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The Role of Interpersonal Chemistry in Small Teams

A case study of three small teams with a creative main task

Master's thesis in the Master's Programme Design and Construction Project Management

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DEPARTMENT OF ARCHITECTURE AND CIVIL ENGINEERING
DIVISION OF CONSTRUCTION MANAGEMENT

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ABSTRACT

Small teams are present in many situations in the society as a whole, and the decision making impacts these teams and their dynamics more directly than their larger counterparts. These dynamics can influence the potential creativity of the team since there are different factors that influence team creativity related to its dynamics. The decision making within the teams is influenced by emotions that the initial instincts evoke in a person, and these emotions are partly formed by the interpersonal chemistry between individuals. It is therefore interesting to look at the interpersonal chemistry's impact on team dynamics in small teams with a creative main task. The aim of this thesis is to investigate the role of interpersonal chemistry in small teams with highly educated team members, which primary task is creative. A qualitative research based on interviews and participant observations of three different teams was conducted. The major findings were that there are quick results and large impacts of decisions made and implemented in small teams. These decisions are primarily based on intuition and emotion, and strategic reasoning comes secondary as a motivation for the immediate reactions. These emotions also tap into and are important in interpersonal chemistry and the connection between individuals. These results show a link between small teams and interpersonal chemistry and decision making, since they indicate that interpersonal chemistry is important in small teams seeing that it impacts the decisions and the decisions are very noticeable in this type of team. Furthermore, a team's constellation and dynamics are a direct result from the interpersonal chemistry and the initial perceptions it brings from initial interactions between the leader and potential team members. Additionally, the interpersonal chemistry between individuals will impact their emotions, and emotions are the foundation for many of our decisions. These decisions will in turn affect the team dynamic of the teams we belong to.

Key words: Interpersonal chemistry, small creative teams, group dynamics, decision making

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Preface

This Master's thesis has been the final part of the master's programme Design and Construction Project Management at Chalmers University of Technology. I would like to start with thanking my supervisor and examiner Martin Löwstedt for all the support and guidance during the thesis project. This project has taken many sudden turns and without the help it would not have been possible for me to finish the thesis.

I also wish to express my gratitude towards all of the three teams that took part in the case study. Your participation, and your honest and open interactions with me, made this project both a possibility to do, but also a fun and interesting experience. I am very grateful that I was allowed to participate in team meetings and that you all supported me and answered all of my questions.

Finally, I would like to thank my family and friends for all the support and encouragement during the thesis. Without you this thesis would not have happened.

Göteborg, May 2020
Agnes Nerelius

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1 Introduction

The aim of this chapter is to outline the purpose of the study and to introduce the research question. The background is presented as well as the specific issue under investigation. Furthermore, the context of the case study project and limitations of the study will be introduced. Finally, the research methodology and the structure of the thesis will be described.

1.1 Background

A group is at least two people that come together, have a common purpose, communicate, affect each other and depend on the other (Gençer, 2019). The formation, development and actions that occur in a group that impact the actions and reactions in the group members are called group dynamics (English, 2019; Gençer, 2019). Group dynamics impact how individuals work, live and play together (English, 2019). The understanding of how group dynamics function can be used when forming groups, designing spaces for work, living and recreation and in understanding how groups and teams will perform. A group's size can impact its performance and effectiveness (Bußmann, 2013). In small groups, the members must be able to multitask and be flexible in order to do more structural work in the group. Communication and coordination function better in small groups than in large ones. Gençer (2019) wrote that small groups reflect the society as a whole. This is due to the fact that people spend a significant amount of time in small groups such as family, group of friends and work groups. Furthermore, the actions and following effects of an individual's actions are more noticeable and direct in small groups.

There is a difference between groups and teams. A group's performance is the combination of all the individual members' results (Katezenbach and Smith, 1993). A team's performance, on the other hand, is the combination of the individual members' results as well as their collective work-products, which is the result of the collaborative work of two or more of the team's members. Therefore, teams can produce more than groups. An important task for teams is to develop creative solutions to problems, and there are a wide range of techniques that can enhance group creativity (Levi, 2007). Creativity can be defined as the process of developing something that is both new and useful. When problems become very complex and important they require both individual and group creativity since they are too big to simply rely on individual creativity. In some circumstances, groups have been proven to be less creative than individuals. Therefore it is important to investigate this aspect further in order to reduce the risk of this happening.

A team's dynamic is impacted by the connection between the team members and these relationships are shaped by the interpersonal chemistry between the individuals. Interpersonal chemistry is the perceived initial connection that we make with people when we meet them for the first time (Campbell et al., 2018). A perception of a person is made within moments of first meeting them and this will impact what type of relationship will be formed with them in the future. A broad generalization of an individual's personality is made by a person after a limited exposure to the individual (Carney et al., 2007). These judgments can be completely right or almost totally wrong based on the circumstances of the judgement and they can have large social consequences. There is a shortage of conceptualization of initial connections even though social bonds, including short initial meetings, are beneficial to people’s health (Campbell et al., 2018). The recruitment in small teams with highly educated team members, which task is primarily creative, is partly based upon initial interpersonal connections, making it an interesting topic of research. Furthermore, the interpersonal chemistry, or the lack of it, can help a team be successful or drive it towards never making progress (Christfort and Vickberg, 2018). Business chemistry, which is the interpersonal chemistry in a business setting, is what makes individuals get along or not, why some teams succeed whereas others fail and how leaders can help teams excel or not in reaching their full potential. A good business chemistry within a team will improve the performance of everyone involved. Within small teams the importance of having a good business chemistry is even greater since the impact of the members’ actions is more noticeable on the team dynamic than in larger teams (Christfort and Vickberg, 2018; Gençer, 2019).

The interpersonal chemistry between the team members influences the type of relationship formed between them (Campbell et al., 2018). These relationships between team members are a factor that impacts the performance of the team (Chiaburu and Harrison, 2008). Key employee outcomes are influenced by the relationships between peers in organizational settings. Pillemer and Rothbard (2018) wrote that even though many in academia and in practice assume that friendship in the workplace is something which is desirable since it results in positive organizational outcomes, this is not always the case. Workplace friendships bring many undeniable benefits but they also have downsides. They are both complicated and critical to individuals and organizations. However, there is a poor understanding regarding the challenges and downsides of workplace friendships. Therefore it is important to research this topic further.

As previously mentioned, the impact of decision making, and the decisions made, are greater in small teams than in larger ones (Gençer, 2019). Decision making is a part of a team’s group dynamics (English, 2019). When making complex decisions, a plethora of data and analytics available is often not enough for the decision makers to feel sure they are making the right decisions (Matzler et al., 2007). Instead managers and leader often rely on their “gut feeling”, e.g. their instinct or intuition, in guiding their choice. The “gut feeling” is a combination of a lifetime of experience that guides one’s instinct or intuition, it is an often unconscious process of very quickly recognizing patterns. Intuition is a combination of knowledge, experience and emotions. According to Haidt (2012), instinct comes before strategic reasoning. People can get a strong “gut” feeling, i.e. intuition, about which decision is right and which is wrong, and they will then try to construct a justification for this instinct afterwards. Kahneman (2011) wrote that decisions are not based on strategic reasoning but rather on intuitions and emotions.

Small teams are present in many situations in the society as a whole, and the decision making impacts these teams and their dynamics more directly than their larger counterparts (Gençer, 2019). These dynamics can influence the potential creativity of the team since there are different factors that influence team creativity related to its dynamics (Levi, 2007). The decision making within the teams is influenced by emotions that the initial instincts evoke in a person, and these emotions are partly formed by the interpersonal chemistry between individuals (Campbell et al., 2018; Kahneman, 2011). It is therefore interesting to look at the interpersonal chemistry’s impact on team dynamics in small teams with a creative main task.

1.2 Research aim

The aim of the study is to investigate the role of interpersonal chemistry in small teams with highly educated team members, which primary task is creative. Below is the research question that will be answered:

> *What role does interpersonal chemistry play in the dynamics of small highly educated teams which primary task is creative?*

1.3 The context of the case study teams

The teams investigated in the study are small groups based in Sweden consisting of highly educated team members. A further presentation of the organizations can be found in Chapter 4.

1.4 Limitations of the study

This thesis will not address aspects of interpersonal chemistry in all teams, only those that are specific to small teams. Moreover, only the interpersonal chemistry between the team members is considered, and not the project partners outside of the investigated teams. Furthermore, in regards to interpersonal chemistry only factors pertaining friendship and not romantic connections will be investigated since the research is conducted in a professional setting.

1.5 Research methodology

The research design of the study is a qualitative approach. The key terms of the theoretical framework are: small teams, creative teams, team dynamic, decision making and interpersonal chemistry. Theory choices have been based on their relevance to small creative groups.

Empirical data has been gathered in a case study of three small teams in a creative setting. The data collection has been done through a round of semi-structured interviews and a participant observation each for all of the three studied cases.

1.6 Structure of the thesis

The second chapter presents a literature review that is the theoretical framework for the research. It contains sections on group dynamics and interpersonal chemistry.

In the third chapter, the methodology of the research is outlined. It presents the research strategy and design, the data collection methods, the analysing of data, research reliability and validity and research ethics.

The fourth chapter contains case descriptions of the three cases, which function as both a context for the study but also as an introduction to the participants of the interviews and the participant observations.

Following this, the fifth chapter presents the results, or the empirical findings, of the interviews and the participant observations as well as an analysis of the results.

Furthermore, the sixth chapter contains a discussion that relates the empirical findings to the theoretical framework.

Finally, chapter seven presents the final conclusions of the study.

2 Literature review

The aim of this chapter is to present a comprehensive summary of previous research within the scope of this thesis. Initially it presents a section on group dynamics and concludes with a section on interpersonal chemistry.

2.1 Group dynamics

A group is at least two people that come together, have a common purpose, communicate, affect each other and depend on the other (Gençer, 2019). Group dynamics are actions that occur in a group that impact the actions and reactions of the group members. Group dynamics are group formation and development (English, 2019). It is how individuals act and react in a group. Furthermore, it also includes communication and position in group activities and decision making. Group dynamics impact how individuals work, live and play together. The understanding of how group dynamics function can be used when forming groups, designing spaces for work, living and recreation and in understanding how groups and teams will perform. It is an interesting field since most work at organizations is not done by one single individual, rather it is done by groups of people.

Group members should not be based on their personality or their style compatibility to the other group members, rather they should be chosen based on their ability to solve the task at hand and on if they can contribute to the group's success (Wheelan, 2010). Group members must not socialize nor like each other outside of work in order to function as a group. It is more important that the individuals have the correct training in the technical aspects of the job, in what the leaders and members can do in order to enhance the group's performance and in how groups work. A focus on KSA (knowledge, skill and availability) rather than on the personality of the group members has proven to be more successful when it comes to group performance (Stevens and Campion, 1994).

Groups must be able to work autonomous to be successful, but they must still communicate with the other parts of the organization (Wheelan, 2010). They must also learn how to collaborate and solve difficult situations rather than rely solely on the help of experts and other members of the organization. Additionally, the groups need regular feedback and conduct reviews on the group's performance and on the support from the organization.

Two different characteristics can be used to classify groups; size and topic or task of the group (Bußmann, 2013). The size of a group can be small or large. A small group consists of between three up to twenty members, thus a couple is not a group. In small groups, the members must be able to multitask and be flexible in order to do more structural work in the group. Members who only perform their content related task can create issues in small groups. In large groups, the members can have more clear roles and tasks and system roles are more defined. The size of the group influences the effectiveness. In larger groups the risk of a lack of motivation and coordination increases. Communication and coordination function better in small groups than in large ones. Gençer (2019) wrote that small groups reflect the society as a whole. This is due to the fact that people spend a significant amount of time in small groups such as family, group of friends and work groups. Furthermore, the actions and following effects of an individual's actions are more noticeable and direct in small groups.

There is a difference between groups and teams. A group's performance is the combination of all the individual members' results (Katezenbach and Smith, 1993). A team's performance, on the other hand, is the combination of the individual members' results as well as their collective work-products, which is the result of the collaborative work of two or more of the team's members. Working groups can share information and perspectives, but the focus is always on the individual's performance and accountability. Teams require both individual and shared accountability. These collaborative contributions in combination with the best performance of its members, make the sum of a team's work greater than the combined performance of its individual members. It is important to focus on team development since it makes a fundamental difference to the performance (Wheelan, 2010). Teams that are trained perform better when it comes to information sharing, they transfer more knowledge between team members, and they have a better coherence and achieve higher quality solutions than untrained teams (Rentsh, et al., 2014).

Commitment is essential in creating a team and turning the result into a collective performance, without it the groups perform as individuals (Katezenbach and Smith, 1993). By forming a meaningful purpose teams develop commitment, direction and momentum. Teams must also develop the right mix of skills and locate all of the necessary complementary skills to achieve the team's goals. There are three different categories of skill requirements. Technical or functional expertise, problem-solving and decision making skills and interpersonal skills. Both skills already proven and skill potential should be taken into account when assembling a team. Team members must agree on job assignments, skill requirements and developments, membership demands and decision processes. The team establishes a form of a social contract that dictates their purpose and guides, and shows how they must work together.

There are, according to Wheelan (2010), ten key areas that ensure a group's productivity and should thus be focused on to create high performance teams. The goals and rules must be clear to its members, the team must collaborate and work together with a leader that can adapt their leadership style to the situation in order to meet the team's needs. Furthermore, the team must have an open communication that allows everyone to participate and feedback should be used to improve the performance. The team should have a strategy for discussion, decision-making and planning as well as one for implementation and evaluation. Norms should be established that support high performance, success and quality. Members' differences and creative and innovative solutions are accepted as long as they are helpful in solving the task. Additionally, the teams should contain the smallest number of members necessary, they should be able to form subgroups and they must spend enough time together. Finally, the team should be cohesive and the members should be cooperative.

A group cannot become a team without it holding itself accountable as a team (Katezenbach and Smith, 1993). Team accountability is connected to commitment and trust, two essential aspects of effective teams. These grow as people work toward a common goal. Usually, teams do not create a purpose on its own, and this does not in any way hinder the team's performance. It is only in very specific cases, such as in entrepreneurial teams where the team creates a purpose entirely on their own without taking initial directions from outside the team. The majority of successful teams create and shape their purposes in response to the outer framing, demand or opportunity, which is presented to them by the higher management. This shaping of a purpose takes time in order for the members of the team to own the purpose both collectively and as individuals. Teams also turn their common purpose into performance goals in order to evaluate their own work. Performance goals are the first step toward creating a common purpose for the team. The combination of a purpose and performance goals are vital to a team's performance.

In creating functioning teams, communication can be a problem and over-communication is important so that no out-groups are formed, i.e. groups that are not as informed (English, 2019). Furthermore, Paulus (2000) wrote that some of the group dynamic problems that can occur are social loafing, which is when an individual puts in less effort into the teamwork than what the person would have done if they had been working alone, a too early evaluation of the group products and individuals that either dominate the group or distract it from the goal. These factors can stop groups from becoming high-performing. Groups can have a positive or negative impact on members' efficiency (Gençer, 2019).

Groups have norms, i.e. rules and guidelines (Gençer, 2019). Individuals in groups have roles, which are patterns of behaviour that occur in any social setting. Adherence to the group, which is the desire from an individual to belong to a group, is an important factor in the structure of the group. When people want to belong to the group it is easy to adopt goals and norms, when there is a low adherence the situation is the exact opposite. A group can affect the attitude of the individuals in it.

Levi (2007) identified some aspects of group dynamics that are important for teams. The team must consist of the right type of individuals, have a task that is good for teamwork, group processes that are functioning and a supportive organizational environment. Groups must have members that have a combination of appropriate task related skills and the interpersonal skills to work as a group or a team. It is also important for the group processes to allow the team to maintain good social relations while working together. A group's motivation can increase by strengthening the group members' cohesion, which in turn will increase the commitment to the group. Group cohesion can be described as the bonds that are formed within a group which are interpersonal. Task commitment, social identification, feelings of belonging and interpersonal attraction can create a group cohesion. The improved mutual support and improved coordination of a cohesive group make it perform better than a non-cohesive group in most cases. Improving communication within a group is a way of developing group cohesion. One potential drawback of having a high level of group cohesion is that there is a risk that it can impair decision making and promote conformity.

Another aspect of group dynamics is cooperation (Levi, 2007). It provides both benefits and drawbacks for individuals as well as for teams. Individuals get both motivation and support from situations that are cooperative. Cooperation for teams promotes interpersonal support and communication. One of the problems with highly cooperative teams is that it can have high levels of conformity, which can lead to a reduction in creativity and performance and it can also lead to situations where team members make un-advantageous decisions in order to maintain group harmony.

A sign of a healthy team's interaction is conflict since it is a normal aspect of a team's existence (Levi, 2007). Even though this is the case, many teams do not handle conflict well since they, in order to avoid conflict, make bad decisions instead of learning how to manage conflicts properly. If the source of the conflict is from a disagreement based on how to tackle a task the conflict is healthy. On the other hand, if the source of the conflict is based on organizational, personal or social sources the conflict is unhealthy. The type of conflict impacts the correct way it should be managed. If the conflict is based on social or personal grounds, it often requires teambuilding in order to improve the social skills and relations. The team is helped in its performance by conflicts that promote debate over issues, which in turn stimulates creativity. When the conflict results in strong negative emotions, hinder the operational capacity of the team or leads to a damages group cohesion the conflict negatively impacts the team. A developed trust within the team helps it resolve team conflicts.

A difference between a team and a work group is that a team must have the power to control its own operations (Levi, 2007). The process of giving the employees power from the managers is called empowerment and a support of empowerment from the leaders results in more effective performance from the team. The team members in empowered teams have an increased job satisfaction and motivation. The four factors in empowerment are; potency, the belief in the effectiveness of the team; meaningfulness, the feeling that the work is worthwhile and valued; autonomy, the team's control over its own operations; and impact, the importance of the teams work to the organization. However, many organizations often have problems in giving the power to the teams to control their own actions and operations. Power within a group is an important part of the group dynamic. For example, people with high status talk more and many of the team members agree with them whereas low status team members might become reluctant to present their true opinions. This difference in status and power in the teams can negatively impact the team's communication.

Group decision are advantageous since they result in more resources being put into solving the task (Levi, 2007). Furthermore, it helps develop the skills of the team members and motivates them. However, these types are not always successful and they are time-consuming. In a situation where the task is suitable for the team, the discussion is open and there is a diversity of perspectives within the group, group decisions are superior to individual decisions. In the case of too much or too little conflict, the group decisions might suffer. Additionally, groups have a polarizing effect so their decisions might become more extreme than an individual's decision. Furthermore, groupthink can occur when the team members, in order to maintain good social relations within the group, negatively impact the decision making. The decision made in groupthink situations are inadequate but also strongly defended by the team members.

2.1.1 The four stages of group development

Some researchers see team development as a process which follows certain fixed stages whereas others see it as a progress that is dependant on time and task demands and not on stages of development (Cooney, 2005). According to Wheelan (2010) there are four stages of group development:

1. *Dependency and inclusion*

The aim is to create a sense of belonging and predictable ways of interacting. In this stage the members are dependant on the leader and concerns about feeling included are raised.

2. *Counter dependency and fighting*
   The purpose of the second stage is to create common values and goals, and to establish operational procedures. The group starts to depend less on the leader.
3. *Trust and structure*
   The group works together to strengthen positive relationships. Additionally, more formal and mature discussions are held about roles, the organizations and its procedures.
4. *Work and productivity*
   At the fourth and final stage the work groups become teams. In order to keep performing at a high level, the leaders and the team members must perform certain activities such as being evaluated regularly and clearly defining the problems. At this stage the productivity rises significantly, but most groups do not get this far.

Most groups struggle with performance and the groups might regress or get stuck on of the first three stages of group development (Wheelan, 2010). To facilitate an easier group development there are certain aspects that the members can do to ensure a smoother process. They can learn about group development and its stages; be patient and understand that group development takes time; understand that things are never clear at the beginning of a group; expect conflicts since it is a normal part of group development; limit the conflict to those that are relevant to the task, structure and roles and stay away from personal conflicts; compromise when possible and encourage the other group members to do the same; take responsibility and do not be a passive member of the group; be supportive, both of the other members and the leader; complete the tasks on time; accept that subgroups will form; regularly assess the group's performance together in the group and be there for the group.

2.1.2 Team building

Teams and good performance are inseparable, one cannot exist without the other (Katezenbach and Smith, 1993). The term team is used too often and applied to groups that are not teams but rather amorphous groups. A work group is a group with members who strive towards creating a shared set of goals and finding a way of accomplishing these goals in an efficient and effective way (Wheelan, 2010). All working groups are not teams, even though the term is applied to them (Katezenbach and Smith, 1993). Working groups present fewer risks that teams. The purpose is often established by the leader, the meetings are clearly structured and the goals are met using individual tasks and accountabilities. A work group becomes a team when the common set of goals has been established and the organizational structure to accomplish these goals are in place (Wheelan, 2010). The team becomes a high performance team when the members find the work fun, and they feel involved, committed and valued.

Teamwork, though it is associated with teams, is neither exclusive to teams nor is it enough to ensure a good team performance (Katezenbach and Smith, 1993). Teamwork is a set of values that promotes listening, constructive responses, a support to others and a recognition of others achievements. It promotes both individual achievement and the performance of the whole organization. Both training in being effective team members and being effective team leaders are needed to make the group (or team) perform in an effective way (Wheelan, 2010). All members of a team must work together in order to ensure that the work group succeeds and reaches its goals, this includes both the members and the leader. A key aspect in creating a high performance team is to understand how work groups function so that their chances of becoming teams increase. There are a number of common approaches to build team performance (Katezenbach and Smith, 1993). Establish urgency, demanding performance standards and direction; select members for skill and skill potential, not personality; pay particular attention to first meetings and actions; some clear rules of behaviour; set and seize upon a few immediate performance-oriented tasks and goals; challenge the group regularly with fresh facts and information; spend lots of time together; exploit the power of positive feedback, recognition, and reward.

Trust is a driving force for business creation and a key factor in team building (Hakanen and Soudunsaari, 2012). A lack of trust can have a negative impact on communication, delegation, empowerment, productivity and results. Even though trust building is a slow process its creation can be accelerated by great communication skills and open interaction, which are essential in the creation of a high-performance team. A shared vision, clearly defined responsibility and roles, mutual respect and trust, cooperativeness and good leadership are also required to create these types of teams. In addition to great communication skills and open interaction, trust building requires personal knowledge, face-to-face interaction, empathy, respect and genuine listening. Trust is also increased by shared morals and norms.

As previously mentioned, communication is a vital part of trust. The trust makes people willing to share information and ideas voluntarily (Hakanen and Soudunsaari, 2012). The communication becomes open and genuine, and the participants share a mutual respect for each other. Communication that is only fact-based does not deepen the personal relationships and the trust.

Trust in a team does not only enhance the communication, it also increases the commitment and loyalty between team members and even the team performance can be improved by it (Hakanen and Soudunsaari, 2012). This does not mean that the team cannot have some rivalry between its members, some healthy competition is good, and ensures that the team keeps performing on a high level, as long as the team is built on trust.

2.1.3 Recruitment

Almost all businesses start as a single business which is organized around single functions such as sales, marketing, product development etc. (Galbraith, 2014). All those reporting to the CEO are functional leaders. The organization is a complex system that consists of a structure, information decision processes, reward systems and people.

The people aspect of an organization deals with recruiting individuals with the right type of skills and mind-sets that suit the organization’s strategy (Galbraith, 2014). Even if the recruitment tools are human resource practices they are also the business leader’s responsibility. Contemporary recruitment and development of talent can be described by three key characteristics. The first is “Hire hard, manage easy” (Galbraith, 2014, p53). Essentially this means that if the recruiters work hard at selecting the right type of people straight away, these people will be more likely to succeed and perform well in the company. Therefore, it is important to identify the right type of people. This can for example be done by studying what type of background successful leaders in the company have and use that as a guide in selecting candidates with desirable qualities. If the type of person that is wanted in the company is known, then the hard work is finding them. The second characteristics is “Hire for fit, train for skill” (Galbraith, 2014, p54). Individuals should be recruited based on how well they fit into the company’s culture. Corporate culture changes very slowly whereas technical skills and jobs change more often. It is easier to train a new recruit in a new skill than to fix a person-culture mismatch. In particular companies that require collaborative working are very interested in people who fit their culture. The third and final characteristics is using rotational assignments. In order to develop people that have an overall perspective of the organization it is good practice to implement rotational assignments. This gives the person total perspective and a network within the company.

Fathi et al. (2011) identifies three main differences in the recruitment and employee development processes used by small and large companies that significantly influence the organizational structure of large and small companies alike. Larger businesses have more resources available for hiring and development programs than small businesses; smaller businesses have a smaller pool of applicants than larger businesses and the advancement opportunities are limited in smaller companies compared to their larger counterparts. Many of the challenges that smaller companies face when creating hiring and employee programs are mostly not experienced by larger companies. The larger companies have the resources to identify and attract suitable employees, and the lack of this capacity is a key problem for smaller businesses.

Start-up firms cannot deviate too far from some of the traditional task positions, e.g. CEO (chief executive officer) and CFO (chief financial officer), due to external accountability and legitimacy (Jung et al., 2017). The initial task allocation in new ventures can have large consequences downstream and it is a highly uncertain process for the founding team, partly due to the often correlating expertise of the team members.

Initial and mature start-up recruitment function in different ways. In initial start-up recruitment, even though human resource practices are vital to a new venture’s survival and growth, many founders do not give them much consideration (Aldrich and Langton, 1997). Instead they focus on marketing and financial issues. Due to a lack of resources and uncertainty regarding the prospects of the venture, most new firms are small initially. The unstructured situation in the company makes it important for the founder to recruit people whom this person can trust implicitly and that will take responsibility. The founder must in the start-up phase be able to delegate a lot of responsibility onto these people and they must be able to handle the great degree of uncertainty and the unclear division of labour. These highly trusted people can be recruited from two different categories, family members and through personal networks. The founder already knows the family members’ personal characteristics and their level of trustworthiness and competency. The people recruited through personal networks also have characteristics that are familiar to the founder. If not, the founder can ask other business owners for suggestions, ask early hires to recommend people they know or turn to their friend. This mean that the start-up initially consist of the founder and people that have been recruited from personal networks (Aldrich and Langton, 1997). These informal hiring practices are used throughout the entire business life cycle, not only during the start-up phase. Formal hiring processes are more connected to an expansion of the workforce, e.g. larger teams.

Some of the key challenges that smaller businesses experience are that they often rush the hiring process since they lack the resources to cover an open position; they might also keep poor performers since they at least offer some productivity; they often lack the experience and skill at recruiting compared to larger companies and they do not have access to a vast range of different recruiting options that are open to larger companies (Fathi et al., 2011). The people that are hired play a crucial role in shaping the company's future. Larger companies, that often have a vast supply of resources, can offer benefit programs (e.g. medical, retirement etc.) that are not available to smaller businesses; they offer well-defined compensation programs; they have career path counselling and development and training schemes; they have policies that offer flexibility (e.g. vacation, leave, sick days etc.); due to their size they offer employees more advancement opportunities; they offer a bigger potential for socialization and they have access to the latest technology. Regardless of these big differences, small companies with less resources can still compete effectively when it comes to hiring and developing its employees. There are different benefit packages available to smaller companies, and since they often have a thinner profit margin, they must work in a way that ensures that their resources are used effectively and efficiently when implementing hiring and development programs. These aspects can enable smaller companies to be able to combine benefits and programs on a smaller scale so that they are more attractive to their workers. Functioning development programs are important in a business and can mean the difference between a successful and a struggling company (Fathi et al., 2011). A company's chances for growth can be linked to its willingness to adopt employee development schemes and many workers look for workplaces that can help them expand their skills and knowledge.

There are specific challenges that arise for co-founders in task allocation in a new venture context that do not occur in top management teams in established firms (Jung et al., 2017). The co-founders are often peers that collaborate to form a new venture, thus they lack the formal authority that managers in established firms have when forming work teams. Furthermore, the co-founders often have similar experiences and expertise, which makes the task allocation and labour division difficult due to corresponding skill sets. Third, the context of new ventures is very uncertain, and they often depend on external resource holders, whose approval and backing are needed in order to succeed.

2.1.4 Group dynamics in organizations for high performance teams

Often, problem-solving teams become high performance teams when the team members give their unique perspectives and information to build the team's shared knowledge (Rentsh, et al., 2014). The team members must share information that only they posses, transfer this knowledge to the other members, handle relevant information available in the team and integrate and structure this information in a collaborative way to become high performing. It is not enough that the team member simply mentions a piece of information, the team must together analyse, discuss and explain the meaning in order to build the teams shared knowledge. There are two major difficulties that hinder teams from building team knowledge, and thus becoming high-performance teams. The first is that the team members often discuss information that the members already share instead of presenting and discussing information that the members have individually. The second challenge is that different team members have unique ways of interpreting the task and the communication and information regarding the problem. This makes it difficult for the team to share knowledge and communicate it in an efficient way.

Groups or teams must set goals and evaluate their performance to have a better chance of improvement. In order to properly evaluate the performance of a team, feedback should be given on the team's performance rather than on the individual's since this will make the feedback more efficient (Hillier and Dunn-Jensen, 2013). Using structural, rather than individual approaches, will be more a more efficient tactics to improve the team's performance. Team discussions on the team's own performance will also improve the efficiency of the team. According to Wheelan (2010) there are eight principles that an organizational structure should follow in order to help work groups perform better. These principles include clearly defining the organization's mission, supporting innovation, valuing team recommendations, having clear expectations for group output and rewarding teamwork rather than individual performance.

The following five things are what an organization must do in order to ensure that a work group performs better (Wheelan, 2010). The group's goals and tasks should be varied, require skill and interdependence. Mandatory tasks that are routine or boring may not be suitable to a team format. The goals and tasks should require continuously learning. Here the members can learn from each other or seek more information on how to perform the tasks. In order to help the group members succeed, access should be established to the necessary human resource. Access should also be established to the necessary technical resources. Team work areas should be established. Even though conference calls and emails can work, face-to-face meetings should be periodic. Top management can create an environment that promotes teams and individual and organizational performance by recognizing a team's delivery potential, use teams strategically and nurture the team discipline (Katezenbach and Smith, 1993).

A leader must not be a person with an immense amount of skill, an average person with a willingness to learn some basic skills and who is flexible can be an effective leader (Wheelan, 2010). Effective leaders are more motivated than others to be leaders, they are more social and have more task-related abilities. This does not mean that they are effective leaders in every situation and therefore they are selective with what type of leadership position they take on. The effective leader knows how to adjust their leader style to the needs of the group at any specific time.

During the different stages of group development the leader has to showcase different leadership styles (Wheelan, 2010). For the first stage of group development the leader should be confident and directive. The leader's role is to make the members feel included and safe and give positive feedback. Additionally, the leaders should promote open discussions about tasks, goals and values. At this stage the leader also sets high performance standards and provides any necessary guidance and ensures that the members feel competent. Finally the leader manages the contact with the external environment for the group. At the second stage the leader encourages the members to become more independent and to participate. The leader promotes open discussions that resolve conflicts regarding values and goals. During the third step the leader should encourage the members to participate more in the leadership and encourage them to make necessary changes to the structure that ensures a better group productivity. At the fourth and final stage the leader becomes more of an expert member of the team that performs organizational support reviews. The leader continues to be an effective group member during this stage. It is during this stage that the work group becomes a team.

Effective team members should learn not to put blame on other group members for the group's problems, rather they should take on a shared responsibility for how the group performs (Wheelan, 2010). Further, a process of clarifying goals, roles and tasks and also open communication and feedback should be promoted. An appropriate division of tasks and supportive communication should be encouraged. Additionally, the use of effective decision making and problem solving processes should be advocated. Norms that support productivity, creativity and innovation should be encouraged. The norms that promote group effectiveness and productivity should be followed. Group cohesion and cooperation should be encouraged. Still, a certain level of interaction with other groups and parts of the organization is needed to function as a team. Effective team members should also support the leader and ask for clarifications and give suggestions when needed.

2.1.5 Creativity in teams

Buijs (2007) wrote that companies' creativity and innovation are related to the four following factors; innovation contents, group dynamic of the team responsible, the acceptance of innovation as a creative process and the leadership. Paulus (2000) stated that an optimization of group creativity can be achieved by using challenging goals, structured group interactions, autonomy, and a supportive environment. Creativity is affected by a combination of talent, learned skill and situational factors (Levi, 2007). In order to generate novel ideas that are useful, a required combination for something to be a creative solution, individuals should be receptive to new ideas and be able to generate as many ideas as possible. This should be followed by an incubation period. The ideas should be modifies, played with, and combined in a way that encourages creative options. The team members must be open and not too critical of the other members' ideas. In order for a team to be creative it must have creative members that collaborate effectively within an organizational context that is supportive. A team's creativity is a combination of individual, group and organizational factors.

Groups of individuals that try to solve a problem in a creative way usually produce less ideas than the combination of the ideas the individuals would have produced on their own (Levi, 2007). An individual's creativity is even reduced while working in the presence of others. The reduction in creativity is even greater if the others observe and evaluate the individual's work. There are some group dynamic factors that can impact the creativity in a negative way (Van Gundy, 1987). Creativity can be discouraged by negative or critical communication climates that can develop in groups. The creativity can be limited by interpersonal conflicts within the group. Since groups are more time consuming, the usage of them are not always faster and more efficient than having individuals do the creative work. Additionally, the creativity within the group can be hurt by a pressure of conformity and dominating group members. Paulus (2000) wrote that the two main factors why groups produce less creativity than individuals that work alone are cognitive interference and social inhibitors. Cognitive interference is the loss of ideas that occurs while a member in a group is waiting for their turn to speak during a meeting. The individual might forget the idea, the discussion might drift to another topic or the meeting might run out of time. Social inhibitors are the anxiety connected to the evaluation of one's idea by others and the reduction in motivation that occurs when one's contribution is reduced or hidden in the group's output. Generally, during group discussions, too much time is spent on criticizing and evaluating ideas and not enough is spent on generating new ideas (Levi, 2007).

There are not only drawbacks to group creativity and Levi (2007) identified the following strengths to group creativity. Groups can develop more ideas than what single individuals can do. The supportive environment that groups can create can encourage creativity. Working in groups, and the social interaction of this can be rewarding. Homogeneous groups are not as likely to develop creative solution as diverse groups. The support for the implementation of creative ideas can be provided by groups. Groups that have creative conflict, e.g. the group is exposed to different ideas and opinions from some members, produce more creative ideas. This stimulates the thinking and idea generation in the majority of the group and they are prompted to look at the situation from different perspectives. A diversity among the group members, e.g. different backgrounds, training etc., increases the creativity of the group. These types of groups look at the issue from multiple perspectives and generate more ideas that they try out. This is one of the reasons cross-functional teams, which have members with different expertise, are used by organizations.

Creative ideas are often generated when ideas are associated to each other in a unique way and this can occur when someone is exposed to other people's ideas (Levi, 2007). This is one of the advantages with brainstorming and generating ideas in a group, the stimulation of ideas. This effect is enhanced in a team that is diverse in terms of knowledge, perspective and experience. The development of new ideas takes time, and the stimulation of ideas that can occur during group sessions might not happen at the group meeting but at a later time when the individual has had time to process and verbalise the new idea. It is therefore good to incorporate an incubation period during the idea-generating process, both in individual and group creativity. It is also advantageous to combine individual and group idea-generation in order to reap the benefits from both individual and group creativity. Depending on how the creativity process is managed, groups can be more or less creative than individuals. Therefore group creativity is connected to the group, the individual, the environment or the organization. When problems become very complex and important they require individual and group creativity since they are too big to simply rely on individual creativity.

Levi (2007) wrote that a multidisciplinary perspective often is required in order to find creative solutions. Both individual and group creativity can only survive in environments that support it. Organizations' desire to have both stability and change at the same time often create problems. Additionally, creativity often implies risk for organizations which is a contrast to the wish for consistency and the minimizing of risks. In order to support creativity, organizations must create an environment that promotes creative people and teams. Both the task and the social aspects of creativity should be supported to create a supportive environment for creativity (Van Gundy, 1987). The support for the task part of creativity gives freedom in allowing individuals to act on their ideas, promotes active participation, gives support to the members of the creative task and provides the freedom to the members to try new ideas and do things differently. On the other hand, the social aspect of creativity is supported by an environment that encourages the free sharing and open expression of ideas, support the acceptance of novel and unusual ideas, promotes risk taking and conveys a belief and a trust in the team members.

Amabile (1996) identified environmental aspects that impact creativity in the workplace. They are freedom, the employee needs freedom to perform the task in the way the individual wants to do it otherwise it can discourage creativity. Management is important since a manager that is too controlling, has poor communication skills and gives unclear direction will hurt the creativity. New ideas should be encouraged. Creativity must be recognized and rewarded. The organization should support cooperation. The time frame should allow for creativity, which is a process that requires time. There must be some type of challenge associated with the tasks. Additionally, there should be some type of motivation and reward connected to the completion of the task. Levi (2007) wrote that innovative companies often have strong core values and instil these core values into new employees by using socialization programs. These core values increase the sense of commitment to the organization and the cohesiveness. The loyalty simplifies the process of implementing new ideas but creativity also requires different perspectives, a questioning mind-set and trying novel ideas and processes. Innovative organizations promote a diversity of ideas and opinions, support creative individuals, minimize the fear of failure, reward risk-taking, and they also have programs that encourage creativity.

Group creativity requires more than just having group sessions, it must also be an open climate in the group that encourages active participation (Levi, 2007). This open climate is done by developing rules that promote openness and safety in presenting ideas and opinions. Additionally, team members should learn how to build on an idea rather than criticizing it. Group creativity can be promoted or reduced by factors such as management, resource availability, risk taking recognition and a climate that supports cooperation.

Innovative teams create value through generating and implementing new ideas, products or processes (Dyer, 2013). These types of teams often have leaders with innovative skills. The leader creates a safe space where the team members can perform and leads by example. Team members should have both innovation and executive skills as well a good complementary combination of knowledge from different types of functions and domains. The processes of the team should require, or at least encourage, the team members to engage in questioning, observing, networking, experimenting and associational thinking in their search for creative solutions to different problems.

Entrepreneurial teams are evolutionary and fluid and team members might join or leave at any stage during the maturation of the business (Cooney, 2005). The formation and development of the entrepreneurial team is interrelated with the life cycle of the venture and it takes time for the founding team to find their roles. Entrepreneurial teams work in the context of evolving situations whereas organizational teams operate in already established organizations (Mol et al., 2015). The entrepreneurial context often has undefined behavioural norms, ambiguous job descriptions and the team members must have the ability to guide the venture through the entrepreneurial process.

2.2 Interpersonal chemistry

In order to be healthy we must have social connections (Campbell et al., 2018). Relationships, both romantic and friendship, are beneficial at a fundamental level. They bring us joy, and can give meaningfulness to a person's life as well as give us support, both emotional and social. The initial meeting between two people is important in the potential forming of a social bond between them. Often, in less in one hour, we have decided what type of relationship to pursue with a person, no relationship, casual friendship, close friendship or romantic relationship (Campbell et al., 2018; Campbell et al., 2015). In only five minutes it is possible to evaluate key compatibility factors such as personality, affect and IQ (Campbell et al., 2018). A broad generalization of an individual's personality is made by a person after a limited exposure to the individual (Carney et al., 2007). These judgments can be completely right or almost totally wrong based on the circumstances of the judgement. According to Campbell et al. (2015) the concept of interpersonal chemistry is a relatively new concept and the few researchers that have focused on it previously have had a focus on sexual, rather than friendship chemistry.

Some of the individual key factors that lead to friendship are personableness, which is an expression of warmth and kindness, communication skills, attractiveness and sense of humour (Campbell et al., 2018). Whereas the interpersonal include similarity, reciprocal candour, and bilateral self-disclosure. Campbell et al. (2018) point out the following core aspects for interpersonal chemistry; reciprocal candour, mutual enjoyment, attraction, similarities, personableness, love, instant connection and indescribable factors. The similarities aspect was more important in forming friendships and the love and attraction factors where more characteristic of forming a romantic relationship. Campbell et al. (2015) only listed reciprocal candour, mutual interest, personableness, similarity and physical attraction as the components of friendship chemistry since they were the most common aspects.

Reciprocal candour is sharing meaningful and open communication. According to Campbell et al. (2018) it includes ease of interaction, the sharing of a deep connection and predictability. It is when the conversation flows naturally and there are no awkward silences. In addition, it pertains self-disclosure (Campbell et al., 2015). Mutual enjoyment is when people enjoy each other's company and also share a sense of humour (Campbell et al., 2018). They laugh at the same types of jokes and feel like they gain energy from interacting with each other. Furthermore it includes having similar interests (Campbell et al., 2015). Similarities include demographic traits, goals, values, beliefs and hobbies (Campbell et al., 2018). It is when a person sees some of herself or himself in another person. Moreover, it can include sharing the same aspirations (Campbell et al., 2015). Personableness contains characteristics about a person and Campbell et al. (2018, p39) identified the following traits: honest, trustworthy, supportive, kind, thoughtful, agreeable, comforting, interesting, warm, accepting, empathetic, compassionate, open-minded, genuine, patient and outgoing. To some extent attraction also exists in friendships and not only in romantic relationships (Campbell et al., 2018). It is a type of chemistry that is centred on the other person and draws you closer. Initial connection is concerned with the instant feeling upon meeting that a friendship is possible. It is the feeling that you immediately have a connection and understand each other. For some, love is a component in initial friendship chemistry. This includes types of love that are not romantic, such as the love between siblings. It is according to Campbell et al., (2018, p42) “a deep and/or unconditional regard for another person.” The indescribable factor includes all the attributes that cannot be or are difficult to explain in regards to interpersonal chemistry (Campbell et al., 2018). Pillemer and Rothbard (2018) identified self-disclosure and perceived similarity as key interpersonal mechanisms in the formation, maintenance and development of friendship.

Similarities is not the only basis for interpersonal connections between individuals, some of the most meaningful connections are created when we understand, manage and navigate our differences (Christfort and Vickberg, 2018). People can come together even if they think differently. The interpersonal chemistry, or the lack of it, can help a team be successful or drive it towards never making progress. Christfort and Vickberg (2018) call the interpersonal chemistry in a business context, business chemistry. Business chemistry is what makes individuals get along or not, why some team succeed whereas others fail and how leaders can help teams excel or not in reaching their full potential. A good business chemistry within a team will improve the performance of everyone involved. Individuals that are naturally good at building relationships have a high dose of empathy which is an important part in creating effective human connections. Having a high dose of empathy enables the individual to have great chemistry with colleagues, clients and teams. Empathy is defined by Christfort and Vickberg (2018) as “understanding and identifying with another person’s perspective.” In order to cultivate empathy it is important to recognize the differences in people’s working styles, e.g. one’s personality translated into a business setting, and understand that they contain important clues about individuals’ perspectives and can be the foundation of a powerful working relationship. It is important to treat others how they want to be treated in order to achieve a good and functioning business chemistry.

Christfort and Vickberg (2018) wrote that understanding people’s working styles based on some key observations and then tailor one’s interactions accordingly is a way of creating chemistry in a work relationship. There are four types of individuals in business chemistry, and we are all a unique combination of the four categories. Depending on the situation we might showcase more or less attributes associated with one of the specific types. However, most individuals associate more strongly with one or two of the categories and show behaviour that is in line with their descriptions in various situations. The four types are: pioneers, they value possibility, are outgoing and creative and believe that big risks bring big rewards; guardians, they value stability, they are practical and are deliberate decision makers that bring order and rigor; drivers, they value challenge, are logical and technical and they are direct in their approaches; and finally integrators, value connection and assemble teams, are empathic and relationship focused, see shades of grey instead of seeing things in black and white. The real driver in business chemistry is not in the types individually but in their combination. Guardians and pioneers are opposites, as are drivers and integrators. It is crucial to understand the differences and use the diversity to create a great work chemistry since diversity, in thoughts, experiences or backgrounds, is one of the drivers of performance in teams. Even though most teams have a diversity in perspectives and experiences many leaders fail to adapt their style to suit the different working styles, instead they treat all team members in the same manner, and thereby they fail to unlock the powerful potential in the team’s diversity in working styles. A way of actively cultivating diversity in the workplace is pairing together complementary strengths in teams.

2.2.1 Workplace friendship

Key employee outcomes are influenced by the relationships between peers in organizational settings (Chiaburu and Harrison, 2008). Role perception, work attitudes, withdrawal (effort reduction, intent to quit, turnover) and effectiveness are all liked to the behaviours between co-workers. Pillemer and Rothbard (2018) wrote that even though many in academia and in practice assume that friendship in the workplace is something which is desirable since it results in positive organizational outcomes, this is not always the case. There are negative aspects associated with friendships in the workplace. The positive impact of informal relationships in the workplace for individuals include emotional and instrumental support, enabling a positive identity and personal development and providing socialization possibilities. The teams and organization can get cohesion and cooperation as a result from friendships. Furthermore, the organizing process and innovation and creativity can be stimulated by these social relationships. Some of the potential downsides of friendships between co-workers is that sub-groups can form when these informal groups exclude some of the team members. This can reduce the knowledge sharing and communication within the organization. Additionally, sometimes the required task to achieve a goal might be in conflict with the social connection between team members. Furthermore, friendship might distract individuals from work-related tasks when the social interactions become socioemotional intrusions that distract the individual from instrumental goals. The closer the friendship, the more distracting the socioemotional intrusion will be. Additionally, individuals in workplace friendships are more likely to experience conflict between formal and informal roles than individuals in co-worker relationships. The friends' greater interpersonal connection also make them prepare less for complex-decision making tasks since they focus less on the instrumental goals and more on the socioemotional goals.

There are four features that separate this type of relationship from other connections (Pillemer and Rothbard, 2018). Friendships are voluntary, they are chosen not enforced; informal, they lack standardized and formal roles; communal norms, support is given based on need; and they are driven by socioemotional goals, the aim is social and emotional well-being. These characteristics separate friendships from other types of interpersonal connections at the workplace. Pillemer and Rothbard (2018, p3) define workplace friendship as: "a non-romantic, voluntary, and informal relationship between current co-workers that is characterized by communal norms and socioemotional goals." These four aspects are in conflict with four of the instrumental qualities that are present in most organizations. They are the formal roles, the activities and relationships in organizations are often role-based interactions; involuntary relationships, individuals interact based on the needs of a project or an assignment; exchange norms, the interactions are predetermined by team assignment or organizational departments; and instrumental goals, the goals that are connected to the achievement of the organization's, team's or individual's goal.

2.2.2 Decision making

According to Campbell et al. (2018) interpersonal chemistry is the perceived initial connection that we make with people when we meet them for the first time. Haidt (2012) wrote that instincts come before strategic reasoning and usually, people will try to use strategic reasoning and construct a justification for the intuition post hoc. When making complex decisions, a plethora of data and analytics available is often not enough for the decision makers to feel sure they are making the right decisions (Matzler et al., 2007). Instead managers and leaders often rely on their "gut feeling", e.g. their instinct or intuition, in guiding their choice. The "gut feeling" is a combination of a lifetime of experience that guides one's instinct or intuition, it is an often unconscious process of very quickly recognizing patterns. This is an important ability when making complex decisions. Intuition is a combination of knowledge, experience and emotions. Individuals that are able to make good intuitive decisions often have a deep level of experience and knowledge that has come from their openness, curiosity and their disposition to seize opportunity. Intuition is a highly complex and developed form of reasoning that is based on an individual's experience and knowledge, it is recognizing patterns, concepts, processes and different thoughts in one's head. The development of an individual's intuition can be made by gaining more experience, which will enable the individual to quickly recognize more familiar patterns in situations. Networks are needed so individuals can share experiences and evaluate the outcome of the decisions. A certain level of emotional intelligence is needed in order to recognize and interpret one's emotions since emotion precedes cognition. A tolerance for mistakes is required to develop intuition, since it grows best in environments where both positive and negative results are accepted. A curiosity is needed in order to discover new opportunities and thereby gaining new experiences, which is needed in order to develop one's intuition. Finally, it is important to put limits to the decisions made intuitively and check it against facts and reflect on it before executing the decision.

Andrade and Ariely (2009) wrote that incidental emotions, i.e. emotions that are unrelated to the target object, can impact an individual's decision making, and often the person is not aware of this influence. These emotions can become a basis for future decisions, which in turn could make the decision that is based on the emotion outlive the emotion itself. This is due to the fact that when making decisions individuals often use past actions as a starting point, and they tend to behave consistently when it comes to cognitions and past actions. Often, emotions or feelings are seen as external forces which impact a process that is otherwise non-emotional (Pfister and Böhm, 2008). Emotions are regarded as functionally separate and different from cognition. This results in the opinion that decision making is a cognitive process where emotions are not needed. Emotions can have an impact on decision making, but they are not required in the process. Pfister and Böhm (2008) argued that this relation between decision making and emotion is not true, and that in reality emotions are part of basically all decision making processes. They proposed a four-fold classification of emotional mechanisms which impact decision making. The information function, shaped by feelings such as joy and distress, informs decisions regarding preference. The speed function, informed by fear and disgust, trigger fast avoidance responses. The relevance function, impacted by discrete feeling such as regret and envy, sheds light for the decision maker on particular aspects of a decision that have potential relevance for them. Finally, the commitment function, informed by for example guilt, commits individuals to stick to their decisions and enables social coordination, even if this is against their self interest in the short term.

Emotions enter into decision making in complex ways (Loewenstein and Lerner, 2003). Both expected emotions and immediate emotions impact decision making. Expected emotions are emotions that the decision maker can expect experiencing and thus can be taken into consideration while making decisions. Immediate emotions are emotions that the decision maker is experiencing at the time of the decision making. The immediate emotions can impact the decisions both indirectly and directly. Indirectly they can change the decision maker's perception of outcomes or probabilities or can impact the quantity and quality of the handling of cues that are decision related. Directly the immediate emotions, when intensifying, they can start to take control of the decision making and thus hinder, or override, rational decision making. Even though emotions might impact the decision making they can still be desirable. A suppression or absence of them can lead the decision down the wrong path, and the presence of them can guide the decisions in more adaptive directions. On the other hand, emotions can have a negative impact on decision making. Expected emotions can lead to decision errors since people are prone to systematic errors regarding the predictions of their future reactions and feelings. Immediate emotions can result in decision errors since they can impact one's judgement of self interest. These negative aspects of emotional influence over decision making should be weighed against the benefits. For example, the emotions help when prioritizing processing goals, and introduce important intuitive decisions ("gut" feelings).

Haidt (2012) wrote that instinct comes before strategic reasoning. People can get a strong "gut" feeling, i.e. intuition, about which decision is right and which is wrong, and they will then try to construct a justification for this instinct afterwards. Therefore, if you want to change someone's mind it is important to appeal to their intuition and not to their strategic reasoning, since they can easily find a logic reason why your argument is wrong if it goes against their intuition. Intuition comes first and some of the pieces of evidence for this are that the brain evaluates constantly and instantly, judgements are dependant on intuitive insights, babies feel but do not reason, psychopaths reason but do not feel, and our physical state (e.g. smell and taste) can impact out judgements. This does not mean that intuition cannot be shaped by reason, for example if the reason is a part of a friendly conversation. Reasoning also matters since it sometimes influences other people. In decision making, we reason in order to support our intuitions. One aspect of our unconscious and invisible intuitions is that we are very concerned about others opinions of us. When it comes to moral matters, we are often driven by a group mentality and our reasoning is done in order to support and show commitment to our team.

According to Kahneman (2011) the brain functions as a dual-processor, i.e. it employs two different types of thoughts, or forms of cognition. The first system (system 1), the fast, is the immediate perception of things in the form of heuristics and biases. The second mode (system 2), the slow, is the observation, focusing of attention and evidence gathering. The slow system handles things such as analysis, ranking and comparison but it starts with the impressions generated by the fast system. These impression are based on heuristics and biases that are efficient but error-prone, for example they can lead to the application of stereotypes. The slow system uses the fast system's impressions as a basis for its operations instead of re-evaluating the situation. System 1 is automatic and intuitive and even though it is sometimes flawed, system 2 usually accepts the input it get from these fast impressions. Decisions are therefore not based on strategic reasoning but rather on intuitions and emotions.

3 Methodology

The aim of this chapter is to present how the research has been carried out in terms of research strategy, research process and data collection. Additionally, the ethical considerations of the research are described.

3.1 Research strategy and research design

Choosing a research strategy that suits the research question is very important in order to gain the maximum amount of knowledge from a study (Bryman, 2012). It will help the researcher make the correct choices and avoid potential pitfalls. A qualitative research strategy was used in the study. Qualitative research puts emphasis on words rather than on quantification when it comes to the collection and analysis of data. Theory emerges from research and the strategy is concerned with the generation of theories, rather than the testing of them. In qualitative research, the researchers interpret the social world through the eyes of the people being studied and it is important to have a contextual understanding.

Common critique against qualitative research is that it is too subjective since the researcher is too impressionistic and subjective (Bryman, 2012). Qualitative research relies too much on what the researcher finds important. This also makes this type of research almost impossible to replicate. Furthermore, qualitative data findings are difficult to apply to other contexts than the study's setting, thus there are problems with generalizing results from qualitative research. Finally, there can be a lack of transparency in this type of research when it comes to how participants of the study are chosen, how the data is being analysed and how the conclusions of the study are made.

The research design of the study is a case study which will be explained further in Section 3.1.3.

3.1.1 Research approach

An abductive approach to the relationship between theory and research was used in the study. With abduction it is important to understand the worldviews of the study's participants since this is the empirical point of departure of the research (Bryman, 2012). Furthermore, the emphasis in qualitative research is put on understanding the social world, an epistemological position called interpretivist. It is the interpretation of the participants of the social world that is being examined in this type of study. This requires a strategy that acknowledges that there is a difference between people and objects of the natural sciences. Scientists need to grasp the subjective actions of social actions, therefore the social world cannot be studied in the same way as the natural sciences. Furthermore, the ontological position of the study is constructionist. Constructionist (or constructivist) implies that social actors and their interactions are shaping the world around them. Social phenomena and categories are continuously being changed and revised. The researcher is also included in the shaping of the social construct and will always present a social reality that is specific to the researcher.

3.1.2 Literature review

A literature review is a comprehensive summary and comparison of what has previously been written in relation to the research topics and it reviews the main ideas (Bryman, 2012). The focus of the review was on small teams with a creative main task. In particular the group dynamics and the interpersonal chemistry will be researched. The key words that were used for searching for literature are: small teams, creative teams, group dynamics, team dynamics, decision making and interpersonal chemistry. Literature was sought at Chalmers Library, Google Scholar and ScienceDirect.

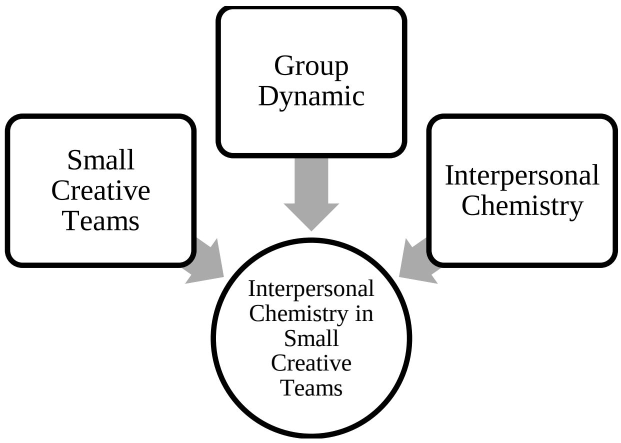

Figure 1 Main topics investigated in the literature review.

3.1.3 Case study

As mentioned previously, the research design for this study was case study design. The research design is the framework for the collection and analysis of data. The group dynamics, interpersonal chemistry and the context of the project were investigated in this specific case study.

A case study is the intensive and detailed study and analysis of a specific case (Bryman, 2012). The case study is of interest in its own right and the researcher investigates it in-depth. The cases used in the study were typical or representative cases. They were not chosen because they were extreme or unique but because they provided a suitable context for the answering of the research question. Case study research focuses on understanding, predicting, describing and in some cases controlling the choses case (Woodside, 2010). This makes case studies suitable when the research goes beyond describing and explaining a concept. Descriptions answer questions such as when, how, who and what, whereas explanations answer the why question. Predictions are forecastings of things that might happen in the future, and control concerns having some form of influence over the case's attitudes, cognitions of behaviours.

One of the most common criticisms of a case study design concerns the external validity of the research (Bryman, 2012). External validity is concerned with whether the results of the study can be generalized and be applied beyond the study's specific research context. Whether or not this generalization of findings is desirable in this type of study is being debated by researchers that use case studies as a research design. They say that the aim is to conduct an intensive investigation of one specific case, which is then being theoretically analysed. Furthermore, since it is a non-experimental research design, there are threats against the internal validity. Internal validity is concerned with conclusions that incorporate connections between two or more variables and whether there is certainty regarding how they impact the other. These threats against the internal validity apply to all research designs that do not use experiments.

3.1.4 Research process

According to Bryman (2012), one of the critics against qualitative research is that it is difficult to replicate. Therefore, it is important to describe the research process. In this specific study the study started with a research proposal that outlined the key aspects that would be investigated, this was followed by a literature review that outlined what has already been written in relation to the research topic. This was followed by writing interview guides for the first interviews for case 1 which were then conducted. These were held with both the entrepreneur and the innovator. This was to find the correct main topic of the research and to understand what the participants of the case study found interesting and what topics they focus on. When the first interviews were finished, the data collected was analysed and conclusion were made so that the correct main topic was chosen. After this, a participant observation for case 1 was made to gather any data that was potentially missed during the interviews. The participant observation also gave insight into the internal processes of the case study situation. A description during an interview might not show the correct process and the observation gave a more accurate picture of how the dynamic between the members is and how they function. Moreover, due to the small size of the core team, many of the decision are made in collaboration, and the participant observation showcased this aspect of the team. The data gathered during the interviews and participant observation in case 1 were transcribed and analysed to find interesting results and themes.

The observations from case 1 were incorporated into the interview guides for the case 2 and case 3 interviews. In case 2 the interviews were held with both a senior and a junior architect. In case 3 only the team leader was interviewed. After the interviews two participant observations were made, on for each of the cases. The activities observed were situations that were typical for each case context. These activities were followed by a transcribing of the data gathered during the participant observations and the final interviews, the results were discussed and finally conclusion were made.

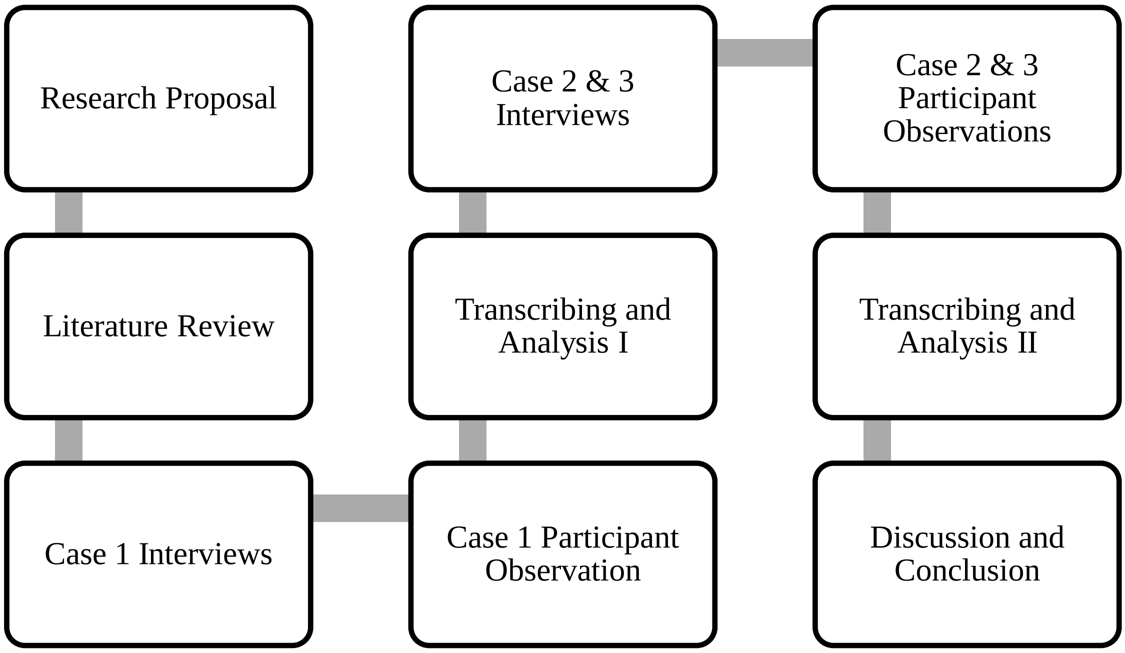

Figure 2 The research process.

3.2 Data collection methods

Two different research methods were used in the study to collect empirical data. These are semi-structured interviews and participant observations. A participant observation gives the context for the development and creation of interview guides (Kawulich, 2005). The participant observations will be conducted to understand the specific contexts of the teams. The data that was collected from the interviews will mostly be concerned with key aspects of the research question.

The two different methods were used to observe the research issue from two different points, which is called triangulation in social research (Flick, 2004). This triangulation of data draws results from different contexts, i.e. times, place and source, during the two separate data collection points. It gives a deeper understanding to the investigated case. In this case verbal data, the interviews, will be triangulated with visual data, the participant observation. The interviews will cover general concepts and include direct questions whereas the participant observation will showcase these concepts in action. Both data collection methods are of equal importance in gathering information regarding the specific case. It will be a case triangulation, where the triangulated methods are applied to a single case and the data sets collected can be analysed in the same case-related manner, thus making it possible to compare and interrelate the results.

3.2.1 Sampling in qualitative research

The choice of samples is very important in research in order to answer the research questions properly (Bryman, 2012). Purposive sampling was used in the study. In purposive sampling the researcher does not chose the participants on a random basis, they are picked with the research goal in mind. Participants are selected based on their relevance to the study. This sampling type was choses so that the participants selected where the most relevant to the study, thus ensuring that the research questions could be answered. One criticism against purposive sampling is that is does not allow the researcher to make generalizations about the population. A theoretical sampling process was used to gather data. The collection of data in a theoretical sampling is an ongoing process. The researcher collects and analyses data and uses the findings as a basis for what data to gather next. The interviewees in the study were selected based on how well they could answer the research questions and due to the small size of the team the selection was limited.

3.2.2 Interviews

Interviews can be used both to gather expert knowledge and subjective knowledge on a research topic (Hopf, 2004). They can combine a high level of openness in the data collection with a high degree of concreteness in the gathering of detailed information. Interviewing in qualitative research is less structured than in quantitative research and there is more focus on the interviewees' own perspectives (Bryman, 2012). Interviews are a very flexible way of gathering qualitative data and the interviewer can change and come up with new questions during the interview to get richer and more detailed answers. This type of data collection was chosen for the study due to its flexibility and ability to reflect the interviewees' perspectives and opinions.

One of the disadvantages is that the interviewing, transcription of the interviews and the analysis of the data can be very time-consuming (Bryman, 2012). At the same time, since these activities can be scheduled to a time that suits the researcher, this type of data collection is not always a valid criticism. Additionally, the interview guides and the researchers wording of the questions might influence the interviewees and stop them from giving their own perspectives.

Semi-structured interviews were used in the study since this type of study can capture the interviewees' own view of the world (Bryman, 2012). Interview guides were used in the interviews to ensure that the questions address the key aspects of the study and that essential questions, e.g. role in the team, will not be missed. The interview guides steered the interviewer in the right direction, but it also gave the interviewees freedom on how to answer the questions.

3.2.3 Transcribing interviews

In order to ensure that no key aspects of the interviews were forgotten or missed the interviews were recorded and transcribed (Bryman, 2012). Additionally, this allowed the researcher to investigate the interviewees' answers more thoroughly. The process of transcribing the interviews also gave the researcher the opportunity to find key aspects in the answers, locate similarities and differences between the participants' answers and to get a general understanding of the gathered data. In the study, the interviews were audio-recorded and one common criticism against this is that the participants might become nervous and over-think their answers, resulting in answers that do not correspond to their actual opinions Bryman, 2012).

3.2.4 Interview setting and context

In case 1 two semi-structured interviews were carried out with the entrepreneur and the innovator of the case 1 team. For case 2 a senior and a junior architect at the case 2 organization were interviewed in two semi-structured interviews. For the final case, case 3, one semi-structured interview was conducted with the team leader of the case 3 group.

The interviews were held in Swedish since it is the native language for the interviewer and the native language or the best common language of the individuals being interviewed. During the interviews, the interviews were audio-recorded after gaining approval to do so from the people being interviewed. The interviews were all held face to face to not only record the verbal answers but to be able to note the body language as well.

3.2.5 Participant observation and context

During the participant observation the researcher observes and notes the conversations and asks questions to a group to understand their culture (Bryman, 2012). This gives the researcher an insight into how the specific group functions and how they communicate. As with a lot of qualitative research, one criticism is that the researcher can become too subjective in this type of study. When the researcher gets to know the study's participant the results might become compromised. Some of the disadvantages of using participant observation as a data collection method are that the researcher might not be interested in things that happen behind closed doors and that different observers might gain different understandings from the same situations (Kawulich, 2005). Furthermore, it can be difficult to standardize or replicate this type of method (Lüders, 2004).

Participant observations give the researcher the opportunity to note non-verbal communication and expressions of feelings, see which participants interact with each other and observe how time is divided between different tasks (Kawulich, 2005). It also gives context to phrases used during interviews, shows situations that the interviewees might not want to share and observe any inaccuracies in comparison to what has been described during interviews. When using participant observations as a data collection method one must take into account the guiding questions of the study, the site and its opportunities in regards to an observation, the participants of the observation and how the data is to be recorded and analysed. The research question and topic guides what should be observed during the study. The researcher should observe what is being done and why, note irregular behaviour, look for different views on events, note negative happenings and exceptions, and look for situations that exemplify the topics being researched. Ethics, establishing report, finding key informants, the observation process, the time and place for observations, the keeping of field notes, and the conclusion and summary of the findings are some of the activities connected to participant observations.

The observations should be conducted in a specific way (Kawulich, 2005). The physical environment, the context, should be described. This is followed by a description of the participants. Activities that occur in the setting are described as well as their duration and frequency. Additional notes should be taken in regards to informal and unplanned activities, communication that is non-verbal, physical clues, and things that have not occurred even though they should have. The parameters of what should be observed during conversations are the content of the conversations, who speaks to whom, the speaker(s), the listener(s), silences, the researcher's position and how that role impacts the surrounding participants including the researcher's conversations or thoughts. The following aspects should be noted with the setting being observed; the number of attendees and some demographics; a description of the physical surroundings; a description of the participants' positions over time and a portrayal of the activities that have been observed with a richer description of the activities of interest. The research has gone from a broader descriptive phase and will become more narrowly focused on selected aspects during the observation (Lüders, 2004).

The participation observation for case 1 became separated into two parts, part A was an observation during a product test and part B was an evaluation meeting of the test and a discussion of the future of the project. Part A took part on the 4th of January 2020. Part B took part a few weeks later on the 22nd of January 2020.

The focus of the participant observation for case 1 was the interaction between the members of the start-up and their discussions regarding the coming growth of the team and the recruitment process associated with it. Who talked to who, how the responsibilities were distributed and how the activities related to the research topics were of specific interest.

During both observation situations for case 1 the participants were the innovator and the entrepreneur. Both were informed of the observer's participation due to ethical reasons and so they felt comfortable to proceed as they would normally do. During part A of the observation the observer followed the innovator and the entrepreneur and interacted with them and asked questions to get an understanding of their interaction. A few days later the observer asked the entrepreneur some questions to clarify a few unclear situations.

For part B of the case 1 observation, the observer did not participate in the meeting due to the sensitive nature of the topics that were to be discussed. The observer's presence could have hindered the openness of the discussion that was needed in order to solve the issues. In order to gain information about the proceedings and results of the meeting, the observer received meeting notes and held an interview with the entrepreneur to ask clarifying questions.

The case 2 participant observation was made on the 10th of February 2020 during an office meeting at the case 2 organization. Present were the senior architect, the junior architect, the office manager and five other team members.

The focus of the participant observation was on the team dynamic, the team members' interaction, topics concerning team management, such as team building and recruitment, and on the interpersonal chemistry between the team members.

On the 8th of February 2020 the case 3 participant observation was made. It was conducted during a full-day event where the whole management team was present. For some parts of the day the rest of the extended team were also present.

The focus of the participant observation for case 3 was the same as for case 2, which was on the team dynamic, the team members' interaction, topics concerning team management, such as team building and recruitment, and on the interpersonal chemistry between the team members. Since the case 3 team has already performed most of their tasks there were very few situations that concerned team building or recruitment due to the fact that they have already passed those stages in the team's life cycle.

3.3 Analysing

Qualitative research often offers large unstructured bodies of text that can be difficult to analyse and a true analysis must be carried out in order to give the gathered data any significant meaning (Bryman, 2012). This study used coding in grounded theory. The collected data was coded by breaking it down into components and giving them names. These names (or codes) enable the researcher to label, separate and organize the data. This separation of data is criticised by some since it disconnects the data from the context and from the narrative.

3.4 Research reliability and validity

In order to assess the quality of research, reliability and validity are used as criteria (Bryman, 2012). The results of a study should be repeatable, replicable and valid. Golafshani (2003) defines reliability as having results that are replicable and repeatable. It concerns whether the results remain the same if they are given multiple times, if they are stable over time and if they are similar within a given time period. This can be tested by giving the same test at two different times. If the results are similar, there is a high degree of stability which indicates a high degree of reliability. Since the test takers might become too aware of the test situation between the tests this is not always a certain way of controlling reliability. In qualitative research, reliability is also connected to the trustworthiness of the results. Validity is a notion that tests whether a result is accurate and if it actually measures what it is intended to measure.

In this study, this means that the results from the interviews and the participant observations should be replicable by another researcher. The transcription and analysing of the data should also give the same result if it was performed by another researcher. This means that the respondents should give the same answers to the interviews to another interviewer and that the same conclusions would be drawn from them. In order to minimize the loss of reliability, the results from the interviews where coded and thematically analysed, as described in Section 3.3. The validity of the research can be argued due to the small sample size, i.e. the small number of people being interviewed. This can impact the accuracy of the results. The usage of three small cases, instead of only one, was done in order to try to minimize the impact of the small sample size. Furthermore, one of the respondents is a family member to the researcher which can have heavily impacted the trustworthiness and validity of the respondent's answers or the researcher's conclusions from the interviews and the participant observation. Additionally, the researcher has been a part of one of the studied teams, which can have impacted the trustworthiness and validity of the respondent's answers or the researcher's conclusions from the interviews and the participant observation. In order to get more unbiased results, it would have been constructive to only include respondents without any familiar connections to the researcher in the research.

The study is intended to contribute with an understanding of how interpersonal chemistry impacts the group dynamics in small teams with a creative main task. However, there are limitations to the validity of the study. There was a small sample size in the case study, i.e. there was a small number of people being interviewed. The usage of three small cases, instead of only one, was done in order to minimize the impact of the small sample size. It would have been have been beneficial to have had a larger sample size, since this would have increased the possibility of gaining generalized knowledge regarding the impact of interpersonal chemistry on the group dynamics in small teams.

3.5 Research ethics

In order to conduct the participant observations in an ethical manner the participants should be informed about the researcher's purpose for observing them and that these observations will be documented (Kawulich, 2005). The participants should all be introduced to the researcher and be informed about the purpose of the observation. Furthermore, the participants should remain anonymous in the field notes and in the final write up in order to prevent their identification. Another ethical aspect is that the research findings should be shared with the participants to ensure that the findings are accurate and that they do not damage the participants. In the study, all participant were informed about the purpose for the research and they were all informed about the purpose and procedures of the interviews and the participant observation. For the interviews they all gave their consent to being audio-recorded and during the participant observation they were all informed about the study. Moreover, in order to maintain anonymity of the participants, the data gathered from the interviews and the participant observations is presented in an anonymous manner and they are named in an anonymous way, i.e. the entrepreneur, the innovator, the senior architect, the junior architect and the team leader. Since the teams are so small it is impossible to maintain internal anonymity within the teams, since they will know that a statement they have not made must have been made by the other person. Therefor, the results have been presented to the participants in advance, for approval, so that they could correct potential answers that could damage their ongoing working relationship since they work very closely on the different projects.

4 Case Description

In this chapter the cases investigated in the study are presented. Three teams have been investigated. Case 1 is a small technical start-up, case 2 is an architect and engineering team, and case 3 is a temporary team from a technical university. The start-up team was formed a few years ago and plan to continue working together for many more years. The architect and engineering team has in parts worked together for over 40 years but some of the team members have joined or left during this time. The student team was formed a few years ago and worked together intensively during one years, and have since met to plan small annual projects.

All the studied teams consist of highly educated members that are involved in a creative project or process.

4.1 Case 1

The first case examined in the study is a small technical start-up. The start-up is at a stage where they have tried the feasibility of the product, and have started to turn it into a functioning company (the Entrepreneur, 2019). It consists of two core members, an innovator and an entrepreneur, that employ consultants and different types of collaborators based on their current needs. Below is a figure showing the hierarchy in the project:

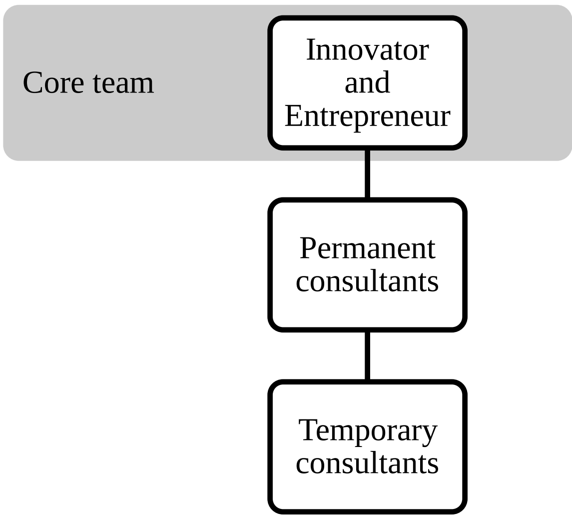

Figure 3 The hierarchy of the project in case 1.

The core team members have worked together previously in another start-up and they started working on this project roughly three years ago. Both are engineers but one is an inventor, who is responsible for research and development, and one is an entrepreneur, who is in charge of the more administrative parts of the project. The core team members have a very open structure, and discuss everything freely with each other.

One a development scale from one to nine, where one is a first meeting and nine is selling a finished product to customers, the project is at 5,3. This means that they just have surpassed the stage of having a functioning prototype that could go into production. Since they had met previously, and the innovator had already developed an embryo of an idea, the start-up started at level two.

Currently, the team is investigating and trying different uses for the prototype in order to find more markets where it can be launched. During this stage they have had a few temporary partners that have supplied needed expertise.

Their next step is to turn the start-up into a functioning company, up until now they have managed the project through an already existing business, and they will start looking on a broader scale for investors. An important criteria for the core team is that they do not want to release control of the idea as they grow.

A new development in the dynamic of the core team is that the innovator is moving to another country during the spring 2020 which makes the collaboration between them and any future partners even more important. This has also halted some of the previously expected project progress.

The most recent timeline for the project is that there will be a meeting in the beginning of 2021 where the future of the project will be discussed. Before this meeting there will be more prototype tests on a larger scale and the prototype will be developed into a functioning product that is ready to go into production and be sold in stores. After this meeting they should be ready to market the product to either sell the company or to start manufacturing and sell the product.

4.2 Case 2

The second case is an architecture and civil engineering firm. There are roughly 20 employees, with 7 of them located in the Gothenburg office which is the location for the investigated team. The consultants work in different team constellations within the projects depending on if it is an architecture, construction or architecture and construction project. The team members have between 40 years experience to being newly graduated, thus they have a varying degree of experience of in working in teams.

Formally, the head office is located in another part of Sweden, so some of the decisions regarding team compositions is made there. Below is a figure showing the hierarchy in the company:

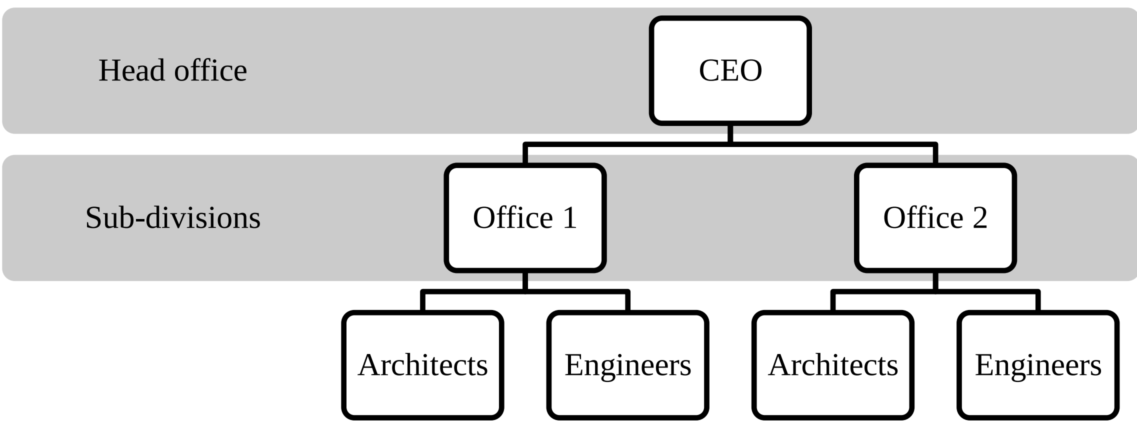

Figure 4 The hierarchy of the company in case 2.

The researcher has worked at the company since 2015 and knows most of the employees, but some are new additions to the team and are new to the researcher.

4.3 Case 3

The third case is a student group from a technical university. As a whole, the group consisted of 35-40 people, with a managing team with eight team members. The main task was to put together a series of performances, with a few different sub-projects. During the active year the group worked together very intensively, but they still have some tasks left to complete. The team members had the same main goal, but all had different areas of responsibility where they led a sub-group. Below is a figure showing the hierarchy in the team:

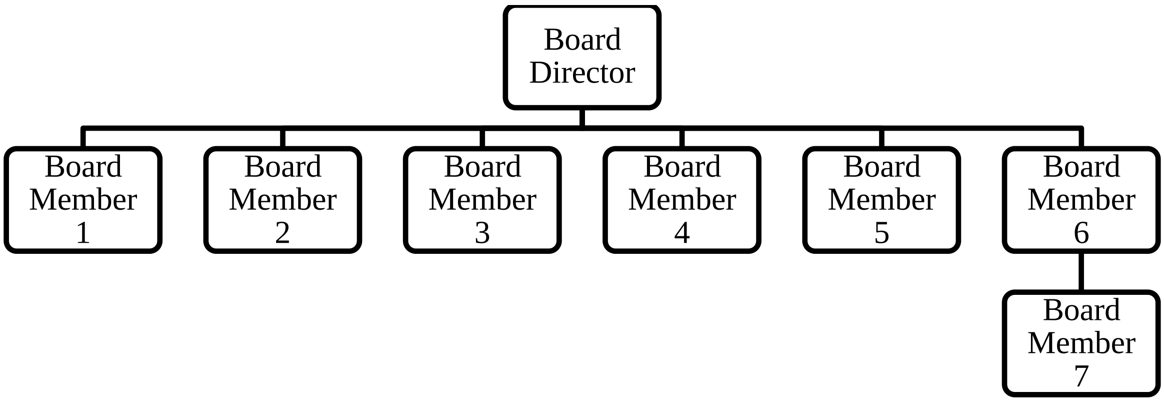

Figure 5 The hierarchy of the team in case 3.

The researcher was a part of this group and is therefore biased to some extent. At the same time, it gives an insight into the whole life time of the group, from the formation up until the present. This makes it possible to incorporate previous observations into the results.

5 Results

In this chapter the empirical findings from three case studies will be presented. First, the results from the first round of interviews and the participant observation from case 1 are described. Following this, case 2 and case 3 are presented in the same way.

5.1 Case 1

In the following section, the empirical findings from the interviews and relevant notes from the participant observation for case 1 will be presented. First, the results from the interviews will be outlined to set the context for the participant observation which will then be described.

5.1.1 Interviews

In the interviews only the core team, the innovator and the entrepreneur, were interviewed. The questions concerned team, team building, and recruitment, group dynamic and interpersonal chemistry.

Teams
The innovator said that teams in start-ups are not formed in a systematic way and that it is difficult to in advance know who is going to handle the sharp turns in a start-up. Furthermore, the innovator said that teams are overrated since they promote free-riding. The innovator said:

> "I have never seen a successful team."

Start-ups with teams promote teams, not the idea giver. This dilutes the idea givers influence. The innovator has also never met a successful team of entrepreneurs.

The entrepreneur said that the teams are built upon interpersonal chemistry.

Team building
The innovator said that there is no team building in start-ups.

The entrepreneur stated that there is no formal team building, and that the most important factor is the interpersonal chemistry between the people working in the start-up. The entrepreneur said:

> "You can work with anyone that you have been assigned to work with. But if you are starting something that you are to be a partner in and run, then it pointless if you lack interpersonal chemistry that works. That would make it very hard to co-exist."

Recruitment
The entrepreneur said that it is important to physically meet the potential team mate to find the right person. The entrepreneur said:

> "If a small start-up hires one or two individuals, the workforce can increase by 50-100%, so it is a radical change. It is very important find the right fit."

If it is the wrong person, the rest of the team must put all their energy towards getting the failing member under control, and then no work gets done. Furthermore, the entrepreneur said that participation, visibility and influence are important motivators for team members in start-ups to counteract the high level of uncertainty. Additionally, being able to have the start-up experience on your resume in the future can be a motivator. It shows your commitment and that you dare try new things.

Team dynamic
The entrepreneur said that the core team started out with a great respect for each other, but that they now have become friends. That is their group development and that makes the growth organic. The entrepreneur said:

> "Friendship can also be a disadvantage. It is not easy being friends with your co-worker. It is easier to work with a neutral person."

Following this the entrepreneur said that you leave your co-workers when the workday is over, but that is more difficult and demanding with friends. You notice when your friend is feeling down and that affects you. But on the other hand, when the friend is feeling great, the work goes really well.

The innovator said that there are abrupt changes when it comes to the context of start-ups. More companies die in Sweden than what are started. There is a lack of understanding of how small businesses function in Sweden. The constellation in a start-up is idea driven, not project driven. The idea is the most important part, not the start-up in itself. One cannot say that a person that is good at coming up with ideas is good at start-ups. But one the other hand, it cannot be said that if one is good as ideas one will be bad at start-ups. There must exist a path in between these extremes. The start-ups that have started are not huge successes, no one talks about the ones that have failed. Since only the successful share their stories, all the dead ends and detours are edited out from the narrative, and 98% of a start-up is detours and dead ends.

The entrepreneur said that the start-up is based around a base idea, but that there would be no company without a business side to the endeavour. A sole great idea often cannot survive on its own and will be handed over to someone else by the idea giver. NASA has a nine level development scale which can be applied to start-ups, where one is when you meet for the first time and nine is a finished product going out to customers. A prototype which could go out to production is at level five on this scale.

The innovator has never met an entrepreneur that is driven by a sense of selflessness. Entrepreneurs are motivated by a search for material things and freedom. Many have an economic goal "money is enlightenment". The entrepreneur puts in a lot of hooks in the sea and waits for the first fish, after the first has been caught, you can wait for the next one that is bigger.

The entrepreneur pointed out that a lot of people look up to entrepreneurs and dream of becoming one but very few dare to try it. Today we train people to become entrepreneurs, they are taught methods of how to start something, but still, they do not dare to take the leap to become one. Many have had a steady paycheck previously and think: "at least I have a salary, even if I do not like my job, at least I have a salary."

Making money can never be the goal, it is the result of having a functioning operation. The entrepreneur said:

> "I had the goal to be free. But responsibly, with a lot of extra work. It is tough being an entrepreneur."

The reward comes from a functioning business that the entrepreneur builds, and from a long-term commitment, an inner drive and to continuously dare to do it. You cannot make money by saving, the entrepreneur said, and pointed out that all entrepreneurs would agree with this statement. If you make money, it is put towards the next project. Regarding the reward of being an entrepreneur the interviewee said:

> "I believe that it is a recognition. To be accepted."

Interpersonal chemistry
In regards to recruitment the entrepreneur said that:

> "Interpersonal chemistry is extremely important. You can work with anyone you want to, as long as you have been assigned to work with someone you can do it. But if you are to start something where you are to be a future partner and run it all, it is pointless if you do not have a functioning interpersonal chemistry. That must make it very tricky to co-exist."

The entrepreneur said that they handle the recruitment personally and meet the candidates face-to-face. If they are to hire someone the workforce increases radically so it is very important to find the right person. A miss-recruitment can sabotage for the whole team. Everyone must function. An entrepreneur will bring the people she or he believes in into the project.

5.1.2 Participant observation

The participant observation was divided into two parts, part A and part B. During both parts the participants were the core team, i.e. the innovator and the entrepreneur. Part A was an observation made during a product test in a forest in Western Sweden and part B was a meeting following the test where the results were evaluated and the future of the project discussed.

Before Part A
Due to a combination of different factors the testing, and thus the participation observation, was continuously postponed over two and a half months. The main contributions to the delay were malfunctioning technology, the product broke and spare parts had to be ordered from different parts of the world, and the innovator decided to relocate from Gothenburg and move to another Scandinavian country. The test was scheduled and then rescheduled many times, often with very short notice.

This unscheduled, and sometimes poorly motivated, delay created some friction in the core team, and the entrepreneur was not always informed about the reasons why the test was rescheduled. This was partly due to a wish not to disappoint the other part of the core team and this resulted in this partial communication collapse. After a few months in this situation the product test was conducted.

Part A, the product test
The observation took place in the forest one and a half hours outside of Gothenburg, Sweden. The testing was conducted in two types of terrain and a lot of time was spent hiking to and looking at the sites. These remote locations provided undisturbed environments for testing and collaboration. It also made for a lot of waiting for the entrepreneur while the innovator conducted the tests, since it was difficult to do any other type of work while being in the middle of the forest.

Present were the innovator which is the idea originator and product developer, and the entrepreneur whose role it is to communicate the project to parties outside of the core team.

In terms of communication within the core team it is characterized by the innovator leading the discussions about the technical aspects of the project while the entrepreneur listens and contributes with questions or smaller improvement suggestions. The entrepreneur on the other hand is the dominating factor when it comes to the communication that concerns contact with the parties outside of the core team. The innovator also provides opinions and thoughts, but the entrepreneur gives more concrete plans of actions and potential ways of communicating with or recruiting new partners. The communication works well within the small team but at times it breaks down. The testing was with very short notice postponed many times over a three month period without the entrepreneur knowing why since only the innovator knows and controls the technological aspects of the project. This has resulted in a delay of three months of the whole project. At present this has not impacted the communication and the trust between the members of the core team but that was one of the points that would be discussed at the evaluation meeting following the tests.

Decisions regarding the technology and the product is made almost solely by the innovator while decisions about the future of the project are made in collaboration between the innovator and the entrepreneur. This gives the innovator an advantage in the decision making and the communication impact of the project.

During this part of the observation the only time they discussed any potential recruitment or expansion of the team was during the coffee break after the tests. The innovator and the entrepreneur talked about a person within a company that they have met and collaborated with to a small extent previously. They both expressed an interest in working with this person in the future and they talked in terms of the person's personality, e.g. commitment, approachability and willingness to try new things and they did not talk about this person's work history or field specific knowledge. Further discussions regarding the future of the team were held during the subsequent evaluation meeting, which is part B of the participation observation.

Between part A and part B
In order to be able to continue to develop the project the entrepreneur and the innovator had to tackle their communication mishap from before the product test and resolve any underlying problems. This dialog took place after the product test and before the subsequent evaluation meeting.

The exchange was in the form of private emails where the entrepreneur initially wrote and wondered what would happen to the project and if they should carry on with the collaboration. The opinion was that they should not let the project slowly self die if the innovator did not intend to continue with their launch plan, but rather shut it down in a controlled and direct way. The focus of the email was on their friendship and not on the project. The innovator's response was also focused mainly on their friendship and contained a wish to meet soon and talk about and solve the issues.

Part B, the evaluation meeting

During the evaluation meeting the innovator and the entrepreneur evaluated both their work in the project so far as well as potential ways to proceed with the project. The entrepreneur said that if the project does not develop or change he would not continue working with it and leave it completely. This made it a very important meeting since there was a potential that the project would be discontinued or that the core team would go their separate ways. The core team went through the whole collaboration and cleared up things in both the project and in the personal relationship, created a realistic time plan and have decided to continue the joint venture.

The entrepreneur expressed the feeling of having to work really hard and be very proactive in order to motivate the innovator to develop and continue the project. Since the innovator did the development and did not communicate what was happening properly, the entrepreneur felt left out without any knowledge about whether the project was moving forward or not. The innovator has also felt that this was a problem since he could not prioritise the project, and therefore not achieve the things the entrepreneur thought he would succeed in doing. This made it important to create a framework with rules and expectations so that both parties know what their roles are, what they are expected to do and what they can expect that the other will achieve. Previously, this has been unclear which has created friction within the core team. It has also impacted their personal relationship in a negative manner. This undefined non-organisation needed to become more formalized so that both participants felt motivated to work with it. During the meeting they tackled this issue and formalised parts of the project. They decided on work load, roles within the project and financing. Additionally, it was decided how they should continue to find a well-established market, customers and future partners and collaborators. Also, future monetary compensation from outside actors was discussed. This formalisations also makes it possible for the core team to know what they can expect from each other and thus facilitate a more honest and direct communication in the future. The innovator will continue with the development and the entrepreneur will look for potential future partners and investigate the future market.

Furthermore, they decided on which way the collaboration should go. Previously, the development has been divided into many different products and potential markets and all of the products have been very important to the core team so they have had a hard time to decide on which to focus on. At the meeting they decided to continue one of the two main tracks and to discontinue the other. The part that the team will stop developing will be completed towards the other parties that have been involved so that there are no loose ends. This discontinuation with the other actors will not happen immediately since the core team is waiting on some patents before they are able to continue to work on the part of the project that will be their new focus.

This discontinuation with previous partners is partly due to an opinion from the core team that the project has gained the maximum amount of added value from these parties and that it is time to find new companies and people that can help bring the project further. The recruitment of new people has already partly begun. The innovator has hired two engineers that work with building the prototypes so that the innovator can focus on the innovation and coming up with new ideas and solutions. Additionally, the innovator has previously worked with different manufacturers that he trusts, and these will be contacted to see if they want to be a part of the project.

The core team members have always had the goal to do this project on their own and to maintain control over the project and the ideas without giving away parts of the venture to different investors and collaborators. The meeting was a way of ensuring that this was still the case.

5.2 Case 2

In the following section, the empirical findings from the interviews and relevant notes from the participant observation for case 2 will be presented.

5.2.1 Interviews

In the interviews one senior and one junior architect were interviewed. The focus of the questions were on team, team building, and recruitment, group dynamic and interpersonal chemistry.

Teams

The team in case 2 is led by an office manager who keeps track of all the ongoing projects. In collaboration with the senior advisor this person assigns the work tasks within the team.

The senior architect said:

> “One of the advantages is that there are no drawn out and tedious decisions regarding how the teams should be arranged, rather there are short decision paths. One of the possible disadvantages is that you can end up in a small project group with someone that you do not work that well with.”

There can be a divide between the work distribution and the responsibility distribution in these types of teams. It depends on the type of the project. The person doing the work is not always responsible for their work. If the person is too junior on the position, this person cannot be listed as responsible yet. Therefore it is often the most senior member of the team that is responsible for most assignments.

Within the architecture and construction profession there are two levels of responsibility for the work performed. There is one person for each profession that is responsible for all projects that are done within their area. Additionally, there are responsible architects or structural engineers that are responsible for one project. They are responsible for checking all the work within the project and see that it is correct. This also includes work not done by themselves.

One of the general challenges for teams of consultants is that the order supply is very varying. Sometimes they have too much to do, and sometimes they have too little work to be able to fill their days.

A specific challenge that applies to many small teams is that it is difficult to recruit experienced personnel. During times of flourishing economy, it is easy to switch to a new position at another company. It is difficult for smaller companies to attract experienced people that can be responsible for projects. And when they have trained new junior people, they have been able to start working somewhere else as soon as they start becoming fully trained.

The senior members do not train the newer team members. Since most of the projects are drawn up in different computer programs the younger members of the team help each other with questions regarding the modern modelling programs. The more experienced members provide knowledge about rules, regulations, standards etc., and where up to date knowledge can be found.

Team building

The office is divided into two geographical locations that see themselves as one joint business. For some of the projects there are team members from both offices. To enhance the feeling of being one team divided into two geographical locations they want to get to know all the people working there. They try to have at least one, preferably two, joint two day outings with both offices present. Additionally, they have a smart board and they have joint meetings via a camera link regularly. But the senior architect said that it is the joint outings and the occasional field trip abroad that build the team and enable everyone to get to know all the other members.

Previously, there have been team building at the local office in Gothenburg and this is supposed to be a regular occurrence. But due to a change of office manager and staff joining and leaving the team the past few years, this has not happened for some time. The intention is to have a field trip for the local office twice every year. The senior architect said that a drawback with not having done this for some time is that you do not get to know your co-workers properly when you only sit at your desk at work. It is better to sit down and have dinner together once in a while.

Team building and how the team functions is something you always think about according to the senior architect. First, the internal team must function, but also, architects and structural engineers work in larger groups of consultants while doing projects. In these groups there are not only architects and structural engineers but also other stakeholders and in larger projects you are supposed to work together for one and a half to two years. Mostly, these larger groups lack team building and informal meetings outside of the project that can help build a team, and that is something that the senior architect would like to see in projects. These types of meetings would be a chance to develop the group and develop a functioning team outside of strict project meetings.

The senior architect has worked with one developer that has incorporated informal meetings and some type of team building into their projects. These meetings have most notably been after the projects are finished where all the consultants have met and eaten dinner, and gotten some feedback from the developer and have been able to give feedback in return to the developer or to the other consultants. This is unfortunately a rare occurrence that there are meetings like these. They lead to more communication between the different consultants where they can ask each other more questions, something that results in a more worked-through project, which is often disregarded in projects where the consultants have not met and do not know each other, or where you do not have the time to find the correct consultant. Without being able to ask these small questions, the consultants might come up with their own solution that is not optimal in any way. The problems and the possible solutions get sent around the group of consultants an extra time, which results in a more worked-through solution, if the consultants know each other. This enhanced communications also applies to situations where the local office knows each other.

There are differences between large and small offices when it comes to building teams, but the main principle is the same. At large offices you create sub-groups right from the start in order to be able to distribute the work. So there are more levels of teams at larger organizations. The size of the sub-groups at the larger companies is similar to the size of the team at the case 2 company. Therefore, the senior architect believes that the group members do not experience the large size of the organization in their daily work.

One of the factors that hinders consultant teams in the building industry from performing better and from developing is the projects' time plans. The management must help the team members by accepting more reasonable time plans. Today, they are very short. The management does everything in order to win a bid for a project, even if everyone agrees that there are problems with the time plans which will result in an unhealthy work load for the consultants. But the management argues that if they say anything about the unreasonable time frames, they will not win the bid for the project, and thus not get the project which might result in them having to fire someone due to a lack of work. This is a matter of giving and taking that everyone in the industry knows about. This is an issue that is often dealt with at management meetings and meetings between the management and the staff, since the newest members wonder why this keeps on happening.

Recruitment

Traditionally, the architects and the structural engineers are recruited through personal contacts and recommendations. But now, the company in case 2 mostly recruits using the labour office. This is not optimal since they lack any type of separation based on the quality of the applicants. Therefore, many of the interview fail due to a lack of experience or in some cases false past work histories from the potential candidates. The team would prefer to recruit new team members directly from personal contacts but this is not always possible. Previously, they have hired a recruitment company, but that ended when they did not find a new team member for them but rather took a person from their company and offered this person a job at another company. These recruitment companies lack loyalty towards the organizations that hire them.

There is a lot of craftsmanship within the architecture and structural engineering industry so those that are recruited that lack the formal competence to be listed as responsible for a project, i.e. have the professional title, get to be craftsmen and simply do the drawings. Occasionally, they get to write something with the guidance from a more senior team member. The team members that are listed as responsible get the heaviest workload and need to review both their own and the craftsmen's work.

The decisions regarding recruitment are made by the office manager in collaboration with the CEO during meetings where they discuss the future. But they do not do it completely on their own. They present their suggestions at the management meetings with the senior advisors and the most senior team members present. In collaboration, they reach a conclusion on how the recruitment should be handled.

Team dynamic
A well functioning group is a group where an agreement regarding the work distribution is reached quickly, and where everyone in the group can perform their task in a good and effective way. The team dynamic, how the members act toward each other and in collaboration, is in the case 2 team very accepting. The senior architect said:

> "We all have our differences and we try to accept these different characteristics, and if we do not affirm them we at least try to accept them."

One of the team members thinks it is very important to laugh at the workplace and likes to make jokes. While not all find these jokes very funny they have all learnt to appreciate this behaviour and would wonder what was wrong if this person stopped laughing and making jokes.

Interpersonal chemistry
A person needs awareness and sensitivity to be able to function in a group. Additionally, social competence is needed where one can communicate their own thoughts, questions and knowledge to the rest of the group and receive and process the same type of information from the other in the group.

In addition to professional competence, interpersonal chemistry is very important in order to be able to fit into the case 2 team. At the recruitment interviews it is basically the only thing that recruiters can rate the candidates on, with the exception of professional competence. And both must be present in order for it to be a good match for the team.

Interpersonal chemistry is when you can tell each other things and listen to each other. In the consultant industry it is also a matter of having a good interpersonal chemistry with the clients and with the consultants outside of the team. It is when a person is able to listen, is polite and nice to others.

5.2.2 Participant observation

The observation took place during one of the weekly team meetings where all of the architects and structural engineers at the office are present. During these meetings the status of all present project are discussed, and some larger projects where many of the team members are involved are discussed more in-depth.

The office manager initiates the discussion but quite soon they are taken over by the most senior member of the project specific team. The more junior members can contribute with some information, but they mostly ask questions. An example of this was when the office manager said: "Okay, so next on the list is this project. Who wants to present its status?" One of the junior architects responded: "I have worked the most on the project, but the senior architect is also involved, so it is better to let this person present the status."

This divide in who contributes to the discussion is also reflected in the hierarchy. The senior members have more influence over the team than the junior members. This creates some difficult situations since the office manager is relatively new to the office and to the position. But the mutual respect all the team members show that they have for each other stops this from becoming an issue that impacts the team's performance. For one of the project presentations where one of the junior members of the team had done the most work, but tried to get a more senior member to present the status the senior member said: "No, this is your project. You have the most knowledge about it. I have only assisted very briefly." Thus, trusting that the junior member is knowledgeable enough to control a project on their own.

As was brought up during the interviews, the team is supposed to have team building but this has not happened due to a change in management and a staff turnover. Therefore, other things have been prioritised. During the meeting it also became apparent that another reason why it does not happen is that no one takes responsibility over arranging a team building event. There are some discussions about a possible team building, but no one feels like it is their responsibility to make it happen. When the team building was brought up during the meeting the office manager led the discussion for some time and discussed potential activities but the topic died when the office manager asked: "Does anyone want to look more into the potential activities and arrange the team building for the team?" No one answered so the topic was dropped and the meeting moved on to the next point on the agenda.

Due to the slight decline in the construction industry there are no discussions at present about recruitment. Many of the bigger projects are paused by the developers right now so the team has to wait for them to be continued to be able to talk about team expansion again. The focus is rather on winning more projects so the team has work all through the potential recessions. The office manager said: "I'll check with the head office and see if they have anything for us." And one of the senior members of the team said: "Has anyone heard of any new projects from the developers in your current projects?" There were no discussions and no mentions of any potential future team members, only of potential future projects.

5.3 Case 3

In the following section, the empirical findings from the interviews and relevant notes from the participant observation for case 3 will be presented.

5.3.1 Interviews

In the interviews the board director has been asked questions regarding teams, team building, and recruitment, group dynamic and interpersonal chemistry.

Teams
The management team in case 3 consists of a board leader, a vice board leader and six additional board members. The board leader is ultimately responsible for all activities, but each of the board members are responsible for their own areas. They can ask each

other for help and assistance, but in the end, they are responsible for their assigned tasks.

If the board leader or one of the other team members feel like something does not work the leader will talk to the person in charge of the task and see if this individual needs any assistance. This could be in the form of additional help, a discussion of potential solutions or moving the task to someone else. In some cases these things resolve themselves, but mostly these situations require the involvement of the leader to do the necessary adjustments.

One of the main difficulties for the team is a result of it being a non-profit organization. This type of group makes the time priority for the different team members a challenge. Additionally, since all the individuals are students they all have school as their first priority. After that they have friends, family, hobbies and the studied organization on different levels of priority in their life. The fact that different individuals have the team on different levels of priority at different times is a great challenge. This difference is visible and impacts the team sometimes. It is most notable during the larger events. Some of the team members spend a lot of time and prepare for the event everyday for a week in advance while others feel that it is sufficient to show up unprepared on the day of the event. They think that their physical presence is enough. To some extent, the different priorities must be accepted but it was discussed when it impacted the team's performance. After each event there was an evaluation meeting where thing like these were discussed. The team members got to explain what had happened, what they had done and possible adjustments or improvements were discussed. This was part of the open climate of the team.

Team building
The team has developed since it was formed. Primarily, the team members got to know each other better. They knew what made all individuals feel stressed and could therefore, the better they got to know each other, prevent these stressful situation before they happened. Additionally, the communication improved within the team and this made it possible to overcome problems and they were able to ask for help when a team member was stuck or something had happened in their private life.

Team development happens continuously when working in a group, but this group tried to incorporate team building. They had meetings where they did thing that were not a part of their job and they met outside of work. Additionally, they had points on the meeting agendas were the team members were encouraged to speak about their feelings and their everyday lives.

The team leader thought about the group dynamic while assembling the rest of the team. More so than what this person has thought about it in previous chair positions. This is due to the fact that all of the team members have so different interests and are unique individuals. The main goal of the group was more complex and required forty people, in contrast to the more straightforward goals of the leader's previous teams. In order for this large group to function as a team it is important that everyone feels seen and heard. This is an aspect that the team leader had in mind while putting the group together.

The team formation in this type of organization in contrast to other groups the same size is different. Partly, since the recruitment process for all forty members is only a few weeks, so sometimes you have to take a gamble when recruiting someone. As an example, the team leader was unsure of how well the three potential members of a subgroup would work together. Therefore, they were put in a room for a few hours and had to perform a trial task, a short version of their expected future work. They managed to work together and hence they were all asked to join the group. These types of test cannot be performed by all potential team members. Furthermore, there are not a lot of people that apply for each position. Sometimes there is only one applicant for a position, and the leader only has a yes or a no as a potential answer. In these cases the leader might have to take a chance, say yes and hope the individual will fit into the group. Sometimes it works, sometimes it does not.

In order for teams to perform well, all subgroups must have a member with some leader instinct. These individuals must be a key person that has more communication with the management in these types of umbrella organisations. Furthermore, it is important to create a good communication within and between the subgroups in the larger group. Additionally, team building is important so that everyone gets to know each other. Every individual must be able to talk to everyone else. Otherwise the group will feel too large.

Recruitment

The team leader trusted their gut feeling when appointing the key individuals in the team. All key individuals had in common that they liked to talk and communicate. They were social and liked social situations, which is an important part of the communication. The rest of the group members were found at the technical university.

The recruitment was made by both traditional publicity, such as advertisement on social media or posters on campus but also by personal contact recruitment. This type of recruitment is when someone recommends a friend which is later recruited. The people that are interested are invited to interviews with the leader, who is responsible for the recruitment process, but also an individual which has previously held the position the person is applying for. During the interview they get to answer a questionnaire which is similar to those at job interviews, with a large focus on conflict management and stress. But already during these meetings the leader tries to initiate a good communication and encourages the individual to dare to ask questions.

Team dynamic

The team leader said that:

> "A well functioning group needs an open climate. The members should respect each other."

Additionally, in most groups there needs to be a designated leader, or someone that is responsible. Having a floating leadership is not something the team leader has seen work in any of their previous group constellations. There needs to be someone that is in charge of getting things done. This makes you move forward as a group, and not as an individual.

The group dynamic in the team in case 3 was characterized by an open climate, they could talk about most things, both positive and negative experiences. But is was also a climate that allowed for having two very shy members that did not talk that much, which was not a problem. At the same time, some of the team members were more extrovert and social, and that was also okay.

Interpersonal chemistry
One of the traits an individual must have to function in a group is an understanding of the other members of the group. You do not have to be exactly the same or think the same things, but you must have compassion and an acceptance for other people. In this specific team it is also very important with communication. It is very difficult to function in any of the subgroups without any communication skills since you would lose very much of the sense of community. There are also some traits that are specific to each subgroup and are important to have in order to fit in. In the management team the members must have some type of sense for planning and organising. A person cannot simply show up and believe that everything will sort itself out, the individuals must have the problem-solving mind-set with them. At a technical university it is not difficult to find individuals that have a problem-solving mind-set, which is very easy since all students have it in some way. It can be harder to find someone with the social traits and the communication skills that are required.

Interpersonal chemistry was very important for the team leader in assembling the group. In particular in the recruitment of the individuals in the management group. It was important that they would get along. All of the individuals were very different but they all still liked each other. Interpersonal chemistry was described by the team leader as:

> "Two individuals are able to be in the same room or in the same group without disliking each other. It is being able to talk to each other and have different opinions but still be able to leave and still have a good feeling."

For this to happen, there must be an open climate in the group. The ground rule in the team must be that you are allowed to say things, and think and believe things, but that someone else is allowed to have another opinion. And that you get back to this rule if there is a conflict. That you have to respect each other. So mutual respect is very important in interpersonal chemistry.

During the recruitment the team leader followed their gut feeling, which was described as their own personal thoughts and feelings. If the individual was someone the leader could get along with and like the gut feeling was positive. Additionally, the individuals that initiated positive reactions were open and honest towards the leader. And were positive and had a positive mind-set. Even if the individual expressed negative thoughts, they always returned to the positive mind-set.

5.3.2 Participant observation

The observation took place during a full day event where not only the managing team was present, but also the rest of the group. Preceding meetings were held in order to plan for the event.

Even though the management team consists of eight members, all do not contribute equally. The work distribution is very uneven, with some not even performing the bare minimum. Thus, other members had to not only do their tasks, but cover for the others as well. This division of tasks has been seen all throughout the planning process. One of the team members showed up on the morning of the event and said: “Okay, I have no idea of what we have planned for today. So one of you will have to brief me.” This created some irritation within the team, the day’s event had been discussed at least three previous meetings, but no one said anything about the behaviour. The team leader took charge of the situation and said: “Sure, things happen and you don’t always have the time for things like these. We’ll all go through the schedule together.”

The team dynamic is characterized by this uneven work distribution. Some of the team members are more prone to be proactive and act as soon as they realize something must be done, while others prefer to discuss the problem with the rest of the group before they act. This can at times create friction within the team, and some members feel like they do all the work, whereas other members feel left out and unable to contribute. There were a few situations during the planning and execution of the event where this dynamic was apparent. One of the less proactive members could be trying to fix something, but one of the more restless members would come along and do the task before the first person had a chance to think of a solution. At the same time, there is a lot of respect for the other team members and a gratitude for the work that has been done by the other team members. One situation that showed this was when one of the shyer team members was asked to complete a smaller task, this person was not able to do it on their own but was too shy to ask for help. When one of the team members asked if they needed help the person said: “No, I’m almost done.” The team leader saw this and understood the situation and discretely asked one of the other members of the team to help the shyer person. Together, they almost completed the task before one of the more impatient team members came along and completed it while the other two were thinking of possible solutions.

Another aspect of the team dynamic is that some of the team members have become close friends outside of the group. A lot of the informal decisions have been made outside of meetings, and at times it became apparent that all of the team members were not informed properly about some of the activities since they had been discussed and decided on outside of the scheduled meetings. The team leader is very close to the team member that planned the majority of the event and they communicate a lot outside of meetings and more formal gatherings. This became apparent since the rest of the team at multiple times said: “We haven’t heard this information before” When the team leader or event planner talked about specific details of the event. They often had to think for awhile and then respond: “Ah, that’s true. The two of us talked about it last week when we had a coffee break together.”

The friendship between the members is also apparent when it comes to communication during the event. There were two sub-groups of the management board, which completed their assignments without more than absolutely necessary collaboration between them. This divide has been apparent during most of the time the team has worked together. The team leader did most of the recruitment from two different groups of friends, and the two formations became apparent during the initial team building. At one point the team leader asked one of the team members to go and fix a thing and to bring a specific team member since that person was unoccupied. The team member answered: “I can go and fix that thing but I would rather bring this other team member with me since we get along better.” The team leader listened to the request and redistributed the work tasks so the two friends could go and fix the thing together.

The interpersonal chemistry within the group can also be seen in the friendship divide with the two groups of friends. Some of the team members have really good interpersonal chemistry and work together and are able to communicate clearly whereas some of the other members have a hard time understanding each other. This in turn, impacts the effectiveness of the communication between the members and while some understood a situation in the same way, others had a completely different understanding and experience of the whole situation. At one point one of the team members was going to fetch an item from another room. This person said: "I'll go and get it soon" This was interpreted by some as it would be collected within five minutes but the team member that was going to get it felt no urgency and meant that it would be collected before the next activity would happen, which was after one and a half hour. This created some stress for the members that thought the item was brought to the location within five minutes and could not find it when they looked.

Additionally, the team has learnt which members can work effectively together and they have therefore planned so that the team is divided into sub-teams that have good interpersonal chemistry. This can be seen in one of the situations described above where one team member preferred to work with one of the other team members and not with another.

5.4 Analysis of the results

One of the findings from the data collection was that interpersonal chemistry is very important in this type of teams, and the gut feeling helps the individuals decide if a person will fit into the team. Academic merits are of course important, but there is a bigger chance that an individual takes a risk and recruits someone if they have the right type of interpersonal chemistry. One of the participants in case 1 said that the teams in their situation are built upon interpersonal chemistry. The importance of having a functioning personal chemistry in the teams was also brought up as an important factor in both case 2 and case 3. In case 1 it was said that you can work with anyone you want to, as long as you have been assigned to work with someone you can do it. But if you are to start something where you are to be a future partner and run it all, it is pointless if you do not have a functioning interpersonal chemistry. That must make it very tricky to co-exist. In order to ensure that they have the correct interpersonal chemistry with a potential team member the core team handles the recruitment personally and meet the candidates face-to-face. If they are to hire someone the workforce increases radically so it is very important to find the right person. A miss-recruitment can sabotage for the whole team. Everyone must function. The core team will bring the people they believe in into the project. In case 3, interpersonal chemistry was very important for the team leader in assembling the group. In particular in the recruitment of the individuals in the management group. It was important that they would get along. All of the individuals were very different but they all still had to like each other.

In case 3, the team leader trusted their gut feeling when appointing the key individuals in the team. All key individuals had in common that they liked to talk and communicate. They were social and liked social situations, which is an important part of the communication. The rest of the group members were found at the technical university. The recruitment was made by both traditional publicity, such as advertisement on social media or posters on campus but also by personal contact recruitment. This type of recruitment is when someone recommends a friend which is later recruited. The people that are interested are invited to interviews with the leader, who is responsible for the recruitment process, but also an individual which has previously held the position the person is applying for. During the interview they get to answer a questionnaire which is similar to those at job interviews, with a large focus on conflict management and stress. But already during these meetings the leader tries to initiate a good communication and encourages the individual to dare to ask questions. The team leader described gut feeling as their own personal thoughts and feelings. If the individual was someone the leader could get along with and liked the gut feeling was positive. Additionally, the individuals that initiated positive reactions were open and honest towards the leader and had a positive mind-set. Even if the individual expressed negative thoughts, they always returned to the positive mind-set. In addition to professional competence, interpersonal chemistry is very important in order to be able to fit into the case 2 team. At the recruitment interviews it is basically the only thing that recruiters can rate the candidates on, with the exception of professional competence. And both must be present in order for it to be a good match for the team. The importance of team members having a combination of academic and social competence in order to create a functioning group that can perform well was expressed in all of the three cases. The social well-being of the teams were connected to its performance.

Another finding from the data collection was that all of the teams preferred to recruit new collaborators through personal contacts, since these individuals had someone that could recommend them that the team trusted. The previous work history were not the most important factor in the recruitment process. One of the participants from case 1 said that participation, visibility and influence are important motivators for team members in start-ups to counteract the high level of uncertainty. Additionally, being able to have the start-up experience on your resume in the future can be a motivator. It shows your commitment and that you dare try new things. These initial recruitments in case 1 will impact the structure of the company. It was found in case 2 that traditionally, the architects and structural engineers are recruited through personal contacts and recommendations. The team would prefer to recruit new team members directly from personal contacts but this is not always possible. The decisions regarding recruitment are made by the office manager in collaboration with the CEO during meetings where they discuss the future. But they do not do it completely on their own. They present their suggestions at the management meetings with the senior advisors and the most senior team members present. In collaboration, they reach a conclusion on how the recruitment should be handled.

During the interviews in case 2 it was said that there is a lot of craftsmanship within the architecture and structural engineering industry so those that are recruited that lack the formal competence to be listed as responsible for a project, i.e. have the professional title, get to be craftsmen and simply do the drawings and assist the more senior team members. The team members that are listed as responsible get the heaviest workload and need to review both their own and the craftsmen’s work.

During the data collection, it was seen in all the three cases that the communication within the teams was characterized by the most knowledgeable and the responsible talking about their topic and the other listening and asking relevant questions or giving smaller improvement suggestions. The communication works well within the small teams but at times it breaks down.

The team in case 1 has decided to discontinue the collaboration with some of their previous partners, partly due to an opinion from the core team that the project has gained the maximum amount of added value from these parties and that it is time to find new companies and people that can help bring the project further. The recruitment of new people has already partly begun. During the case 1 participant observations, potential recruits were talked about in terms of the person's personality, e.g. trustworthiness, commitment, approachability and willingness to try new things and they did not talk about this person's work history or field specific knowledge.

According to the participants from case 1 there is no formal team building in their team, and the most important factor is the chemistry between the people working in their start-up. It was said that you can work with anyone that you have been assigned to work with. But if you are starting something that you are to be a partner in and run, then it is pointless if you lack interpersonal chemistry that functions. That would make it very hard to co-exist. In the case 1 team the team building that has occurred is the core team's progression from colleagues with mutual respect into friends. The case 2 team is divided into two geographical locations that see themselves as one joint business. For some of the projects there are team members from both offices. To enhance the feeling of being on team divided into two geographical locations they want to get to know all the people working there. They try to have at least one, preferably two, joint two day outing with both offices present. These field trips build the team and enable everyone to get to know all the other members. Previously, there have been team building at the local office in Gothenburg and this is supposed to be a regular occurrence but due to a few reasons, this has not happened for some time. It was found during the interviews in case 2 that a drawback with not having done this for some time is that they do not get to know their co-workers properly when they only sit at their desks at work. It is better to sit down and have dinner together once in a while. This was one of the findings from the data collection. Teams building is done in order to help the team members to get to know each other, not for solving tasks together. It is important to enable an informal communication within the team.

The team in case 3 has developed since it was formed. Primarily, the team members got to know each other better. They knew what made all individuals feel stressed and could therefore, the better they got to know each other, prevent these stressful situation before they happened. Additionally, the communication improved within the team and this made it possible to overcome problems and they were able to ask for help when a team member was stuck or something had happened in their private life. The findings in case 3 were that team development happens continuously when working in a group, but this group tried to incorporate team building in the form of activities outside of work and specific points on the meeting agendas.

One of the participants in case 2 said that team building and how the team functions is something you always think about. First, the internal team must function, but also, architects and structural engineers work in larger groups of consultants while doing projects. In these groups there are not only architects and structural engineers but also other stakeholders and in larger projects they are supposed to work together for one and a half to two years. Mostly, these larger groups lack team building and informal meetings outside of the project that can help build a team, and that is something that the participant would like to see in future projects. These types of meetings would be a chance to develop the group and develop a functioning team outside of strict project meetings. In case 3, the team leader thought about the group dynamic while assembling the rest of the team. This is due to the fact that all of the team members have so different interests and are unique individuals. The main goal of the group was quite complex and required forty people, in contrast to the more straightforward goals of the leader's previous smaller teams. In order for this large group to function as a team it is important that everyone feels seen and heard. This is an aspect that the team leader had in mind while putting the group together. The team formation in this type of organization in contrast to other groups the same size is different. Partly, since the recruitment process for all forty members is only a few weeks, so sometimes you have to take a gamble when recruiting someone. Furthermore, there are not a lot of people that apply for each position. Sometimes there is only one applicant for a position, and the leader only has a yes or a no as a potential answer. In these cases the leader might have to take a chance, say yes and hope the individual will fit into the group. Sometimes it works, sometimes it does not.

According to the findings in case 2 there are differences between large and small offices when it comes to building teams, but the main principle is the same. At large offices sub-groups are created right from the start in order to be able to distribute the work. So there are more levels of teams at larger organizations. The size of the sub-groups at the larger companies is similar to the size of the team at the case 2 company. Therefore, in case 2 it was believed that the group members do not experience the large size of the organization in their daily work.

During the case 2 observation, as was brought up during the interviews, the team is supposed to have team building but this has not happened due to a change in management and a staff turnover. Therefore, other things have been prioritised. During the meeting it also became apparent that another reason why it does not happen is that no one takes responsibility over arranging a team building event. There are some discussions about a possible team building, but no one feels like it is their responsibility to make it happen. If this team building hiatus continues the team's performance might suffer.

In case 1, the evaluation meeting during the participant observation was a form of team development where the core team evaluated both their work in the project so far as well as potential ways to proceed with the project. The core team went through the whole collaboration and cleared up things in both the project and in the personal relationship, created a realistic time plan and decided to continue the joint venture.

During the interviews in case 1 it was said that teams in start-ups are not formed in a systematic way and that it is difficult to in advance know who is going to handle the sharp turns in a start-up. The case 2 context it more stable and the organization is more mature. The team is led by a clear leader who keeps track of all the ongoing projects and assigns the work tasks within the team. This situation was found to have the advantage that there are no drawn out and tedious decisions regarding how the teams should be arranged, rather there are short decision paths. One of the possible disadvantages is that team members can end up in a small project group with someone that they do not work that well with. The board leader in case 3 is ultimately responsible for all activities, like the leader in case 2, but each of the board members are responsible for their own areas. They can ask each other for help and assistance, but in the end, they are responsible for their assigned tasks. A similarity was that all of the team members in the three different cases find the work fun, they feel involved, committed and valued.

In case 2, there can be a divide between the work distribution and the responsibility distribution in that specific type of team depending on the project. If the person is too junior on the position, this person cannot be listed as responsible yet. Therefore it is often the most senior member of the team that is responsible for most assignments. This divide in and different levels of responsibility are common in architecture and construction teams. There are individuals that are responsible for all architecture or construction projects, and there are architects or structural engineers that are responsible for one specific project. In the case 2 team meetings the office manager initiates the discussion but quite soon they are taken over by the most senior member of the project specific team. The more junior members can contribute with some information, but they mostly ask questions. This divide in who contributes to the discussion is also reflected in the hierarchy. The senior members have more influence over the team than the junior members. This creates some difficult situations since the office manager is relatively new to the office and to the position. But the mutual respect all the team members show that they have for each other stops this from becoming an issue that impacts the team's performance. The trust the senior members willingly put in the capability of the newer office manager makes them, in part, perform better as a team. This mutual respect, and its positive impact on the performance was present in all of the investigated cases.

In case 2 it was found that one of the challenges for teams of consultants is that the order supply is very varying. Sometimes they have too much to do, and sometimes they have too little work to be able to fill their days. A specific challenge for small teams that was identified in case 2 is that it is difficult to recruit experienced personnel. During times of flourishing economy, it is easy to switch to a new position at another company. It is difficult for smaller companies to attract experienced people that can be responsible for projects. And when they have trained new junior people, they have been able to start working somewhere else as soon as they start becoming fully trained. This is not a big challenge for the team in case 3. One of their main difficulties identified is a result of it being a non-profit organization. This type of group makes the time priority for the different team members a challenge. Additionally, since all the individuals are students they all have school as their first priority. After that they have friends, family, hobbies and the studied organization on different levels of priority in their lives. The fact that different individuals have the team on different levels of priority at different times is a great challenge. To some extent, the different priorities must be accepted but it was discussed when it impacted the team's performance.

In case 1, it was found that the team constellation in a start-up is idea driven, not project driven. The idea is the most important part, not the start-up in itself. One cannot say that a person that is good at coming up with ideas is good at start-ups. But one the other hand, it cannot be said that if one is good at ideas one will be bad at start-ups. There must exist a path in between these extremes. The start-up is based around a base idea, but there would be no company, i.e. a team, without a business side to the endeavour. A sole great idea often cannot survive on its own and will be handed over to someone else by the idea giver. In combining the idea with a functioning venture, the case 1 team is part of a small group of teams that have completely created their own purpose. Even if the case 1 team has a purpose the team must turn their common purpose into performance goals in order to evaluate their own work.

A finding from the data collection was that all of the teams had a need for structure in order to perform well. The structure came in the form of clear leaders, rules and a formalized organization. In the case 1 observation, the entrepreneur expressed the feeling of having to work really hard and be very proactive in order to motivate the innovator to develop and continue the project. Since the innovator did the development and did not communicate what was happening properly, the entrepreneur felt left out without any knowledge about whether the project was moving forward or not. The innovator has also felt that this was a problem since he could not prioritise the project, and therefore not achieve the things the entrepreneur thought he would succeed in doing. This made it important to create a framework with rules and expectations so that both parties know what their roles are, what they are expected to do and what they can expect that the other will achieve. Previously, this has been unclear which has created friction within the core team. It has also impacted their personal relationship in a negative manner. This undefined non-organisation needed to become more formalized so that both participants felt motivated to work with it.

During the interviews in case 2 a well functioning group was defined as a group where an agreement regarding the work distribution is reached quickly, and where everyone in the group can perform their task in a good and effective way. In case 3, a well functioning group was describes as needing an open climate where all the team members respect each other. Additionally, it was said that in most groups there needs to be a designated leader, or someone that is responsible. Having a floating leadership is not something the participant had seen function in any of their previous group constellations. There needs to be someone that is in charge of getting things done. This makes you move forward as a group, and not as an individual.

In the case 1 team it was said that the reward of being in an entrepreneurial team comes from a functioning business that the entrepreneur builds, and from a long-term commitment, an inner drive and to continuously dare to do it. If you make money, it is put towards the next project. The reward of being in this type of team is a recognition, to be accepted. It is freedom, but responsibly, with a lot of extra work.

One of the results from the data collection was that friendship within a team often has a positive impact on the team dynamic, but there can be negative consequences if some of the team members become too good friends. The core team in case 1 said that they started out with a great respect for each other, but that they have now become friends that trust each other. That is their group development and that makes the growth organic but the friendship can also be a disadvantage and it was said during the interviews that it is not easy being friends with your co-worker. It is easier to work with a neutral person. You leave your co-workers when the workday is over, but that is not possible with friends. You notice when your friend is feeling down and that affects you. But on the other hand, when the friend is feeling great, the work goes really well. The unscheduled, and sometimes poorly motivated, delay in the testing for case 1 created some friction in the core team, and one half of the core team was not always informed about the reasons why the test was rescheduled. This was partly due to a wish not to disappoint the other part of the core team, due to their friendship, and this resulted in this partial communication collapse. The communication mishap within the team was handled shortly after it occurred so that it would not damage the project and result in any underlying and lasting problems. A clear and direct exchange resolved the issue and clarified the reasons why it had happened. The focus of the exchange was on their friendship and not on the project. The communication problems that occurred within the case 1 team during the data collection created some insecurities that made discontinuing the project a viable option for one of the participants, this thought was later discharged and the project is still ongoing. But it showed how important trust and communication is within a team. It also showed that it is important to have a framework with rules and expectations so that the parties know what their roles are, what they are expected to do and what they can expect that the other will achieve. It also impacted the team's personal relationship in a negative manner. This undefined non-organisation needed to become more formalized so that both participants felt motivated to work with it.

An aspect of the team dynamic in the case 3 team is that some of the team members have become close friends outside of the group. A lot of the informal decisions have been made outside of meetings, and at times it became apparent that all of the team members were not informed properly about some of the activities since they had been discussed and decided on outside of the scheduled meetings. The team leader is very close to the team member that planned the majority of the event and they communicate a lot outside of meetings and more formal gatherings. The friendship between the members in the case 3 team is also apparent when it comes to communication during the events. There were two sub-groups of the management board, which completed their assignments without more than absolutely necessary collaboration between them. This divide has been apparent during most of the time the team has worked together. The team leader did most of the recruitment from two different groups of friends, and the two formations became apparent during the initial team building. Some of the team members have really good interpersonal chemistry and work together and are able to communicate clearly whereas some of the other members have a hard time understanding each other. This in turn, impacts the effectiveness of the communication between the members and while some understood a situation in the same way, others had a completely different understanding and experience of the whole situation. In case 3, the team has learnt which members can work effectively together and they have therefore planned so that the team is divided into sub-teams that have good interpersonal chemistry. This can for example be seen in situations where one team member expressed a preference to work with one of the other team members and not with another. In some situations during the case 3 collaboration it could be seen that some of the members did not perform as a team, their joint product was not greater than their individual efforts, but as a working group. At the same time, some of the sub-groups functioned as high performance teams. The case 3 group had in a way learnt during the team building which constellations performed best and focused on them instead of developing the less functioning groups. This situation highlighted the finding that informal communication within a team can have both positive and negative effects on the team dynamic.

One of the results from the data collection was that collaboration and having an open climate, e.g. clear communication, trust and mutual respect, within the team was important in all of the investigated cases. Both of theses aspect were needed in order to help the team perform well. During the case 3 observation it became apparent that even though the management team consists of eight members, all do not contribute equally even though they have an open climate. The work distribution is very uneven, with some not even performing the bare minimum. Thus, other members had to not only do their tasks, but cover for the others as well. This division of tasks has been seen all throughout the planning process. The team dynamic in the case 3 team is characterized by the uneven work distribution. Some of the team members are more prone to be proactive and act as soon as they realize something must be done, while others prefer to discuss the problem with the rest of the group before they act. This can at times create friction within the team, and some members feel like they do all the work, whereas other members feel left out and unable to contribute. There were a few situations during the planning and execution of the event where this dynamic was apparent. One of the less proactive members could be trying to fix something, but one of the more restless members would come along and do the task before the first person had a chance to think of a solution. At the same time, there is a lot of respect for the other team members and a gratitude for the work that has been done by the other team members. This uneven work distribution can become a problem in teams. At the observation, some of the team members relied almost solely on other team members.

It was found in case 2 that one of the factors that hinders consultant teams in the building industry from performing better and from developing is the projects' time plans. The management must help the team members by accepting more reasonable time plans. Today, they are very short. The management does everything in order to win a bid for a project, even if everyone agrees that there are problems with the time plans which will result in an unhealthy work load for the consultants. But the management argues that if they say anything about the unreasonable time frames, they will not win the bid for the project, and thus not get the project which might result in them having to fire someone due to a lack of work. This is a matter of giving and taking that everyone in the industry knows about. In case 3, in order for teams to perform well, all subgroups had to have a member with some leader instinct. These individuals had to be able to be a key person that has more communication with the management in these types of umbrella organisations. Furthermore, it was important to create a good communication within and between the subgroups in the larger group. Additionally, team building was important so that everyone got to know each other. Every individual had to be able to talk to everyone else. Otherwise the group would feel too large. Creating an environment where everyone can talk to each other will help the group members become committed.

It was said in case 2 that interpersonal chemistry is when you can tell each other things and listen to each other. In the consultant industry it is also a matter of having a good interpersonal chemistry with the clients and with the consultants outside of the team. It is when a person is able to listen, is polite and nice to others. The team leader in case 3 described interpersonal chemistry as two individuals whom are able to be in the same room or in the same group without disliking each other. It is being able to talk to each other and have different opinions but still be able to leave and still have a good feeling. For this to happen, there must be an open climate in the group. The ground rule in the team must be that you are allowed to say things, and think and believe things, but that someone else is allowed to have another opinion. And that you get back to this rule if there is a conflict. That you have to respect each other. So mutual respect is very important in interpersonal chemistry.

According to the findings in case 2, a person needs awareness and sensitivity to be able to function in a group. Additionally, social competence is needed where one can communicate their one thoughts, questions and knowledge to the rest of the group and receive and process the same type of information from the other in the group. During the case 3 interview it was explained that one of the traits an individual must have to function in a group is an understanding of the other members of the group. You do not have to be exactly the same or think the same things, but you must have compassion and an acceptance for other people. In this specific team it is also very important with communication. It is very difficult to function in any of the subgroups without any communication skills since you would lose very much of the sense of community. There are also some traits that are specific to each subgroup and are important to have in order to fit in. In the management team the members must have some type of sense for planning and organising. A person cannot simply show up and believe that everything will sort itself out, the individuals must have the problem-solving mind-set with them. At a technical university it is not difficult to find individuals that have a problem-solving mind-set, which is very easy since all students have it in some way. It can be harder to find someone with the social traits and the communication skills that are required.

The group dynamic in the team in case 3 was characterized by an open climate, they could talk about most things, both positive and negative experiences. But is was also a climate that allowed for having two very shy members that did not talk that much, which was not a problem. At the same time, some of the team members were more extrovert and social, and that was also okay. The team dynamic, how the members act toward each other and in collaboration, is in the case 2 team very accepting, e.g. had an open climate. All team members had their differences but they tried to accept these characteristics, and if they did not affirm them they at least tried to accept them. As an example, one of the members thinks it is very important to laugh at the workplace and likes to make jokes. While not all find these jokes very funny they have all learnt to appreciate this behaviour and would wonder what was wrong if this person stopped laughing and making jokes.

6 Discussion

The following chapter reviews the empirical findings in relation to the theoretical frame of reference. This is done in order to answer the research question.

6.1 Informality rules

The first finding was that informality rules in the investigated type of teams, e.g. small teams which primary task is creative. There is a high level of informality between the team members and the organizational structure is flat. This is supported by the theory. In order to be successful teams must be able to work autonomous according to Wheelan (2010). Furthermore, Amabile (1996) wrote that in order to be able to be creative, a team member needs freedom to perform the task in the way the individual wants to do it otherwise it can discourage creativity.

As shown in the findings, team building is needed in order to get to know each other, not to solve tasks. It is important to facilitate an informal communication between the team members. Wheelan (2010) wrote that a team becomes a high performance team when the members find the work fun, and they feel involved, committed and valued. Also, it is important that teams learn how to collaborate and solve difficult situations rather than rely solely on the help of experts and other members of the organization. Team building is needed since teams and good performance are inseparable, one cannot exist without the other (Katezenbach and Smith, 1993). Teamwork is a set of values that promotes listening, constructive responses, a support to others and a recognition of others achievements. Katezenbach and Smith (1993) identified spending a lot of time together as a team as a way of building a team, in the case of the teams from the case study this was done in order to get to know each other, build trust and facilitate an open communication. It was done in order to create an environment where everyone knows each other and can talk to each other which will help the team members become committed.

During the data collection it was found that the informal communication could be both positive and negative for the performance of the team. English (2019) wrote that over-communication is important in creating a functioning team, which is done in order to ensure that no out-groups are formed, these are groups that are not as informed. This had happened in one of the studied cases, and it had a large impact on the team's performance. Some of the team members were not a part of the informal communication, and therefore they formed a less informed out-group. Furthermore, some of the informal communication happened outside of the team's working hours, which hindered everyone from taking part in the discussions. A positive aspect of great communication skills and an open interaction is that they build trust, which is essential in the creation of a high-performance team (Hakanen and Soudunsaari, 2012).

As shown during the interviews, mutual respect within the team is more important than hierarchy. Hakanen and Soudunsaari (2012) wrote that trust is a driving force for business creation and a key factor in team building. A lack of trust can negatively impact the team's communication, delegation, empowerment, productivity and results. Mutual respect is important in building trust, which is needed in a high-performance team.

Collaboration and an open climate are very important in a team according to the participants in the case study. In the theoretical frame of reference, an open climate is described as a setting that encourages active participation (Levi, 2007). An open climate is achieved by developing rules that promote openness and safety in presenting ideas and opinions. During the interviews an open climate was described as a setting where there is clear communication, trust and mutual respect. In the literature it was found that collaboration promotes interpersonal support and communication, and that individuals get both support and motivation from cooperative situations (Levi, 2007). However, there can be high levels of conformity in teams that are highly cooperative, this can reduce the creativity and performance of the team and can lead to situations where team members make un-advantageous decisions in order to maintain team harmony. One of the participants of the data collection combined the need for mutual respect and an open climate and said that: "a well functioning team needs an open climate where all the team members respect each other."

Furthermore, it was discovered during the interviews that all teams want to recruit from personal connections, since they know those individuals are good people. Here the academic merits and background are not the most important factors. It is partly due to the initial trust that is already in place if the person has a good reputation. Trust building is a slow process where, among other things, shared norms and morals are required to build in order to achieve trust (Hakanen and Soudunsaari, 2012). As shown in the findings, if these norms and morals are already in place, the trust is easier, and faster to build. Furthermore, Pillemer and Rothbard (2018) identified perceived similarity as a key interpersonal mechanism in building a relationship, and by recruiting via personal connections, the recruiter and the individual being recruited have the similarity of knowing the same person. That perceived similarity can become the founding stone in the formation of an interpersonal connection. The opinion that academic merits and background are not the most important factors in group formation, and in group performance, is not shared by all researchers. Stevens and Campion (1994) wrote that a focus on knowledge, skill and availability rather than on personality of the team members has proven to be more successful when it comes to team performance. None of the participants from the studied cases agreed with this, and they found personality and interpersonal chemistry to be more important. In the literature, Kahneman (2011) wrote that the brain functions as a dual processor, first it forms an immediate perception based on biases and intuitive reactions which is followed by a slower observation and analysis. Usually this slower evidence gathering and reasoning is based on the initial perception. This corresponds with the finding that the personal connection and the interpersonal chemistry are more important than the more rational aspects (such as past work experience and merits) in the way individuals connect and perceive other people. Decisions are not based on strategic reasoning but rather on intuitions and emotions. Therefore, the team formation is based on intuitive judgements which are then backed up by strategic and rational reasoning. The team dynamic is thus a direct result of the interpersonal chemistry and the initial perceptions it brings from interactions.

A finding from the data collection was that interpersonal chemistry is important in the team formation, and it is often the leader's "gut feeling" that decides if a person is the right fit or not. Formal education and relevant work experience are also important of course, but there is a larger chance that someone takes a gamble and recruits someone if the correct interpersonal chemistry is in place. Campbell et al. (2018) said that a perception of a person is made within moments of first meeting them and this will impact what type of relationship will be formed with them in the future. Furthermore, interpersonal chemistry is the perceived initial connection that we make with people when we meet them for the first time. During the interviews “gut feeling” was described as an individual’s personal thoughts and feelings. This is similar to the findings in the theoretical frame of reference. There gut feeling is described as intuitive decision making, it is a combination of a lifetime of experience that guides one’s instinct or intuition (Matzler et al., 2007). It is an often unconscious process of very quickly recognizing patterns. Intuition is a combination of knowledge, experience and emotions. When making complex decisions this is an important ability. Therefore, the leader’s “gut feeling” from the empirical data is really their ability to recognize patterns and using their emotional intelligence to help them make decisions, and not some kind of sixth sense. This “gut” feeling is also the initial intuition about what is right and what is wrong (Haidt, 2012). Instinct comes before strategic reasoning and usually, people will try to use strategic reasoning and construct a justification for the intuition post hoc. Our decisions are based on emotions, and rational and strategic reasoning comes second as a way of motivating our decision making that is based on emotions. Therefore, the interpersonal chemistry between individuals will impact their emotions, and emotions are the foundation for many of our decisions. These decisions will in turn affect the team dynamic of the teams we belong to. Therefore, interpersonal chemistry directly influences team dynamic.

There are similar team dynamic requirements for creative teams and for high performance teams that were found in both the theoretical and empirical data collection. There needs to be a certain degree of freedom and informality (Amabile, 1996; Wheelan, 2010), this was also brought up during the interviews. Team building is done in order to facilitate informal communication, build trust and commitment. Furthermore, a finding was that collaboration and having an open climate are important, the team’s environment should promote active participation, e.g. clear communication, mutual respect and trust (Hakanen and Soudunsaari, 2012; Levi, 2007; Wheelan, 2010). Additionally, trust and respect are more important than hierarchy. There are also similar potential pitfalls. For example, informal communication can create out groups and highly cooperative teams can have a high level of conformity, which can reduce creativity and performance (English, 2019: Levi, 2007). In one of the studied teams, an out group was formed which impacted the team’s performance. But there is one thing that clearly separates a creative team from other high performance teams. In order to find creative solutions as a team, the team must have both individual and group creativity (Levi, 2007). Thus, a team can train to become high performing, but if the individuals are not creative on their own, they cannot perform as a creative team.

The formation of these small teams is to a large extent based on interpersonal connections and emotions. It was found that all respondents wanted to recruit from personal connections, since they knew these individuals were good, and here academic merits and backgrounds are not the most important factors, but rather that the trust in the person was already present and a perceived similarity was there since they had a personal connection. Trust and perceived similarity are key mechanisms in building relationships (Hakanen and Soudunsaari, 2012: Pillemer and Rothbard, 2018). The leaders followed their ‘gut’ feelings when assembling the teams in the studied cases. These instincts and intuitions form first impressions that function as a basis for the following strategic reasoning and analysis of an individual which will impact what type of relationship will be formed with them in the future (Campbell et al., 2018; Haidt, 2012; Kahneman, 2011; Matzler et al., 2007). Therefore, a team’s constellation and dynamics are a direct result from the interpersonal chemistry and the initial perceptions it brings from initial interactions between the leader and potential team members. Furthermore, the interpersonal chemistry between individuals will impact their emotions, and emotions are the foundation for many of our decisions. These decisions will in turn affect the team dynamic of the teams we belong to.

6.2 Creativity needs structure

Another empirical finding was that creativity in a team needs structure. In the data collection it was found that regardless of the type of team, there needs to be structure, a clear leadership and a formalized organization in place, otherwise the performance, and thus the creativity, of the team might become impaired. This was also found in the theoretical frame of reference. Paulus (2000) wrote that using challenging goals, structured team interactions, autonomy, and a supportive environment can optimize team creativity. Levi (2007) agreed with this and stated that a team's creativity is a combination of individual, group and organizational factors, and in order for a team to be creative it must have creative members that collaborate effectively within an organizational context that is supportive. Amabile (1996) also pointed out the importance of leadership to nurture creativity in teams. Management is important since a leader that is too controlling, has poor communication skills and gives unclear direction will hurt the creativity. New ideas should be encouraged. It is therefore important that the leader gives the team freedom but at the same time gives clear direction. One of the participants in the case study described a well-functioning team as a team where an agreement regarding the work distribution is reached quickly, and where everyone in the team can perform their task in a good and effective way. It was said that it is a team where the team members are motivated, there are no drawn out decisions and there are clear roles and expectations.

An aspect of the structure of teams is their size. All the studied teams were small, which made it easier to see the impact of different decisions. Gençer (2019) wrote that the actions and following effects of an individual's actions are more noticeable and direct in small teams. Additionally, Bußmann (2013) stated that in small teams, the members must be able to multitask and be flexible in order to do more structural work in the team. Members who only perform their content related task can create issues in small teams. In large teams, the members can have more clear roles and tasks and system roles are more defined. In larger teams the risk of a lack of motivation and coordination increases. Communication and coordination function better in small teams than in large ones. This could be seen during the data collection. The communication and coordination functioned well, but there was also an expectation on the team members to do more then their assigned work tasks. In small teams it could be seen in the case study that there is a balance between having clear roles and being flexible in performing a task that needed to be done even though it was not one's content related task.

The performance, and creativity, in a team is linked to the interpersonal chemistry between team members and how comfortable everyone is. The team members must not only have the right work specific skill, they must also have the correct social skills. Paulus (2000) identified social inhibitors as a main factor to why teams produce less creativity than individuals that work alone. Social inhibitors are the anxiety connected to the evaluation of one's idea by others and the reduction in motivation that occurs when one's contribution is reduced or hidden in the team's output. This connects to the finding from the data collection that team members are more creative when they are comfortable. It is important to feel seen and heard within the team and that one's contribution is visible in the team's output. Furthermore, creativity can be discouraged by negative communication climates that can develop in teams (Van Gundy, 1987). In an attempt to stop this from occurring, one of the participants in the case study said that the ground rule in a team must be that you are allowed to say things, and think and believe things, but that someone else is allowed to have another opinion. And that you get back to this rule if there is a conflict. That you have to respect each other. So mutual respect is very important in interpersonal chemistry. Another aspect of the creation of commitment and social coordination for members within a team is their emotions (Pfister and Böhm, 2008). Emotions can impact decision making that commits people to stick to their decision, even if the decision goes against the individual's self interest. This social coordination is important in order to achieve a functioning team dynamic. This is another case where the emotions, that can be a result of the interpersonal chemistry between the team members, impact the team dynamic.

The team members in a team do not have to be friends to be able to work together. Wheelan (2010) wrote that team members must not socialize nor like each other outside of work in order to function as a team. Furthermore, team members should not be based on their personality or their style compatibility to the other team members, rather they should be chosen based on their ability to solve the task at hand and if they can contribute to the group's success. But as shown in the findings, another aspect for this type of team in relation to interpersonal chemistry was pointed out. It was said you can work with anyone that you have been assigned to work with. But if you are starting something that you are to be a partner in and run, then it is pointless if you lack interpersonal chemistry which functions. That would make it very hard to co-exist.

As shown in the findings, team members must be comfortable within the team in order to be able to be creative. They have to feel seen and heard within the team. A way of ensuring this is having structure within the team. The need for having a leader, a formalized organization, and common goals and expectations, within the team was also brought up in the reviewed literature (Amabile, 1996; Levi, 2007; Paulus, 2000). For the studied teams, a well-functioning teams was described as a team where the team members are motivated, an agreement regarding the work distribution is reached quickly, where everyone in the team can perform their task in a good and effective way, and where the roles and expectations are clearly defined. Wheelan (2010) wrote that team members must not be friends to work together, but it was said during the interviews that you can work with anyone that you have been assigned to work with. But it would be very hard to co-exist, end even pointless, if you are starting something that you are to be a partner in and run, if you lack interpersonal chemistry which functions. The interpersonal chemistry and the emotions connected to it can also influence individual's commitment to the team (Pfister and Böhm, 2008). Emotions can make people stick to their decision even if it goes against the individual's self interest, thus enhancing commitment. In order to maintain good emotions within the team, one of the participants said that the ground rule in a team must be that you are allowed to say things, and think and believe things, but that someone else is allowed to have another opinion. And that you get back to this rule if there is a conflict. That you have to respect each other. So mutual respect is very important in interpersonal chemistry.

6.3 Friendship, a blessing and a curse

A finding from the participant observation of the study was that friendship can be both a blessing and a curse in teams. Friendship is desirable in a team in many situations, but it can create problems if some of the team members become too close friends. One of the results of the friendships in the case study teams, was that out-groups were formed. Some of the team members were not as informed and decisions and planning happened during informal communication between only a few of the team members. The formation of sub-groups can reduce the knowledge sharing and the communication within a team (Pillemer and Rothbard, 2018). Pillemer and Rothbard (2018) also wrote that there are both positive and negative aspects to friendship in the workplace. The positive impact of informal relationships in the workplace for individuals include emotional and instrumental support, enabling a positive identity and personal development and providing socialization possibilities. The teams and organization can get cohesion and cooperation as a result from friendships. Furthermore, the organizing process and innovation and creativity can be stimulated by these social relationships. Additionally, emotions that are unrelated to the target situation can impact a person’s decision making (Andrade and Ariely, 2009). These decisions can in turn inform future situations since people tend to behave consistently when it comes to cognitions and past actions. Therefore, having friendships, as in the studied teams, can give the team members more positive emotions which might influence them to make decisions that are impacted by this positivity. Of course, the reverse situation applies if there are negative emotions connected to the friendship when the decision is made. These decisions can in turn affect the team’s dynamic. Therefore, the interpersonal chemistry of friendship, and the emotions connected to it, can influence a team’s dynamic.

In teams where there is friendship there can also be a high level of cohesion as a result (Pillemer and Rothbard, 2018). Levi (2007) described cohesion as the interpersonal bonds that are formed within a group. Task commitment, social identification, feelings of belonging and interpersonal attraction can create a team cohesion. The improved mutual support and improved coordination of a cohesive team make it perform better than a non-cohesive team in most cases. One potential drawback of having a high level of team cohesion is that there is a risk that it can impair decision making and promote conformity. Conformity can lead to a reduction in creativity and performance and it can also lead to situations where team members make un-advantageous decisions in order to maintain team harmony.

The teams studied in the case study were more or less homogeneous. They had been recruited from a small pool of individuals, or had very similar backgrounds and experiences. This can negatively impact their creativity. Levi (2007) wrote that homogeneous groups are not as likely to develop creative solution as diverse groups. Teams that have creative conflict, e.g. the team is exposed to different ideas and opinions from some members, produce more creative ideas. This stimulates the thinking and idea generation in the majority of the team and they are prompted to look at the situation from different perspectives. A diversity among the team members, e.g. different backgrounds, training etc., increases the creativity of the team. These types of teams look at the issue from multiple perspectives and generate more ideas that they try out.

As shown in the findings, it could be seen that the decision making and communication suffered at times when the team members valued their friendship over the goals of the team. Pillemer and Rothbard (2018) said that sometimes the required task to achieve a goal might be in conflict with the social connection between team members, which is a potential downside of workplace friendship. Additionally, the socioemotional focus of the friendship can distract from the workplace goals, and the intrusion of the friendship might distract the team members so they focus less on the work-related tasks. Furthermore, friendship in the workplace can result in confusion regarding formal and informal roles. During the data collection it was said that it is not easy being friends with your co-worker. It is easier to work with a neutral person. You leave your co-workers when the workday is over, but that is not possible with friends. You notice when your friend is feeling down and that affects you. But on the other hand, when the friend is feeling great, the work goes really well. In this case, the performance of the team went up and down with the status of the friendship and their socioemotional connection. At times it functioned perfectly and at times it almost stopped completely. Often they prioritised friendship over work, which is something that can happen when people are more than good co-workers and there are friendships in the workplace (Pillemer and Rothbard, 2018).

As has been pointed out in both the theoretical and empirical findings, there are both positive and negative aspects of friendships in teams. Friendships can make teams perform better, lead to feelings of belonging and interpersonal attraction, give different types of support, stimulate creativity, facilitate cohesion and cooperation, but also they can lead to out-groups being formed, and impair decision making (Andrade and Ariely, 2009; Levi, 2007; Pillemer and Rothbard, 2018). One of the potential drawbacks of being friends with your co-worker was brought up during one of the interviews. It was said that it is easier to only be co-workers, with friends you care more and put more focus on their well-being. This focus on the individual's well-being can impair the team's performance if the friendship is valued over the team's goals (Pillemer and Rothbard, 2018). Furthermore, trust and perceived similarity are key mechanisms in building relationships (Hakanen and Soudunsaari, 2012: Pillemer and Rothbard, 2018). Therefore, these perceived similarities can lead to the team becoming homogenous. These types of team can impact creativity in a negative way, since it is better with a diverse team with more perspectives (Levi, 2007). The team can also become more homogenous if the leader only recruits from personal connections, since they would only come from a small pool of individuals with a similar background. This is a potential threat in small teams since recruiting from personal connections was identified as a desirable way of recruitment by all of the case study participants.

7 Conclusion

The purpose of this study was to examine the role of interpersonal chemistry in small teams with highly educated team members, which primary task is creative. Small teams are present in many situations in the society as a whole, the study contributes with an understanding how interpersonal chemistry impacts their group dynamics. The study specifically addresses teams which primary task is creative, but parts of the results can be applied to other types of teams with highly educated team members.

There are similar team dynamic requirements for creative teams and for high performance teams. There needs to be a certain degree of freedom and informality and team building is done in order to facilitate informal communication, build trust and commitment. Furthermore, collaboration and having an open climate are important, trust and respect are more important than hierarchy. There are also similar potential pitfalls. For example, informal communication can create outsider groups and highly cooperative teams can have a high level of conformity, which can reduce creativity and performance. But there is one thing that clearly separates a creative team from other high performance teams. In order to find creative solutions as a team, the team must have both individual and group creativity. Thus, a team can train to become high performing, but if the individuals are not creative on their own, they cannot perform as a creative team.

The formation of these small teams is to a large extent based on interpersonal connections and emotions. It was found that all respondents wanted to recruit from personal connections, since they knew these individuals were good, and here academic merits and backgrounds are not the most important factors, but rather that the trust in the person was already present and a perceived similarity was in place since they had a personal connection. Trust and perceived similarity are key mechanisms in building relationships. The leaders followed their ‘gut’ feelings when assembling the teams in the studied cases. These instincts and intuitions form first impressions that function as a basis for the following strategic reasoning and analysis of an individual which will impact what type of relationship will be formed with them in the future. Therefore, a team’s constellation and dynamics are a direct result from the interpersonal chemistry and the initial perceptions it brings from initial interactions between the leader and potential team members. Furthermore, the interpersonal chemistry between individuals will impact their emotions, and emotions are the foundation for many of our decisions. These decisions will in turn affect the team dynamic of the teams we belong to.

Team members must be comfortable within the team in order to be able to be creative. They have to feel seen and heard within the team. A way of ensuring this is having structure within the team. A well-functioning team is as a team where the team members are motivated, an agreement regarding the work distribution is reached quickly, where everyone in the team can perform their task in a good and effective way, and where the roles and expectations are clearly defined. It was found that team members must not be friends to work together, but even though you can work with anyone that you have been assigned to work with, it would be very hard to co-exist, end even pointless, if you are starting something that you are to be a partner in and run, if you lack interpersonal chemistry which functions. The interpersonal chemistry and the emotions connected to it can also influence individual’s commitment to the team. Emotions can make people stick to their decision even if it goes against the individuals self interest, thus enhancing commitment. Furthermore, in order to maintain good emotions within the team, the ground rule in a team must be that you are allowed to say things, and think and believe things, but that someone else is allowed to have another opinion. And that you get back to this rule if there is a conflict. That you have to respect each other. Thus, mutual respect is very important in interpersonal chemistry in teams.

It was found that there are both positive and negative aspects of friendships in teams. Friendships can make teams perform better and stimulate creativity, but can also impair decision making. One of the potential drawbacks is that it is easier to only be co-workers, with friends you care more and put more focus on their well-being. This focus on the individual's well-being can impair the team's performance if the friendship is valued over the team's goals. Furthermore, trust and perceived similarity are key mechanisms in building relationships. Therefore, these perceived similarities can lead to the team becoming homogenous. These types of teams can impact creativity in a negative way, since it is better with a diverse team with more perspectives. The team can also become more homogenous if the leader only recruits from personal connections, since they would only come from a small pool of individuals with a similar background. This is a potential threat in small teams since recruiting from personal connections was identified as a desirable way of recruitment by all of the case study participants.

The research findings show that there are quick results and large impacts of decisions made and implemented in small teams. These decisions are primarily based on intuition and emotion, and strategic reasoning comes secondary as a motivation for the immediate reactions. These emotions also tap into and are important in interpersonal chemistry and the connection between individuals. These results show a link between small teams and interpersonal chemistry and decision making, since they indicate that interpersonal chemistry is important in small teams seeing that it impacts the decisions and the decisions are very noticeable in this type of team.

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Appendix

Appendix I Interview guide case 1 interviews

Del 1 – Den generella delen om teambuilding

- Hur fungerar er grupp?
- Hur är arbetet uppdelat?
- Skiljer sig arbetsfördelningen från ansvarsfördelningen?
- Vad har er grupp för utmaningar? Specifikt för er samt generellt.
- Hur fungerar gruppens utveckling?
- Finns teambuilding eller sker det organiskt?
- Såhär beskriver Wheelan grupputveckling
    - Dependency and inclusion
    - Counterdependancy and fighting
    - Trust and structure
    - Work and productivity

  Håller du med om det här?

Del 2 – Den specialiserade delen om teambuilding i startups

- Är teambuilding och gruppdynamik något som man tänker på i små startups? Hur skiljer det sig mot större organisationer?
- Skiljer sig startup-miljön från större organisationer när det kommer till att bygga team? På vilket sätt? Finns det exempel?
- Vad behöver en organisation göra för att hjälpa team prestera bättre? Skillnader mellan små och stora organisationer.
- Hur hittar man rätt personer?
- Hur fungerar rekryteringen när det inte finns en HR-avdelning?
- Vilka strukturella skillnader finns det mellan startups och större organisationer? (stöd, tillit, säkerhet etc.)
- Hur rekryteras de olika disciplinerna som behövs?
- Hur tilldelas arbetsuppgifter?
- Vem är ansvarig för att bygga teamet i små och stora organisationer?
- Gå igenom de 4 nivåerna i Wheelans teori. Skiljer det här sig mellan små och stora organisationer?
    - Dependency and inclusion
    - Counterdependancy and fighting
    - Trust and structure
    - Work and productivity
- Övriga åsikter?

Appendix I I Interview guide case 2 and 3 interviews

Del 1 – Den generella delen om teambuilding

- Hur fungerar er grupp? För-/nackdelar?
- Hur är arbetet uppdelat? För-/nackdelar?
- Skiljer sig arbetsfördelningen från ansvarsfördelningen? För-/nackdelar?
- Vad har er grupp för utmaningar? Specifikt för er samt generellt.
- Hur fungerar gruppens utveckling? För-/nackdelar?
- Finns teambuilding eller sker det organiskt? För-/nackdelar?
- Såhär beskriver Wheelan grupputveckling
    - Dependency and inclusion
    - Counterdependancy and fighting
    - Trust and structure
    - Work and productivity

  Håller du med om det här?
- Är teambuilding och gruppdynamik något som man tänker på i den här typen av grupp? Hur skiljer det sig mot andra grupper du har varit med i?
- Skiljer sig den här miljön från större organisationer när det kommer till att bygga team? På vilket sätt? Finns det exempel?
- Vad behöver en organisation gör för att hjälpa teams prestera bättre?
- Hur hittar man rätt personer? För-/nackdelar?
- Hur fungerar rekryteringen? För-/nackdelar?
- Hur rekryteras de olika disciplinerna som behövs?
- Hur tilldelas arbetsuppgifter? För-/nackdelar?
- Vem är ansvarig för att bygga teamet? För-/nackdelar?

Del 2 – Personkemi och gruppdynamink

- Vilka egenskaper behöver en person ha för att fungera i en grupp?
- Vilka specifika egenskaper behöver en person för att rekryteras till er grupp? För-/nackdelar?
- Hur viktigt är personkemi för er grupp?
- Vad är personkemi för dig?
- Vilka aspekter är viktigast?
- Hur ser en välfungerande grupp ut?
- Vilken typ av gruppdynamik har er grupp? För-/nackdelar?
- Övriga åsikter?

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