An Analytical Study on the Non-Conventional Human Resource practices of Team-Building for effective Employee Engagement

Jenaifer Farhad Sethna

Abstract— Over the decades that the institution of an 'organisation' has existed, many factors have contributed to its success. Having a sound business strategy, efficient processes with well sought objectives and plans are all factors that are crucial to a business's long- term success. But it all falls on the shoulders of people within the organisation to effectively execute these strategies, processes and plans in order for the business to achieve success. *(Hawkins, 2017)*

Due to hyper competition, businesses are forced to cater to smaller niche markets which demands greater uniqueness and ideas. To address this, the formation of effective teams is the first solution as it contributes to creating collaborative thinking and multiple ideas. However, this increase in competition is elevating workload and disrupting work- life balance. As a result, employees are unable to engage with their teams, the organisation and its objectives as well as their own personal growth. Extensive research into this area has highlighted that employees who felt valued and engaged were more likely to increase company sales through their own efficiency and productivity. *(The Economic Times, 2018)*

This research work is an attempt to gain employee's perspective, on the effect various, unconventional team- building activities can have on employee engagement. This research does not focus on any particular industry because, through extensive reading and analysis, it is come to be known that team- building for employee engagement is essential, industry wide. The participants for this research are full-time working employees, of both genders, belonging to the city of Mumbai.

Index Terms— Team-Building, Employee-Engagement, Human Resources, Motivation, Employee Satisfaction, Greater Productivity, Employee Retention, Work-Place Satisfaction, Work Life Balance

— — — — — — — — ◆ — — — — — — — —

1 INTRODUCTION

Past literature has revealed a definitive connection between team building and employee engagement. However, alongside team building there have been multiple other factors contributing to employee engagement such as remuneration, correct work- roles, efficient and equally skilled co- workers. Additionally, studies have revealed the complexities in the groundwork to formulating effective teams. they extend beyond the complexities of job requirements all the way to effective interpersonal skills, the right team size, appropriate roles and responsibilities as well as team values.

Multiple theorists including Abraham Maslow and Fredrick Herzberg have studied different aspects as well as the impact of teams on various levels of motivation. Therefore, suggesting how effective teams contributed to higher levels of employee engagement and therefore increased motivation. Through this research, the researcher aims to identify and study team working as a single variable against the outcome of higher employee engagement in full- time employees at work.

Certain studies have indicated that despite employee engagement, 1 in 4 Indian employees may leave their current jobs. *(The Economic Times, 2018)* This goes to prove that in order for organisations to be able to retain employees, they must foster a holistic environment for the continual growth and development of their employees.*(Bartley, 2016)* However, with working hours in India being one of the highest in the world, on average 53-54 hour per week, employees spend majority of their day at their workplace interacting with other such employees. *(Jha, 2015)* Therefore, it is important that employees feel completely engaged and motivated. This research paper hopes to

identify the most effective, un-conventional team building activities that can be factored into HR policies to benefit not only employers with completely engaged teams but help employees break the monotony and creative blockages dampening effective team strategy and team work.

2 AIMS AND OBJECTIVES

2.1 Aim

To investigate the relationship between non- conventional HR practices of team building for employee engagement on employees in Mumbai, Maharashtra.

2.2 Objectives

[1] To examine an employee perspective regarding non- conventional HR practices for team building.
[2] To analyse the impact of non- conventional HR practices on employee engagement.

2.3 Key research questions attempting to be answered

[1] What would be the preferred choice of un- conventional HR practices for team building by employees?
[2] Do employees believe team building activities will help improve their engagement with their work, colleagues and organisation?

2.4 Research Scope

This research is confined to examining non- conventional HR

practices on team building for employee engagement via an employee's perspective, in Mumbai. The reason for this being, through reviewing extensive literature, the researcher was able to identify a gap within this research context. Over the decades, multiple researchers have contributed towards the abundance of knowledge we have today, on conventional HR practices, backed by theorists such as Maslow and Hertzberg.

However, little attention has been paid to the impact non- conventional HR practices can have on employee engagement and team effectiveness. Given the complexities of today's high-pressure business world, it is important that guided through HR policies, managers upgrade HR practices provided to their employees.

2.5 Chapter Conclusion

To conclude this chapter, complexities surrounding employees at the workplace have been present and growing over the decades. Managers and human resource departments have constantly been scaling up to keep up with the changes and requirements of employees given the changing business world. We find ourselves in a generation that is no longer satisfied with only remuneration and stimulating jobs. The need for upgraded HR practices is at its peak now more than ever. Employers are devising new ways to keep employees constantly engaged and motivated at work while deriving the best ways to increase team performance and productivity. Academically, a lot of research into this field has been conducted over multiple decades to understand and identify a patter change in HR policies. Non- academically, employees spend majority of their day at their workplace interacting with other employees. Therefore, a crucial need for in depth understanding of HR practices is initiated through this research not only to understand the most preferred practices for team building by employees but also guiled HR policies for businesses to better facilitate their employees.

The next chapter dwells into the depth of existing literature in this research field. Extensive amounts of research have been conducted and theories developed, to identify multiple factors that facilitate effective team building therefore, improve employee engagement. Due to the lack of research present on this research topic, a conceptual framework has been developed to identify the multiple variables that have been identified for this research paper.

3 REVIEW OF LITRATURE

The impact of team building on employees

Buller and Bell (1986) have remarked that "One of the most popular intervention techniques in organisational development (OD) is team building." Remarked rightly so, as organisations around the world have used team building with the objective of building team spirit, improving team synergy and developing employee engagement *(Saraswat and Khandelwal, 2015)*

[1] *Definition of teams: Katzenbach and Smith (1993) define teams as a small number of people, with a set of performance goals, who have a commitment to a common purpose and an approach of which they hold themselves mutually accountable. (Tinuke and Fapohunda, 2013)*

[2] *Definition of team building: Team building is a specific intervention to address issues relating to the development of a team. It consists of a day's long (or even more sometimes) programme focused on improving interpersonal relations, increasing employee productivity or for further alignment of the team's goals with the organisation. (Toupence, 2006)*

[3] *Definition of employee engagement:* According to Harter et al (2002), employee engagement can be defined as an "individual's involvement and level of satisfaction with as well as enthusiasm for work". *(Shuck and Wollard, 2009)*

Teams usually have relationships that exist before, and will exist after, the team coaching/building relationship. It is established that teams exist to produce results. Therefore, the web of team relationships in a key focus in team building interventions. *(Jennifer, 2013)*

According to Mazany, Francis & Sumich (1995), team building interventions can target multiple diverse goals which involve the cultivation of problem- solving skills, trust improvement, enhancement of leadership skills and further refinement of proper communication. *(Khan, Umer and Khan, 2019)*

However, a rather contradictory side to this equation is, having team-building activities in place is one piece of the employee engagement puzzle; but lack of effective communication around these activities can limit their value for team members. Therefore, the planning stage of any team building intervention is absolutely crucial in ensuring a successful outcome. *(Stuttard, 2006)*

This is where team building comes in hand as it attempts to improve group performance by improving communication, reducing conflict and generating greater cohesion and commitment among team members. According to Jones et al (2007), substantial studies have indicated that employees who perform as part of teams are more productive than those who work individually. *(Sanyal and Hisam, 2019)*

However, two important factors that must be considered before planning any form of team building initiative is firstly, the pre-existing dynamics that occur within the team naturally. An employer may choose an ideal team building exercise for their employees but if team members have pre- conceived biases and negatively framing opinions of one another, such interventions may instigate these employees against one another. Secondly, leaders (of teams) want teams to trust one another better, to understand at a deeper level and certainly communicate with one another in useful ways that extend beyond one afternoon (team building activity). *(Britton, 2013)*

A forgotten aspect of team building seems to be follow ups from employers. Following up with team members after a team building intervention is almost as important as conducting a team building exercises in the first place. It is important that employees gain something deeper from team building exercises than just a 'fun activity'. Visual ques; like handouts, are an effective measure of efficiency, which can assist in the development of future team building interventions. The act of looking back on what the team learned and experienced together as part of the team building exercises is a vital part of '*becoming a team*'. *(O' Connor, 2013)*

Team building activities can result in a new found familiarity among teammates that can foster a relationship comprised

of true enjoyment, respect and trust for one another. However, when not approached thoughtfully, team building activities can result in just 'a fun day out of the office' but will fail to have a lasting impact once employees resume work. Actual team building activates are much more focused, strategic and committed to seeing teamwork becoming integrated with daily tasks. For this to happen, a full assessment of a team's needs has to be considered. *(Boyde, 2007)* Additional to this, teams will have some form of leadership that will need to be taken into consideration while approaching team building initiatives. *(Naatz and PHR, 2014)*

According to Coffman and Gonzalez- Molina (2002), results of a Gallup research proved that business units that scored in the top half on employee engagement have a 56% higher success rate with customer loyalty, a 44% higher success rate on staff turnover , a 50% higher success rate in productivity outcome and 33% higher success rate on profitability outcome. A regression analysis of this study reveals that team work, work culture, leadership and compensation impact the engagement levels of employees in MSMEs in India. *(Ravikumar, 2013)*

Similarly, a survey by Towers Watson four that out of 75 drivers of employee engagement, team building and rewards and recognition actives can have prenominal impacts on a team's level of engagement. *(Naatz and PHR, 2014)* Although both these surveys prove a correlation between employee engagement and team work, there are other multiple variables such as work culture, leadership, compensation etc. that impact the results of this study. Through this research paper, the researcher would like to analyse the direct impact team working has on employee engagement without the impact of other variables.

The process consultation approach developed by Schein (1969, 1988) posits that competent interpersonal relations are essential for effective team building. *(Hackman and Wageman, 2005)* On the contrary, according to Dr, Catherine Carr and Dr. Jacqueline Peters working on team dynamics can be naught if factors such as team size, roles and responsibilities, alignment of values etc. are not in place. *(Britton, 2013)*

Viewing team building via a theoretical lens, multiple theories have indicated the need and benefit of working as a team. McClelland's Need Theory describes three basic human needs: achievement, power and affiliation. *(Royle and Hall, 2015)* Out of which the last need, affiliation, can be described as the need for closer interpersonal relationships and desire for friendships that can both be accomplished through team working. Similarly, Herzberg's two factor theory suggests that employees are motivated mostly by intrinsic values at work in a greater degree than extrinsic values. *(Yusof, Kian and Idris, 2013)* Intrinsic motivators represent more emotional than tangible needs such as challenging tasks, recognition, relationships and growth which all happen to be very prominent aspects of teamwork. Lastly, Maslow's famous hierarchy of needs comprises of a level; social needs which involves the need to belong as part of a social, work or family group. In an organisational context, these are all aspects of a team. *(Aruma and Hanachor, 2017)*

However, according to Zia (2012), the emphasis on team building efforts almost terminates the concept of individualism,

which is believed to have led to low employee morale and ultimately a higher turnover rate. *(Cheum, 2017)*

Additionally, a cause of caution for managers while creating and implementing team building activities is to ensure it is complimented with meaningful workplace practices. Nahavandi and Aranda (1994) assert that innovation is reduced as teams are forced to suggest solutions and ideas that are likely to be accepted. *(Tinuke and Fapohunda, 2013)* However, with a better understanding of team members via such team working activities, employees will be able to better engage with one another and derive mutually accepting and effect ideas.

Even well-functioning teams need continuing effort to ensure they are effective, nimble and ready for change. As reflected in the literature above, team building interventions promote staff retention, quality decision making, team member development and better-quality management. However, it should be noted that this is only possible when such interventions are carried out regularly; it is something that must be actively worked on and developed for full effect. Because, dysfunctional teams lead to a whole host of issues like indecisiveness, staff turnover, poor morale etc. As team members come and go, it is important to make sure that all members have an equal opportunity to communicate with one another and learn about one another. Not only does this help combat dysfunctionality in teams but helps rebuild and revitalize the changing team structure. *(Schachter, 2008)*

It would do well for managers and team leaders to realize that it's imperative that they successfully understand and use their employees, skills, knowledge and talents. It is the only way to ensure that team members are behaviorally, cognitively and emotionally invested in their jobs. Through literature and research that the author will conduct, the differences in engagement levels according to factors such as gender, age, industry is likely to be expected. *(Srivastav, Ramachandran and Suresh, 2014)*

Key issues being faced with team building and employee engagement in India

India's workforce today is highly diverse, robust and increasingly tech-savvy. Job- satisfaction and employee engagement of such a complex and dynamic workforce becomes imperative since it has a direct impact on productivity and organisational success. *(Meena, 2015)*

The Towers Watson survey identified poor team working environment (30 %) as one of the key contributing factors to stress in Indian employees. *(Kulkarni and Deoras, 2015)* Employees who feel disconnect from one another cannot perform effectively in an environment that doesn't foster collective thinking and growth. 31% employees according to primary research conducted by Dun and Bradstreet 31% of Indian companies stated employee engagement as a focus area. *(Dun and Bradstreet, 2017)*

Diverse HR strategies for team building and employee engagement are proving to be difficult in multi- generational workforce's due to a gap in ideologies and varied perceptions of engagement. *(Dun and Bradstreet, 2017)* However, millennials are seen to be having an enormous impact on talent and are

increasingly wanting freedom to contribute uniquely. To engage such individuals with others in a team, organisations are beginning to understand and embrace diversity among employees whilst ensuring alignment with core organisational values. *(Som and Bouchikhi, 2003)*

In a cross- cultural survey, Hofstede (1980) identified that hierarchy was valued greatly by Indians and a strong collective orientation of Indians with in- groups existed. Being community oriented, clan and caste conscious. According to Tayeb (1998), this study dates back over a decade it explains why it is challenging to create a sense of team among employees. *(Gupta, 2019)*

As mentioned previously, is it crucial to consider demographics while creating a team building intervention. Because a lot of innovative activities may be achievable and actually enjoyable for a certain gender or age group. As derived from literature, Indian culture is more closed, conservative than western influences therefore certain activities like camping that require days without showering and proper sanitation may be difficult to sell to employees. Not only can such interventions be dangerous to employees but may add no value to application of learnings at the work place. *(Woodward, 2006)*

Markos and Sridevi, (2010: 94-95) through intensive research on Indian workplace dynamics, identified that the first step to effective employee engagement would have to be effective recruitment and orientation program. In addition to this, managers must channel two-way communication to ensure that their employees hence all the relevant resources they need to do their job, that they're given appropriate training to handle the various dynamics of their jobs as well as increase their knowledge and skills and most importantly, establish a reward system and build a strong performance management system that holds both managers, and employees accountable for their behavior they bring to the workplace. By this, the authors claim managers will be able to reduce employee turnovers and improve business performance. *(Srivastav, Ramachandran and Suresh, 2014)*

Literature has claimed that employee engagement in India has been largely ignored. The Indian workforce is considered to be highly diverse under a vast plethora including: age, creed, cast., region, religion and colour. Then entire business dynamic is fresh and undergoing vast amounts of transformations in order to embrace global practices and come par with global leaders. The problem this poses for recruiters and companies at large is, employees within such economies are difficult to not only retain but engage as they're highly agile and loyal to the job, not the employers. Therefore, HRD practitioners now, more than ever, need to encourage and engage such talent not only to improve personal development but enhance organisational commitment, intention to stay and workplace performance. *(Gupta, 2017)*

A study conducted by Gallup in 2018 bore some very interesting outcomes but before that, they made a claim that centers around this research paper; "Employee engagement is the emotional link between management and the workforce". The study identified that family owned businesses in India account for two- thirds of the nation's GDP and half the workforce. Unfortunately, they operate under the tight fists of a patriarchal,

command-and- control- system which has proven to have the tendency to curb productivity and employee engagement; with employers as well as colleagues. The study also pointed out how such functionalities can stifle innovation, do more damage to morale and demand obedience more than outcomes. The study concluded on a forecast stating that how in 2021, 64% of the Indian workforce will be age between 20- 35. *(Chaturvedi and Rajgarhai, 2018)* Employee engagement may not fix all the problems but it will definitely make businesses and employees function much better.

According to Richard Bandell, CEO of Grass Roots Group which is the leading global performance improvement agency, in India, only 9% of employees are engaged with their employers. This goes to reiterate the severity of the employee engagement problem that the Indian workforce is currently battling. *(ET Bureau, 2014)*

The best un- conventional HR practices for team- building

Even before determining the most suited HR practices, a lot of thought and careful selection needs to go into choosing the right felicitator; internal to the company or hired. Hired professionals can provide a professionally facilitated debriefing that will actually tie learnings from the team building intervention back to the members actual workplace dynamics and practices. This is important because one of the biggest mistakes made by HR managers and team leaders is focus solely on the activity and not the facilitators skill set. The real value of any intervention is how well the facilitator guides the team through the activity and take though learnings back so that they can apply it to their work place. *(Woodward, 2006)*

One that hurdle is crossed, there still remain certain factors need to be put in place before jumping into conducting any activates. It is important that these team building interventions are aligned with the employee's tasks on a daily basis or contribute in helping these employees complete their tasks more effectively. For example; a master chef shows a team how a first- class kitchen operates smoothly in the midst of chaos.

This will help the team learn skills in relation with working at maximum performance under pressure. It is imperative that team building interventions are fashioned in order to improve communication, team work and long- term relationship building. This can be achieved by identifying a list of outcomes that want to be achieved. Additionally, it is essential that the workforce demography is carefully considered before planning unconventional activities to ensure maximum learning, participation and enjoyment for all team members. *(Pauline, 2006)*

For instance, United Biscuits attempted to break the world record for maximum books toppled in a domino fashion with the Guinness World Records. This activity was carefully planned with the motive of refocusing the workforce for the upcoming year and increase staff interaction. Through feedback taken by the management, they identified that all attendees rated the event excellent, 94% said it helped them work more effectively with colleagues and 97% observed an increase in their levels of motivation. this goes to prove that even the quirkiest of team- building interventions can have an overall positive, long- term impact on teams. In addition, employees then become energetic, dedicated and completely immersed with

workplace activities and their daily tasks. *(Calnan, 2015)*

Team building activities such as family employee engagement, meditation and celebration of festivities are a good way to create a sense of belonging in employees, combat stress to remain healthy and celebrate cultural diversity at the workplace. *(Kapoor and Meachem, 2012)*

However, such activities are already common at workplaces in India. Being culturally diverse, festivities are widely celebrated at work and even considered 'day- offs' to spend time with families. Meditation and yoga being part of the Indian heritage is already a wide spread practice.

On the other hand, Scott Chizzo, chief operating officer at The Hurwitz Group, suggests Paintball and rafting adventures as popular choices for corporate groups who want to learn something about each other. He quotes "people work better when they feel better about why they work for and who they work with". *(Gaudin, 2000)*

Although research into unconventional team building activates is scares, limited research in this avenue proves how something trendy like Segway sessions with teams can help motivate them by pushing staff out of their comfort zones.

Multiple research papers have greatly elaborated on participation of corporate teams in sports events all the way from Royal Bank of Scotland and Dixons Carphone to multiple US based corporates joining social sport leagues by the New York City Social Sports Club. *(Paton, 2019)* Managers undertake such activities for several reasons which are improved health and wellbeing of their employees, influence engagement, employee retention and solve inter- personal communication problems. *(Short and Stark, 2006)*

However, an area of caution for managers is competition levels in such activities must be minimal as the idea of these activities are to unite teams and not divide them which is a likely possibility with competitive sports. *(Miller, 2015)* Additionally, the involvement of sports as part of team needling can be inconvenient for more aged employees since Indian workforces are diverse and multi- generational. *(Scarnati, 2001)*

Not only sports, but music and technology are being now starting to be used as facilitators of team building. New digital team building games are being created to keep teams current with their skills and still actively engage with one another. Digital team building speeds up teamwork processes by 40 percent. *(Chen, 2012)* Although research on the benefits of music for team- building are less research conducted reveals that drum-circles are not only useful in team building interventions but also help build communication, trust, teamwork and communication. *(Stubbers, 2014)*

Investing time and effort into identifying the right team building approach can pay off for both, the organisation and team members. According to a study conducted by NGA Human Resources published in August 2015, around a third (32%) of staff members were most motivated by non- monetary benefits. This only goes to reflect how important team days out, sports and other team building interventions, like mentioned in literature, can help in shaping a productive, loyal and engaged workforce. However, it would be wise to keep in mind that although teamwork can prove to be worthwhile within individual teams, interaction among different teams is highly crucial as

people may become comfortable in their groups and refrain from reaching out to others outside. Team members need to be exposed to members of other teams via collaboration to understand the fact that everyone has something good and innovative to bring to the table. *(Boyde, 2007)*

Once achieved, rather implemented accurately, team building can have an astounding impact on employee engagement both, at a corporate level, as well employee level. Research has indicated that engagement levels impact a company's productivity, improve customer loyalty, enhances work- quality as well as creativity etc. On a more personal front, it claims to make individuals happier, more content, fulfilled and loyal towards the organisation that they work for. Analysis of this literature also provides a very interesting view point on the work place environment. According to Bakker (2011), it can be argued that employees who are engaged and motivated, proactively modify their own workplace environment to remain engaged. *(Srivastav, Ramachandran and Suresh, 2014)*

Conceptual Framework
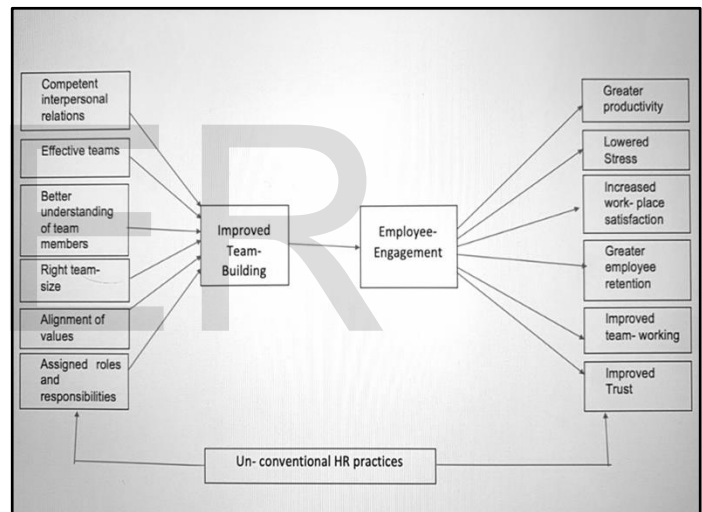
(Desk- work, 2019)
(Source: Researcher Developed)

An extensive review of previous literature reveals that effective team

building is characterized by

[1] Effective teams. (Tinuke and Fapohunda, 2013)
[2] Better understanding of team members, right team size, alignment of values and assigned roles and responsibilities. (Britton, 2013)
[3] Competent interpersonal relations. (Hackman and Wageman, 2005)

Similarly, literature has emphasized on the benefit of team working, such like

[4] Lowered stress and increased workplace satisfaction (Angelo and Chambel, 2013)
[5] Improved trust and employee retention (Naatz and PHR, 2014& Short and Stark 2006)
[6] Greater productivity

The variable that will be explored in this study is the benefits

certain HR activities have on team building therefore improving employee engagement. Certain activities to positively impact team building according to thorough literature reviewing are:

[1] Paintball and adventure sports. (Gaudin, 2000)
[2] Tug of war and treasure hunt. (Stubbers, 2014)
[3] Drum- circles and yoga with meditation. (Kapoor and Meachem, 2012)
[4] Digital team building games and sports clubs. (Paton, 2019)

   To conclude, although there is vast amounts of literature present on team building and its effectiveness, there isn't enough research studying team building as a single variable against its impact on employee engagement. Innumerable variables like, team role, size, responsibilities, remuneration etc are being studied along with team building interventions to assess its impact on employee engagement. The author has chosen relevant and professional papers to identify the various aspects of team building and their respective implications on employee engagement and the various pre-requisites needed to not only build an effective team but to ensure the smooth planning of an activity. However, there is very limited empirical research on unconventional human resource practices and their potential impact on employee engagement. With this research paper, the author wishes to identify the key un-conventional human resource practices that are most impactful in team building for employees in Mumbai, India.

4   RESEARCH PHILOSOPHY

Adopting a research philosophy represents the starting point of the research process. It builds the basis for the following research process and influences aspects like the formulation of the research question and the selection of research methods (Hesse-Biber and Leavy, 2011; Bryman and Bell, 2011). *(Angelo and Chambel, 2013)* To guide the research process, the researcher adopted Saunders's 'Research Onion'. Before the researcher gets to the inner centre, which is data collection and data analysis, several layers have to be peeled off first. *(Radder et al., 2016)*

Burrell and Morgan (1979) suggest that epistemology concerns assumptions about knowledge, what constitutes acceptable, valid and legitimate knowledge, and how we can communicate knowledge to theirs. *(Saunders, Lewis and Thornhill, 2009)* This research adopts a positivism epistemological philosophy as it seeks to explain and predict what happens in the social world by searching for regularities and casual relationship between its constituent elements. *(Burrell and Morgan, 1992)* Therefore, this research is objectively trying to explain and analyse the impact two constituent elements; team- building and employee engagement, have on employees.

Approach to theory development
A deductive approach to research is chosen for this paper. Deduction entails moving from the general to the particular, as in starting from a theory, deriving hypotheses from it, testing those hypotheses, and revising the theory (Locke, 2007; Nola &

Sankey, 2007). *(Woiceshyn and Daellenbach, 2018)* This approach was chosen for multiple reasons, time frame and research methods being key. An inductive approach requires developing valid theories via observation or experimentation over long periods of time. (Locke, 2007) Due to the nature of this academic paper, the researcher is bound to a shorter time frame within which developing and testing valid theories would fail. Additionally, with the nature of rules and regulations in the interest of the organisations employee, the researcher would be declined permission to observe or conduct experiments with them.

Methodological choice
A monomethod study uses only one type of method, one quantitative or one qualitative. In general, in a quantitative study, the data is in numerical form and this information is analyzed using quantitative data analysis techniques. In a qualitative study, the information, which is mainly in textual form, is analyzed employing qualitative data analysis techniques. *(Bell and Waters, 2018)*
Given the approach to theory development and its reason for choice, the methodology employed in this research paper is a monomethod study. It can be defined as a study that uses only one type of method, one quantitative or one qualitative. In a quantitative study, the data is in numerical form whereas in a qualitative study, data is mainly in textual form. *(Azorin and Cameron, 2010)*

Research Strategy
Research Method: Primary data will be collected using a quantitative technique being survey. Sukamolson, (2007) describes survey as a form of quantitative research that is concerned with 'sampling questionnaire, questionnaire design, questionnaire administration' for the sake of gathering information from a group/population under study, and then making an analysis in order to better understand their behavior/characteristics. *(Apuke, 2017)*

The key strength of quantitative data is the results can be generalized due to a larger sample size. Which means that the results of this research can be applied to a larger population. Additionally, since such research is objective in nature, researcher bias won't affect the outcome of the results thereby maintain validity   and   therefore   reliability. *(Saunders, Lewis and Thornhill, 2019)* However, the key drawback of this method is that qualitative, in-depth answers to 'why' questions will fail to be answered. Therefore, not providing an explanation to why participants selected the answers that they did. *(Queirós, Faria and Almeida, 2017)*
Type of survey questions: Multiple choice questions in which respondents will have the choice to choose one and/or more answers from a selected list designed by the researcher therefore, reducing uncontrollable variables and improving the ease of statistical analysis. *(Taherdoost, 2016)*

Fundamental levels of measurement scales: Three key measuring scales will be used in this survey.
[1] **Nominal:** Nominal scales will be used for the purpose of

labelling variables without any quantitative value. Results will be presented using percentages or modes. *(Cooper, Schindler and Sun, 2006)*

[2] **Ordinal:** Ordinal scales will be used to identify the order of any given value. He results derived will be presented in a tabular or graphical form for the researcher to conduct a convenient analysis. *(Cooper, Schindler and Sun, 2006)*

[3] **Interval:** The 5-point Likert scale will be used to identify the order of values and the quantifiable difference between them. Results will be represented using percentages, tables or graphs. *(Cooper, Schindler and Sun, 2006)*

Nature of multiple-choice questions:

Since surveys are quantitative in nature, the scope of receiving in- depth, descriptive data from the respondents is difficult. Therefore, the survey will consist of four kinds of question formats to receive informative, holistic answers than can be easily analyzed.

[1] **Dichotomous questions:** Are questions that can have only two possible answers. These questions will be used for a clear distinction of the respondent's qualities, experiences or opinions. *(Myers, 2013)*

[2] **Semantic differential scale questions:** Questions of this nature will be used to identify the connotative meaning of objects, words and concepts. *(Myers, 2013)*

[3] **Rank order questions:** Such questions will be used to provide respondents an opportunity to rank a set of items against each other. *(Myers, 2013)*

[4] *Rating scale questions:* These will be ordinal and interval levels of measuring scales *(Myers, 2013)*

Time Horizons

Cross- sectional Survey: A cross-sectional design entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of association. *(Bryman, 2016)* Due to the time bound restrictions faced by the researcher for submission of this research paper, a cross- sectional survey is ideal as all participants will be administer the survey at one go reducing time in collection of data and analysis. *(Denscombe, 2017)*

Technique and procedures

Sample: 130 working participants of both genders: male and female, from Mumbai, India.

Sample Determination: Non- probability sampling technique will be used. It can be defined as a sampling technique in which samples are selected based on the subjective judgement of the researcher. *(Ghauri and Grønhaug, 2005)*

Due to HR regulations of most organisations, contacting employees for research purposes like such is very tedious and often impossible. As a result, convenience sampling is used. It can be defined as a technique by which a researcher selects a sample based on what's most convenient. *(Bajpai, 2017)*

Survey administering and data collection technique

Survey administering, distribution and data collection will happen online as it is the most cost effective and time saving technique. *(Saunders, Lewis and Thornhill, 2007)* Additionally, the target sample, given the nature of their employment, have access to the internet. To administer and distribute the survey an email link and social media will be used.

Data Analysis

Cross tabulation will be used to analyse data. Cross tabulation is a method to quantitatively analyse the relationship between multiple variables. *(Adams, Khan, Raeside and White, 2007)*

Secondary Data and research Methods: The use of secondary data in this research paper has been qualitative in nature and has been analyzed using documentary analysis. According to Bowen (2009), documentary analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. *(Sekaran and Bougie, 2016)*

As reflected in this chapter, the author has chosen to undertake a cross- sectional survey using a quantitative method. Due to time constraints and stringent HR policies for employees, this research method and process is most suited to derive statistically analysable data. The next chapter is an in-depth discussion surrounding the findings of the survey. Data will be presented and critically analysed to draw a conclusive statement.

5 RESEARCH FINDINGS

Gender based findings

Upon analysis of the data collected, analysed and interpreted the author was able to identify certain key findings. From all the 130 participants who responded to the survey, 45% of the respondents were male and 55% of the respondents were female.

Out of 71 female respondents who answered, 44% were working in multi-national firms and the majority of 56% were working in domestic firms in Mumbai. Similarly, out of 59 male respondents who answered this survey, 46% worked in multi- national companies and the majority of 54% respondents worked in domestic firms in Mumbai. In this data present, 55% of the respondents, both male and female, are employed in domestic firms.

Industry based findings

Female and male respondents working in different industries
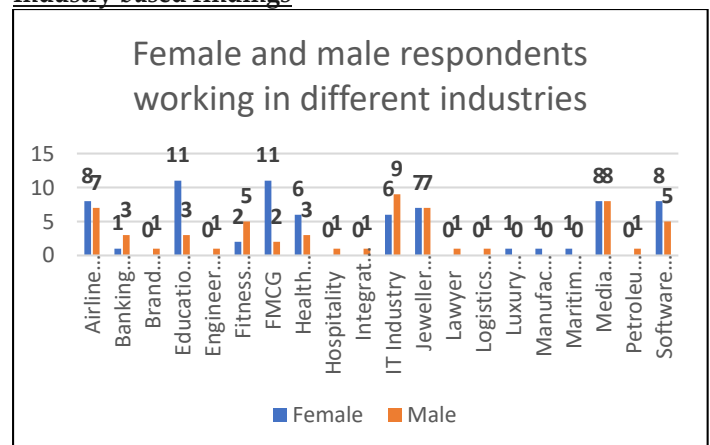
(Field- work, 2020)
(Source: Researcher Developed)

Based on the results 22 female respondents (34%) work within the FMCG and education industry which accounts for the majority of responses. Followed by this, the airline industry, software industry and the media and entertainment industry account for 24 female respondents (36%) totally. Followed by this is the jeweller industry that accounts for 7 female respondents (11%) and the health-care industry that accounts for 6 female respondents (9%). The second smallest group of female respondents worked in the fitness industry that accounts for 2 responses (3%). Lastly, the smallest groups with only one respondent each are the banking industry, maritime industry, manufacturing industry and luxury furniture dealership industry which accounts for 4 responses (8%).

Based on the results, majority of male respondents belonged to the IT industry; 9 respondents in total accounting for 15% male responses. The second largest group of male respondents being, 8 respondents (14%), belonged to the media and entertainment industry. The third largest groups of male respondents belong to the airline industry and the jewellery industry which account for 14 males (24%). Following this, the next largest group of male respondents belong to the software and fitness industry accounting for 10 respondents (16%). After this, comes the banking industry, education industry and the healthcare industry that account for 9 respondents (15%). The second smallest group of male respondents belong to the FMCG industry accounting for 2 male respondents (3%). Lastly, the smallest groups with only one respondent each belong to the lawyer industry, logistics and supply chain industry, the petroleum industry, brand designing industry, engineering consulting industry, integrated facility management industry and hospitality industry. This accounts for 7 respondents (14%).

Age based findings

The author presented 6 age categories for respondents to select from and upon analysis of the results this is what was found.
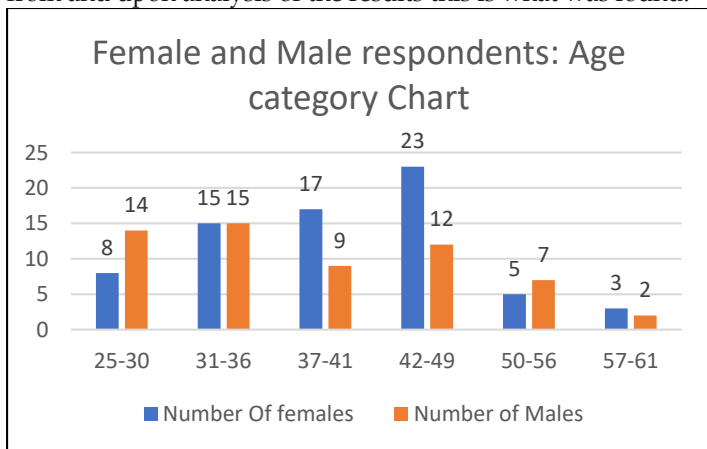
(Field- work, 2020)
(Source: Researcher Developed)

32% of female respondents who took part in this survey belong to the age category of 42- 49 accounting for the largest age group in female respondents. On the other hand, the largest

group of male respondents, being 25%, belong to the age category 31- 36.

The second largest group of female respondents belong to the age category 37- 41 which accounts for 24% of total female respondents. In contrast, the second largest group of male respondents belong to the age group 25- 30 account for 24% male respondents.
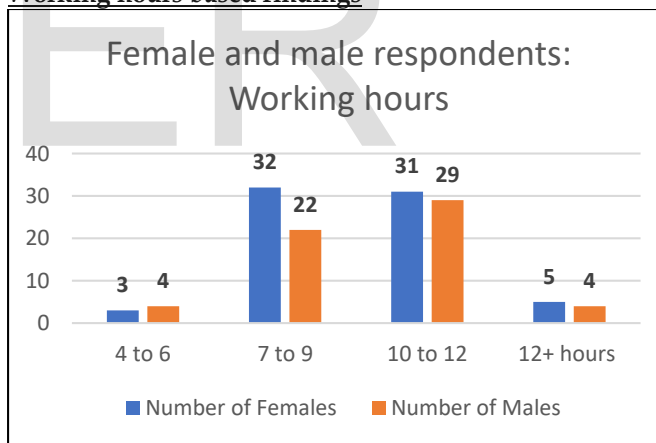
The third largest group of female respondents belong to the age category 31-36 which accounts for 21% of female respondents. However, the third largest group of male respondents belong to the age category 42- 49 that account for 20% of all male respondents.

Moving on, the fourth largest group of female respondents belong to the age category 25-30 which accounts for 11% of all female respondents. On the other hand, the fourth largest group of male respondents belong to the age category 37-41 which accounts for 15% of the total male respondents.

The fifth largest group of female respondents belong to the age category 50-56 which accounts for 11% of the total female respondents. Similarly the fifth largest group of male respondents also belong to the same age category accounting for 12% of the total male respondents.

At last, the smallest group of respondents for both females and males belong to the age category 57-61. Accounting for 4% and 3% of the total respondents, respectively.

Working hours based findings

(Field- work, 2020)
(Source: Researcher Developed)

Upon analysis of the data, key working hour differences can be identified.

45% of female respondents spent 7- 9 hours daily at work making it the largest group of respondents. On the other hand, 49% of male respondents spent up to 10- 12 hours daily at their workplace making them the largest group of male respondents. 44% female respondents spent up to 10- 12 hours at their workplace making them the second largest group. On the other hand 37% male respondents spent between 7-9 hours at work making them the second largest male group.

7% of female respondents belong to the age category working 12+ hours which accounts as the second smallest age category.

Similarly 7% of male respondents also belong to the same age category.

The smallest age category with working employee for female and male employees are 4-6 hours. Accounting for 4% and 7% respondents respectively.

Findings based on the last time respondents took part in team building activities
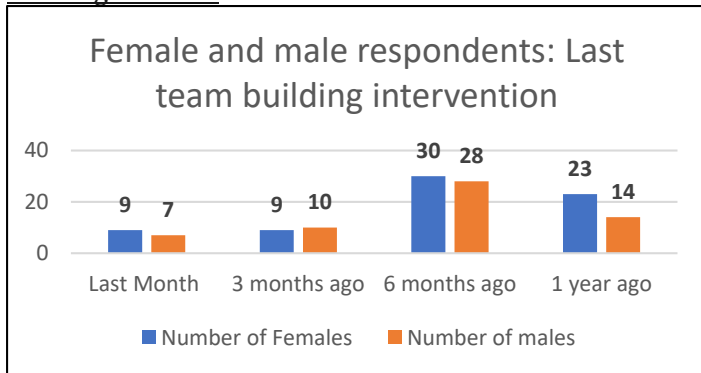
(Field- work, 2020)
(Source: Researcher Developed)

Participants were given 4 options to select from in the survey and the results are explained as follows.

89% of male and female respondents attended a team building exercise/ intervention of 6 months ago making them the largest group of respondents. The second largest group of male and female respondents, 56%, attended a team building intervention a year ago. 30% of both male and female respondents attended a team building intervention 3 months ago and lastly, only 25% of all the respondents attended a team building intervention in the last month.

Cross- tabulation

The cross- tabulation method of research analysis was used by the researcher to broadly understand three primary areas surrounding the research hypothesis. All of the following three criteria's were built around a select few team building activities which were shortlisted and selected after extensive review of literature by the researcher. These activities were identified as follow's.

[1] Music (Drum jams)
[2] Tug of war
[3] Paintball
[4] Adventure sports (Hiking, rock climbing, river rafting etc)
[5] Digital games (FIFA, counter strike, COD etc)
[6] Sports (cricket, football, basketball, badminton, table tennis)
[7] Meditation with yoga
[8] Treasure hunt

Criteria one: Most un-conventional activities for team building (*Age categories with the highest responses are mentioned*)
The first criteria was to understand how respondents rated the activities, listed above. Respondents were presented with a 4 point scale to rate these activities. Here is what the results revealed. Responses were analysed on the parameters of 'most

un-conventional' and the age categories with the most number of responses were mentioned.
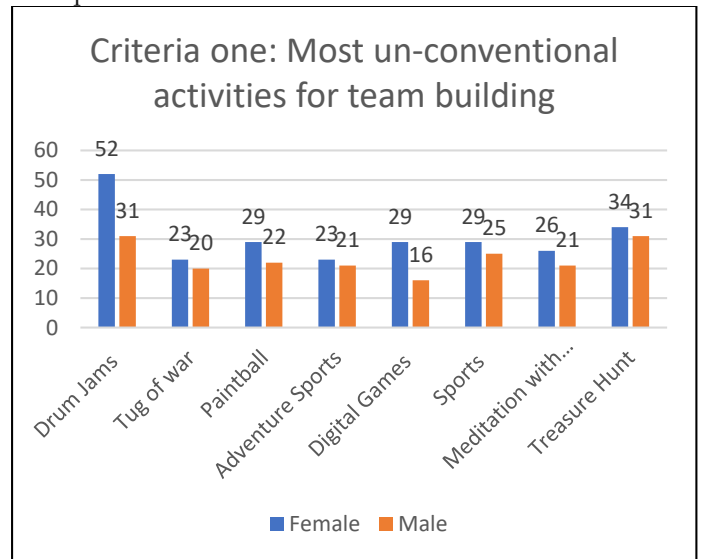
(Field- work, 2020) (Refer to this chart for the entire Criterial 1 section)
(Source: Researcher Developed)

The first activity that was analysed was Music Drum jams. 36.9% (52) of Females out of a total of 71 ranked paintball as the most un-conventional activity for team building. 8.32% Females out of the 52 belonged to the age category 42-49, making this the largest group of female respondents to this age category. 18.29% (31) of Males out of a total of 59 ranked paintball as the most un-conventional activity for team building. 3.1% of Males out of the 31 belonged to the age category 31-36 making them the largest group of male respondents to this age category. 107.9% out of the total respondents being 130, ranked paintball as the most un- conventional activity.

The second activity that was analysed was Tug of War. 16.3% (23) of Females out of a total of 71 ranked tug of war as the most un-conventional activity for team building. Once again, 1.84% Females out of the 23 belonged to the age category 42- 49. 11.8% (20) of Males out of the total 59 ranked tug of war as the most un- conventional activity. 6 respondents each (2.4% totally) belong to the age category 31- 36 and 42- 46. 55.99% out of the total respondents being 130, ranked Tug of war as the most un- conventional activity.

The third activity analysed was paintball. 20.59% (29) of females out of the total of 71 ranked paintball as the most unconventional activity. 2.9% Females out of the 29 belonged to the age category 37- 41. 12.98% (22) of Males out of a total of 59 ranked paintball as most un-conventional. 1.54% of the 22 males belonged to the age category 31- 36. 66.3% out of the total respondents being 130, ranked paintball as the most un- conventional activity.

The fourth activity analysed was Adventure sports (Hiking, rock climbing, river rafting etc.). 16.33% (23) of females out of

the total of 71 ranked adventure sports as most un- conventional. 2.3% of the 23 Females belong to the age category 42- 49. 12.39% (21) of Males out of the total of 59 ranked adventure sport as most un- conventional. 1.47% out of the 21 Males belonged to the age category 31- 36. 57.2% out of the total respondents being 130, ranked adventure sports as the most un- conventional activity.

The fifth activity analysed was Digital Games (FIFA, counter strike, COD etc.). 20.59% (29) of Females out of the total of 71 ranked digital games as most un- conventional. 2.61% of the 29 Females belong to the age category 42- 49. 9.44% (16) of Males out of the total of 59 ranked digital games as most un- conventional. 4 each (1.92% totally) belong to the age category 25- 30, 37- 41 and 42- 49. 58.5% out of the total respondents being 130, ranked digital games as the most un- conventional activity.

The sixth activity analysed was Sports (cricket, football, basketball, badminton, table tennis). 20.59% (29) Females out of the total of 71 ranked sports as the most un- conventional. 3.19% Females out of 29 belonged to the age category 42- 49. 14.75% (25) Males out of the total of 59 ranked this activity as most un- conventional. 1.5% Males out of 25 belonged to the age category 37- 41. 70.2% out of the total respondents being 130, ranked sports as the most un- conventional activity.

The next activity analysed was Meditation with yoga. 18.46% (26) Females out of the total of 71 ranked this activity as most un- conventional. 1.82% Females out of 26 belonged to the age category 42- 49. 12.39% (21) Males out of the total of 59 ranked this activity as most un- conventional. 1.26% Males out of 21 belonged to the age category 31- 36. 61.1% out of the total respondents being 130, ranked meditation with yoga as the most un- conventional activity.

The last activity analysed was Treasure Hunt. 24.14% (34) Females out of the total of 71 ranked this activity as most un- conventional. 3.4% Females out of 34 belonged to the age group 42- 49. 18.29% (31) Males out of the total of 59 ranked this activity as most un- conventional. 3.1% Males out of 31 belonged to the age category 31- 36. 84.5% out of the total respondents being 130, ranked treasure-hunt as the most un- conventional activity.

Criteria two: Most effective activities for team building (*Age categories with the highest responses are mentioned*)
The second criteria analyses how respondents rated said activities, in terms of most effective. The age categories with the most number of responses were mentioned.
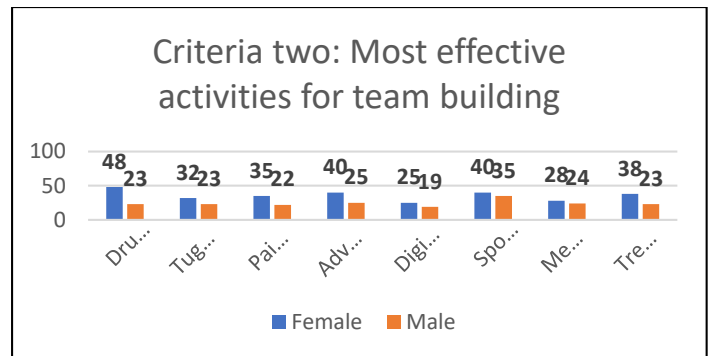
(Field- work, 2020) (Refer to this chart for the entire Criterial 2 section)
(Source: Researcher Developed)

The first category analysed was Music: Drum Jams. 34.80% (48) Females for the total of 71 rated drum jams as most effective. 7.2% Females out of 48 belonged to the age category 42- 49. 13.57% (23) Males out of the total 59 ranked this activity as most effective. 5 each (3.45% totally) belonged to the age categories 25- 30, 42- 49 and 50- 56. 92.3% out of the total respondents being 130, ranked drum jams as the most effective activity for team building.

The second activity analysed was tug of war. 22.72% (32) Females out of the total 71 ranked this activity as most effective. 3.52% Females out of 32 belonged to the age category 42- 49. 13.57% (23) Male respondents out of the total of 59 rated this activity as most effective. 1.38% Males out of 23 belonged to the age category 42- 49. 71.5% out of the total respondents being 130, ranked tug of war as the most effective activity.

The third activity analysed was paintball. 24.85% (35) Females out of the total of 71 ranked this activity as most effective. 3.5% out of the 35 belonged to the age category 37- 41. 12.98% (22) Males out of the total of 59 rated tis activity as most effective. 1.54% Males out of 22 belonged to the age category 31- 36. 74.1% out of the total respondents being 130, ranked paintball as the most effective activity.

The fourth activity analysed was adventure sports. 28.4% (40) Females out of the total of 71 ranked this activity as most effective. 6% Females out of 40 were in the age category 42- 49. 14.75% (25) Males out of the total of 59 rated this activity as most effective. 8 each (4% totally) belonged to the age category 31- 36 and 42- 49. 84.5% out of the total respondents being 130, ranked adventure sports as the most effective activity.

The fifth activity analysed was digital games. 17.75% (25) Females out of the total of 71 ranked this activity as most effective. 4.5% Females out of 25 belonged to the age category 42- 49. 11.21% (19) Males out of the total of 59 ranked this activity as most effective. 1.33% Males out of 19 belonged to the age category 25- 30. 57.27% out of the total respondents being 130, ranked digital games as the most effective activity.

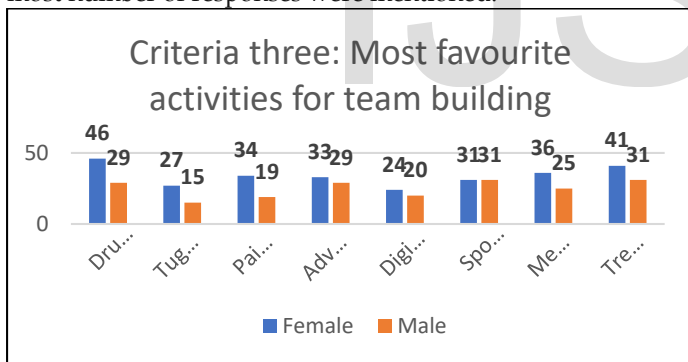The sixth activity analysed was sports. 28.4% (40) Females out

of the total of 71 ranked this activity as most effective. 5.6% Females out of 40 belonged to the age category 42- 49. 20.65% (35) Males out of the total of 59 rated this activity as most effective. 3.85% Males out of 35 belonged to the age category 31- 36. 97.5% out of the total respondents being 130, ranked sports as the most effective activity.

The second last activity analysed was meditation with yoga. 19.88% (28) Females out of the total of 71 ranked this activity as most effective. 7 each (3.92% totally) belonged to the age category 31- 36 and 37- 41. 14.16% (24) Males out of the total of 59 ranked this activity as most effective. 1.92% Males out of 24 belonged to the age category 25- 30. 67.6% out of the total respondents being 130, ranked meditation with yoga as the most effective activity.

The last activity analysed for this criteria was treasure hunt. 26.89% (38) Females out of the total of 71 rated this activity as most effective. 4.18% Females out of 38 belonged to the age category 42- 49. 13.57% (23) Males out of the total of 59 rated this activity as most effective. 1.61% Males out of 23 belonged to the age category 25- 30. 79.3% out of the total respondents being 130, ranked treasure hunt as the most effective activity.

Criteria three: Most favourite activities for team building (*Age categories with the highest responses are mentioned*)
The third criteria analyses how respondents rated said activities, in terms of most favourite. The age categories with the most number of responses were mentioned.

(Field- work, 2020) (Refer to this chart for the entire Criterial 3 section)
(Source: Researcher Developed)

The first activity analysed was Music: Drum Jams. 32.66% (46) Females out of the total of 71 ranked this activity as their most favourite. 6.9% Females out of 46 belonged to the age category 42- 49. 17.11%(29) Males out of the total of 59 ranked tis activity as their most favourite. 2.03% Males out of 29 belonged to the age category 31- 36. 97.5% out of the total respondents being 130, ranked Drum jams as their most favourite activity.

The second activity analysed was tug of war. 19.17% (27) Females out of the total of 71 ranked this activity as their most favourite. 2.34% Females out of 27 belonged to the age category 42- 49. 8.85% (15) Males out of the total of 59 ranked this activity

as their most favourite. 0.9% Males out of 15 belonged to the age category 42- 49. 54.6% out of the total respondents being 130, ranked tug of war as their most favourite activity.

The third activity analysed was Paintball. 24.14% (34) females out of the total of 71 ranked this activity as their most favourite. 9 each (6.12% totally) belonged to the age category 31- 36 and 37- 41. 11.21% (19) Males out of the total of 59 ranked this activity as their most favourite. 1.33% Males out of 19 belonged to the age category 31- 36. 68.9% out of the total respondents being 130, ranked paintball as their most favourite activity.

The fourth activity analysed was adventure sports. 23.43% (33) Females out of the total of 71 ranked tis activity as their most favourite. 3.3% out of 33 belonged to the age category 37- 41. 17.11% (29) Males out of the total of 59 ranked this activity as their most favourite. 2.32% males out of 29 belonged to the age category 31- 36. 80.6% out of the total respondents being 130, ranked adventure sports as their most favourite activity.

The fifth activity ranked was digital games. 17.04% (24) out of the total of 71 ranked this activity as their most favourite. 1.92% Females out of 24 belonged to the age category 42-49. 11.8% (20) out of the total of 59 ranked this activity as their most favourite. 1.6% Males out of 20 belonged to the age category 25- 30. 57.2% out of the total respondents being 130, ranked digital games as their most favourite activity.

The sixth activity analysed was sports. 22.01% (31) Females out of the total of 71 ranked tis activity as their most favourite. 2.79% Females out of 31 belonged to the age category 31-36. 18.29% (31) Males out of the total of 59 ranked this activity as their most favourite. 2.48% Males out of 31 belonged to the age category 25- 30. 80.6% out of the total respondents being 130, ranked sports as their most favourite activity.

The seventh activity analysed was meditation with yoga. 25.56% (36) Females out of the total of 71 ranked this activity as their most favourite. 3.6% Females out of 36 belonged to the age category 37- 41. 14.75% (25) Males out of the total of 59 ranked this activity as their most favourite. 6 each (3% totally) belonged to the age category 37- 41 and 42- 49. 79.3% out of the total respondents being 130, ranked meditation with yoga as their most favourite activity.

The last activity analysed was treasure hunt. 29.11% (41) Females out of the total of 71 ranked this activity as their most favourite. 6.56% Females out of 41 belonged to the age category 42- 49. 18.29% (31) Males out of the total of 59 ranked this activity as their most favourite. 3.41% Males out of 31 belonged to the age category 31- 36. 93.6% out of the total respondents being 130, ranked treasure hunt as their most favourite activity.

Conclusive questions to hypothesis findings
The author used the 5 point Likert scare to analyse a series of three concussive questions to the hypotheses. The first question analysed was if the self- ranked activities by the respondents,

were effective for employee engagement. 38.34%(54) Females out of the total 71 'strongly agreed'. 20.65% (35) males out of the total of 59 'strongly agreed'. 115.7% respondents totally out of 130 strongly agreed with the fact that the self- ranked un- conventional activities were effective for employee engagement
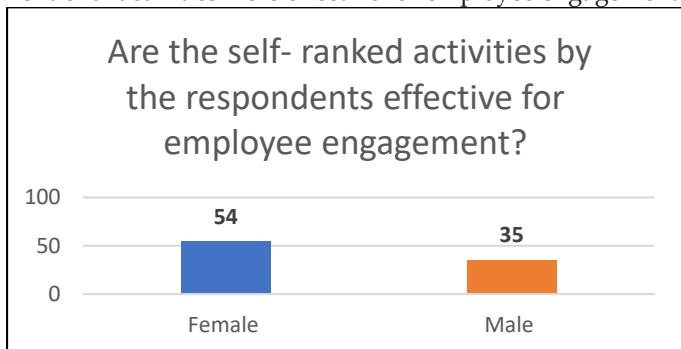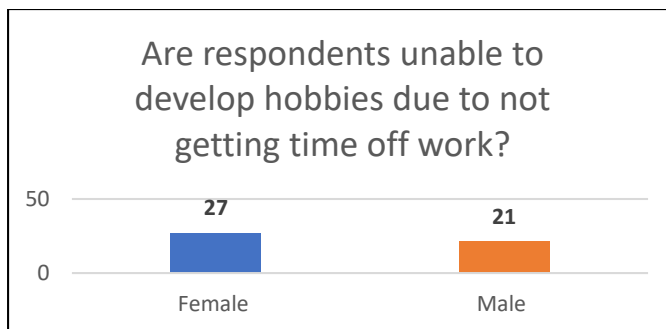

(Field- work, 2020)(Descriptive chart to Conclusive question one)
(Source: Researcher Developed)

The second question analysed was if it was important for managers to take feedback from employees after team building activities. 39.05% (55) Females out of the total of 71 'strongly agreed'. 20.65% (35) Males out of the total of 59 ' strongly agreed'. 117% respondents totally out of 130 strongly agreed with the fact that it was important for managers to take feedback from employees after team- building activities.
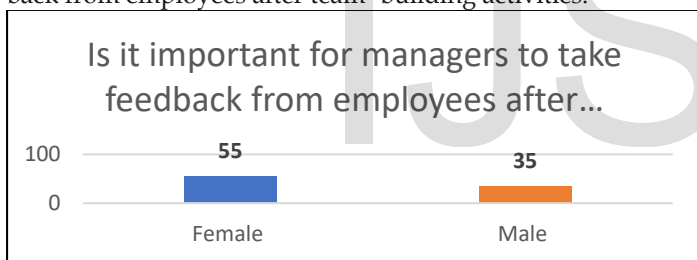
(Field- work, 2020)(Descriptive chart to Conclusive question two)
(Source: Researcher Developed)

The last question analysed was if respondents were unable to develop hobbies due to not getting time off work. 19.17% (27) Females out of the total of 71 ' strongly agreed'. 12.39% (21) Males out of the total of 59 ' strongly agreed'. 62.4% respondents out of the total of 130 strongly agreed with the fact that they were unable to develop hobbies due to not getting time off work.

(Field- work, 2020)(Descriptive chart to Conclusive question three)
(Source: Researcher Developed)

To conclude, this chapter looks at three important criteria surrounding the research aim, hypothesis and objective. Different trends based on activity and gender as well as age can be analysed.

6   HYPOTHESIS TESTING

6.1 Team-Building

HO1: There is no difference between the 2 genders with respect to their belief regarding the impact of unconventional HR practises for team- building.
HA1: There is a difference between the 2 genders with respect to their belief regarding the impact of unconventional practises on team-building.

6.2 Employee Engagement

H02: There is no difference between the 2 genders with respect to their belief regarding impact of unconventional HR practises on employee engagement
HA2: There is a difference between the 2 genders with respect to their belief regarding impact of unconventional HR practises on employee engagement.

6.3 Figures

t-Test: Two-Sample Assuming Unequal Variances

EMPLOYEE ENGAGEMENT		
	Variable 1	*Variable 2*
Mean	1.722334	1.882566586
Variance	0.19279144	0.349536015
Observations	71	59
Hypothesized Mean Difference	0	
df	105	
t Stat	-1.7238569	
P(T<=t) one-tail	0.04383841	
t Critical one-tail	1.65949538	
P(T<=t) two-tail	0.08767681	
t Critical two-tail	1.98281527	

(Field- work, 2020)

(Source: Researcher Developed)

(Field- work, 2020)

(Source: Researcher Developed)

The t test 2 sample assuming unequal variance was used to test the H01 , the output of which is given above. The P value = .1680 is greater than the alpha value of .05 (significance level assumed to be 95%). Therefore we cannot reject the null hypothesis. It appears that difference between male and female employees beliefs regarding the impact of un- conventional team building activities is not statistically significant.

The t test 2 sample assuming unequal variance was used to test the H02 , the output of which is given above. The P value = .0876 is greater than the alpha value of .05 (significance level assumed to be 95%). Therefore we cannot reject the null hypothesis. It appears that difference between male and female employees beliefs regarding the impact of unconventional HR practices for employee engagement is not statistically significant.

7 DISCUSSION AND RECOMMENDATIONS

Upon analysis of the data, the author was able to highlight certain, key, findings that probe for discussion upon which the author has taken the liberty to base assumptions and make certain recommendations.
The first observation made was, respondents rated the activities of drum jams and treasure hunt as the most un- conventional activities. Drum- Jams also placed first in most effective activity alongside sports. When looking at personal preferences, Drum jams, sports and treasure hunt made an appearance on the most favourite list by respondents. Therefore, the author would recommend drum- jams as a primary team building activity to not only engage but intrigue employees in order to retain engagement. In addition with this, sports and treasure hunt have statistically proven to improve engagement and team building as well.

The second key observation made was, a lot of Female respondents ranging from the ages 42-49 were the primary age group with maximum participation and statistics proved that they preferred activities that are usually associated with male dominance such as digital games, sports, paintball etc. A changing trend towards more inclusion in these activities is very clearly observed in Female respondents. The author believes that Male respondents didn't respond in a similar was as female respondents due to the monotony of these activities as they've been playing it significantly more than Females.

Furthermore, even though as illustrated through statistics, men work longer hours, women find it harder to make time for hobbies. The author believes this is because women are still associated with the role of primary care- givers in domestic environments therefore they lack time to divert towards other activities.

Lastly, The state of team building and employee engagement, domestically, needs catching up. As majority of respondents to this research are employees hired by domestic firms in Mumbai. It can be seen that majority respondents haven't taken part in a team building intervention for 6 months to a year. It is essential that HR manager and leaders build consistency with these activities to ensure that it has a lasting impact on employ-

t-Test: Two-Sample Assuming Unequal Variances

TEAM BUILDING		
	Variable 1	*Variable 2*
Mean	1.87089202	2
Variance	0.26543427	0.290708812
Observations	71	59
Hypothesized Mean Difference	0	
df	121	
t Stat	-1.3869132	
P(T<=t) one-tail	0.08400894	
t Critical one-tail	1.65754432	
P(T<=t) two-tail	0.16801788	
t Critical two-tail	1.97976376	

ees.

4 CONCLUSION

To conclude, it can be claimed that this research paper has

opened the door to a very explored territory of team building yet an un- explored area of un- conventional activities. The vast amounts of literature that is displayed within this paper coincides significantly with the findings in terms of the importance laid on team building and employee engagement as well as the lack of it seen in the Indian business world.

The key limitations of this research would include first, the lack of previous research conducted in this field. The author collected and analysed a lot of research building up to the research topic however, the Indian industry, specifically Mumbai, had not been studied at this length in relation to un- conventional team building activities. The second key limitation is the scope of discussion. Since the researcher is relatively new to conducting researchers the scope and depth of this paper is limited to her knowledge and understanding which in no way can be compared with the work of experienced academic scholars.

Personally, this research has helped me gain a vast amount of insight into the scenario of team building in Mumbai and understand and unveil trends that can be established through age and gender. This paper opens up the potential to research these activities more thoroughly and understand the implications the job position or industry can play as a deciding factor of team building activities.

REFERENCES

[1] Adams, J., Khan, H.T., Raeside, R. and White, D.I. (2007). Research methods for graduate business and social science students. SAGE publications India.p22

[2] Ângelo, R. and Chambel, M. (2013). The Reciprocal Relationship Between Work Characteristics and Employee Burnout and Engagement: A Longitudinal Study of Firefighters. *Stress and Health*, [online] 31(2), p.10. Available at: https://doi.org/10.1002/smi.2532 [Accessed 13 Dec. 2019].

[3] Apuke, O. (2017). Quantitative Research Methods: A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, [online] 6(11), pp.40-47. Available at: https://www.researchgate.net/publication/320346875_Quantitative_Research_Methods_A_Synopsis_Approach [Accessed 15 Dec. 2019].

[4] Aruma, D. and Hanachor, D. (2017). ABRAHAM MASLOW'S HIERARCHY OF NEEDS AND ASSESSMENT OF NEEDS IN COMMUNITY DEVELOPMENT. *International Journal of Development and Economic Sustainability*, [online] 5(7), pp.8-9. Available at: http://www.eajournals.org/wp-content/uploads/Abraham-Maslow%E2%80%99s-Hierarchy-of-Needs-and-Assessment-of-Needs-in-Community-Development.pdf [Accessed 13 Dec. 2019].

[5] Azorin, J. and Cameron, R. (2010). ISSN 1477-7029 95 ©Academic Conferences Ltd Reference this paper as:

Molina Azorín, J, M and Cameron, R. "The Application of Mixed Methods in Organisational Research: A Literature Review" The Electronic Journal of Business Research Methods Volume 8 Issue 2 2010 (pp.95-105), available online at www.ejbrm.com The Application of Mixed Methods in Organisational Research: A Literature Review. *The Electronic Journal of Business Research Methods*, [online] 8(2), p.96. Available at: https://www.researchgate.net/publication/228933128_The_Application_of_Mixed_Methods_in_Organisational_Research_A_Literature_Review [Accessed 15 Dec. 2019].

[6] Bajpai, N., 2017. *Business Research Methods*. 2nd ed. Pearson India, p.223.

[7] Bartley, A. (2016). *Increasing Employee Engagement Through Team Building*. [ebook] London: Platinum- Leadership, p.1. Available at: https://platinumleadership.com/wp-content/uploads/2018/01/Platinum-Leadership-Employee-Engagement-Brochure-v2.pdf [Accessed 13 Dec. 2019].

[8] Bell, J. and Waters, S., 2018. *Doing Your Research Project*. 7th ed. London: McGraw Hill Book Company, p.345.

[9] Britton, J. (2013). *From One to Many: Best Practices for Team and Group Coaching*. Jossey Bass, p. Chapter 1.

[10] Britton, Jennifer J (2013) From One to Many: Best Practices for Team and Group Coaching. New York: John Wiley & Sons, Incorporated.

[11] Bryman, A (2016) Social Research Methods, 5th ed. Oxford: Oxford University Press.p11-21

[12] Burrell, G. and Morgan, G. (1992). *Sociological Paradigms and Organisational Analysis Elements of the Sociology of Corporate Life*. 3rd ed. England: Burlington, pp.5-6.

[13] Calnan, Marianne (2015) How to use team-building exercises to motivate staff. Employee Benefits. 29 October. [online]. Available from: http://search.proquest.com/docview/1747604897/.

[14] Chaturvedi, V. and Rajgarhai, P., 2018. *India Needs To Engage Its Workforce To Sustain Recovery*. [online] Gallup. Available at: <https://www.gallup.com/workplace/236048/india-needs-engage-workforce-sustain-recovery.aspx> [Accessed 8 May 2020].

[15] Chen, J. (2012). *50 Digital Team-Building Games: Fast, Fun Meeting Openers, Group Activities and Adventures using Social Media, Smart Phones, GPS, Tablets, and More*. Willy, p. Chapter 1.

[16] Cheum, J. (2017). *EFFECTS OF TEAM BUILDING ACTIVITIES AS A STRATEGIC ISSUE ON EMPLOYEE RETENTION: A CASE STUDY OF SAFARICOM LIMITED*. [ebook] Nairobi: UNITED STATES INTERNATIONAL

UNIVERSITY, pp.14-15. Available at:
https://pdfs.semanticscholar.org/26f4/cfd0a66a70eed703
84c9cb0c4e49a2b8e8c3.pdf [Accessed 13 Dec. 2019].

[17] Cooper, D.R., Schindler, P.S. and Sun, J. (2006). Business
research methods (Vol. 9). New York: McGraw-Hill
Irwin.p22

[18] Denscombe, M., 2017. *Good Research Guide*. 6th ed. Open
University Press, p.29.

[19] Dun and Bradstreet (2017). *HR Best Practices 2017:
Transforming the thinking*. [ebook] Mumbai: Dun &
Bradstreet Information Services India Pvt Ltd., pp.9, 38.
Available at:
http://www.dnb.co.in/edm/files/HR_Best_Practices_20
17.pdf [Accessed 13 Dec. 2019].

[20] ET Bureau, 2014. *Employee Engagement Problems Impact
Productivity Of The Workforce*. [online] The Economic
Times. Available at:
<https://economictimes.indiatimes.com/news/company
/corporate-trends/employee-engagement-problems-
impact-productivity-of-the-
workforce/articleshow/34068979.cms> [Accessed 8 May
2020].

[21] Gaudin, S. (2000). Best team-building activities. *Network
World*, [online] 17(46), p.1. Available at: https://search-
proquest-
com.ezproxy.wlv.ac.uk/docview/215961561?accountid=1
4685 [Accessed 13 Dec. 2019].

[22] Ghauri, P.N. and Grønhaug, K. (2005). Research methods
in business studies: A practical guide. 3rd ed. Pearson
Education.p15

[23] Gupta, M., 2017. Engaging Employees at Work: Insights
From India. *Advances in Developing Human Resources*,
[online] 20(1), pp.3-10. Available at:
<https://doi.org/10.1177/1523422317741690> [Accessed
8 May 2020].

[24] Gupta, R. (2019). Prospects of Effective Teamwork in
India: Some Cautionary Conjectures from a Cross-
Cultural Perspective. *The Indian Journal of Industrial
Relations*, [online] 38(2), p.6. Available at:
https://www.jstor.org/stable/27767839?read-
now=1&refreqid=excelsior%3Aed72cf71bcbec2def381bf17
666d8192&seq=1 [Accessed 13 Dec. 2019].

[25] Hackman, J. and Wageman, R. (2005). A Theory of Team
Coaching. *Academy of Management Review*, [online] 30(2),
pp.2-4. Available at:
https://www.researchgate.net/publication/253963423_A
_Theory_of_Team_Coaching [Accessed 13 Dec. 2019].

[26] Hair Jr, J.F., Wolfinbarger, M., Money, A.H., Samouel, P.
and Page, M.J. (2015). Essentials of business research

methods. Routledge.p25

[27] Harvey, S., Millett, B. and Smith, D. (1998). DEVELOPING
SUCCESSFUL TEAMS IN ORGANISATIONS. *Australian
Journal of Management & Organisational Behaviour*, [online]
1(1), pp.2-3. Available at:
https://core.ac.uk/download/pdf/18421565.pdf
[Accessed 13 Dec. 2019].

[28] Hawkins, P. (2017). *Leadership Team Coaching: Developing
Collective Transformational Leadership*. 3rd ed. Croydon: CPI
Group UK ltd, p.4.

[29] Holden, M. and Lynch, P. (2004). Choosing the
Appropriate Methodology: Understanding Research
Philosophy. *The Marketing Review*, [online] 4(4), pp.397-
409. Available at:
https://www.researchgate.net/publication/228744697_C
hoosing_the_Appropriate_Methodology_Understanding_
Research_Philosophy [Accessed 15 Dec. 2019].

[30] Jha, S. (2015). *Working hours in India one of the highest in the
world, shows NSSO report*. [online] Business Standard.
Available at: https://www.business-
standard.com/article/current-affairs/working-hours-in-
india-one-of-the-highest-in-the-world-shows-nsso-report-
119022700826_1.html [Accessed 10 Dec. 2019].

[31] Kapoor, S. and Meachem, A. (2012). Employee
Engagement-A Bond between Employee and
Organisation. *Amity Global Business Review*, [online] 7,
p.20. Available at:
https://www.researchgate.net/publication/303641091_E
mployee_Engagement-
A_Bond_between_Employee_and_Organisation
[Accessed 13 Dec. 2019].

[32] Khan, H., Umer, D. and Khan, D. (2019). Effects of
Competency, Leadership and Team Integration Abilities
of Project Managers on Success of Projects in Telecom
Industry of Pakistan. *International Journal of Engineering
Research & Technology (IJERT)*, [online] 8(10), p.4.
Available at: https://www.ijert.org/research/effects-of-
competency-leadership-and-team-integration-abilities-of-
project-managers-on-success-of-projects-in-telecom-
industry-of-pakistan-IJERTV8IS100098.pdf [Accessed 13
Dec. 2019].

[33] Kulkarni, P. and Deoras, N. (2015). *Why employees in India
are stressed at workplaces*. [online] The Economic Times.
Available at:
https://economictimes.indiatimes.com/magazines/pana
che/why-employees-in-india-are-stressed-at-
workplaces/articleshow/47655329.cms?from=mdr
[Accessed 13 Dec. 2019].

[34] Meena, K. (2015). Diversity Dimensions of India and Their
Organization Challenges: An Analysis. *IOSR Journal of
Business and Management (IOSR-JBM)*, [online] 17(7), p.1.

Available at: http://iosrjournals.org/iosr-jbm/papers/Vol17-issue7/Version-2/K017727790.pdf [Accessed 13 Dec. 2019].

[35] Mike Boyd (2007) Commentary: Team building exercises that take bonding too far. Colorado Springs Business Journal (CO).

[36] Miller, N. (2015). *Economic Diversity of India | India's by Class*. [online] Learning India. Available at: http://learningindia.in/indias-by-class/ [Accessed 10 Dec. 2019].

[37] Myers, M.D. (2013). Qualitative research in business and management. Sage.p19

[38] Naatz, R. and PHR (2014). Team Building and Employee Engagement: What Do They Really Mean. The Hearing Review (Online); Los Angeles, [online] p.2. Available at: https://search-proquest-com.ezproxy.wlv.ac.uk/docview/1644459192?accountid=14685 [Accessed 13 Dec. 2019].

[39] Nancy Hatch Woodward (2006) Make the Most of Team Building. HRMagazine. 51 (9), 72–76. [online]. Available from: http://search.proquest.com/docview/205268860/.

[40] O'Connor, Kevin (2013) Your team-building exercises may not be creating a team. The Canadian Manager. 38 (2), 10–11,2. [online]. Available from: http://search.proquest.com/docview/1400169224/.

[41] Paton, N. (2019). Corporate sports events boost employee engagement and wellbeing. *Occupational Health and wellbeing*, [online] 68(10), pp.1,2. Available at: https://search-proquest-com.ezproxy.wlv.ac.uk/docview/1832911111?accountid=14685 [Accessed 13 Dec. 2019].

[42] Queirós, A., Faria, D. and Almeida, F. (2017). STRENGTHS AND LIMITATIONS OF QUALITATIVE AND QUANTITATIVE RESEARCH METHODS. *European Journal of Education Studies*, [online] 3(9), pp.3-7. Available at: https://zenodo.org/record/887089#.XfatmGQzZPY [Accessed 15 Dec. 2019].

[43] Radder, P., Stanton, P., Hallier, P., Vignali, P., Palić, P. and Henderson, D. (2016). Research Issue: Research Methodology. *International Journal of Sales, Retail & Marketing*, [online] 4(9), pp.57-58. Available at: http://www.ijsrm.com/ijsrm/Current_&_Past_Issues_files/IJSRM4-9.pdf#page=57 [Accessed 15 Dec. 2019].

[44] Ravikumar, T. (2013). A STUDY ON IMPACT OF TEAM WORK, WORK CULTURE, LEADERSHIP AND COMPENSATION ON ENGAGEMENT LEVEL OF EMPLOYEES IN MSMES IN INDIA. *International Journal of Advanced Research in Management and Social Sciences*, [online] 2(8), p.3. Available at: https://www.researchgate.net/publication/311102255_A_STUDY_ON_IMPACT_OF_TEAM_WORK_WORK_CULTURE_LEADERSHIP_AND_COMPENSATION_ON_ENGAGEMENT_LEVEL_OF_EMPLOYEES_IN_MSMES_IN_INDIA [Accessed 13 Dec. 2019].

[45] Royle, M. and Hall, A. (2015). INTERNATIONAL JOURNAL OF MANAGEMENT AND MARKETING RESEARCH. *THE RELATIONSHIP BETWEEN McCLELLAND'S THEORY OF NEEDS, FEELING INDIVIDUALLY ACCOUNTABLE, AND INFORMAL ACCOUNTABILITY FOR OTHERS*, [online] 5(1), p.5. Available at: https://pdfs.semanticscholar.org/562f/270af7553ac404d8c5800b71c28ac1de1399.pdf [Accessed 13 Dec. 2019].

[46] Sanyal, S. and Hisam, M. (2019). The Impact of Teamwork on Work Performance of Employees: A Study of Faculty Members in Dhofar University. *IOSR Journal of Business and Management (IOSR-JBM)*, [online] 20(3), p.4. Available at: http://www.iosrjournals.org/iosr-jbm/papers/Vol20-issue3/Version-1/C2003011522.pdf [Accessed 13 Dec. 2019].

[47] Saraswat, M. and Khandelwal, D. (2015). IMPACT OF TEAM BUILDING EXERCISES ON TEAM EFFECTIVENESS. *International Journal of Marketing and Human Resource Management (IJMHRM)*, [online] 6(3), p.2. Available at: http://www.iaeme.com/MasterAdmin/UploadFolder/IJMHRM_06_03_010/IJMHRM_06_03_010.pdf [Accessed 13 Dec. 2019].

[48] Saunders, M., Lewis, P. and Thornhill, A. (2009). *Research methods for business students*. Harlow: Pearson Education, p.52.

[49] Saunders, M., Lewis, P. and Thornhill, A. (2019). Research methods for business students. 8th ed. Harlow, United Kingdom: Pearson Education Limited.

[50] Saunders, M., Lewis, P. and Thornhill, A., 2007. *Research Methods For Business Students*. 8th ed. Harlow: FT Prentice Hall, p.69.

[51] Scarnati, J. (2001). On becoming a team player. *Team Performance Management: An International Journal*, [online] 7(1/2), p.5. Available at: https://www.researchgate.net/publication/235276934_On_becoming_a_team_player [Accessed 13 Dec. 2019].

[52] Schachter, Debbie (2008) Building a Team - It's Not Just About those Exercises. Information Outlook. 12 (9), 36–37. [online]. Available from: http://search.proquest.com/docview/197399228/.

[53] Sekaran, U. and Bougie, R. (2016). Research methods for business: A skill building approach. John Wiley & Sons.p.44

[54] Short, A. and Stark, S. (2006). Sports leagues: A unique

option for team and relationship building. *Employment Relations Today*, [online] 33(2), pp.1-5. Available at: https://onlinelibrary-wiley-com.ezproxy.wlv.ac.uk/doi/epdf/10.1002/ert.20102 [Accessed 13 Dec. 2019].

[55] Shuck, B. and Wollard, K., 2009. Employee Engagement and HRD: A Seminal Review of the Foundations. *Human Resource Development Review*, [online] 9(1), pp.89-110. Available at: <https://doi.org/10.1177/1534484309353560> [Accessed 23 March 2020].

[56] Som, A. and Bouchikhi, H. (2003). *What drives the adoption of SHRM in Indian Companies?* [ebook] Paris: ESSEC Business School, p.5. Available at: https://core.ac.uk/download/pdf/6536168.pdf [Accessed 13 Dec. 2019].

[57] Srivastav, A., Ramachandran, K. and Suresh, A., 2014. Status of employee engagement in India: A time for reflection. *International Journal of Education & Management*, [online] 4(4), pp.2-10. Available at: <http://www.iahrw.com/index.php/home/journal_detail/21#list> [Accessed 8 May 2020].

[58] Strydom, H. (2014). AN EVALUATION OF THE PURPOSES OF RESEARCH IN SOCIAL WORK. *Social Work/Maatskaplike Werk*, [online] 49(2), pp.5-6. Available at: https://socialwork.journals.ac.za/pub/article/view/58/52 [Accessed 15 Dec. 2019].

[59] Stubbers, J. (2014). *DRUM CIRCLES AS A TEAM-BUILDING INTERVENTION*. Undergraduate. The George L. Graziadio School of Business and Management Pepperdine University.

[60] Stuttard, Pauline (2006) Headed the right way: Pauline Stuttard describes how team-building exercises can get a course off to a good start. Nursing Standard. [Online] 20 (47), 61–61.

[61] Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *SSRN Electronic Journal*, [online] 5(2), p.22. Available at: https://www.researchgate.net/publication/319998246_Sampling_Methods_in_Research_Methodology_How_to_Choose_a_Sampling_Technique_for_Research [Accessed 16 Dec. 2019].

[62] The Economic Times. (2018). *Despite high employee engagement, 1 in 4 may leave current job given a chance: Report*. [online] Available at: https://economictimes.indiatimes.com/jobs/despite-high-employee-engagement-1-in-4-may-leave-current-job-given-a-chance-report/articleshow/64961667.cms?from=mdr [Accessed 10 Dec. 2019].

[63] Tinuke, M. and Fapohunda (2013). Towards Effective Team Building in the Workplace. *International Journal of Education and Research*, [online] 1(4), p.2. Available at: https://ijern.com/images/April-2013/23.pdf [Accessed 13 Dec. 2019].

[64] Toupence, R. (2006). Book Review: Essentials of Team Building: Principles and Practices. *Journal of Experiential Education*, [online] 29(1), pp.98-100. Available at: https://doi.org/10.1177/105382590602900109 [Accessed 13 Dec. 2019].

[65] Woiceshyn, J. and Daellenbach, U. (2018). Evaluating inductive vs deductive research in management studies. *Qualitative Research in Organizations and Management: An International Journal*, [online] 13(2), pp.183-195. Available at: https://www.researchgate.net/publication/324596659_Evaluating_Inductive_versus_Deductive_Research_in_Management_Studies_Implications_for_Authors_Editors_and_Reviewers [Accessed 15 Dec. 2019].

[66] York, Peter (2001) safe and happy bonding. (employee-bonding and team-building exercises) (Brief Article). Management Today.

[67] Yusof, W., Kian, T. and Idris, M. (2013). HERZBERG'S TWO FACTORS THEORY ON WORK MOTIVATION: DOES ITS WORK FOR TODAYS ENVIRONMENT. *Global Journal of Commerce and Management Perspective*, [online] 2(5), p.2. Available at: https://s3.amazonaws.com/academia.edu.documents/32836371/HERZBERGS-2-5-gjcmp.pdf?response-content-disposition=inline%3B%20filename%3DHERZBERG_S_TWO_FACTORS_THEORY_ON_WORK_MO.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20191213%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20191213T161631Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=ff8e54d584511d0d00d660d4294c70e0974284bca3e7e6c3f523391a3e09fbd8 [Accessed 13 Dec. 2019].