in Edmondson & Lei (2014), stating that psychological safety is a way to enable an individual's engagement at work. He saw psychological safety as a way to "affect the individual's willingness to employ or express themselves physically, cognitively, and emotionally during role performances, rather than disengage or defend themselves". Kahn argued in the paper that psychological safety leads to people getting the benefit of the doubt and relationships in a group founded on trust and respect among each other (Edmondson & Lei., 2014). Psychological safety helps us understand why employees share information and knowledge,

speak up, give suggestions, and take the initiative since it helps us better understand how important it is to reduce interpersonal risk, uncertainty, and change (Edmondson & Lei., 2014). There have been many research topics in the domain of psychological safety, and many of them have found that employees who feel safe will involve themselves more and perform better in their work (Edmondson & Lei., 2014). Other studies like the one conducted by Siemsen et al. (2009) cited in Edmondson & Lei (2014), where they investigated the relationship between safety and the tendency to share knowledge, argued that the individual's confidence in the knowledge would moderate the relationship. Their research also showed that an individual's confidence indeed reduced the strength needed between psychological safety and knowledge sharing. While research done by Hu et al. (2018) has found a positive relationship between the leader's humility and the team's ability to share knowledge, this effect was significant within teams with low power distance.

Psychological safety is also a piece of the puzzle when challenging the status quo and providing ideas on how to improve processes, and this is vital in setting organizations up for learning (Edmondson & Lei., 2014; Koopman et al., 2016) as well as creating a climate characterized by trust, respect, concern, and confidence in members (Koopman et al., 2016). According to Sanner & Bunderson (2015), the social fabric of a team becomes more critical for team performance when the tasks require more significant social interaction and knowledge-intensive work. The downside here is that research has shown that many people do not work in environments where they feel safe to speak up and provide new ideas to the status quo (Detert & Edmondson., 2011, cited in Edmondson & Lei., 2014). The association between learning from failure and psychological safety has been studied by Carmeli et al. (2009) cited in Edmondson & Lei (2014), and the study found that psychological safety mediates the effects of learning behaviors and is positively correlated to the individual's experience of relationships are critical to the psychological safety and thus to the organizations learning ability. When operating in climates that are strong on psychological safety, team members are sure about how members will respond to interpersonally risky behavior because the strong climate will make their behavior predictable and compliant (Koopmann et al., 2016).

Though psychological safety has a lot of positive effects, excessive safety may also be damaging. It may contribute to wasting of valuable time on unimportant things and make people lose the motivation to learn (Edmondson & Lei, 2014).

2.5. Team Tenure and Performance

Due to the rise of the global economy and a shift into more knowledge-based work as a response to this, organizations have turned more to structuring their workforce in a team-based structure (Gonzales-Mulé et al., 2014; Hoch et al., 2010). *Teamwork* can be defined as an independent group of two or more people who are tasked with contributing to the parent organization's performance (Salas et al., 1992, cited by Gonzales-Mulé 2014). There exist many definitions of teams, but Fernandez et al. (2008) came up with a good definition when researching teams in emergency medicine a) Consist of two or more individuals, b) Share a commitment to common goals, c) Part of a larger organization system d) Have differentiated skill sets, roles, and responsibilities e) Make decisions and coordinate tasks to accomplish goals f) Exhibit interdependencies with respect to workflow, goals, and outcomes. This definition created by Fernandez et al. (2008) is quite solid and has six different facets of defining what a team is. We believe this definition has relevance for general business teams and military teams as well. Research into team leadership has suggested that a shared leadership model is potentially more suitable for team management rather than the classical hierarchical or vertical leadership models (Hoch et al., 2010). The shared leadership model has been demonstrated to enhance team and organization outcomes in various organizations and units, and it has been found to exceed the impact of hierarchical leadership (Hoch et al., 2010).

Studies into the correlation between psychological safety and team tenure have resulted in studies that have both positive and negative correlations (Koopman et al., 2016). However, as we can see from research done by Harrison (2003), we find that teams continue to show an increase in performance as time goes on when the team's tenure is relatively low. Newly formed teams tend to have a more smooth interpersonal dynamic than already existing teams due to the newly created team needing to create a shared group identity rather than a new member stepping into an existing identity (Koopman et al., 2016). The establishment of a

team serves as a reason for team members to depersonalize themselves and think of the group as a whole, resulting in mutual trust among the team members (Koopman et al., 2016). Hence more tenured teams face more conflicts and feelings of uncertainty since team members do not have the same trust, respect, and reliance on each other which can harm psychological safety (Koopman et al., 2016).

Theories about team performance have suggested that teams that have a longer tenure will perform better than shorter-tenured teams (Koopman et al., 2016). Even though teams with longer tenure will perform better, research has shown that the higher mean tenure of a project group will lead to lower project performance (Katz., 1982). The research done by Katz (1982) showed that performance would improve while the team tenure rises for newly formed projects, but when the mean tenure goes above five years, the performance drops. Other studies have shown that the quality and effectiveness of work teams are influenced by a variety of factors, from group characteristics and resource availability (Curşeu et al., 2010). It is also thought that task conflict will improve team performance by allowing teams to be more creative and make better decisions. However, it might damage performance if it leads to harmful interactions such as relationship conflict (Bradley et al., 2012).

2.6. Team Leadership

There are many different theories about leadership leader-member exchange (LMX) theory which covers the vertical linkage a leader forms with each of their followers (Northouse., 2019). When looking closer at these vertical linkages, researchers have found two groupings, in-group and out-group, in which a follower is placed in which group is based on how good the leader works with each of them (Northouse., 2019). A follower in the out-group can negotiate themselves into the in-group by being willing to do specific actions that might go outside the formal job description, meaning that the leader holds some authority over the follower. A positive LMX relationship has been shown to give lower turnovers amongst employees and give greater involvement in creative work (Northouse., 2019). Depending on which group a follower or team is in, it can

mean that the follower or team might not experience psychological safety from the relationship.

Later research into the domain of team leadership and organizational structures shows that most multinational corporations are dependent on virtual teams. These teams rely on technology to interact and collaborate (Northouse., 2019). The uprising of such virtual teams allow companies to a) attract the best talents across the globe, b) facilitate collaboration across time and space c) reduce travel cost (Northouse., 2019). The challenge with such teams is that they often have less trust, more conflict (Northouse., 2019), and hence lower psychological safety among team members. For teams to be successful, the organizational culture needs to enable member involvement (Northouse., 2019) and psychological safety, where members share an alternative view on a task, and other team members are likely to respond in receptive and supportive ways. However, this requires a team with high-quality interpersonal dynamics (Koopman et al., 2016). When leading a team across different cultures, an important aspect is the influence a leader has; this can be seen in the Milgram (1963) study.

In Milgrams (1963) study, it was found that aspects of the situation, the formality of the location, and the behavior of the experimenter influenced how normal people behaved; ordinary people were more likely to follow orders given by an authority figure even to the extent the order might kill a human. Milgram (1963) showed that ordinary people tend to obey orders from people if they recognize their authority either as morally right or legally based.

2.7. Team Learning

Ellis et al. (2003) defined team learning as a relatively permanent change in the team's collective level of knowledge and skill produced by the shared experience of the team members. This definition helps us understand what learning in a team consists of, in both a military and business context.

There exists research into team learning which demonstrates that the ability to collect and share knowledge in teams is dependent on factors both internally in the team as well as external factors (Zellmer-Bruhn & Gibson., 2006). To learn, an

employee must attend, encode, store and retrieve information from the surroundings (Hinsz et al., 1997, cited in Ellis et al., 2003). A team's ability to learn is known to be affected by variables like leadership, training, feedback, and technology (Zellmer-Bruhn & Gibson, 2006). It has also been stated that continuous learning is a critical success requirement for organizational performance (Sanner & Bunderson., 2015). Edmondson (1999), cited in Zellmer-Bruhn & Gibson (2006), has found that the leader is essential in facilitating and coaching the team's learning behavior, such as gathering information, reflecting on work, and discussion. Gibson & Vermeulen (2003) cited in Zellmer-Bruhn & Gibson (2006) have found that teams that empower their members give authority over decisions and encourage usage of knowledge management systems demonstrate more learning behavior. Team members also have the possibility to share knowledge among themselves and transfer knowledge to other team members; this can help improve the efficiency and effectiveness of the team's learning process (Ellis et al., 2003).

Team learning ensures that the team is functioning and developing effectively, and participating in effective teams is more satisfying for the team member; it also enhances their ability to work with other team members (Zellmer-Bruhn & Gibson., 2006). Teams which do not learn and operate effectively are more likely to experience frustration, conflict, and distrust internally (Zellmer-Bruhn & Gibson., 2006).

2.8. Business Teams vs. Military Teams

Business

Due to the rise of the global economy and a shift in more knowledge-based work, a response to this, organizations have turned more to structuring their workforce in a team-based structure (Gonzales-Mulé et al., 2014; Hoch et al., 2010).

As previously mentioned, the rise of the global economy and the technological shift happening in the last few decades have left businesses requiring to rethink their workforce. The response is to shift into more knowledge-based work for organizations and structure their employees into a team-based structure (Gonzales-Mulé et al., 2014; Hoch et al., 2010). With the shift towards knowledge-intensive work in contemporary organizations, the tasks are delegated

to a team responsible for solving the matter at hand (Curşeu et al., 2010). A team exists as they perform over time; as time goes by, the context, teams, and their members will continually cycle and recycle (Ilgen et al., 2005). In early models of working in teams and measuring performance, the Input-processes-output-model (IPO-model) was created; the model predicts that input and processing of the input lead to some output (Ilgen et al., 2005). This way of thinking is not far from a highly popular project management technique used extensively in organizations worldwide, the waterfall methodology. The waterfall methodology is a sequential development model requiring each phase to be completed in a specified period before moving on to the next, resulting in a linear path from input to output.

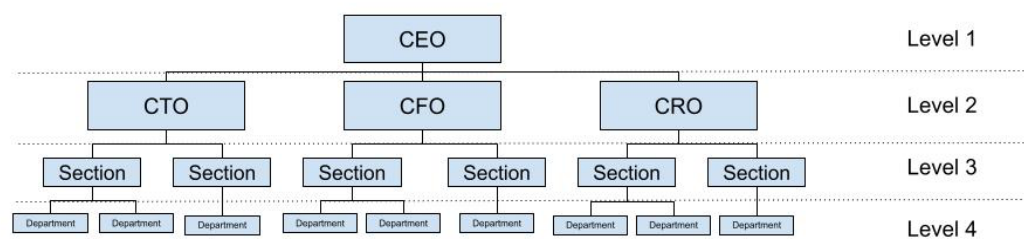


Illustration I: Typical hierarchical structure in a private corporation.

As an alternative to the IPO-model, researchers came up with the input-mediator-output-input model (IMOI), by adding the extra I at the end of the process, it invokes the cyclical effect and gives the team a feedback loop (Ilgen et al., 2005). This IMOI model is also quite similar to how modern organizations have chosen to adapt to the agile methodology, where they have a cyclical effect giving input to the next iteration phase. The way of working in smaller stable, agile teams in large organizations has been adopted by many organizations, but amongst the most famous is Spotify and its culture; Spotify created an autonomous squad that is responsible for all they do and build (Kniberg., 2019). Spotify claims that autonomy gives motivation and motivates people to build better products; it also gives the team a short way from discovery to decision since they can make the decision (Kniberg., 2019).

Military

In the history of the military across the globe, there are many different forms of arranging their soldiers. Throughout the history of the military, it has always been a hierarchical organization, where there is a single individual on top. If we go back to the American Civil War, there is a significant difference in how the military forces operate and cooperate. We can recognize that some of the significant battles are fought by thousands of soldiers on each side; an example is the battle of Gettysburg (History., 2009). The result from Gettysburg was above 50.000 soldiers killed in the fights and approximately 15.000 injured (History., 2009). Though some special soldiers existed at the time of Gettysburg, there were fewer than what we have today. The road to victory was also seen in the number of soldiers available in the army, not necessarily just the available technology. Approximately 150 years into the future from the battle of Gettysburg, NATO and Norway has been involved in the war against terror in Iraq and Afghanistan. Though many soldiers were deployed to this war, it was not a more professional set of soldiers who were operating in smaller fire teams, squads, platoons, and more (U.S Department of Defense., 2022). We will revisit the Norwegian contribution in Afghanistan under the discussion.

Lead by	Unit Name	Size of Unit
General	Army group	2 or more Field Armies
General/Lt. General	Field Army	2 or more Corps
Lt. General	Corps	2 or more Divisions
Major General	Division	3 or more Brigades
Colonel	Brigade	2-5 Battalions
Lt. Colonel	Battalion	4-6 Companies
Captain	Company	100-200 Soldiers in 3-5 Platoons
Lieutenant	Platoon	16-40 Soldiers in 2 or more squads
Sgt or Staff sgt	Squad	4-10 Soldiers
Staff sgt	Fireteam	4 Soldiers

Illustration II: Military organizational structure in the U.S Army (Powers., 2019).

The reasoning behind having such small teams is, as research has shown, that team efficiency is higher when there is good communication in the team (Ramírez-Mora., 2020). With larger teams, it can be harder to keep the communication at the same level and sustain the psychological safety of a small team.

2.9. Selection processes

Not surprisingly, selection processes vary significantly in the military and in a business context. Furthermore, selections are considerably different across military organizations, depending on which country, branches or units one enrolls for. For instance, the American special operations force, Navy SEALs claims that before becoming Navy SEALs, candidates are put through some of the most mentally challenging and physically demanding training in the world (BUD/S, n.d.). Laurence & Matthews (2012), argues that such challenging selection processes are employed to predict if the candidates are capable of starting basic training and succeed as military operators. The mental and physical condition of a candidate is important as personnel commencing basic training with insufficient capabilities are at greater risk of sustaining an injury and are more likely to be unsuccessful (Hunt, Orr & Billing, 2013). The aim is to push men beyond the limit of physical endurance and yet expect them to function as a team to complete their assigned task (Tucker & Lamb, 2007). In addition to physical and mental capabilities, high performance teams in the military search for motivated candidates with the ability to cooperate with others and the right mindset. As a result, only the proper candidates get through the selection processes (Danielsen, 2012).

Effective management of human resources can provide organizations with a significant competitive advantage (Ensher, Nielson & Grant-Vallone, 2002). Hence, recruiting the wrong people can be both damaging and costly for organizations (Brown, 2011). Brown (2011) also stresses the importance of hiring the right individual for the team. Hiring managers should strive to recruit people with the right experience and competence, in addition to personal traits that complement the team (Hopp, Swedburg & Cuttall, 1996). Existing literature on selection processes argues that hiring the right candidate is a challenging task, but

a thorough recruitment process needs to be prioritized for making a positive impact on the organization.

3. Methodology

Our research aims to examine how businesses can learn from the military when considering team performance. As the term “team performance” covers numerous factors, as mentioned in the literature review, this thesis focuses on psychological safety and feedback culture, coupled with the underlying characteristics of those two terms. Yet, we believe that the topics mentioned in our literature review will contribute and substantiate psychological safety and feedback culture. The motivation behind this scope is that our research seems to uncover significant differences between the businesses and the military. We aim to investigate why these factors are crucial for successful team performance and how we can apply or transfer these features from a military context to the business world. Hence, we believe applying military team strategies to business teams will affect business teams positively.

3.1. Research Design

As our fundamental intention of this thesis is to get an insight and comparison of how operative teams in the military and business work and how they succeed, we have applied a qualitative analysis. By performing a narrative review coupled with a qualitative research method, we can draw on existing literature as well as getting new, valuable insight from competent individuals with significant and relevant experience from military teams and business teams. A qualitative research strategy is a form of a research strategy that bases its foundation on words and texts rather than quantification in the collection and analysis of data. Compared to quantitative research, the qualitative approach is not solely based on a clear set of linear steps. It is more of an open-ended research strategy, which will suit this thesis appropriately. In other words, it emphasizes an inductive approach to the connection between research and theory, whereas the weight is focused on the generation of theories (Bell, Bryman & Harvey., 2022).

3.2. Research Approach

For the methodology, there are several sources of existing literature mentioned in the literature review, as well as interviews in relation to the topic conducted by us. The data analyzed in this thesis follows a thematic order, where we will cover significant methods, experiences, and aspects of how military and business teams achieve high performance in a challenging and dynamic environment. The interviews will uncover how relevant individuals from both domains have managed team situations and their experiences with primarily psychological safety and feedback culture, with features of the topics covered in the literature review. The interviews will disclose variations of findings regarding differences and similarities in perceptions of team performance.

3.3. Participants

The framing of this study guided our criteria for the participants, where we interviewed personnel who have been in both the military and the business domain. The participants who contributed to the research have diverse backgrounds regarding where they served in the military, what they did, and where they worked in business. They have in common that they have been highly involved in teamwork in the military, yet they share different experiences and mind-set, as they served in different countries, branches or units. Their experience in business is also quite diverse as they have different experiences from different countries, positions, consultant work, and so forth. However, we have seen certain patterns in their diverse experience and what they have brought with them into the business world. Based on the participants' anticipated experience and relevance to the research question, we utilized a purposive sampling strategy (Yin., 2016). The participants were selected through empirical knowledge, whom we assumed would make a relevant and reliable impact on our thesis. We prepared a list of potential candidates and approached them directly via email and LinkedIn, outlining our study's essence and requesting if they wanted to participate by conducting a physical or digital interview.

The number of participants who accepted to contribute to our study was three, though the number of informants was not as large as hoped. However, as previously mentioned, these three individuals have different experiences, so their

contribution is vital to gaining a thorough understanding and foundation for building the paper.

Interviewee	Military experience	Business experience
John	<ul style="list-style-type: none"> - Experience from working in professional small, high-performing teams. - Lots of knowledge and exposure to selection periods. - Experience from different branches of the Norwegian armed forces. 	<ul style="list-style-type: none"> - Mental coaching. - Experience working with sports teams. - Working in businesses dealing with multicultural challenges. - Leader experience from private businesses. - Consultants work on team efficiency, mental exercise, communication, and performance culture.
Thomas	<ul style="list-style-type: none"> - Experience from working in professional small, high-performing teams. - Knowledge about selection periods. - Experience from the army in a European country - Experience from selection periods and expectations. - Experience from international operations. 	<ul style="list-style-type: none"> - Experience from working under high-pressure situations. - Involved in starting up business initiatives. - Leadership experience from various businesses - Public speaker

James	<ul style="list-style-type: none"> - Experience from working in professional small, high-performing teams. - Knowledge about selection periods. - Team-leader - Experience from international operations. - Experience from branches in the Norwegian armed forces. 	<ul style="list-style-type: none"> - Experience working in private businesses, between different engagements.
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Table 1: Overview of interviewees and their experiences.

As can be seen from the summary of the informants who participated in the study, all participants have experience working in smaller professional, high-performing teams. Being a part of these teams also means they have been through a challenging selection period which we will go in-depth into later in our findings, as this selection period leaves only those who are highly motivated. Some, if not all, have experience from participating in international operations where being a part of a professional team can save their or other's life. From the private business side, the experience is quite diverse, from being involved in starting up companies, leading different departments, or running businesses to doing consultant work or public speaking events. Nevertheless, a commonality is that they have experience from both military and private businesses, and the length of these engagements differs for each of the individuals.

Purposively, we did not provide the participants with our questionnaire/interview guide in advance, with the intention of making the candidates reflect upon our study without any boundaries or guidelines. Furthermore, with approval from the interviewees, we recorded the interviews (video and voice recording) for transcribing them when they were finished, in agreement with the approval from

NSD (See Appendix 2) all recordings and material which can identify a person should be deleted when the paper is finished. The approval from each subject about using the interviews into our research project was collected orally, the information communicated can be found in Appendix 3. The transcribed conversations were also anonymized to avoid identification of our subjects. With guidance from our supervisor, we started interviewing by following our interview guide (see Appendix 1) with a broad scope of team performance indicators and doing structured interviews. Aligning with our iterative, flexible research, we looked for patterns the informants had in common. During the interview processes, we could patently perceive that our participants shared many of the same interpretations of psychological safety and feedback culture. The number of participants did not exceed more than three, as we assumed that conducting more interviews would simply substantiate our findings and not complement our study with new, relevant information. Even though we conducted just three interviews, we decided we had collected an appropriate quantity of data to answer our research question.

As mentioned, recorded interviews were transcribed verbatim, and we made a meticulous effort to transcribe the interviews as precisely as possible. As an important decision, we agreed to exclude body language, gestures, laughter, thinking, and basically anything that was not clear content.

3.4. Analysis

The questions for the interview guide were based on the selected theory of our study, in addition to personal curiosity. However, interviewees were not restricted to the questionnaire. Some digressions occurred to make the interview more like a conversation and to be open to relevant topics besides our interview guide. Unsurprisingly, the interviews provided highly relevant information to existing literature and theory. Moreover, the coding substantiated concepts in theory. We thoroughly reviewed our findings and noted identified patterns and other similarities. Based on the notes, a second detailed rereading and codes were made. We implemented grounded theory as the most appropriate framework to guide our data analysis. The grounded theory approach serves not only as a strategy for our data analysis but also for the data collection because of its iterative nature of data collection and analysis, repeatedly referring back to each other (Bell et. al, 2022).

As the ambition of the thesis is to identify indicators of team performance from data to construct a suggestive theory that forms a basis for further investigation, we argue that grounded theorizing is a suitable approach for analyzing what indicators seem to be repetitive in a military context and transferable to business context.

We thereby summarized the data from our participants and underlined common patterns in their perception of team performance indicators. The open coding resulted in the identification of various concepts that frequently emerged in our data (Corbin & Strauss, 2015). Our coding led to first-order concepts, namely the presented artifacts by the participants, which in turn led to second-order concepts, specifically referred to our interpretation as researchers of these artifacts and thus grounded in theory (Maanen, 1979).

The coding process was a repetitive interchange between the data collection and the data analysis, related to the methodical foundation. The iterative nature of our coding led us back to the existing literature to seek validation of our findings. To substantiate our findings, we extended our study with secondary data sources, such as the website to the Norwegian Armed Forces, podcasts and broadcasted news. We kept returning to the same team performance indicators, psychological safety and feedback culture, as crucial team performance features.

3.5. Considerations

In accordance with standard procedure, we proposed a data management plan to the Norwegian Social Science Data Service (NSD) to ensure safe and proper treatment of our data throughout the research project (see Appendix 2). All interviewees were asked to consent to our research under the conditions of the study being voluntary and anonymous, and that participants could withdraw from the study at any time. We asked for permission to record the interviews and clearly stated that the recordings were for research purposes only. Recordings and transcriptions will be deleted by the end of the project and not shared with anyone except us in order to preserve the informant's privacy. As all interviews were conducted in Norwegian, all transcripts were written in Norwegian to assure accuracy and to ensure that relevant information was not left out in translation.

Furthermore, citations presented in this thesis are directly translated in order to maintain authenticity and to avoid alternating our informant's information and perceptions.

5. Findings

In order to clarify our findings, we find it useful to recall our research question: how can the experience and knowledge gained when creating high performing teams and maintaining them in the military be put into a business context? With a focus on psychological safety and feedback culture. As we analyzed the data from our informants, we searched for patterns that would validate the importance of our research question and uncover the significance of the research.

When reading through the transcribed interviews, we highlighted the parts we found to be most interesting and provided valuable insights into high-performing teams. After analyzing and identifying the most interesting topics, which shed light on how a team in the military can perform at their best, we divided these insights into some main groupings. These collections of insights are the main areas that give high-performing military teams the edge to successfully execute sharp missions and maintain a stable, high performance over time. Furthermore, we tried to compare our findings with the existing literature in order to substantiate our assumptions or to see if there were differences. What each individual contributed with in this study is presented in the illustration below (Illustration III). For simplicity and our informants privacy, we have chosen to provide the individuals fictitious names, respectively John, Thomas and James.



Illustration III: Overview of key topics that came up during interviews.

5.1 Selection

Selection processes in a military and business context are quite different and, to some extent, not appropriately comparable. Although military selection may vary significantly depending on which branch, department, or unit someone is applying to, we can identify clear patterns of a selection process in a military context that can substantiate psychological safety and solid feedback culture. Surprisingly, we found the importance of a thorough selection to be more important than we previously thought. Even though we knew that the selection processes were quite

diverse, we seemed to underestimate the crucial impact such a process had on the team structure and performance. Thomas stated that “During my selection, I was so close to giving up so many times that I had so much emotional fluctuations, I haven’t seen anything like it”.

For instance, the selection process for the Special Forces is quite demanding. In MJK (Norwegian Naval Special Operations Command), the selection process is five weeks of continuously challenging tasks, teamwork, and stress in a demanding environment (*Marinejeger*, n.d.). The process requires candidates to resist being cold, wet, tired, and hungry while simultaneously facing different challenging tasks. As the selection process is entirely voluntary, candidates can choose to withdraw from the selection at any time. As a result, only the toughest and most motivated candidates complete the five weeks and can call themselves aspirants and start basic training. James characterizes such candidates as “People who are driven by something, who want to be best”. This citation is supported by Danielsen (2012) in the literature review. The aspirants share a common trust and dependency on each other, which creates the psychological safety needed to succeed through basic training and becoming operators. As a note, we find it informative to share that selection processes in the military vary across different countries as mentioned in the literature. This will be elaborated further in the paragraph about culture.

This is just an example of a selection process for high-performing teams in a military context. Although the result is a motivated sample of aspirants with a durable mindset, we can admit that this selection strategy is not transferable to a business context. However, our findings suggest that certain aspects of military selection processes may be transferable to a business context. Some businesses arrange assessment days or group interviews to see how applicants socially interact and mapping their ability to work in teams. Our findings suggest that this type of selection will recruit proficient and team-oriented candidates, which in turn leaves behind a better outcome for the organization. When applicants are tested on their ability to cooperate with others and not exclusively on their skills and experience, the organizational team may benefit positively to substantiate psychological safety.

Another essential feature of the selection process in such units is that (almost) anyone can apply. There are some basic criteria in order to get a convening to a military selection process, such as sufficient hearing and sight, solid mental health, being a Norwegian citizen, and passing the minimum physical requirements. These criteria, among others, are used to exclude candidates who are not mental or physically capable to pull through the selection process, basic training, and to succeed as operators in the Special Forces, as stated by (Hunt et al., 2013). In the coming paragraphs, we will see how these basic requirements affect the team composition.

5.2 Leadership

Managing a high-performing team is not an uncomplicated task as these teams usually have motivated individuals who want to be the best and always want to perform at their best at any point in time and environment. James told us that “My philosophy has always been that seeing the individual (leader) adapt the leadership to the individual (team member) and think *we before me*, regardless of who it is about in the team”.

Something that was pointed out in most of the interviews is that it’s not the leader themselves who makes the team efficient but the team members, and getting the team to perform and function together is the most crucial task for a leader of high performing units. As stated in one of the interviews, "You can be as good as you want or the best leader, but it does not help if the people around you do not perform and are not motivated. It’s the people around you who make things work and go around".

The military is mostly focused on intention-based leadership, where the teams are presented with tasks that they need to solve, and how they approach solving the task is solely up to them to decide. It is common to do a readback to the ones delegating the task to the team leader to confirm that they have understood the task they are intended to solve. Readback is found to be a very efficient tool of communication and to identify if the individuals have a common understanding of the task at hand. This technique was mentioned by all interviewees. Furthermore, working in a high-performing team under this intention-based leadership has been

brought up in several interviews as an useful method to create a common understanding and strategy of solving the tasks while simultaneously giving room for the team to decide the best tools for the task at hand.

While allowing the team to work as an autonomous unit, the unit is responsible for developing a plan themselves to solve the task at hand in the most efficient manner possible. Allowing the team to come up with the most efficient plan can also be a pointer to what was brought up in our interviews, where the leader usually tried to make themselves superfluous. As stated by James, "My job is to make myself as a leader superfluous as a leader; in other words, as a leader, you always have to take one step to the side and read the situation to get a better overview and get the best possible judgments, because you know that the rest goes by itself".

Though a recurring feature of being a leader in a high-performing team is to attempt to make themselves superfluous, a leader's job is to get an overview of the team and how they perform is essential. Situations might occur where internal and external factors can affect the team's performance, and being able to identify this at an early stage is vital in order to take action before it escalates. All of our interviewees stated that working out friction and having a leader who can pick up on conflicts early and facilitate a resolution is essential (Bradley et al., 2012). As one of the informants stated during the interviews, "I have always experienced friction while working with high-performing people because they have a strong inner drive and will". Referring to Northouse (2019), there seems to be a common understanding that our informants prefer a team leader who takes conflicts "by the roots" to avoid ingroups and outgroups and positively impact the LMX relationships.

Though being a leader in a high-performing team means working with motivated people who always want to perform at their best, our informants pointed out that leading larger units in the military can be different than leading a small, high-performing team. These larger units, such as battalions and brigades, can consist of conscripts or units that have not been selected from a selection period (see Image 2). Leadership in these types of units is more of a front leadership where

the leader must show the way, give orders, and lead in a more "I want you do" kind of leadership.

As a leader, one must trust employees and team members; the trust relationship is a relationship that all of our interviewees pointed out in one manner. A particular story from Thomas pointed this out. At one point in his career, when everything was "burning", they needed all hands on deck to handle the situation and avoid losing money. His current leader then communicated with him and wondered how it was going, then he told him that things are rough right now, but we are trying to handle it. His leader then said, "Okay, let me know if you need anything from me," and left. This was a moment he thought about in retrospect, and it was a moment where if his leader did not trust him, it could have ended up with a massive loss for the company. However, with his leader's trust, the situation ended up as a success story where they, in the end, earned a profit instead of taking a loss.

A leadership method that came up during the interview with John was the method of convince, commit, change, and confirm. The method is used when someone wants a change in the company. It has its basis in the rational conviction that we can do something different and better, which is something the team or organization needs to work on. The first phase of the method grounds itself on convincing others that change is needed and why it is needed. The next phase is what our interviewee said was the most important, the commitment; this is where alignment and commitment are made to do the necessary work to achieve a change. Sometimes it can be necessary for the leader to write the change down in their own words to get proper ownership and commitment to the change. In the commitment phase, it is simple to fail because the convincing phase sounds so reasonable and natural that one can easily skip straight to the changing phase. That was an experience the interviewee had where most failed because they were not committed and aligned on how to change. The third phase is change; this is a phase where the change from a leader is initiated, and a leader must be tough enough to stand it out, though it might be challenging at times. The last phase is to confirm whether the ongoing change is following the plan and if we need to adjust something. Hence, a leader may have to exercise authority (Milgram, 1963) to pursue rational conviction and implement change.

5.3 The Team

Constructing the best team possible is not done overnight. Team composition is both demanding and takes time, according to our findings. However, we have found team composition and diversity within the team to be crucial features of high performance in military teams. In, for instance, FSK (Norwegian Special Operations Command) candidates run through a selection period pretty similar to the example mentioned above and require almost the same mental and physical conditions to get through. As described in the previous paragraph about selection, almost anyone can apply for the selection process, and the selection process is highly correlated to team composition and team performance. As Tucker & Lamb stated he aim is to push men beyond the limit of physical endurance and yet expect them to function as a team to complete their assigned task. This is an important aspect of team composition, as these units will receive applications from all over the country from people with different backgrounds, locations, and experiences (Danielsen, 2012). Applicants may be athletes, academics, carpenters, or from another military unit. The purpose of the broad scope in such a context is to establish diverse teams. Our interviewees stated that diverse teams with complementary expertise and experience are central in order to succeed as a team. As Sergei Moore (2019, 0:28) states in a recruiting video for MJK "When we start the selection, we are not concerned with what they *can* do. We are concerned with; do you have the right mindset, and we will teach you the right skills. So, for us, it is more important with their mindset and motivation" (Direct translation). Having a diverse team with complementary skills and sharing a common goal are highly correlated to performance, as well as substantiating psychological safety as candidates go through the same selection and basic training.

Furthermore, the basic training in the units mentioned provides the aspirants with a broad set of competencies that set the base for successfully executing military operations in rough environments. In addition, each candidate goes through a specialization period, where they learn an individual skill to supplement the team. Examples of such skills may be medic, sniper, patrol leader, or breaching. Both basic training and specialization will make the military team even more effective as they now possess skills that complement each other. In addition, John states that "Even someone (working) with the same tasks should have different personalities" and adds "Some are super creative and some follow the book and

are always on time. You need that dynamic there to create and not become an assembly line”.

Organizational teams should strive to composite a diverse team with complementary skills to solve their tasks more efficiently. Our findings suggest that associates or candidates for a team should be evaluated through their ability to cooperate, motivation, and mindset. Skills and experience can be taught, but cooperation, motivation, and mindset are essential for team performance and are complicated to both teach and learn. Diversity contributes to a more reflective approach, as team members may have different experiences with solving different tasks. By sharing their experiences and listening to others' suggestions, the team may positively influence the psychological safety and feedback culture required to solve their tasks effectively (Zellmer-Bruhn & Gibson., 2006).

5.4 The individual

The ability to see the individual as a part of the team is an important dimension when working in high-performing teams within the military. Within a team, the individual is essential as each individual serves a specific role in which they have specialized knowledge for the team to function at its best. John’s experience with selection argues that “you have to see the individual capability to handle your own thoughts and resistance, and the ability to take care of yourself”.

Though having proficient individuals, the selection process leaves only the highly motivated individuals. As Sergei Moore said in a news program, "one of our foundational pillars in our selection process is that people can work in teams, and they are team players" (NRK., 2008).

People who are highly motivated to put in the extra effort required to do the job that is needed and perform at their best are highly sought after when running a selection process in the military. Being a team member of a high-performing team in the military is a demanding job. You are always busy with something, for instance, participating in training to take certifications or recertifying. All of our interviewees highlighted this busy schedule as a significant difference when working in smaller teams in the military compared to the private businesses. Some interviewees also highlighted that some people might not have any other

opportunity than to work in private businesses because that is their opportunity to make money which they can spend on something they find fun. This can leave the team with people who might not be as highly motivated to do their job and search for new skills or knowledge. Since they either do not have the proper knowledge from before or because they might be the wrong person for the job. While the selection process for teams in the military is so demanding, they are left with those who want it the most and are highly motivated, compared to a hiring process in private business; this is a prominent difference. Though a typical hiring process in private businesses also varies, from an interview to a more thorough selection over several interviews and cases. However, none of these are as thorough as the selection into a professional, high-performing team in the military.

While the selection process is quite different, the individual's expectation to learn is also what many of our interviewees pointed out as a key difference. During the selection process and military training, the individual is expected to absorb and apply new knowledge. As mentioned during one of the interviews, "It is up to you to learn because they tell you what you need to do and know, but you have to learn all the time". In addition, there is an expectation that candidates are willing to learn even after the selection period. Every team member has different specialties, and it is required that they stay on top and up to date with the newest technology and certifications. Staying on top of things, learning, and utilizing a team's shared knowledge and experience can be helpful in challenging situations. During one interview, it was stated that "A small team will not be able to win with guns alone, but by being smart and having superior skills".

Compared to private businesses, the expectation of learning new competencies is relatively high in these small, high-performing military teams, as this will give them an advantage over their opponents. This thirst for knowledge and learning new skills, which can be found in such teams, seems somewhat lacking in private businesses, as many of our interviewees pointed out. From the interviews, we found that even though people were given the opportunity to learn new skills and the funding to do so, many employees did not take it. Some pointed out that people might have a "fear of learning new stuff", and it seems that some individuals are less responsive to learning due to a lack of motivation or an inadequate mindset.

In today's changing environment in private businesses, the individual might fear learning new skills and can feel like it is a mountain to climb to get to a basic level. Hence, it is more comfortable just to stay static, as more change is likely to approach soon. In these situations, the individual's ability to self-reflect can be essential to utilize; they need to look at themselves and find areas where they can learn and contribute to the team. As they contribute, they might get feedback from others which can promote their learning.

5.5 Culture

One of the findings that intrigued us the most was how the differences in culture between countries played a vital part in how selections are run and how the process of communicating with people was so different. The culture was even quite different amongst countries with whom we usually have a close relationship with and share a military history. In Norwegian military culture, we speak with the people we need to speak to and have a subtle sense of hierarchy, but in other cultures, there is a more prominent hierarchical structure of who speaks to who. As was mentioned by an interviewee, "In Norway, there is a culture of speaking with each other, a conscript can easily speak with a general, but if you go to other countries like Great Britain or the United States, this is a no go. In the United States, they only speak one level up and one level down".

This difference in attitudes, which is present in the Norwegian military culture and way of being, can be exemplified in how the Norwegian special forces worked with the Afghan Crisis Response Unit (CRU 222, hereby CRU). The Norwegian troops were deployed in Afghanistan to support and train the CRU unit for an extended period. During this deployment and mandate, the Norwegian Forces stayed with the Afghan soldiers day and night and socialized with them after a day's work. This meant that the Norwegian soldiers tied a social bond with their Afghan counterparts, and they were both seen as equal human individuals who needed to cooperate for both to be successful (Forsvaret., 2019-present). This method, commonly known as "the Norwegian Way" or "the Norwegian Method", was mainly used to establish trust and psychological safety in their merged teams. The approach contrasted how other countries had operated with

their assignment to train forces in Afghanistan. Other nations' approach was much more distant, where they established a hierarchy and kept to themselves after the day was over. This distance led to the result where they were not able to establish the same kind of brotherhood and social safety which was established with the Norwegian Forces. James supports the Norwegian Way by reflecting "I think that trust only can be created between humans only if you are perceived as equal or less you're just a tool". There is also a unique situation where this bond with the Afghan soldiers came to light; this can be heard in the Norwegian army's own podcast *Våre Historier* (Forsvaret., 2019-present) from the Norwegian Armed Forces. This example is related to a terrorist attack where the Norwegian Forces worked closely with the Afghan soldiers to solve the situation. Even though the Norwegian Forces need to take charge for the last part of the operation, it illustrates how they try to convey knowledge by working closely with them though situations can be dangerous.

The process of knowledge sharing and listening to each other was a contrast that we found pretty different between other countries and military branches. Since this is an elite unit with diverse and complementary skills, it can be challenging to set aside time to share knowledge and experience gathered during their period in training before being deployed. However, as stated in the podcast *Våre Historier*, every team member in the unit is expected to participate and bring their thoughts about how to solve a mission because this will give the team multiple possibilities on how to solve the mission best (Forsvaret., 2019-present). An interesting finding was that teams across different countries had room for solving the mission the way they found to be best. However, they usually relied on feedback from more experienced teams or persons to get reflections on their suggested mission plan. As one of the interviewees shared, "when you talk to [rank of person], he was God, he had 20 years of experience and knew everything. So when he said something, you did it".

The culture for feedback and allowing privates to contribute with their experience and improvement suggestions was an essential part of the successes Captain D. Michael Abrasoff experienced when he took the USS Benfold from being one of the worst ships in the American Navy to becoming the most liked and well-performing (Abrashoff, 2012). Captain Abrasoff chose a leadership style that

brought forward a culture where everyone felt they could give suggestions on improving the ship and its capabilities. It did not matter about their rank or if they were enlisted or an officer; all were welcome to provide suggestions to him (Abrashoff, 2012). This culture of sharing and providing suggestions was found in all interviews and the Norwegian Model, although some teams also had a more hierarchical way of working than others.

5.5 Feedback

“Clarity has, unfortunately, got a little undeserved reputation as crass” (Rydne., 2022). This statement was made by a former Norwegian officer in the military. He states that people nowadays dislike being confronted with direct feedback. Our findings substantiate this statement. Especially Thomas said “I enjoy those straight pucks where you dare to say [...] you made a horrible decision”.

In the military, direct feedback seems more prominent than in business organizations. This is especially noticeable in the military in other countries, as described in the previous paragraph. However, we have found that soldiers in high-performance teams (e.g. Special Forces) are generally more responsive to direct feedback than team members in business. Although this is a bold statement, we want to emphasize that this does not apply to every military team, nor business team. Nevertheless, our interviewees share a common understanding that this is a general condition of a feedback culture.

In a military setting, direct feedback is used to give instructions or to promote reflection, learning and development. In hierarchies, these kinds of feedback are noticeably prominent. Officers in the military with higher ranks and more authority are more likely to give direct feedback to soldiers under them in the hierarchy (see Illustration II). Even though such feedback can be perceived as outspoken and sometimes harsh, our interviewees stated that it is meant in the best interest for both parties (giver and receiver) and a crucial part of team learning. As described in the literature review, a team's ability to learn is known to be affected by variables like leadership, training, feedback, and technology (Zellmer-Bruhn & Gibson., 2006) and that team members also have the possibility to share knowledge among themselves and transfer knowledge to other team members;

this can help improve the efficiency and effectiveness of the team's learning process (Ellis et al., 2003).

Our informants also state that direct feedback processes are used in high performance teams. This is because members of such teams are highly self-critical and also expect and demand much of their teammates. A direct and effective feedback culture is already introduced during the selection process. Instructors in units mentioned earlier use this technique to take control and show authority towards the applicants in the selection process. The method is also used to ensure that aspirants are able to receive feedback and utilize it. We will explain how and why in the next paragraph.

An important aspect of feedback culture in the military is based on the time available. Soldiers often find themselves in stressed situations where communication has to be short and concise. Suppose this feedback culture is not imprinted in during the selection process and basic training. In that case, it will leave the team distressed and confused when facing stressful situations under armed operations. As Thomas stated “When shit hits the fan, you don’t have to put on a hat as a leader [...] just express yourself so things get done”. We can draw parallels to sports, where athletes have limited time to score a goal or stop opponents from scoring, etc. The team will communicate directly with short, concise, and sometimes rehearsed messages to each other to minimize misunderstandings and focus on their performance.

Business teams often have more time available as their everyday life does not revolve around such pressured environments. However, to adhere to a deadline or situations where time is limited, we suggest that business teams may look to sports or the military for effective communication. Being able to receive and process feedback in stressful situations may be challenging and often need rehearsing. All of our informants agreed that an effective feedback culture needs to be facilitated by both the team and the team leader.

An effective feedback culture is often embedded in psychological safety. As previously stated, psychological safety has to be the foundation of the team. A special operations unit needs a diverse composition with complementary skills and shares a mutual understanding of what is required of them. Studies on

psychological safety have found that employees who feel safe will involve themselves more and perform better in their work (Edmondson & Lei, 2014). However, we have also seen that different cultures operate with different feedback methods, and these methods may differ in applicability to a business context. Nevertheless, when psychological safety is established, team members feel more comfortable giving and receiving feedback.

An interesting feedback technique used in a military context is hot wash-ups. John was the first informant to introduce this term to us and is supported by Lederman (1992) and Gardner (2013). This technique is used directly upon completion of training or a mission, where the team members gather around each other to reflect upon their performance and give individual and team-level feedback. Even though it may feel uncomfortable being confronted by another team member, the direct feedback in such a session is intended to learn from mistakes and improve performance and is a central aspect of reflexivity and team learning. We have found this technique very interesting and think that businesses may adapt this method into their daily routines. As cited by West (2000) in the literature review; when members of a team collectively reflect on the way they operate and the environment they work in, plan to adapt these aspects, and make changes accordingly, teams will be more effective. Furthermore, as Marlow et al. (2018) stated; although team communication often is conceptualized in a variety of manners, it is consistently identified as a critical component of team performance. Our informants seem to share a common understanding that members of business teams are somewhat not as responsive to such feedback. We believe that all these aspects are highly correlated, such as selection processes, team leadership, culture, and individual mindset are all substantiating psychological safety and an effective feedback culture. In the next section of the thesis, we will discuss and evaluate in depth what aspects of military team features may be transferable to a business context.

6. Discussion

The purpose of the present study was to qualitatively investigate what factors may be transferable from a military context to a business context, focusing on psychological safety and feedback culture within teams.

Based on the findings presented above, we believe that certain factors are transferable to a business context to enhance team performance. However, we have seen that some features are complicated to implement in a business context. The coming paragraphs will discuss what factors may be transferable and to which degree. Our discussion will relate to the research question, the theory applied and the findings from the interviews.

Firstly, we found selection as a crucial impact and influence of team performance (Danielsen, 2012). Our interviewees seemed to share a common experience of the importance of a thorough selection of candidates. On the other hand, we find it complicated to implement such selection processes in business. For a business to arrange a five weeks long selection process for all candidates is just unimaginable. However, we see some resemblances between selection methods in business- and military context.

Our findings suggest that cultivating a candidate's team player features from an early stage may impact the team performance positively. The ability to work effectively with others is an essential feature in team performance (Cannon-Bowers & Salas., 1998). Hence, employers should strive to select candidates who are capable of teamwork. As mentioned in our findings, the Special Forces focus on motivation, mind-set and teamwork features. We believe that group interviews and assessment days are suitable for selection in a business context. These selection methods are getting more attention and are more common now, than before. Such processes collect candidates for some hours or an entire workday for interviews, tests, case solving and team related tasks. Our findings believe that such processes will have a positive impact on future team performance, as employers select candidates based on their skill to collaborate, in addition to skills and experience.

Moreover, a surprising finding is that high performance teams in the military don't focus solely on past experience and skills (Danielsen, 2012 & Moore, 2019).

We find it both surprising and interesting that units who are among the highest performing teams on a general basis are more focused on motivation and mind-set. As previously cited, candidate's experience and competence are less important in such units, as candidates get trained in the skills needed to execute sharp missions in challenging environments. However, it is critical that candidates follow the progression in their selection and training, and if they fail certain modules training, they will be dismissed (Hunt, Orr & Billing, 2013).

Our findings suggest that motivation and mind-set are just as important, or even more important, than competence and experience as such features can be taught. It can be argued that businesses should seek candidates who are highly motivated and have the right mind-set to absorb the skills necessary to succeed in their job. Thus, a suggestion for organizations in business is to expand their scope of candidates and not recruit solely from specific universities or fields of study. Hence, trainee programs are great training arenas for new candidates. If a company has hired a candidate with these traits, they can learn the skills needed for the job through trainee- or graduate programs.

To sum up this paragraph, businesses should seek to attract candidates who are highly motivated and have a good attitude towards progression and learning new skills. Coupled with the ability to work well in teams and with others, we believe businesses can efficiently assemble teams that will perform better in the long run.

Being a leader in a high performing team is a challenge which needs to be discussed properly, and the important question is can something be learned in how a leader does their job in a military context and use that in a business context (Wong et al., 2003).

As stated about leadership under findings "You can be as good as you want or the best leader, but it does not help if the people around you do not perform and are not motivated". This element is especially important when we consider what is demanded of a leader in a military context and a business context. One of the challenges that repeatedly occurred when conversing with our subjects was the challenge with always having motivated people around you when working in business. From the interviews that were conducted, these small high performing teams in the military context did not to that extent suffer from unmotivated team members, because for the most part you work with highly motivated people who

want to be the best at what they do and take pride in what they do. These team members always look for ways to improve their performance, because that will lead them to be more successful and even more secure during deployments.

Whilst keeping employees at a similar level of motivation in business seems to be more of a challenge. Businesses do have different dilemmas which can be seen as not relevant in a military context. For instance, it is common for businesses to regularly reorganize themselves in new ways that can affect people's roles in the business, such that they no longer are in a position in which they feel safe or have the correct knowledge. In addition, it might be that the new company strategy makes you obsolete in the current position you have since it is no longer a priority area. Furthermore, businesses have to focus on the bottom line in order to survive as organizations, thus this is not a concern in military organizations. Chasing a positive bottom line may be both an incentive to reorganize themselves and a motivation for the leadership and the employees of the organization.

Hence, keeping people motivated and making them act positive towards learning new skills and knowledge is one of the key challenges when leading a team or department in a business context. Attracting people who are thirsty for knowledge around you in business was discussed during the interviews to be a challenge, and most interviewees mentioned they felt that people in businesses might perceive learning a new skill or obtaining new knowledge was demanding and outside their comfort zone. Generally, people want to stay in their comfort zone and not move into unknown terrain due to the fear of failing or not living up to their own standards or expectations.

Moreover, the team might have people who are highly educated and competent, and feel like they have spent sufficient time learning skills and knowledge and do not need further knowledge to execute their tasks to a satisfactory level.

A leader in business should strive to be increasingly proactive towards their team or employees and work with the individuals and set goals. Personal or common goals can motivate members to gain new skills and knowledge while feeling safe in the environment, which is important to develop as a team. Though it can be a tremendous task keeping individuals motivated and enabling them to meet the future with a contemporary skillset, this is a crucial task for the leader. Whilst

maintaining the individual's motivation, a leader should similarly seek to create an environment where everyone feels they can speak up and express themselves without boundaries or fear. Correspondingly, this environment needs to give room for the leader to set expectations for what is required from an individual. The leader and the team member should collectively set several goals and milestones the individual should prioritize, learn and achieve during a given timeframe. Having such goals have appeared to provide individuals with a sense of meaning and a motivational trigger to commit the extra effort as they realize what is expected from them (Fernandez et al. 2008). If the individual recognizes what is expected from them and is positioned in an environment to speak up and talk openly with their colleagues and leader, it can initiate a leader becoming more superfluous. Hence, the leader can focus on keeping the hand at the steering wheel to ensure that the individual's goals support the corporate strategy and business goals.

Ensuring that an individual is motivated for their job and is an efficient and respectable team player is incredibly important when doing recruitment. As stated by Brown (2011), hiring the wrong person for the job can both be costly and damaging for both the team and the organization where the candidate will be working. A high performing team that has individuals who do not pull their part is a team which is wounded and can in worst case cause division inside of the team and create groupings within the team. If these groupings are allowed to settle, you can develop an in group and an out group (Northouse, 2019) which may be harmful for the team, the performance and generate an unhealthy culture (Bradley et al., 2012). With that said, businesses are required to have a minimum staff and they might not have the luxury to occasionally say no or that the evaluation of individuals is not satisfactory.

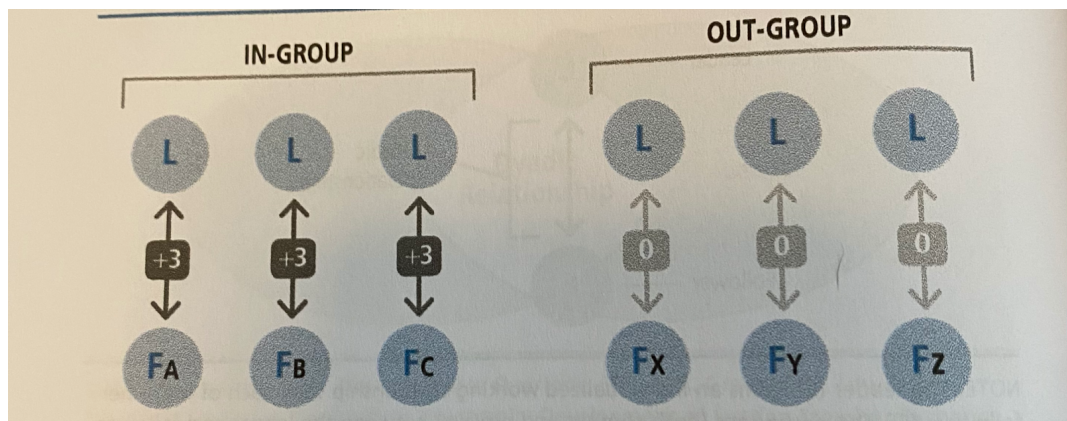


Illustration IV: A leader (L) and his or her followers (F) form unique relationships. Relationships within the in-group have mutual trust, respect and liking. While the relationships in the out-group are marked by formal communication. (Northouse, 2019, p. 142).

Though both leadership and the individual itself are essential when creating a high performing team, what is equally important, if not more, is the culture which emerges. As discovered during our interviews all informants discussed culture, and how the culture in these high performing military teams were dependent on people wanting to maximize their performance (Northouse, 2019). The ability to perform and strive for success requires a healthy culture with effective feedback sessions, which will be discussed later. However, the culture is the foundation of the team. As stated by Koopman et al., (2016), there should be an established psychological safety in the team to promote speaking up and conveying suggestions. Even if new members enter the group and others leave, the team is more likely to succeed in the long run as the culture is embedded in the team. We found the high performance team culture to be a contrast in a business context compared to a military context. Our informants seemed to share the perception that a solid team culture is more prominent in the military than in businesses. Thomas stated that “If you have a good culture, people are working in the same direction”. However, some businesses highlight their culture as their competitive advantage like Spotify (Spotify,. 2020). Hence, some similarities with the culture established in high performing teams in the military and in businesses can be found, though it did not appear as clear during our interviews.

Lastly, our findings seem to identify contrasts between the military and businesses considering feedback culture. As mentioned, a shorter and more direct feedback culture is deeply established in the military. Our interviewees seem to share a common understanding that team members in businesses generally are less

receivable of such feedback. We find it important to express that this bold statement is on a general basis and is not concerning in all businesses. However, we believe that an effective feedback culture and how messages are delivered are highly correlated to psychological safety (Lederman., 1992). When a team, in business or the military, succeeds in establishing psychological safety, an effective feedback culture will probably run more efficiently and improve future events (Gardner., 2013). As argued throughout this thesis, there are numerous factors that substantiate psychological safety in a team. We have identified and discussed certain features throughout this thesis that may enhance team performance through these parameters, and argued which of them may improve team performance if businesses succeed to adapt a military model. We will close down these features in the conclusion.

7. Limitations and Future Research

The purpose of this study was to identify and discuss team performance indicators in the military, focusing on psychological safety and feedback culture.

Furthermore, we wanted to see what indicators separate military and business teams and discuss why there are specific differences. Lastly, we wanted to uncover what indicators used by military teams may be transferable to a business context, in order to improve team performance.

However, some limitations to this study need to be addressed. First and foremost, we operated with a small sampling size. Consequently, the result may have differed if we chose to include even more interviewees in our study. A larger scope of interviewees within the military and with experience across different military units and possibly other nationalities would undoubtedly contribute positively to the topic. Moreover, the number of participants in this thesis is certainly not representative for the entire population. Hence, we believe that an increased sample size and diversity between the candidates would enrich the results of the study. Our suggestion for future research regarding this topic is to collect more candidates to share their team experiences and perceptions within the two domains.

Secondly, our informants were exclusively male. We believe that finding and including female informants would have positively impacted the study. As mentioned above, a more diverse sample of participants would probably have affected our research. Different genres, nationalities, ages, and more. Among the participants would all have contributed to a more diverse and thorough study as our informants would have been more assorted. We believe that our sample made a worthy impact on the thesis, but we would suggest that future research should include a more diverse sample and sample size.

Thirdly, another limitation is that one interview was conducted digitally. We believe that the outcome may have been different if we had met the participant face to face. As the interview was conducted digitally and we recorded the whole interview (with the participant's permission), the participant would probably feel a little monitored and may get scared to say something wrong. Additionally, it is more challenging to read facial expressions, body language, and gesticulation digitally. Even though we excluded this in the transcription with the personal interviews, we think it would have affected the interview positively to share human expressions. However, we were satisfied with the outcome and therefore leave this limitation to speculation.

Furthermore, as we do not possess formal training or experience in conducting structured interviews, our capabilities may be viewed as limitations. Professional researchers would have had a better understanding and competence of how to conduct these interviews. Hence, the result may have been different as professionals know how to operate, build trusting relationships and ask more proficient questions. Moreover, the interview guide would probably have been moderately different, as we have no experience in preparing questions for research.

On the other hand, our lack of qualitative research competence may have influenced the study positively, as our participants may share different experiences and perceptions with us than with professionals. Our interpretation is that our interviewees enthusiastically and detailedly shared their experiences with us. It can be argued that a professional approach with formal guidelines and direct questions would have chased off the good stories.

8. Conclusion

This study intended to investigate what features of high-performance teams in a business context could learn from high-performance teams in the military, focusing on psychological safety and feedback culture. We have identified and discussed what features may be applicable to a business context in order to increase team performance. Our qualitative approach, coupled with existing literature, seemed to uncover gaps between the team approaches of the two domains.

During the process, we experienced some surprising and interesting findings. Firstly, we underestimated the impact of a thorough selection process. As mentioned, we found the selection processes to be crucial for finding suitable candidates and assembling a high-performance team. Even though we knew businesses and the military operate with different selections, we found the impact of such processes to be more prominent than previously expected.

Furthermore, we did not realize the importance of different criteria in the selection processes. The military focuses more on team-building traits, motivation, and mindset, while businesses focus more on experience and competence. Our findings believe that businesses should be aiming for team-building traits, motivation, and mindset when selecting candidates, as we think these features will be more effective in the long run.

Another surprising finding was the differences between nationalities in the military. We did not expect that the hierarchy was more prominent across cultures when we started this study. The result may have been different if our informants were more diverse. However, we believe both businesses and military units from other countries can learn a lot from the Norwegian Model, described in the thesis.

Lastly, we found psychological safety and feedback culture a crucial component of team performance. Although we met some surprises and limitations in our study, we believe that we have successfully answered the research question and that some military methods can be applicable to a business context. All in all, we suggest businesses investigate a military approach when establishing and maintaining high-performance teams, especially when considering psychological safety and feedback culture to positively affect team performance.

Although we identified certain limitations for this study, we believe this thesis will contribute to further research. We are confident that our study contributes to existing literature, drawing lines between team performance in the military- and business context, and therefore generates a more comprehensive approach to understanding how psychological safety and feedback culture can affect team performance positively. Considering our narrow scope of the study, we hope to encourage further research on this topic and more comparisons and contrasts between the military and businesses, as we believe there is more these domains can learn from each other.

While researching high-performing teams in a military context, we discovered that individuals with such an experience are sought after. They are recruited as public speakers at conferences, become writers, and are brought into a business context as mental coaches or security consultants after they retire from service. There is also an entertainment aspect where retired soldiers have contributed to making TV-shows. With these aspects, we see that the experience gained from participating in a high-performing military team gives experiences valued outside the military context.

To our knowledge, no other researchers have studied the impact of psychological safety and feedback culture across these domains. Hence, we believe our research contributes to extending existing literature and with a richer focus on psychological safety and feedback culture within high-performance teams.

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10. Appendix

Appendix 1 – Complete Interview Guide

<p>Presented to the participants at the beginning of each interview:</p> <ul style="list-style-type: none"> - An introduction to the topic of thesis and what we are looking for in an interview - Video/audio recordings are taken (with the interviewee’s permission) and deleted at the end of the project - We are looking for personal experiences within the team aspects covered in the thesis 	
Question themes	Questions
Q1: Personal Information	<p>Can you please start by giving us a brief biography of yourself and your professional background?</p> <ul style="list-style-type: none"> - What organization, role, how long, etc.? - What is your experience with teams?
Q2: Measure of team performance	<p>How do you measure team performance in your organization/department?</p> <ul style="list-style-type: none"> - Number of sales, customer satisfaction, successfully executed missions, information gathered? - What are important KPI’s for your team? <p>How does team work in order to achieve their goals?</p> <ul style="list-style-type: none"> - Composition of team members? - Approach? - Goals, sub-goals? - Planning, execution, closure?

	<p>If you have experienced insufficient team performance, what did you/the team do?</p> <ul style="list-style-type: none"> - Discussion, debrief, reflection? - Consequences? - Did the team experience resilience, and performed better next time?
<p>Q3: Team Communication</p>	<p>Can you describe how you experienced the communication in your team?</p> <ul style="list-style-type: none"> - How you communicate (verbal, non-verbal)? - The quality of your communication (frequency, misunderstandings etc.)? - Were there ever any incentives to make your communication more effective? <p>How would you describe your team climate?</p> <ul style="list-style-type: none"> - Has the team climate / relationship with other team members disturbed the communication? - If so, what did you do to solve the tension? <p>What do you believe is important in team communication?</p>

<p>Q4: Reflexivity</p>	<p>What is your experience with team reflexivity/debriefs?</p> <ul style="list-style-type: none"> - Have your team ever collectively reflected upon the team's performance? - Have your team ever collectively reflected upon individual performance of team members? - What is the process like? <p>Is there room for constructive individual feedback in your team?</p> <ul style="list-style-type: none"> - If a team member is confronted with poor performance, how do they react? - What would you do if team member reacted negatively on critique? <p>Do you think your team has benefited from reflexivity?</p> <ul style="list-style-type: none"> - Give us an example where collective reflection has made a positive impact on the team. - Any bad experiences with team reflexivity? <p>What do you believe is important in team reflexivity/debriefs?</p>
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Appendix 2 – Approval from NSD

NSD sin vurdering

 Skriv ut

Prosjekttittel

Masteroppgave effektive team

Referansenummer

715655

Registrert

07.10.2021 av Magnus Mogstad -

Behandlingsansvarlig institusjon

Handelshøyskolen BI / BI Oslo / Institutt for ledelse og organisasjon

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Øyvind Kvalnes, [mailto:oyvind.kvalnes@bi.no](#)

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Magnus Settemli Mogstad, [mailto:magnus.settemli@bi.no](#)

Prosjektperiode

20.09.2021 - 31.07.2022

Status

14.10.2021 - Vurdert

Vurdering (1)**14.10.2021 - Vurdert**

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg 14.10.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG (la stå ved studentprosjekt).

Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet. Om prosjektansvarlig ikke svarer på invitasjonen innen en uke må han/hun inviteres på nytt.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 31.07.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17),

1/2

begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema> Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet i tråd med den behandlingen som er dokumentert.

Kontaktperson hos NSD: Olav Rosness, rådgiver.

Lykke til med prosjektet!

Vil du delta i forskningsprosjektet

Hvordan skape effektive team, en sammenligning mellom forsvaret og det private

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å gjennomføre en kvalitativ studie med individer som har erfaring fra team/lag i forsvaret, individer fra det private markedet samt personer med erfaring fra begge områder. Studien vil se nærmere hvilke erfaringer disse individene har gjort seg for å skape effektive team/lag i forsvaret og ute i det private. Prosjektet vil se på hva det private næringsliv kan lære av forsvaret når de oppretter team som skal operere i et effektivt miljø.

I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med prosjektet er å intervjuere personer med bakgrunn i forsvaret for å skape en bedre forståelse å undersøke hvordan de bruker sine erfaringer fra forsvaret inn i sitt nåværende arbeidet.

Vi vil spesielt se på hvordan de bruker erfaringene de har opparbeidet seg for å kommunisere og etablerer team som jobber effektivt.

prosjektet vil da se nærmere på likheter og ulikheter på hvordan det jobbes med å skape effektive team i forsvaret og i det private for så se nærmere på hvilke erfaringer disse individene har tatt med seg videre når de har gått over i private bedrifter eller etablert egne bedrifter/karrierer.

Hvordan tilrettelegges det for effektiv kommunikasjon og læring av disse individene for å skape team som er løsningsorienterte og effektive.

Forskningsprosjektet er en masteroppgave hvor det gjennomføres en kvalitativ studie med intervjuer av individer som har erfaring fra team/lag i forsvaret, individer fra det private markedet samt personer med erfaring fra begge områder. Prosjektet vil ut ifra denne studien se hvilke egenskaper som er viktige å ta med seg fra forsvarets måte å drive utøvelse av team/lag på en effektiv måte.

Hvem er ansvarlig for forskningsprosjektet?

Handelshøyskolen BI er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Vi har funnet personer med bakgrunn i forsvaret, noen jobber fortsatt i forsvaret mens andre har gått videre fra tiden i forsvaret å skapt seg en vellykket karriere utenfor forsvaret.

Informasjon om hvordan å kontakte disse personene er gjort på nettsider, gjennom agenter eller via linkedin.

Hva innebærer det for deg å delta?

Det foretas en kvalitativ undersøkelse basert på intervjuer med alle individer ønsker å delta i prosjektet, vi vil da ta lydopptak av de samtaler vi får lov til for å kunne transkribere dette å brukes videre i våre undersøkelser. Ved eventuelle oppfølgings spørsmål så vil det kanskje hende at intervjuene går over flere runder. Prosjektet vil oppbevare navn på personen som har blitt intervjuet frem til oppgaven er levert estimert juli 2022.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det er kun prosjektgruppen (her studenter og veileder) som vil ha tilgang til dataene, dataene skal på ingen måte deles med andre og ved transkribering vil vi tilstrebe at alle personlige referanser fjernes fra eventuelle publikasjoner.
- Vi vil lagre lydopptak gjort under intervjuer, men vil koble personens navn opp mot et anonymisert nummer som vil lagres separat.
- Dataene vil lagres på onedrive som driftes av BI og vil være kryptert der det ligger lagret.
- Transkripsjon vil bli gjennomført av studentene i prosjektgruppen
- Ved publikasjon vil det tilstrebes at alle personlige identifikatorer fjernes, men det vil opplyses om kjønn til person.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i slutten av Juli 2022, ved prosjektslutt vil alle personopplysninger bli slettet og opptak som er gjort vil også bli slettet. Prosjektgruppen forbeholder seg retten til å beholde transkripsjoner hvor personidentifiserende data er blitt fjernet eller anonymisert.

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Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Handelshøyskolen BI har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Handelshøyskolen BI ved
Student Magnus Settemslis Mogstad
Student Jesper Sundal
Veileder Øyvind Kvalnes
- Vårt personvernombud: personvernombud@bi.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost
(personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

*Øyvind Kvalnes
Sundal*
veileder

Magnus Settemslis Mogstad
student

Jesper
student

Samtykkeerklæring

Samtykke kan innhentes skriftlig (herunder elektronisk) eller muntlig. NB! Du må kunne dokumentere at du har gitt informasjon og innhentet samtykke fra de du registrerer opplysninger om. Vi anbefaler skriftlig informasjon og skriftlig samtykke som en hovedregel.

- *Ved skriftlig samtykke på papir, kan du bruke malen her.*
- *Ved skriftlig samtykke som innhentes elektronisk, må du velge en fremgangsmåte som gjør at du kan dokumentere at du har fått samtykke fra rett person (se veiledning på NSDs nettsider).*
- *Hvis konteksten tilsier at du bør gi muntlig informasjon og innhente muntlig samtykke (f.eks. ved forskning i muntlige kulturer eller blant analfabeter), anbefaler vi at du tar lydopptak av informasjon og samtykke.*

Hvis foreldre/verge samtykker på vegne av barn eller andre uten samtykkekompetanse, må du tilpasse formuleringene. Husk at deltakerens navn må fremgå.

Tilpass avkryssingsboksene etter hva som er aktuelt i ditt prosjekt. Det er mulig å bruke punkter i stedet for avkryssingsbokser. Men hvis du skal behandle særskilte kategorier personopplysninger og/eller de fire siste punktene er aktuelle, anbefaler vi avkryssingsbokser pga. krav om eksplisitt samtykke.

Jeg har mottatt og forstått informasjon om prosjektet *Hvordan skape effektive team, en sammenligning mellom forsvarret og det private*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *intervju*
- å delta i *spørreskjema* – hvis aktuelt

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)